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Comparison of the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana

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**COMPARISON OF THE TRANSFORMATIONAL
LEADERSHIP PRACTICES OF PRINCIPALS OF CHARTER SCHOOLS
AND PRINCIPALS OF TRADITIONAL PUBLIC SCHOOLS IN LOUISIANA**

by

**Charles W. Patterson
Bachelor of Science in Mathematics Education
Master of Science in Mathematics Education**

**A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education in Educational Leadership**

**COLLEGE OF EDUCATION
LOUISIANA TECH UNIVERSITY**

August, 2002

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Date

We hereby recommend that the dissertation prepared under our supervision by Charles W. Patterson entitled Comparison of the Transformational Leadership Practices of Principals of Charter Schools and Principals of Traditional Public Schools in Louisiana be accepted in partial fulfillment of the requirements for the Degree of Doctor of Education

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ABSTRACT

The primary purpose of this study was to compare the transformational leadership practices of principals of charter schools and traditional public schools in Louisiana. A causal-comparative research design was utilized. All charter schools were asked to participate in the study, and a matched sample of public schools was selected for the comparison group.

Key findings suggest that charter school and traditional public school principals possess transformational leadership skills. However, there was no difference between the groups in the extent to which they practiced these behaviors. Teachers' perceptions did not differ from principals' self-reported practices. Personal and professional characteristics did not contribute to any differences in leadership practices of principals and contributed to only a few differences in teachers' perceptions.

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CHAPTER 1

INTRODUCTION

Few people are content with the state of public schools, especially the individuals who work in them. According to Hill (1994), when teachers were asked to envision the kind of school they wanted, they often described “much more orderly, focused, and collaborative working environments than they currently encounter” (p. 396). Principals, superintendents, school board members, and teacher union leaders each claim that they could do their work more effectively if they had less interference from the others. This power struggle or gridlock leads to waste, confusion, and mediocrity. Hill suggested that if public schools are to respect the rights and values of a diverse population but also want to make the most of individual students’ and teachers’ talents and initiative, then school leaders must find new ways to govern schools.

Many efforts to reform the governance of public education have been implemented rather haphazardly. School choice plans specify how parents can acquire the resources to demand better public schools, but not how public or private agencies will administer these resources. Site-based management changes decision making at the school level, but it does not change the mission and powers of the central office, and it does little to reduce the constraints of federal and state regulations, program requirements, and union contracts. School board reforms do not relieve members of the need to resolve complaints and

conflicts by making new policies that constrain all schools. Systemic reforms try to align the different parts of public education, but do nothing to eliminate the political influences that create fragmented, unresponsive schools (Goodlad & McMannon, 1997; Hill, 1994).

None of these reform efforts offer a complete alternative to the governance of existing school systems. Because of the traditional commitment to governing public schools through politically negotiated rules that apply to all schools, reform efforts are much more likely to be transformed by the system than to transform it (Hill, 1994; Sarason, 1998).

One issue in school reform has been deciding exactly how to make schools more autonomous and accountable. Bierlein and Mulholland (1994a) suggested that charter schools offer a viable means of integrating various reform ideas in order to create highly autonomous and accountable learning environments. Unlike the current system, in which schools are both funded and operated by a government agency, the charter school movement allows schools to be operated by a variety of public and private organizations. Charter schools are based on school-specific contracts that define each school's mission, guarantee a certain amount of public funding, and spell out the terms of accountability (Barr & Parrett, 1997; Mulholland & Amsler, 1992).

Under a charter school plan, the focus is on changing the system. Charter schools alter the ways in which education systems deliver services by transferring authority to individuals at the school site. Wohlstetter and Anderson (1994) indicated that charter schools feature a dual reform strategy that combines state-initiated reform with local flexibility. Leadership from the top dictates instructional goals and content for the entire education system. At the same time, charter schools are given the authority and flexibility

to design their own strategies for achieving the instructional goals established at the top. The challenge lies in understanding how policy makers and educators can work together to create innovative strategies for change.

Charter schools are not immune to problems and criticisms. Sarason (1998) suggested that no one is in principle opposed to improving education, but “in a truly basic and practical sense the initial question is whether the innovative governance, pedagogy, and organization of charter schools will achieve their purposes, improve educational outcomes, and can serve as a basis for further changes in the system” (p. 56). Those individuals involved with charter schools see it as a bold reform with great promise (Mulholland & Bierlein, 1995).

The success or failure of the charter school movement depends on the quality of education provided by visionary leaders. Research suggests that principals are an essential component in successful educational reform (Hall & Hord, 1987; Kouzes & Posner, 1987; Leithwood, Begley, & Cousins, 1990; Sergiovanni, 1990). Although “principals alone do not have magic powers to create good schools,” they are the “critical agent” who can get things done and affect change (McCurdy, 1983, p. 7). According to Chance (1992), leadership is necessary to forge acceptance of the reform’s vision and to model the desired criteria for teachers and other educators. Thus, at a time when few people are content with the state of public schools and when a new vision of school governance is needed, it is appropriate to focus on the transformational leadership practices of the principal.

Purposes of the Study

The purposes of this study were to (a) determine if charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (b) determine if traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (c) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) compare the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Burns (1978) developed a leadership theory in an attempt to describe what motivates individuals to work toward the vision of an organization. He categorized leadership practices into two types, transactional and transformational. Transactional leadership relies on extrinsic desires and an exchange of one good for another; transformational leadership relies on intrinsic, higher-order desires such as moral values (Hunt, 1991). According to Bass (1990), "the transactional leader works within the framework of the self-interests of

his or her constituency, whereas the transformational leader moves to change the framework” (p. 23).

If the goal of the charter school movement is fundamentally to change the educational system, then charter school principals must employ transformational leadership practices. In this research, the *Leadership Practices Inventory* (LPI) (Kouzes & Posner, 1997) was used to compare the leadership practices of charter school and traditional public school principals (see Appendixes A, B, and C). The LPI is a leadership instrument based on five leadership practices that reflect transformational leadership, as described by Burns. Fields and Herold (1997) investigated whether dimensions of transformational and transactional leadership can be inferred from subordinate reports of leadership behaviors collected through the *Leadership Practices Inventory*. In their study, 1892 subordinates and 344 managers completed the LPI. Their findings support the use of the LPI to measure transformational and transactional leadership in educational and other settings.

Justifications for the Study

According to the 1996 Phi Delta Kappa/Gallup Poll (Elam, Rose, & Gallup, 1996), people continue to rate the schools in their own communities much higher than they rate the nation’s schools. The closer people get to their schools, the higher the ratings. This could suggest that when people are directly involved in schools, the school is perceived as being successful.

Glickman (1997) defined successful schools as those that have set educational goals and priorities and accomplished them over time. These goals include (a) student

achievement, (b) grades, (c) attendance, (d) climate, (e) self-esteem, (f) prevention of vandalism, (g) retention, (h) postschool success, and (i) parental and community satisfaction.

He suggested that research indicates five findings about successful schools:

1. Faculty in successful schools are less satisfied with regard to their teaching than are faculty in the less successful schools (Brookover, Beady, Flood, Schweiter, & Wisenbaker, 1979).

2. Successful schools are places where faculty members supervise and guide one another, plan courses together, and work in coordination (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979).

3. In successful schools, faculty members are not treated as subordinates but instead are regarded as the colleagues of administrators and others involved in decisions and actions (Chubb & Moe, 1990).

4. Faculty members, administrators, and others in successful schools have established norms of collegiality for discussing and debating the questions about how constantly to renew and improve the educational environment for all students (Rosenholtz, 1989).

5. Successful schools seek, produce, and consume information, and they see educational renewal as a continuing process, not as an event (Fullan & Miles, 1992).

Glickman (1990) suggested that, because of tradition, most public schools are not perceived as being successful. He indicated that six reasons contribute to this perception:

1. Physical organization to keep people apart. The typical school is designed in an eggcrate structure where each teacher is isolated from other teachers and no time for informal or formal meetings is scheduled.

2. Legacy of the one-room schoolhouse. The American public school of today was derived from the one-room schoolhouse of pioneer times. Teaching was the responsibility of one person. This individual teaching autonomy is a tradition that has been carried forward in most current schools. Each teacher is responsible only for what transpires within that teacher's classroom.

3. Inversion of responsibility. Beginning teachers tend to be given the least desirable classrooms, the least adequate teaching materials and supplies, and, often, the most challenging students. In most other professions, the most experienced and competent people handle the most challenging situations.

4. Restricted dialogue. Two of the largest studies of American education (Boyer, 1983; Goodlad, 1984) indicate that while teachers have virtual autonomy in deciding what and how to teach, they have virtually no input at all when it comes to decisions about teaching and learning across classrooms, grade levels, and departmental boundaries. Most of these decisions are made by people external to classrooms and schools.

5. Lack of professional dialogue. Most educators do not discuss teaching practices with one another except in contrived situations. Principals and teachers are more comfortable discussing students, parents, sports events, or community matters than discussing such issues as the curriculum, teaching strategies, staff development, and student learning.

6. Restricted access to communication. Most schools lag far behind when it comes to communication access. In gathering information, most teachers do not have the technology or the time to communicate outside or across their own classrooms.

Because of these existing conditions derived from traditions, schools are less than fully effective. Glickman (1993) proposed that the only way to overcome these conditions is to build “a school community where members have an opportunity to rethink the existing organization and decide on the level of energy and activity at which they wish to change schoolwide teaching and learning practices” (p. 21). Proponents view charter schools as an alternative form of governance that can provide such an opportunity.

Charter schools address the concern for efficiency that is a high priority in many school systems. Because few people are content with the present state of public schools, charter schools have been implemented as an alternative form of governance. The driving force of the movement is to increase efficiency at both the upper and lower levels of the school hierarchy (Barr & Parrett, 1997; Shanker, 1990).

Charter schools are grounded in a philosophy of the education marketplace. Schools must compete for students, and those that cannot attract sufficient numbers of students may have to close. Also, a key feature of all charter school reforms is holding schools accountable for educational outcomes. If these schools do not attain specific results, their charters may be revoked. Evidence indicates that many charter schools seem to be translating local control into efficient management (“Charter Schools,” 1994; Gill, Timpane, Ross, & Brewer, 2001).

Charter schools also address the needs of the individual stakeholders in the school system. A charter school is a school of choice that can improve educational options for students, parents, and teachers in a number of ways. According to Lively (1994), “one reason for chartering schools is to help provide customized education to help meet students’

needs” (p. 28). Charter schools offer the opportunity to meet the individual needs of students. They can also offer parents and students a choice of learning options not available within traditional public schools. For teachers, they can offer a chance to work in more autonomous schools that utilize new or alternative teaching methods, philosophical approaches, and assessment tools. Many charter school contracts are negotiated with parents and teachers. When these stakeholders believe that they have a voice in the planning and operation of charter schools, they will become much more committed and actively involved (Gill et al., 2001; Sweeney, 1994).

In addition, charter schools address the growing political interests in education. According to Piphoo (1993), some people credit the increased popularity of the charter school movement to “continued pressure from the conservative side of the political aisle” (p. 102). However, he suggested that this growth seems to reflect bipartisanship in which the unifying element is the notion that schools need major change or systemic reform. In another article, Piphoo (1995) indicated that the charter school concept has been accepted by governors and legislators from both major national political parties and is often viewed as a compromise between doing nothing and getting involved with a complicated voucher proposal. Because charter school policies seem to balance competing political interests, they have become quite popular with politicians who view them as something worth a try.

Charter schools address the needs of the community. They may offer unconventional hours, experiment with curricula, specialize in certain types of teaching, or design programs tailored to a particular community. Raywid (1995) suggested that “a charter school is an independent school with a public obligation” (p. 558). Charter school contracts are often

negotiated with community groups. These groups want to maintain the cultural identity of the community. According to Raywid, charter schools can accomplish this by making cultural traditions a focus of the curriculum.

Since charter schools are grounded in a philosophy of the education marketplace, they must compete for students and must show evidence of educational improvement. To remain open, they must meet the needs of their students and community. Given the public demand for school reform and the importance of the principal in promoting successful educational reform, comparing the leadership practices of principals of charter schools to the practices of principals of traditional public schools provided the opportunity to determine if transformational leadership practices differ between charter schools and traditional public schools.

Theoretical Framework

The open system theory of organizational leadership suggests that the leader works to establish an effective fit between the internal and external environments of the organization (Armel, 1997; Katz & Kahn, 1966; Wallace, Sweat, & Acker-Hocevar, 1999). Schools can be considered as open systems because they are vulnerable to changes in their external environment. These changes may be political, economic, demographic, ideological, or technical in nature. Only in the last twenty years has leadership theory begun to develop a conceptual framework that effectively identifies the leadership requirements needed to link the internal and external environments of educational systems.

Burns (1978) proposed a leadership theory in an attempt to identify leadership behaviors that would establish a fit between the internal and external environments of the organization. He categorized leadership as two types, transactional and transformational. The transactional leader-follower relationship is based on an exchange model, where the follower makes contributions in anticipation of, or in response to, rewards, support, and various accommodations from the leader (Bass, 1990; Hater & Bass, 1988). Transformational leadership reflects followers' strong personal identification with the leader and a shared vision of the future, resulting in followers' attitudes and behaviors that are much more positive for the organization (Hater & Bass, 1988). Sergiovanni (1989) applied this leadership theory to educational reform efforts when he suggested that transformational leadership takes the form of leadership as building where "the focus is on arousing human potential, satisfying higher needs, and raising expectations of both leaders and followers to motivate them to higher levels of commitment and performance" (p. 215).

This research study used the *Leadership Practices Inventory* (LPI) developed by Kouzes and Posner (1997) to measure the extent of transformational leadership practices exhibited by principals of charter schools and traditional public schools. The LPI is a leadership instrument that is based on five leadership practices that reflect transformational leadership.

In 1983, Kouzes and Posner began a research project in which they asked people to share their personal-best leadership experience. From an analysis of the personal-best cases, they identified five practices that were common to most extraordinary leadership achievements. These practices are (a) Challenging the Process, (b) Inspiring a Shared

Vision, (c) Enabling Others to Act, (d) Modeling the Way, and (e) Encouraging the Heart. Identifying these practices led Kouzes and Posner to develop a leadership model, *The Five Fundamental Practices of Exemplary Leadership* (Kouzes & Posner, 1995). “Embedded in the five fundamental practices of exemplary leadership . . . are behaviors that can serve as the basis for learning to lead” (p. 17). They identify these behaviors as the Ten Commitments of Leadership. Each of the five leadership practices can be attributed to two of the ten commitments. Kouzes and Posner (1995, p. 18) have summarized this relationship as follows:

Challenging the Process

1. [Leaders] search out challenging opportunities to change, grow, innovate, and improve.
2. [Leaders] experiment, take risks, and learn from the accompanying mistakes.

Inspiring a Shared Vision

3. [Leaders] envision an uplifting and ennobling future.
4. [Leaders] enlist others in a common vision by appealing to their values, interests, hopes, and dreams.

Enabling Others to Act

5. [Leaders] foster collaboration by promoting cooperative goals and building trust.
6. [Leaders] strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

Modeling the Way

7. [Leaders] set the example by behaving in ways that are consistent with shared values.

8. [Leaders] achieve small wins that promote consistent progress and build commitment.

Encouraging the Heart

9. [Leaders] recognize individual contributions to the success of every project.

10. [Leaders] celebrate team accomplishments regularly.

Kouzes and Posner (1997) developed the *Leadership Practices Inventory* (LPI) as a quantitative instrument for measuring the leadership behaviors that they had identified. They tested the instrument by “surveying over three thousand leaders, and their constituents, to assess the extent to which these leaders exemplified the practices” (Kouzes & Posner, 1995, p. xxii). Subsequent research indicated that the LPI has an established reliability and validity (Leong, 1995). “LPI scores have been found, in general, not to be related with various demographic factors . . . or with organizational characteristics” (Kouzes & Posner, 1995, p. 344). These demographic factors include age, years of experience, and educational level. The organizational characteristics include size and function of the organization. Similar results have been found in educational settings as suggested by research with school superintendents, principals, and administrators (Green, 1999; Knab, 1998; Long, 1994; Riley, 1991).

The *Leadership Practices Inventory* can be used to identify transformational leadership practices in educational organizations (Fields & Herold, 1997). Leithwood (1994) suggested that transformational leadership can be beneficial in school reform efforts. Given the public demand for school reform and the importance of the principal in promoting successful education reform, comparing the leadership practices of principals of charter schools and traditional public schools provided the opportunity to use Kouzes and Posner's leadership model, *The Five Fundamental Practices of Exemplary Leadership*, to determine if transformational leadership practices differ between charter schools and traditional public schools.

Research Questions and Hypotheses

The research questions that were used to focus this study are as follows:

1. Do charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database (see Appendix D) differ in their use of transformational leadership practices?
2. Do traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices?
3. Do principals of charter schools and principals of traditional public schools in Louisiana differ in their use of transformational leadership practices?
4. Do teacher and principal perceptions of the principal's leadership practices differ in charter schools and traditional public schools in Louisiana?

5. Do principals of charter schools and principals of traditional public schools in Louisiana differ in their use of transformational leadership practices when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student?

6. Do teacher perceptions of the principal's leadership practices differ in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification?

For statistical analysis, each of the research questions was stated as a null hypothesis. The null hypotheses for this study are as follows:

1. There will be no statistically significant difference among the transformational leadership practices of charter school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

2. There will be no statistically significant difference among the transformational leadership practices of traditional public school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

3. There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana.

4. There will be no statistically significant difference among the teacher and principal perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana.

5. There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student.

6. There will be no statistically significant difference among the teacher perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Definition of Terms

The following definitions relevant to the study are defined in Louisiana's Expanded Charter School Law (1997) in L.R.S. 17:3973.

At-risk pupil - any pupil about whom at least one of the following is true:

1. Is eligible to participate in the federal free or reduced lunch program.
2. Is under the age of twenty years and has been withdrawn from school prior to graduation for not less than one semester.
3. Is under the age of twenty years and has failed to achieve the required score on any portion of the examination required for high school graduation.
4. Is in the eighth grade or below and is reading two or more grade levels below grade level.
5. Has been identified as an exceptional child not including gifted and talented.

Charter school - an independent public school that provides a program of elementary or secondary education, or both, established in accordance with the provisions of the Louisiana Charter School Law.

Chartering authority - either a local school board or the State Board of Elementary and Secondary Education.

Local school board - any city or parish school board.

State board - the Louisiana State Board of Elementary and Secondary Education.

Other definitions relevant to the study, but not defined in Louisiana's Expanded Charter School Law (1997), are identified below:

Charter school principal - the individual identified in the *2000-2001 Louisiana School Directory* (Louisiana Department of Education, 2000b) as the primary contact person at the charter school.

Charter school teacher - any individual whose primary responsibility, as determined by school district personnel records, is the instruction of students at a charter school.

Instructional expenditure - any expenditure made on activities dealing directly with the interaction between teachers and students in the following categories: (a) regular education programs, (b) special education programs, (c) vocational education programs, (d) other instructional programs, (e) special programs, (f) adult/continuing education programs, and (g) community/junior college education programs (Louisiana Department of Education, 2000a).

Traditional public school principal - the individual identified in the 2000-2001 *Louisiana School Directory* (Louisiana Department of Education, 2000b) as the primary contact person at the public school.

Traditional public school teacher - any individual whose primary responsibility, as determined by school district personnel records, is the instruction of students at a public school.

Transactional leadership - leadership that occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things (Burns, 1978).

Transformational leadership - leadership that occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978).

Abbreviations Used

For the reader's convenience, abbreviations used in this study are defined in this section.

BESE - Board of Elementary and Secondary Education

CTP - Challenging the Process

EOA - Enabling Others to Act

ES - Effect Size score calculated using Glass's delta or omega squared

ETH - Encouraging the Heart

ISV - Inspiring a Shared Vision

L.D.E. - Louisiana Department of Education

LPI - Leadership Practices Inventory

L.R.S. - Louisiana Revised Statutes

MTW - Modeling the Way

Limitations

The following limitations are presented for this study:

1. The study included all charter schools in Louisiana that were in operation during the 2000-2001 school year; thus, the results are generalizable only to the population of charter schools in the study.
2. The study included a matched sample of traditional public schools from school systems in which at least one charter school was in operation during the 2000-2001 school year; thus, the results are generalizable only to the population of traditional public schools in the study.
3. The study utilized a causal-comparative research design. Due to the lack of manipulation of variables, any cause-effect relationships established are tenuous and tentative. Any cause-effect relationships that are implied in the study must be examined in greater detail using an experimental research design.
4. The use of a self-report instrument, demographic questionnaire, and phone interview may not have provided sufficient information to fully identify the leadership behaviors of the principals.
5. The principals may not have correctly identified their leadership behaviors.

6. The teachers may not have correctly identified their perceptions of the principals' leadership practices.

Summary

In Chapter 1, the researcher identified the purposes of the study, justified the need for the study, described the theoretical framework upon which the research is based, indicated the research questions and hypotheses that were investigated, and defined the terminology and abbreviations used in the study. Chapter 2 is a review of the current literature related to school reform, charter schools, and leadership. The review includes information from professional journals, government documents, periodicals, and books that will provide important background information related to this research.

CHAPTER 2

REVIEW OF LITERATURE

A review of literature pertaining to the school reform movement, charter schools, and leadership is presented in this chapter. The review includes professional journals, books, periodicals, and government documents. The review begins with an examination of early and current reform movements which led to the birth of the charter school concept and effective schools research. The evolution of the charter school movement and its current status in America and Louisiana including an examination of three national studies and one state study are discussed. The review also includes a discussion of some of the challenges that confront charter schools and public opposition to the movement. The review of literature concludes with an overview of leadership definitions and theories, leadership in educational settings, and instruments used to assess leadership.

School Reform Movement

Robinson (1986) suggested that the United States has progressed through three distinct eras in learning expectancy for students. These expectations have formed the basis for the education reform movements that have swept across America. The first two eras can be categorized as early reform movements while the third era encompasses the current school reform movement in America.

Early Reform Movements

In Era I, which extended from about 1837 to 1909, a little learning was expected from many students. The era began in 1837 when Horace Mann and other leaders determined that formal schools were necessary to stop the degradation of young citizens and to promote social harmony. This event prompted the first reform movement in America which established the common school and the formation of school systems as known today (Williams, 1937). According to Robinson (1986), the common belief during this era was to expect almost all pupils to learn how to read, write, and do arithmetic. Pupils were expected to learn to behave and respect authority. The emphasis in Era I was on literacy and values.

During Era II, which extended from about 1910 to 1975, much learning was expected from some students, but little learning was expected from other students. “Throughout much of this era, little learning was expected not only from many individual students, but also from whole groups of minority, handicapped, and economically disadvantaged children” (Robinson, 1986, p. 8). Robinson dated this era to the beginning of the educational and intelligence testing movement in American education. The common belief during this era was that pupils differed in their capacity to learn. Some pupils had much learning capacity and were good learners, but others had little capacity and were poor learners. The capacity of students to learn was considered fixed and there was little possibility for change. The educational emphasis in this era was on providing the opportunity to learn. The National Education Association espoused this emphasis in 1918 when it formed the Commission on the Reorganization of Secondary Education. The commission’s final report was the *Cardinal Principles of Education*. These principles

established that a school's purpose was to provide students with the opportunity to master fundamental processes (Gross, 1962). The belief was that some students would avail themselves of this opportunity and others would not. The lack of learning of students was generally deplored but accepted (Robinson, 1986).

Current Reform Movement

By the early 1970s, the cultural diversity of the country began to have an increased impact on schools (Knab, 1998). As more lower income and minority groups entered school, the educational needs of the diverse student population demanded that schools refocus on the basics (Chance, 1992). Robinson (1986) dated the beginning of Era III to 1976 when Benjamin Bloom published his book on Mastery Learning. The book brought increased attention to the concept that all children could be expected to learn and that they would learn given sufficient time and proper assistance (Arlin, 1984). The foundation of instructional approaches such as Learning for Mastery, Competency-Based Education, and Outcome-Based Instruction can be traced to this concept popularized by Bloom (Hyman & Cohen, 1979; Rubin & Spady, 1983). The emphasis of schools in this era is no longer on merely providing pupils the opportunity to learn, but the emphasis now is on the obligation to teach them. The progress and achievement of each learner is the central focus of the school and its resources (Robinson, 1986).

Perhaps, the most prominent educational report released during this reform era is *A Nation at Risk* (National Commission on Excellence in Education, 1983). In its report, the Commission recommended that schools improve high school graduation requirements,

institute more rigorous and measurable standards, devote more time to learning, and improve teachers' skills.

Research on Effective Schools

Robinson (1986) suggested that the results of effective schools research support the belief that all students can learn and that they will learn given sufficient time and proper assistance. The core belief of the effective school movement is “the more achievement is expected, respected, demanded, and appreciated the more it is realized” (Holmes, 1989, p. 6). According to Robinson (1985), research on effective schools is important for three reasons:

1. It is having profound impact on the quality of teaching and learning.
2. It shows that important determinants of student achievement lie within the control and management of schools.
3. It provides a research base for assessing and altering the learning climates of specific schools.

Although research indicates that no single factor accounts for the success of a school in increasing student achievement, three fundamental factors have been identified as being common in effective schools (Purkey & Smith, 1983). These factors are (a) a fundamental belief in and commitment to student learning, (b) a sense of control over the learning environment, and (c) concrete actions taken in response to the premise that students can and do learn.

Further research (“Effective Schools,” 1983) identified specific elements common to effective schools in the areas of leadership, instructional personnel, environment, program, and assessment and revision. Because the primary focus of this study is leadership, only the elements common to effective schools in the area of leadership are discussed in greater detail. The school principal was the individual most often identified as the key person providing leadership in effective schools. The following elements were common to principals of effective schools (Findley & Findley, 1992; Prince, 1984; Ubben & Hughes, 1997):

1. Effective schools had principals who were assertive in their instructional role.
2. Principals in effective schools were described as goal and task oriented, action oriented, and used creative approaches in the development of school programs.
3. Principals in high achieving schools were well organized and demonstrated skill in delegating responsibility to others.
4. Principals exercising leadership not only set but communicated high goals for their schools.
5. Communication among the principal and students and staff was effective, with school policies well defined and recorded.
6. Effective principals spent a significant amount of their time observing classes.
7. The high visibility and availability of principals to students and staff and their responsiveness to student and staff input were found to be important to effective school governance.
8. Effective school principals worked to maintain an environment that supported teacher efforts in the classroom and minimized outside interruptions.

9. Effective principals exhibited extensive public relations skills when communicating with parents and community members.

Effective schools research has had a profound impact on the current school reform movement. Robinson (1985) identified the following effects of research findings on school improvements:

1. Restoring confidence and raising expectations
2. Providing a research base for assessing and changing learning climates
3. Focusing attention on the individual school as the unit for effecting change
4. Emphasizing the leadership role of the school principal
5. Focusing efforts on goals-and-results oriented instruction
6. Concentrating attention on instructional behavior and classroom management of teachers
7. Stimulating development and revision of student assessment and testing
8. Promoting cooperative school, parent, and community efforts
9. Altering the evaluation of teacher and administrator performance
10. Influencing compensation programs for teachers and administrators
11. Targeting professional development programs to specific skills needed
12. Revitalizing preparation programs for teachers and administrators
13. Providing direction for further research and experimentation.

Charter Schools

According to Nathan (1996), the charter school movement is one part of a more than two-hundred-year push in the United States for expanded educational opportunity. The charter school story began in the late 1960s and early 1970s when parents and public school educators joined together to design innovative schools that offered educational choices for students. These schools featured internships and apprenticeships in the community, site-based decision making, and extensive family involvement. By creating innovative schools and giving families an opportunity to choose those schools, educators hoped to serve students more effectively than they could in more traditional schools.

The efforts of educators and parents to create innovative schools took a new direction in the mid-1970s as a result of congressional action. In an attempt to reduce the resistance to racial integration, Congress allocated millions of dollars to create magnet schools designed to attract a racially diverse group of students. These schools were typically designed by central office administrators with little input from parents or teachers (Clinchy, 1995).

In the late 1970s and early 1980s, the innovative school concept went through another change. Public school districts began creating alternative schools to which they assigned disruptive and unsuccessful students. Meanwhile, the developers of the original innovative schools were finding that, as time passed, they had less control over their budgets and faculty. Although they complained, the innovators found that there was little they could do to affect the way in which school boards and policy makers were altering their original innovative school concept (Nathan, 1996).

The release of *A Nation at Risk* (National Commission on Excellence in Education, 1983) prompted a renewed interest in school reform and innovative school concepts. Decreasing student performance and declining competitiveness of the American work force in global markets forced politicians, educators, and community members to explore more effective ways to encourage innovation (Goodlad & McMannon, 1997). In 1991, in part as a response to *A Nation at Risk, America 2000* (U.S. Department of Education, 1991) proposed changes to the school model paradigm (Peters, 1994). New school models, such as charter schools and site-based management, were promoted to “improve educational outcomes at every school through a collaborative effort of principals, teachers, campus staff, parents, and community representatives” (p. 62). The charter school movement in the United States began largely as a result of these efforts.

The Charter School Strategy

The essence of the charter school movement is parental choice and educational innovation. Under a charter school initiative, a state withdraws the local districts’ exclusive franchise to own and operate public schools, opening the door for others to start their own innovative public schools (Kolderie, 1990; Randall, 1992). Charter schools are financed by the same per-pupil funds that traditional public schools receive and are held accountable for achieving educational results. In return, they receive waivers that exempt them from many of the restrictions and bureaucratic rules that shape traditional public schools. Nathan (1996) proposed that the charter school movement brings together four powerful ideas:

1. Choice among public schools for families and their children;

2. Entrepreneurial opportunities for educators and parents to create the kinds of schools they believe make the most sense;

3. Explicit responsibility for improved achievement, as measured by standardized tests and other measures; and

4. Carefully designed competition in public education.

Competition, choice, student performance, and accountability are the foundations of charter schools.

According to Nathan (1998), the charter idea has a number of defining characteristics. The charter idea:

1. Allows the creation of new public schools or the conversion of existing ones;

2. Stipulates that the schools be nonsectarian and prohibits admissions tests;

3. Requires that these schools be responsible for improved student achievement over a period of three to five years or be closed;

4. Waives most state rules and regulations, along with local contract provisions, in exchange for accountability;

5. Permits several public bodies to authorize creation of charter schools;

6. Permits educators and families to select these schools, rather than being assigned to them; and

7. Requires that average per-pupil funding follow students to the schools, along with other appropriate funds such as Title I and special and compensatory education funds.

Bierlein (1995) suggested that there are many elements that make charter schools an appealing reform concept for policy makers, educators, and parents. Six of these include:

1. Charter schools focus on results.
2. Charter schools remain public schools.
3. Charter schools enhance educational choice options.
4. Charter schools permit decentralization.
5. Charter schools enable local school boards to become policy boards.
6. Charter schools provide a market-driven educational system.

Charter schools are different from other school reform efforts such as vouchers, magnet schools, privatization, and site-based management. Proponents believe that the charter school idea is more promising than most of these efforts (Hill, 1994).

The charter school concept differs from the voucher concept in four key ways (Nathan, 1996). First, charter schools must be nonsectarian. Voucher proposals usually allow voucher funds to go not only to public schools but also to private and parochial schools. Second, in most states, the charter school legislation does not allow schools to pick and choose among applicants on the basis of previous achievement or behavior, whereas most voucher plans say participating schools can choose students any way they want. Third, voucher proposals usually permit private and parochial schools to charge additional tuition beyond the state allocation they receive via the voucher. Charter schools cannot charge any tuition beyond what the state provides. A fourth difference between charter schools and voucher proposals concerns responsibility for documenting improved student achievement. To keep their charters, charter schools must demonstrate that their students are improving. Schools supported by vouchers are not held to this same requirement.

Many of the issues just discussed also differentiate charter schools from magnet schools. Most magnet schools require students to take admissions tests (Steel & Levine, 1994). Because charter schools are public schools, they are prohibited from setting admissions requirements based on measures of general academic ability (Hill, 1994). Magnet schools also receive more funding per pupil than other schools in their district. Charter schools receive the same funding as the state per pupil average spent on education. The third key difference between magnet and charter schools is accountability. Magnet schools are not required to demonstrate improved student achievement, but charter schools are so required (Thomas, 1997).

There also are important differences between the charter school concept and the idea of school privatization. One of the central objectives of the charter school movement is empowerment of teachers, administrators, and parents. When corporations are allowed to run schools, the corporation develops the ideas for teaching and then hires teachers to implement those ideas. Taking responsibility for improved student achievement is central to the charter concept, but it is not necessarily a priority in privatization (Elmore, 1986).

A responsibility for results also is one of the key differences between the charter school concept and site-based management. According to Datnow (1994), accountability for improved student performance is not a part of most site-based management plans. Research (e.g., Summers & Johnson, 1994) indicates that there is no support for the proposition that site-based management will increase student achievement. Charter school advocates agree with the rationale for site-based management, but charter school legislation takes the next step by delegating accountability as well as decision-making authority.

The charter school concept is unique. It is not the same as voucher systems, magnet schools, privatization, or site-based management. Each of these reform efforts must operate within the traditional rules for public schools. Charter schools are released from many of these rules in exchange for accountability (Bierlein, 1995).

Evolution of Charter Schools

Budde (1988b) was one of the first individuals to suggest that small groups of teachers be given a charter or contract by their local school board to explore new approaches. In another writing, Budde (1988a) recommended that “the school board, as the granting authority, funds a group of teachers to carry out a particular instructional program for three, four, or five years” (p. 518). From this concept, the current charter school movement evolved (Dow, 1996).

Budde (1988b) proposed that chartering educational programs would permit innovation, require accountability, and provide a mechanism for discontinuing ineffective programs. Albert Shanker, former president of the American Federation of Teachers, embraced Budde’s concept and extended the idea by suggesting that a local board could charter an entire school if the union and teachers agreed (Shanker, 1988).

Although advocated by Budde (1988a) and Shanker (1988), not much happened with the charter school concept until it was refined in Minnesota. In 1985, Governor Rudy Perpich introduced proposals for several public school choice programs. He felt that it was important to expand educational opportunities for families who could not afford to move from one community to another in order to change their children’s school. He also felt that

controlled competition could stimulate public school improvement. By 1988, the Minnesota legislature had adopted three key parts of Perpich's proposals (Minnesota Department of Education, 1989):

1. Postsecondary options which would allow public high school juniors and seniors to take all or part of their coursework in colleges and universities. Their state funds would follow them and pay all tuition, book, and equipment fees.

2. Options to attend other public schools which would allow teenagers and adults who had not previously succeeded in school to attend public schools outside their district.

3. Open enrollment which would allow K-12 students to apply to attend public schools outside their district, as long as the receiving district had room and their transfer would not increase racial segregation.

These proposals were extremely controversial when initially advanced and a three-year battle for public school choice ensued (Mazzoni & Sullivan, 1990). However, support eventually increased around the state as people began to hear how students were benefiting from these school choice options.

As public support for choice programs increased, some felt that the existing laws gave families more choice, but not enough choices (Nathan, 1998). Some Minnesotans began looking for ways to expand the number of choices for families and for educators. In 1988, several of these individuals were invited to attend a conference about improving public schools. One of the featured speakers was Albert Shanker who had recently read *Education by Charter: Restructuring School Districts* (Budde, 1988b). In his address, Shanker shared Budde's idea of giving teachers a chance to create innovative new programs

and extended it to include entire new schools. After the conference, five of the attendees began to develop the idea of charter schools for Minnesota.

In 1991, Minnesota passed the first charter school law in the nation. The law that was passed was quite different from what was originally proposed by the five conference attendees. However, it was a beginning. Over the next several years, the legislature increased the number of charter schools allowed and modified the approval process to permit appeals to the state board of education if a proposal was rejected. In 1995, the Minnesota legislature modified the law once again to allow charter schools to be sponsored by public universities (Omnibus K-12 Education Finance Bill, 1991 & Rev. 1995).

Passage of charter school legislation in Minnesota acted as a catalyst for discussion of potential legislation in several other states. As each state explored the possibility of implementing charter schools, numerous combinations and compromises were proposed.

Laws vary so much from state to state that no single description of a charter school applies. Bierlein and Mulholland (1994a), however, identified certain components that charter school laws have in common. The commonalities are as follows:

1. At least one other public authority besides the local school board is able to sponsor the school.
2. The state allows a variety of public or private individuals or groups the opportunity to organize, seek sponsorship, and operate a charter school.
3. The charter school is a distinct legal entity.
4. The charter school, as a public entity, embraces the ideal of meeting the needs of students.

5. Each charter school is accountable for its performance, both to parents and to its sponsoring public authority.

6. In return for stricter accountability, states exempt charter schools from all state and local laws and regulations except those related to health, safety, and nondiscriminatory practices.

7. A charter school is a school of choice for students, parents, and teachers.

8. Each charter school receives the full operating funds associated with its student enrollment.

9. Within a charter school, teachers may be employees, owners, or subcontractors.

Charter school legislation began in Minnesota, but in other states people were ready. Even today, people want more effective accountable public schools. “The charter idea is spreading, changing the schooling and lives of thousands and thousands of youngsters” (Nathan, 1996, p. 71).

Innovative Charter Schools

According to Bierlein (1995/96), charter schools have spurred many activities that might have taken place without the charter school movement but did not because the pressure to make them happen was not there. For example, many schools have successfully helped students who are not succeeding in the traditional public school setting. A number of schools are also being formed as part of unique community and business partnerships. In addition, several charter schools have been able to realign their finances so that a larger percentage of existing funds is being focused on teaching.

Minnesota's City Academy features many hands-on projects for its students who are all formerly unenrolled. Some students provide hot lunches for their peers, doing the meal planning, purchasing, budgeting, and cooking. The City Links program requires that students spend an hour and a half each day, four days a week, helping in preschools, nursing homes, and community service projects. Another program involves students in construction projects throughout the city. Students are paid for their work through a government grant, and the school bids on various construction projects. In addition, the students do free jobs, such as snow removal for the elderly (O. C. Schefers, personal communication, June 15, 2002).

Minnesota New Country School does not have classrooms or even classes in the traditional sense. It now meets in one building that was built by private investors, but initially its three buildings were former storefronts on Main Street. School goals are to graduate students with demonstrated strong skills and knowledge, to make extensive use of the community in teaching students, and to make thoughtful use of computers and other technology. The school holds exhibition nights every five to seven weeks at which students demonstrate their work and parent/community participants rate the projects. These ratings partly determine whether students receive credit for those projects (J. Schmidt, personal communication, June 16, 2002).

Academy Charter School in Colorado combines innovative teaching techniques with some conservative ideas about curriculum. The school's parents and teachers believe in the importance of using phonics in teaching students to read. The school offers integrated art and music teaching and advanced-level math. Academy Charter has shown consistent gains

as measured by standardized tests and has been named a Colorado School of Excellence by the state department of education (K. Whitmyre-Nelson, personal communication, June 14, 2002).

New Visions Charter in Minneapolis serves inner-city students, many of whom had individualized education programs and behavior problems in previous schools. Evaluations showed that students who had considerable problems in traditional schools were making substantial progress at New Vision. The average student gained more than a year in achievement during each school year, as measured by the Slosson Oral Reading Test and the Gates-MacGinitie Reading Test (B. DeBoer, personal communication, June 15, 2002).

Manno, Finn, Bierlein, and Vanourek (1998) suggested that “the diversity of founders and the range of motives for creating and enrolling in charter schools hint at the country’s healthy appetite for educational alternatives and opportunities” (p. 493). Some charter programs are variations on familiar curricular and pedagogical themes and others are more dramatically different. In their own contexts, however, all charter schools are innovative. Some schools choose only to redesign specific elements while others choose to redesign the entire school (Manno et al., 1998).

Current Status of Charter Schools

By evaluating the number of states interested in charter schools, the variety of schools being chartered, and the tremendous diversity in the charter school laws across the country, it is apparent that charter schools are serving as a catalyst for school reform. In a survey of charter schools, Dianda and Corwin (1994a, 1994b) found that most charter

schools indicated that they had petitioned for a charter to free themselves from rules and regulations and to gain control over decisions related to curriculum and instruction.

First national study

Medler and Nathan (1995) surveyed 110 charter schools in seven states to reveal the following key features of charter schools:

1. About 27,500 students were enrolled in all 110 schools.
2. Mean size was small, 287 students.
3. Two-thirds were designed to serve a cross-section of students.
4. One-half served “at-risk” students.
5. Educational philosophies varied widely: the most frequently cited academic focus was “integrated interdisciplinary curriculum”; the second was “technology”; the third was “back to basics.”
6. The most frequently cited reasons for chartering the school were “better teaching and learning for all kids,” “running a school according to certain principles and philosophy,” and “exploring innovative ways of running a school.”
7. Leased commercial space was the most frequent location.
8. Biggest barriers to start-ups were lack of funds, other financial issues, and problems with physical facilities.
9. Most frequently used student evaluation methods were standardized tests and student portfolios, parent surveys, and student demonstrations of mastery.

Second national study

A second national study of charter schools was begun in July, 1995. The “Charter Schools in Action” project (Manno, Finn, Bierlein, & Vanourek, 1997) had several goals: to identify the practical and policy issues surrounding the creation and successful operation of charter schools, to begin to gauge the educational impact of these schools, and to inform people involved in creating and operating charter schools of strategies devised elsewhere.

During the first project year (1995-96), site visits were made to 43 charter schools in seven states. Detailed information was collected on 35 of these schools, representing a cross-section of the approximately 225 charter schools then operating nationwide. More than 700 interviews were conducted with individuals in these schools and communities.

During the second year (1996-97), site visits were made to 45 charter schools in 13 states; 17 schools were visited for the second time. Moreover, 18 schools that had been visited in 1995-96 participated in follow-up telephone interviews. The research team obtained direct information from a total of 50 charter schools in 10 states, a reasonable cross-section of the nearly 500 charter schools then operating nationwide. More than 600 interviews were conducted in the second year, bringing the two-year total to over 1,300.

During the second project year, parents, students, and teachers were surveyed in charter schools that agreed to participate. The project team developed three questionnaires in consultation with charter school experts nationwide. The results were tabulated from 4,954 students attending 39 schools; from 2,978 parents of students attending 30 schools; and from 521 teachers in 36 schools.

One of the most important findings of the study suggested that families and teachers seek out charter schools primarily for educational reasons: high academic standards, small classes, a focus on teaching and learning, educational philosophies that are closer to their own, and innovative approaches to instruction. The top answers from parents as to why they chose charter schools were small school size (53%), higher standards (45.9%), educational philosophy (44%), greater opportunities for parent involvement (43%), and better teachers (41.9%). The top reasons for teachers were educational philosophy (76.8%), wanting a good school (64.8%), like-minded colleagues (62.9%), good administrators (54.6%), and class size (54.2%).

Third national study

Perhaps, the most comprehensive study of charter schools in the nation was the one sponsored by the U.S. Department of Education as authorized by the 1994 Amendments to the Elementary and Secondary Education Act. The National Study of Charter Schools (RPP International, 1997, 1998, 1999) was a multi-year research program designed to document and analyze the charter school movement. By means of both annual reports and a series of occasional papers, the study provided information about how many and what kind of charter schools became operational, about those factors that facilitated or hindered the charter schools' development and implementation, and about how schools were implementing their charters. The study also collected data and conducted analyses of the impact of charter schools on student achievement and on local and state public education systems. The study's research methodology consisted of annual phone interview surveys of all charter school

administrators; repeated field visits to a sample of charter schools and their surrounding districts; the administration of student achievement tests over time at a sample of charter schools; the collection of existing student assessments for a sample of charter schools and for other public schools at district and state levels; analyses across states of charter laws, state agency rulings and procedures, court rulings, and education policy; and case studies of how charter school policies and local practices have worked and affected public education in five states.

The study addressed three major research questions:

1. How have charter schools been implemented?
2. Under what conditions, if any, have they improved student achievement?
3. What impact have they had on public education?

Drawing from research evidence, the study also asked broad policy questions:

1. What models of education have charter schools developed that can be used by other public schools?
2. What lessons can be learned from the charter school experience for public education, and what implications should be drawn for state and national policy?
3. How might charter schools evolve in the coming decade?

The first and second-year reports presented interim findings that focused on describing how charter schools were being implemented. Subsequent reports addressed student achievement and policy issues as well.

A Study of Charter Schools: First-Year Report. The first year report (RPP International, 1997) presented information about charter schools for the 1995-96 school

year. According to the study, 56.4% of the charter schools operating in 1995-96 were new schools initiated as a result of charter school legislation, 32.5% were once regular public schools, and 11.1% were once private schools. The report also suggested reasons why charter schools were founded. The three most frequent responses given by charter school founders were “to realize an educational vision” (61.1%), “to have autonomy” (24%), and “to serve a special student population” (12.7%). However, founders of new charter schools and converted public schools emphasized different reasons: two-thirds of the founders of new schools cited realizing an “educational vision” as the most important reason for the creation of the school, while half of the founders of converted public schools cited “autonomy” as their foremost reason.

A National Study of Charter Schools: Second-Year Report. The second year report (RPP International, 1998) presented information about charter schools for the 1996-97 school year. The following growth trends were identified in the study:

1. The number of charter schools was growing. The number of charter schools in operation continued to grow rapidly, with 279 additional charters becoming operational in the 1997-98 school year. Taking into account 19 charter school closures, 693 charters were in operation in the 1997-98 school year in 23 states and the District of Columbia. Twenty-nine states and the District of Columbia had charter laws as of December, 1997.

2. Fewer than one in twenty charter schools have closed. Only 19 of the 433 charter schools operational during the 1996-97 school year had ceased operation. They either closed voluntarily, had their charters revoked, or merged their operation with other charter schools.

3. Charter renewals were evident. Twenty-nine charter schools responding to the telephone survey reported that their charter had come up for renewal, and all of these schools reported that their charters were renewed for periods ranging from one to three years.

4. Charter schools enrolled only about 0.5 percent of public school students in the 17 states where charter schools were operating in the 1996-97 school year. Over 100,000 students attended charter schools. Enrollment varied from less than one-tenth of one percent of the state's public school enrollment in Florida, Illinois, and Louisiana to more than two percent of the state's enrollment in Arizona.

The second-year report also identified the following characteristics of charter schools and their students:

1. Most charter schools were small, particularly compared to other public schools.
2. Many charter schools had non-traditional grade configurations.
3. Most charter schools were newly created schools, which were smaller than converted public schools.
4. About two-thirds of converted charter schools were previously public schools.
5. Charter schools as a group generally had a similar racial/ethnic distribution as all public schools.
6. Charter schools in several states had a higher proportion of schools predominantly serving students of color.

7. Most charter schools were similar to their districts on student racial/ethnic and income level characteristics, but about one-third were more likely to serve students of color and low-income students.

8. A sizeable minority of charter schools served special populations.

The State of Charter Schools: Third-Year Report. The third year report (RPP International, 1999) presented information about charter schools for the 1997-98 school year. The study suggested the following about the charter school movement in the United States:

1. The charter movement continued to expand in 1998. An additional 361 charter schools opened in 1998, bringing the total to 1,050 charter schools in operation in 27 states plus the District of Columbia. Including multiple branches of a school operating under the same charter, the total number of charter school sites operating was 1,129 as of September, 1998.

2. Thirteen charter schools closed in 1997-98. In total, 32 charter schools (which was about 3% of all charter schools) have closed since the first charter school opened.

3. Most charter schools were newly created, small schools. The charter schools that opened during 1997-98 were more likely to be newly-created, small schools than charter schools opening in prior years.

4. Nationwide, students in charter schools had similar demographic characteristics to students in all public schools. However, charter schools in some states served significantly higher percentages of minority or economically disadvantaged students.

5. Most charter schools were founded with the aim to realize an alternative vision of schooling.

6. Practically all charter schools had to overcome obstacles during their development. The primary response given was resource limitations.

7. Charter schools, particularly newly created ones, had considerable autonomy. They provided standard financial and student achievement reports to different constituencies depending on the state's approach to accountability. Almost 90% of charter schools used student achievement tests, augmented by other measures of student performance and school success to make reports to their chartering agency, the school's governing board, and parents.

The charter school phenomenon that seemed radical only a few years ago is now an accepted part of public education in many parts of the country. From a slow start in a few states, the charter movement has grown rapidly. By December 1998, approximately 1050 charter schools were operating in 27 states and the District of Columbia and charter legislation had been passed in two additional states. Research suggests that this trend will continue over the next few years (RPP International, 1999).

Challenges Confronting the Charter Movement

Despite the popularity of charter schools, it is clear that they are not immune from problems. Four areas raise the most concern: (a) sponsorship options, (b) legal autonomy, (c) funding formulas, and (d) protection given to teachers. The greatest difficulties include

shortages of start-up funds, problems in finding appropriate facilities, and general financial difficulties (Bierlein & Mulholland, 1994b; Medler, 1996).

A National Study of Charter Schools: Second-Year Report (RPP International, 1998) reported the following challenges facing charter schools:

1. Most charter schools cite resource limitations as a serious implementation difficulty.
2. Newly created charter schools are more likely to cite resource limitations as a major difficulty than converted charter schools.
3. Political resistance and regulations caused implementation problems for some schools.
4. Some charter schools struggle to overcome internal conflicts.
5. A small percentage of converted public schools cite difficulties with union relationships.

Nathan (1998) suggested that charter schools should be prepared to answer the following questions with regard to internal considerations within the next few years:

1. How should charters assess student achievement?
2. How should charter schools work with students who have been classified as disabled?
3. What are the most effective ways to govern charter schools?
4. What are the most effective ways to organize learning and teaching?
5. Will charters attract a broad range of students?

Nathan (1998) also suggested that charter schools should be prepared to answer the following questions with regard to external considerations:

1. What is the impact of allowing more than one potential sponsor for charter schools?
2. What about ineffective, weak charter laws?
3. What about involvement of for-profit companies in the charter movement?
4. How will the charter movement defend itself against questionable research?
5. How will charters deal with issues of facilities?
6. How can charter proponents convey the excitement, opportunity, and potential of the movement to many skeptical educators and school board members?

State legislatures, local school districts, and community members can provide assistance in helping charter schools address these problems and answer these questions. According to Medler (1996), state governments can help charter schools in a number of ways by (a) giving charter schools greater autonomy; (b) providing start-up funds for new schools; (c) writing clear legislation that indicates responsibilities for things such as transportation, special education, and teacher retirement plans; and (d) providing financial and management assistance to new schools. Harrington-Lueker (1994) suggested that state legislatures also should discuss other important issues, such as who grants the school charter, how many charters to grant, who can apply for a charter, and for how long the charter can run.

Local school districts can play a role as well in making charter schools successful. Charter schools require new relationships between school boards and schools. School

boards have historically been the sole providers of public education in their communities. Under charter school legislation, school boards may find their roles and responsibilities greatly altered. They will become boards that emphasize policy development rather than micromanagement. School districts can help charter schools by sharing ideas and resources and by establishing communication links and cooperative relationships among school personnel (Medler, 1996).

According to Sweeney (1994), students, parents, teachers, and community members can also assist charter schools. Students can be involved in the governance of the school by making decisions about what they will learn. Teachers can assist by participating in program evaluations and making recommendations for improvement. Parents may assist in the areas of transportation, personnel, curriculum, and administration.

Opposition to the Charter School Movement

The previous discussion has highlighted the positive social, economic, and political impact of charter schools as perceived by their proponents. However, there are many who oppose the charter school movement and suggest that it will have a negative impact on society, the economy, and politics (Rael, 1995).

Some educators (Sautter, 1993) expressed concerns that charter schools will destroy teacher unions and the public education system by diverting financial resources from existing schools and weakening accountability standards. Marks (1995) identified the following arguments against charter schools:

1. Charter schools focus on elitism and segregation.

2. Charter schools take money away from traditional public schools.
3. Charter schools will become private schools that are publicly funded.
4. Charter schools will lead to a voucher system.

Perhaps, the strongest and loudest voice in the debate over charter schools seems to be the voices of the teacher unions. Several key concerns regarding charter schools have been identified by the American Federation of Teachers and focus on the issues of money, power, and teacher certification (“Charter school resources,” 1995). They include:

1. Loss of adequate control for existing school boards and local school districts,
2. Lack of certification requirements for charter school teachers,
3. Lack of adequate objective measures to assess student achievement in charter schools,
4. Lack of requirements to compare charter school students with other public school students,
5. Lack of regulations prohibiting charter schools from charging fees and soliciting donations which resemble tuition, and
6. Lack of state controls requiring charter schools to be approved by the local school district.

The National Conference of State Legislatures (1998) also identified several concerns about the charter school movement. They include:

1. Charter schools, due to their small size and limited numbers, provide only some families with public school choice options, therefore raising issues of fairness and equity.

2. Successful school reform models have already been identified and should be attempted in existing schools instead of creating charter schools.

3. Charter schools have an unfair advantage when competing against traditional public schools since charter schools tend to be smaller and are free from regulations. Charter schools also have access to federal funds and other revenue sources that are not available to traditional public schools.

4. Charter schools are too limited in scope to effectively pressure the entire public school system to change.

5. Charter schools are not accountable as they are freed from rules and regulations intended to ensure quality in public education.

Hanson-Harding (2001) objected to the unregulated nature of charter schools citing uncertified teachers, poor student performance, unexpected school closures, and financial mismanagement as major areas of concern. Semple (1995) suggested that the most likely legal issues to arise concerning charter schools include teacher employment and qualification issues, liability concerns, special-needs student issues, due process, religious issues, and contract rules. However, he indicated that school leaders can minimize these problems by clarifying who is in charge, developing a strong mission statement, and delineating the terms of the charter.

Charter School Movement in Louisiana

Louisiana's Charter School Law (1995) was originally enacted as a pilot program to allow up to eight school districts to volunteer to participate. These districts could either

grant charters to eligible groups or apply to BESE to operate a charter school themselves. Louisiana's Expanded Charter School Law (1997) revised the original law to allow all school districts to participate capping the number of charter schools at 42 statewide. The 1997 act also created an appeals procedure under which an eligible group could submit its charter proposal directly to BESE if a local school board failed to approve it or if the local school board placed conditions on the approval of the charter which were unacceptable to the group. In 1999, the law was once again revised (Louisiana's Expanded Charter School Law, 1999). The changes were primarily technical in nature, but the chartering authority of BESE was extended until 2005 and charter schools were allowed to apply for a ten year renewal of their charters.

Louisiana law allows the following groups to apply to operate a charter school assuming the group includes at least three state-certified teachers ("Who can apply," 1999):

1. A group of three or more teachers;
2. A group of ten or more citizens;
3. Certain public service organizations;
4. A business or corporate entity registered to do business in Louisiana, with certain exceptions;
5. A Louisiana college or university licensed by the Board of Regents; or
6. Any local school board or the faculty and staff of any city or parish public school.

In 1999, a study of the charter schools that were operating in the state was undertaken (Barr, Caillouet, & Ferguson, 2000). The evaluation of the schools consisted of three components: (a) compliance with policies and laws, (b) state accountability measures,

and (c) school-level performance standards established by the school's mission, goals, and objectives. "The purpose of the three components was to establish triangulation of three different measures to verify the success of the school and to document the innovation" (p.

2). The following questions were used to focus the study:

1. Are charter schools operating within the structure of local, state, and federal law?
2. Based on Louisiana's accountability guidelines, are the charter schools doing their job?
3. Can charter schools demonstrate or show evidence that they are doing their job effectively to promote an effective teaching and learning environment for all children?

Findings from the study indicated that some charter schools in Louisiana are model schools and should be studied for replication. Other schools are struggling with fiscal and logistical issues. Some have experienced success, completed their mission, and closed. Other schools have failed and were closed. "The success of the school depends largely on the level of expectations that parents and the community have for the students in the school, the strength of the founders and leaders of the school, and the fiscal management of the school" (Barr et al., 2000, p. 3).

Additional findings from the study (Barr et al., 2000) revealed that sixty-five percent of the directors, board members, and principals indicated that the primary reason for establishing a charter school was a vision to improve education. Twenty-nine percent indicated that the focus of the school was special populations. Secondary students made up 55% of the charter school students, whereas elementary students made up 45%. Slightly more males (54%) were enrolled in charter schools than females. Minority students

represented 72% of the students in charter schools and Caucasian students made up 27% of the student enrollment. Nine charter schools in Louisiana had minority student enrollments of 95% or more.

Many charter schools in the state contained populations of at-risk students that were considerably higher than the local school system. Approximately 82% of the students enrolled in charter schools were eligible for the free and reduced lunch program. Twelve percent of the students required special education services and four percent were students who needed services under Section 504 (Barr et al., 2000).

Summary findings of the study indicated that nine charter schools in Louisiana had programs that should be considered for replication. Four schools showed growth, but needed additional time to improve. “Four schools show potential growth but have considerable barriers, and two schools are facing considerable problems and need additional help in school management” (Barr et al., 2000, p. 9).

The study also indicated that five characteristics are present in effective charter schools:

1. Charter schools utilize a team approach to implement the mission and plan of the school.
2. Empowerment and autonomy direct professionalism throughout the school.
3. Mutual respect among all stakeholders form the basis from which self-esteem is generated in each school through modeling.
4. A sense of structured flexibility forms a foundation for tolerance and innovation.

5. Effective charter schools have thoroughly integrated curricula that provide real-life connections for students and provide various types of successful educational experiences.

Leadership

The previous discussion of effective charter schools identified five characteristics that are common in these schools. It is important to notice that all five of these characteristics would appear to be dependent upon the nature of school leadership. As previously stated, the principal is the key individual who is responsible for the successful implementation of reform concepts at the school site. Therefore, it is necessary to examine the concept of leadership in greater detail to identify background information that is relevant to this study.

Leadership Definitions

Since the beginning of the twentieth century, the topic of leadership has been the object of extensive study. There are almost as many different definitions of leadership as there are persons who have attempted to define the concept. Bass (1990) suggested that more than 3000 studies have examined the topic of leadership. Definitions of leadership range from very general statements to complex paragraphs. A review of the literature on leadership provided the following variety of definitions:

1. Leadership is “the process of influencing group activities toward the achievement of goals” (Bass & Avolio, 1993, p. 49).

2. Leadership is “influencing, guiding in direction, course, action, and opinion (Bennis & Nanus, 1985, p. 21).

3. Leadership is “effective influence” (Argyris, 1976, p. 227).

4. Leadership is “building cohesive and goal-oriented teams” (Clark, Clark, & Campbell, 1993, p. 177).

5. Leadership is “persuading others to sublimate their own self interests and adopt the goals of a group as their own” (Block, 1993, p. 98).

6. Leadership is “persuading other people to set aside . . . their individual concerns and to pursue a common goal that is important for the . . . welfare of a group” (Hogan, Curphy, & Hogan, 1994, p. 493).

Bennis and Nanus (1985) indicated that research has produced more than 350 definitions of leadership with no “clear and unequivocal understanding as to what distinguishes leaders from nonleaders” (p. 4). Kouzes and Posner (1995) seemed to echo this sentiment when they said that “just about every popular notion about leadership is a myth” (p. 15).

Bass (1990) divided the definitions of leadership into twelve classifications. Definitions of leadership were categorized as (a) the focus of group processes, (b) personality and its effects, (c) the art of inducing compliance, (d) the exercise of influence, (e) an act or behavior, (f) a form of persuasion, (g) a power relation, (h) an instrument of goal achievement, (i) an emerging effect of interaction, (j) a differentiated role, (k) the initiation of structure, and (l) a combination of elements.

Hunt (1991) suggested that leadership is typically discussed in one of three definitional aspects. First, definitions of leadership usually include some discussion of interpersonal influence. A second definitional aspect is the extent to which leadership is seen as similar to or different from management. Third, leadership is often defined in terms of a process or property.

With so many definitions of leadership and with such a wide variety of views of the topic, it was impossible to identify one single definition that best summarized the concept. Hunt (1991) indicated that the variety of definitions “need to be kept in mind when assessing, using, and evaluating leadership” (p. 58). Perhaps, Yukl (1981) best summarized this discussion of the definition of leadership:

It is neither feasible nor desirable at this point in the development of the discipline to resolve the controversy over the appropriate definition of leadership. For the time being, it is better to use the various conceptions of leadership as a source of different perspectives on a complex, multifaceted phenomenon. In research, the operational definition of leadership will depend to a great extent on the purpose of the researcher (p. 5).

Leadership Theories

As one might anticipate based on the variety of leadership definitions, numerous leadership theories also exist. “Theories of leadership attempt to explain the factors involved either in the emergence of leadership or in the nature of leadership and its consequences” (Bass, 1990, p. 37). A review of the literature indicates that most writers recognize at least

three general approaches to leadership: trait theory, behavioral theory, and situational theory. Some writers also include contingency theory and transactional/transformational theory (Bass, 1990; Bensimon, Neumann, & Birnbaum, 1989; Lunenburg & Ornstein, 1996). These five theoretical approaches to leadership will be presented in historical order.

Trait theory

In the early 1900s, and perhaps even earlier, leadership research focused on the traits and behaviors of leaders independent of other factors. The lives of great leaders were studied in an attempt to identify psychological and physical characteristics that differentiated the leader from other individuals (Bass, 1990). This approach to the study of leadership is often referred to as the “Great Man” Theory. This theory assumes that leaders are born with certain traits that set them apart from the common man. Trait theory was the dominant leadership theory until the late 1940s when it “fell into disfavor” (p. 38). This disfavor came as a result of Stogdill’s identification of six factors associated with leadership – capacity, achievement, responsibility, participation, status, and situation (Stogdill, 1948). Stogdill concluded that individual traits and situational factors are important in explaining leadership.

Although trait theory was discredited in the late 1940s, the basic premise still exists today. Recent research still seeks to identify characteristics that enhance a leader’s effectiveness.

Behavioral theory

With the rejection of trait theory, the focus of leadership theory shifted “from trying to determine what effective leaders are to trying to determine what effective leaders do”

(Lunenburg & Ornstein, 1996, p. 123). Three studies of behavioral theories of leadership were conducted at the University of Iowa, Ohio State University, and the University of Michigan.

In a series of experiments conducted at the University of Iowa, researchers classified leadership into three different types according to the leader's style of handling several decision-making situations. The three types of leadership identified by the researchers were authoritarian, democratic, and laissez-faire (Lewin, Lippitt, & White, 1939). The Iowa studies were important because they helped to focus attention on the study of leadership behaviors.

The research at Ohio State University attempted to identify leadership behaviors that were important in attaining group goals (Stogdill & Coons, 1957). Researchers identified two dimensions that characterized the behavior of leaders in these situations – initiating structure and consideration. Initiating structure refers to the extent to which a leader focuses on organizational goals, organizes and defines tasks, assigns work, establishes channels of communication, delineates relationships with subordinates, and evaluates work performance. Consideration refers to the extent to which a leader exhibits trust, respect, warmth, support, and concern for the welfare of subordinates.

Researchers at the University of Michigan used an approach to identify leaders who were rated as either effective or ineffective and then studied the behavior of these leaders in an attempt to identify patterns of behavior that differentiated effective leaders from ineffective leaders (Likert, 1961). Researchers identified two leadership dimensions – production-centered leadership and employee-centered leadership. The production-centered

leader emphasizes employee tasks and the methods used to accomplish them. An employee-centered leader emphasizes the employee's personal needs and the development of interpersonal relationships. It is important to note that the research findings in the Ohio State and Michigan studies were very similar. Both studies identified two dimensions of leadership behavior that related to task orientation and people orientation.

Situational theory

Many researchers refuted the finding of the Ohio State and Michigan studies and criticized the methodology of the Iowa study. This led to the development of the situational theory of leadership. Lunenburg and Ornstein (1996) suggested that the situational approach to leadership is "considerably more complex than either the trait or the behavioral approaches" (p. 130). According to situational theory developed by Hersey and Blanchard (1969), effective leadership depends on the interaction of the leader's personal traits, the leader's behavior, and factors in the leadership situation. This theory is based primarily on the relationship between follower maturity, leader task behavior, and leader relationship behavior. The basic premise of this theory is that effective leadership cannot be explained by any one factor. The situation must be taken into consideration. Two situational theories of leadership dominate the literature – contingency theory and path-goal theory. These theories are so developed that frequently they are recognized as distinct leadership theories in the literature.

Contingency theory and Path-goal theory

Fiedler (1967) and his associates are credited with developing and refining a contingency theory of leadership. According to the theory, the effectiveness of a leader is contingent on the leader's motivational system and the degree to which the leader controls and influences the situation. The three situational factors include leader-member relations, task structure, and the leader's position power. Leader-member relations refer to the quality of the relationship between the leader and the group. Task structure refers to the nature of the subordinate's task – whether it is routine or complex. Position power refers to the extent to which the leader possesses the ability to influence the behavior of subordinates through legitimate, reward, and coercive powers.

Evans (1970) and House (1971) are generally credited with the modern development of path-goal theory. This theory is based on the expectancy theory of motivation and emphasizes the leader's effect on subordinate's goals and the paths to achieve the goals. The path-goal theory attempts to explain the impact of leadership behavior on subordinate motivation, satisfaction, effort, and performance as determined by situational factors of the subordinates and the work environment. Unlike Fiedler's contingency theory, path-goal theory views leadership behavior as adaptable. Leadership behavior can adapt as the situation changes.

Transactional/Transformational theory

Burns (1978) expanded upon the path-goal theory as he developed two leadership concepts: transactional and transformational leadership. "Transactional leadership occurs

when one person takes the initiative in making contact with others for the purpose of an exchange of valued things” (p. 19). “Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p. 20). According to Bass and Avolio (1993), transactional leaders determine what subordinates need to do to achieve their own and organizational goals, identify the requirements necessary to meet the goals, help subordinates become confident that they can reach their goals, and reward them according to their accomplishments. Transformational leaders motivate their subordinates to do more than they originally expected to do. They accomplish this in three ways: (a) by making followers aware of the importance and value of organizational goals and ways of reaching them, (b) by getting followers to transcend their own interests for the sake of the organization, and (c) by raising followers’ needs to higher levels of Maslow’s hierarchy.

Bennis and Nanus (1985) identified four strategies that are indicative of transformational leadership: (a) attention to vision, (b) meaning through communication, (c) trust through positioning, and (d) empowerment. These strategies are remarkably similar to the five leadership practices identified by Kouzes and Posner (1987) thus indicating that the leadership model upon which this research is based does identify transformational leadership practices.

The previous discussion has highlighted the historical development of leadership theories. Current leadership research is based upon situational theories such as the Contingency Theory and the Path-Goal Theory. It is evident that any study of leadership must examine the impact of transactional and transformational leadership practices on the

organization. In the educational environment, transformational leadership is of particular importance. “Transformational leadership . . . is necessary . . . for successful restructuring to occur” (Lunenburg & Ornstein, 1996, p. 13).

Leadership in Educational Settings

The basic assumption that guided this research project was that effective school reform can only be sustained under the direction of transformational leaders. Speck (1996) espoused this thought when she stated, “If a principal opposes educational changes, those changes will be difficult if not impossible to implement” (p. 35). Much research indicates that the principal is the key in any school improvement effort (Behling, 1981; Berman & McLaughlin, 1978; Curran, 1982; Glickman, 1991; Wood, Caldwell, & Thompson, 1987; Wood & Thompson, 1993).

Because leadership is a critical factor in the success of educational change efforts, it is important to discuss what leaders should know about change and what they can do to implement change effectively. “Because resistance is inevitable, the primary task of managing change is not technical but motivational” (Evans, 1993, p. 20). Sergiovanni (1992) and Schlechty (1992) indicated that leaders must not focus on manipulating subordinates, but rather on motivating followers. This focus requires the use of transformational leadership practices.

Schwahn and Spady (1998) suggested that there are five rules for change that leaders should understand if productive change is to happen.

1. People do not change unless they share a compelling reason to change.

2. People do not change unless they have ownership in the change.

3. People do not change unless their leaders model that they are serious about the change.

4. People are unlikely to change unless they have a concrete picture of what the change will look like for them personally.

5. People cannot make a lasting change unless they receive organizational support for the change.

Research (Evans, 1993) indicates that leaders should develop five operating principles for shaping change. These principles are (a) clarity and focus of organizational goals, (b) participation of all stakeholders in the decision-making process, (c) clear communication of organizational goals, (d) recognition of accomplishments of stakeholders, and (e) confrontation of stakeholders who do not participate in accomplishing the goals of the organization.

Mendez-Morse (1999) identified six characteristics of successful leaders of educational change. These characteristics include:

1. Vision, specifically that students' learning is of primary importance;

2. Believing schools are for learning;

3. Valuing the professional contributions of staff, relating well to people, and fostering collaborative relationships;

4. Being a skilled communicator and listener, someone who can articulate a vision and communicate that shared vision to all in the school community;

5. Acting proactively, initiating action as well as anticipating and recognizing aspects of the environment that might interfere with efforts to carry out the mission;

6. Taking risks but not carelessly or thoughtlessly; encouraging others to be risk takers by providing a safe environment.

The five operating principles for shaping change identified by Evans (1993) and the six characteristics of successful leaders of educational change identified by Mendez-Morse (1999) are very similar in content. In addition, both of these lists and the five rules for change identified by Schwahn and Spady (1998) are remarkably similar to Kouzes and Posner's (1987) five practices of exemplary leadership: (a) challenging the process, (b) inspiring a shared vision, (c) enabling others to act, (d) modeling the way, and (e) encouraging the heart.

The importance of leadership in educational settings is, perhaps, best summarized in the following paragraph:

In the current climate of change and reform, schools and districts across the nation are engaged in school improvement efforts It is important to recognize that school improvement is a complex process, and that even a well-designed approach can fail unless school leaders put in place the conditions that support its success ("School improvement," 1999, p. 7).

Instruments Used to Assess Leadership

Arter (1988) stated that multitudes of mechanical instruments have been developed to assess leadership. A computer search of the 12th *Mental Measurements Yearbook*

(Conoley & Impara, 1995) yielded at least 145 reviewed instruments that attempt to assess some aspect of leadership. For this study, the researcher has chosen to examine three leadership instruments that are based on either situational or transformational leadership theory.

Leader Behavior Analysis II

The *Leader Behavior Analysis II* (LBAII) instruments are based on situational leadership theory and are designed to measure perceived leadership style from the perspective of either the leader or subordinates to the leader. There are two versions of the LBAII. The LBAII Self assesses self-perceived leadership style and the LBAII Other assesses perceptions of a manager's leadership style by having the respondent choose one of four leader decisions in twenty typical job situations. The instruments yield six different scores, two primary – style flexibility and style effectiveness, and four secondary – directing style, coaching style, supporting style, and delegating style. The effectiveness score is meant to represent how effective the respondent is in certain situations, whereas the flexibility score indicates how often the respondent used a different style to solve the situations. In their review of the instruments in the 12th *Mental Measurements Yearbook*, Bernardin and Cooke (1995) concluded that the instruments appear to be of limited use to both researchers and practitioners due to the relatively poor reliabilities and the failure to justify the situations presented.

Multifactor Leadership Questionnaire

The *Multifactor Leadership Questionnaire* (MLQ) is an eighty-item instrument designed to measure ten factors of leadership and the leader's perceptions of effectiveness. The ten factors are categorized into four classifications. The transformational leadership category includes the factors of charisma, inspiration, intellectual stimulation, and individualized consideration. The transactional leadership category includes the factors of contingent reward and management-by-exception. The nonleadership category includes the laissez-faire factor. The outcome factors category includes satisfaction with the leader, individual and group effectiveness, and extra effort by followers. The first seventy items on the instrument measure the leadership factors and the last ten assess the respondent's perceptions of outcomes. The MLQ is available in two forms: self-rating, in which a leader performs a self-assessment, and a rater form in which a leader is rated by colleagues.

Bessai (1995) concluded that one of the major strengths of the questionnaire is the empirical support that it provides for the transactional/transformational leadership theory. Kirnan and Snyder (1995) suggested that the *Multifactor Leadership Questionnaire* is most appropriately used in training and organizational development. One potential disadvantage of using the instrument is that the answer sheet must be mailed to the publisher to be scored.

Leadership Practices Inventory

The *Leadership Practices Inventory* (LPI) is based on five leadership practices believed to be common among successful leaders. These five practices include challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and

encouraging the heart. Each of these five practices is divided into two components described as the Ten Commitments of Leadership (Kouzes & Posner, 1987). The LPI was developed as a result of a series of case studies in which managers were asked detailed questions about their personal best leadership experiences. From these case studies, the five leadership practices were identified and items were written to examine these five dimensions. The LPI consists of thirty items in ten-point Likert format. There are six items for each of the five practices. Two versions of the LPI are available – the Self version and the Observer version. Both versions are similar in content and can be scored either by hand or by computer using the included software.

Leong (1995) concluded that the *Leadership Practices Inventory* is a promising measure of leadership and Fields and Herold (1997) suggested that the LPI can be used to identify transformational leadership practices. Lewis (1995) recommended it as a developmental tool for new and experienced leaders.

Summary

In this chapter, the researcher reviewed the school reform movement and the historical foundations of national charter school legislation from the innovative schools of the late 1960s and early 1970s to the adoption of the first charter law in 1991. The charter school concept was compared to other school reform movements. Findings of national and state charter school studies were examined, challenges confronting the movement were reviewed, and opposition to the development of charter schools was discussed. A review of leadership definitions and theories, leadership in educational settings, and instruments

used to assess leadership was included to provide important background information for this study.

Only a few schools have been able to imagine the vision of charter schools. According to Diamond (1994), “the potential that exists within the charter movement is enormous. A charter school is an alternative, not only for students but for parents and staff as well” (p. 41). Medler (1996) indicated that “charter schools are the latest, greatest experiment in alternatives to traditional public schooling” (p. 26). Bierlein and Mulholland (1994b) suggested that charter schools hold a key to (a) resolving the school autonomy struggle, (b) creating additional choices within the public school arena, (c) offering new professional opportunities for teachers, (d) enabling local school boards to become true policy boards, (e) eliminating many real and perceived barriers to innovation, and (f) focusing educational energies on outcomes, not inputs.

The success or failure of the charter school movement depends on the quality of education provided by visionary leaders. Its success will require a commitment among all segments of the educational community to do the business of education in a new way, focused on the needs of children, not on the needs of old bureaucracies. Involvement in the creation, governance, and day-to-day operation of charter schools requires a large amount of time and energy. The principal will play a critical role in charter school development.

Because charter schools have only recently come upon the scene as an alternative for education reform, it is too soon to determine how great an impact they will have on students and the educational system as a whole. More quantitative and qualitative research projects should be used to evaluate charter schools as a tool for reinventing public

education. Although it is too early to determine success or failure, many educators, policy makers, and community members believe that charter schools represent a bold reform attempt that holds great promise for redefining the future of public education. It is evident that charter schools have become an accepted part of the landscape of public education in the United States (RPP International, 1999). Given the public demand for school reform and the importance of the principal in promoting successful educational reform, comparing the leadership practices of principals of charter schools to the practices of principals of traditional public schools will provide the opportunity to determine if transformational leadership practices differ between charter schools and traditional public schools.

CHAPTER 3

RESEARCH PROCEDURES AND METHODS

In this chapter, the research problem, research questions, and null hypotheses that were investigated will be restated. The methodology that was used in conducting this study, including the research design, sample, instrumentation, data collection and analysis techniques, and procedures for minimizing threats to internal validity will be discussed.

Problem

The purposes of this study were to (a) determine if charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (b) determine if traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices (c) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) compare the teachers' perceptions of the

principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Research Questions and Hypotheses

The research questions that were used to focus this study are as follows:

1. Do charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices?
2. Do traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices?
3. Do principals of charter schools and principals of traditional public schools in Louisiana differ in their use of transformational leadership practices?
4. Do teacher and principal perceptions of the principal's leadership practices differ in charter schools and traditional public schools in Louisiana?
5. Do principals of charter schools and principals of traditional public schools in Louisiana differ in their use of transformational leadership practices when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student?
6. Do teacher perceptions of the principal's leadership practices differ in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification?

For statistical analysis, each of the research questions was stated as a null hypothesis.

The null hypotheses for this study are as follows:

1. There will be no statistically significant difference among the transformational leadership practices of charter school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

2. There will be no statistically significant difference among the transformational leadership practices of traditional public school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

3. There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana.

4. There will be no statistically significant difference among the teacher and principal perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana.

5. There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student.

6. There will be no statistically significant difference among the teacher perceptions of the principal's leadership practices in charter schools and traditional public schools in

Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Research Design

This study of transformational leadership practices of principals of charter schools and traditional public schools utilized a causal-comparative research design. Gay (1987) suggested that “causal-comparative research is that research in which the researcher attempts to determine the cause, or reason, for existing differences in the behavior of groups of individuals” (p. 247). Causal-comparative studies involve two or more groups and at least one independent variable. The independent variables in these studies are not manipulated. The researcher compares the groups and “attempts to determine what difference between the groups has led to the observed difference on some dependent variable” (p. 248). Gay indicated that extreme caution must be applied in interpreting the results of causal-comparative studies. “Due to the lack of manipulation, . . . cause-effect relationships established are at best tenuous and tentative” (p. 14). Although the cause-effect relationships identified in these studies are questionable, causal-comparative research can help to identify relationships that are worthy of further experimental investigation. The independent variable in this study was the type of school, charter or traditional public. Participants were assigned to comparison groups determined by school type. The type of school is a variable that cannot be manipulated. The dependent variable in this study was the LPI score of principals and teachers at these schools. It was not the purpose of this research to imply that the use of transformational leadership practices will create more effective schools. Rather, this study

compared the leadership practices of principals of charter schools and traditional public schools. Any cause-effect relationships that are implied must be examined in greater detail using an experimental research design.

The population of schools for this study was all charter schools in Louisiana and all public schools in the school systems in which at least one charter school is located as reported in the *2000-2001 Louisiana School Directory* published by the Louisiana Department of Education (2000b). Participants in the charter school group were the principals and teachers of all charter schools operating in the state. At the time of this writing, twenty charter schools were in operation in Louisiana. These twenty schools were divided into subpopulations determined by grade levels served (i.e., elementary, middle/junior high, and high school).

The comparison group for this study consisted of a matched sample of traditional public schools in Louisiana. Twenty schools were selected from the population of all public schools in the school systems in which at least one charter school was located. As with the charter schools, subpopulations determined by grade levels served were used. Each stratum in the sample included a proportional number of elementary, middle/junior high, and high schools in each school system as reflected by the charter school population. Using a weighted formula, the traditional public schools were matched to the charter schools on the following factors: (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification. Participants in the comparison group included the principals and teachers of these selected traditional public schools.

This study was comprised of four basic components -- a demographic survey, the Self version of the LPI, the Observer version of the LPI, and a phone interview with principals. The demographic survey (see Appendixes E, F, G, and H) was used to collect information about each school and participant on the following variables: (a) school name, (b) grade levels served, (c) size, (d) funding sources, (e) primary focus, (f) principal/teacher gender, (g) principalship/teacher certification status, (h) years of administrative/teaching experience, (i) instructional expenditure per student, and (j) teaching status in area of certification. The principal at each school was asked to complete the LPI-Self version, and the teachers were asked to complete the LPI-Observer version. A follow-up phone interview was conducted with each principal who participated in the study for the purpose of clarifying further each principal's leadership style.

When all information was collected, appropriate statistical measures were used to determine if any statistically significant differences existed. Confidentiality of principals, teachers, and schools participating in the study was attempted. All access to resources and participants was limited to the researcher and the dissertation committee.

Sample

“Definition and selection of the comparison groups is a very important part of the causal-comparative procedure” (Gay, 1987, p. 251). The characteristics differentiating the groups must be clearly defined because the way in which the groups are defined will affect the generalizability of the results. If samples are to be selected from a defined population,

random selection is the preferred method of selection. In describing sampling procedures, Gay (1987) maintained:

The important consideration is to select samples that are representative of their respective populations and similar with respect to critical variables other than the independent variable . . . the goal is to have groups that are as similar as possible on all relevant variables except the independent variable (p. 251).

This research used a weighted formula to match charter schools and traditional public schools within the same school system and serving similar grade levels on the following factors: (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification. However, it is important to note that “LPI scores have been found, in general, not to be related with various demographic factors . . . or with organizational characteristics” (Kouzes & Posner, 1995, p. 344). These demographic factors include age, years of experience, and educational level. The organizational characteristics include size and primary function of the organization. Multiple research studies support these findings in educational settings (Green, 1999; Knab, 1998; Long, 1994; Riley, 1991).

The population of schools for this study consisted of all charter schools in Louisiana and all public schools in the school systems in which at least one charter school is located as reported in the *2000-2001 Louisiana School Directory* (Louisiana Department of Education, 2000b). Because the population of charter schools in the state was relatively small (20 schools), all charter school principals and teachers were asked to participate in the study. For comparison, twenty traditional public schools were selected for participation. In

order to produce the sample for the comparison group, a matched sample of public schools stratified by grade levels served (elementary, middle/junior high, or high school) within the identified school systems was selected such that there was a proportional number of elementary, middle/junior high, and high schools in each school system as represented in the charter school population. Using a weighted formula, the traditional public schools were matched to the charter schools on the following factors: (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification.

Instrumentation

The *Leadership Practices Inventory* (LPI) was the leadership assessment instrument used for this study. The researcher selected this instrument because it is based on a current leadership framework and has an established reliability and validity.

The LPI is a leadership instrument that was “developed through a triangulation of qualitative and quantitative research methods and studies” (Kouzes & Posner, 1995, p. 341). It is based on five leadership practices: (a) Challenging the Process, (b) Inspiring a Shared Vision, (c) Enabling Others to Act, (d) Modeling the Way, and (e) Encouraging the Heart. The five leadership practices were identified as a result of a study of 1100 managers who were asked to complete a survey in which they described their best experiences as leaders. The survey was followed by 38 in-depth interviews (Posner & Kouzes, 1988). In subsequent research (Posner & Kouzes, 1993), these practices were tested with 36,000 subjects and few significant gender or cultural differences were found.

The *Leadership Practices Inventory* contains thirty items asking the respondent to rate the leader. There are six items for each of the five leadership practices. The LPI comes in two forms – Self and Observer. Both forms are similar in content and form and should take approximately fifteen minutes to complete. For this study, the principals completed the Self version and the teachers completed the Observer version. The principals used the LPI-Self to rate their own leadership practices. The teachers used the LPI-Observer to rate their principal's leadership practices. Each respondent rated the thirty items on a Likert scale ranging from 1 (almost never) to 10 (almost always). According to Popham (1993), one of the most common self-report approaches to the assessment of an individual's affective status is the Likert scale. These scales are used to ask questions that call for ratings of how the respondent feels, whether the respondent agrees, and the respondent's opinion regarding the probability that something is present (Fink, 1995).

Scores on each of the thirty leadership behavior items ranged from 1 to 10 for each participant. Because six questions are asked about each of the five leadership practices, participant scores on the five practices ranged from 6 to 60. For statistical analysis, the group mean for charter school principals and teachers and traditional public school principals and teachers were calculated for each leadership practice.

“Reliability refers to the consistency with which a measure assesses whatever it is measuring” (Popham, 1993, p. 120). The *Leadership Practices Inventory* has been found to have strong internal reliability. Internal reliability measures on the LPI range from .87 to .91 (B. Posner, personal communication, November 3, 2000). Reliability measures for the LPI-Self range from .70 to .85 and for the LPI-Observer range from .81 to .92 (Posner &

Kouzes, 1993). Other studies have found similar levels of internal reliability (Bauer, 1993; Herold, Fields, & Hyatt, 1993; Ottinger, 1990). Test-retest reliability for the LPI was examined by using a sample of 157 MBA students. Test-retest reliability for the five practices was at the .93 level and above. Riley (1991) reported test-retest reliability measures at the .80 level and above.

The reliability of an instrument is often increased by the number of times that the instrument asks about a particular behavior. The LPI asks six questions about each of the five leadership practices. A factor analysis of the thirty items on the LPI extracted five factors “with eigenvalues greater than 1.0 and accounting for 60.2% of the variance” (Posner & Kouzes, 1993, p. 194). The five factors were consistent with the five leadership practices proposed in Kouzes and Posner’s Leadership Model. Other researchers have reported similar factor loadings (Bauer, 1993; Fields & Herold, 1997; Herold et al., 1993).

Gay (1987) suggested that validity refers to “the degree to which a test measures what it is supposed to measure” (p. 128). The *Leadership Practices Inventory* has been found to have strong construct validity. Leong (1995) reported that a study examining the relationship between the LPI and managerial effectiveness found strong evidence for the discriminant validity of the LPI. Other studies also provide evidence of the construct and concurrent validity of the instrument (Aubrey, 1992; Brice, 1992; Larson, 1992; McNeese, 1991; Stoner-Zemel, 1988).

A review of the *Leadership Practices Inventory* in the *12th Mental Measurement Yearbook* (Leong, 1995) stated that “there is good evidence to support the reliability and validity of the LPI. The conceptual scheme on which the LPI is based is elegant and the test

items have excellent face validity as well as psychometric validity” (p. 556). Lewis (1995) indicated that the LPI is a model of sound research design from its initial development and refinement through subsequent concurrent validity studies.

Although the *Leadership Practices Inventory* was developed for use in the business environment, many studies support its use in educational settings. Bauer (1993) and Ottinger (1990) used the LPI to study the leadership practices of college presidents and other executives in higher education. Riley (1991) examined the impact of the leadership behaviors of school superintendents on the instructional leadership practices of principals. The LPI has also been used to study the leadership behaviors of school administrators in elementary and secondary public and private schools (Aubrey, 1992; Brice, 1992; Green, 1999; Knab, 1998; Long, 1994).

Procedures

In collecting the data for this study, the following steps were taken.

Step 1: Permission was obtained from the Human Subjects Committee at Louisiana Tech University to conduct the study (see Appendix I).

Step 2: The school system, name, grade levels served, and number of charter schools currently operating in Louisiana were identified by making a request to the Charter Schools Administrator, at the State Board of Elementary and Secondary Education.

Step 3: A matched sample of traditional public schools stratified by grade levels served (elementary, middle/junior high, or high school) was selected from the population of all public schools in school systems in Louisiana in which at least one charter school is located.

Using a weighted formula, traditional public schools and charter schools were matched on the following factors: (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification.

Step 4: Approval from Jim Kouzes and Barry Posner for permission to use the *Leadership Practices Inventory* in the study was secured (see Appendix A).

Step 5: Phone calls were made to each of the principals of the charter schools and public schools requesting permission to study the school.

Step 6: Once the schools agreed, a request was sent to the participants at each school to obtain basic demographic and faculty information. The demographic information for each school consisted of: (a) school name, (b) grade levels served, (c) size, (d) funding sources, (e) primary focus, (f) principal gender, (g) principalship certification status, (h) years of administrative experience, and (i) instructional expenditure per student. Faculty information consisted of (a) the names of the teachers employed at each school, (b) teacher gender, (c) teacher certification status, (d) years of teaching experience, and (e) teaching status in area of certification.

Step 7: A letter of explanation (see Appendixes J and K), an informed consent form (see Appendix L), and a stamped, return addressed envelope were included with one copy of the *Leadership Practices Inventory* and mailed to the principal and individual teachers at each school. The principals received a copy of the LPI-Self instrument and the teachers received a copy of the LPI-Observer instrument. To aid in data collection, the LPI instruments were copied on different colored paper and different page borders were used. Each school was designated by a combination of colored paper and page border.

Step 8: Participants were given two weeks to complete and return the instrument response sheet in the stamped, return addressed envelope. After this time, a follow-up letter (see Appendix M) was mailed to each participant to solicit non-returned response sheets. The instrument should have taken the participants no longer than fifteen minutes to complete.

Step 9: All response sheets returned by charter school principals, traditional public school principals, and charter school teachers were used in data analysis. However, to maintain similar comparison group size, a random sample of traditional public school teacher response sheets equivalent to the number of charter school teacher response sheets returned in each school system were selected for data analysis.

Step 10: A follow-up phone interview (see Appendix N) was conducted with each principal who participated in the study. The purpose of the phone interview was to clarify further each principal's leadership style.

Validity and Reliability

In determining the research design of a study, the researcher should be aware of extraneous variables that could threaten the validity and reliability of the study. Campbell and Stanley (1963) identified eight types of extraneous variables that could make the results of a study difficult to interpret. Each of the threats to the validity and reliability of a study and an explanation of how each variable was addressed in this study are discussed as follows.

1. History – When a study extends over a period of time, it is possible that other factors may account for the final results. In this research study, participants were given only two weeks to complete and return the inventories. Therefore, history was not a factor.

2. Maturation – During a study, natural growth may occur in the participants that may have an impact on the final results. Again, with this short-term study, maturation was not a factor.

3. Testing – In pretest-posttest designs, participants may perform differently on the posttest because they took the pretest. This study required participants to complete their inventories only once; thus, testing did not have an effect in this study.

4. Instrumentation – If instruments are changed during the study, results may be attributed to the change in instruments. In this study, the *Leadership Practices Inventory* was used to collect all data.

5. Instability – Most instruments used in educational research are not very reliable. As mentioned previously, the *Leadership Practices Inventory* has an established reliability and validity that can be verified.

6. Selection – In studies where two or more groups are being analyzed, the final results of the study can be questioned if the groups are not carefully selected. The entire population of charter schools in Louisiana and a sample of traditional public schools matched on multiple factors with charter schools were used in this study.

7. Mortality (Attrition) – If two or more groups are involved in a study and participants drop out of one or more groups, it may be difficult to interpret the results. In

this study, no long-term commitment of participants was required. Attrition was not a factor.

8. Statistical regression – When participants are selected for a study because they have scored extremely high or low on a test, their performances on future tests will regress toward the mean. Participants in this study were not selected because of any previous testing experience.

Popham (1993) suggested that two techniques can be used to control for these extraneous variables in a study. The use of control or comparison groups and randomized assignment can be used to decrease the potential of these threats to validity and reliability. This research study used comparison groups and matching of schools on multiple factors in its research design.

Data Analysis

Data analysis is a process of data reduction that involves a variety of descriptive and inferential statistics. The most commonly used descriptive statistics are the mean and the standard deviation while the most commonly used inferential statistics are the t-test and analysis of variance (Gay, 1987). In this research study, the purposes of data analysis were to (a) determine if there was a statistically significant difference among the leadership practices of charter school principals in Louisiana and the leaders included in Kouzes and Posner's normative database, (b) determine if there was a statistically significant difference among the leadership practices of traditional public school principals in Louisiana and the leaders included in Kouzes and Posner's normative database, (c) determine if there was a

statistically significant difference among the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) determine if there was a statistically significant difference among the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) determine if there was a statistically significant difference among the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) determine if there was a statistically significant difference among the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

In this study, descriptive data were presented with tables, charts, and accompanying narratives. Descriptive data consisted of the type of school, school system, and means and standard deviations for all scores on the LPI.

Statistical comparisons of the mean score for each leadership practice of the LPI were performed using one of the following statistical tests: one-sample t-tests, independent sample t-tests, Mann-Whitney U, Kruskal-Wallis, and Analysis of Variance (ANOVA). Because of small group size, non-parametric tests were used for comparisons involving data collected from the principals. Parametric tests were used for comparisons involving data collected from the teachers, however, if group size differed dramatically, non-parametric tests were used.

To determine if there was a statistically significant difference when comparing the mean ratings of two groups, t-tests and Mann-Whitney U tests were used. One-sample t-tests were used to compare the leadership practices of principals of charter schools and principals of traditional public schools with the normative database of leaders. Mann-Whitney U tests were used when comparing the leadership practices of principals of charter schools and traditional public schools and when comparing the teacher and principal perceptions of the principal's leadership practices. Mann-Whitney U tests were also used when making group comparisons on the variables of principal gender, principalship certification status, traditional public school teacher gender, and teaching status in area of certification. Independent samples t-tests were used when making group comparisons on the variable of charter school teacher gender.

Analysis of Variance (ANOVA) and Kruskal-Wallis tests were used when comparing the means of more than two groups. Kruskal-Wallis tests were used when making group comparisons on the variables of years of administrative experience, instructional expenditure per student, and teacher certification status. ANOVA tests were used for making group comparisons on the variable of years of teaching experience. The determination for using pooled variance or separate group variance estimates was dependent on the F-values found in statistical analysis. The .05 percent confidence level was used as the criteria to determine statistical significance. Post hoc analyses were performed for any statistically significant differences found using ANOVA tests. Scheffe's tests were selected for post hoc comparisons because of their conservative nature. Effect size was reported for any statistically significant differences that were found. Inferential data were presented with

tables, charts, and accompanying narratives. The researcher used the SPSS-X statistical software package to determine if there was a statistically significant difference between the LPI scores on the five leadership practices for each of the following group comparisons:

1. Principals of charter schools in Louisiana and leaders included in Kouzes and Posner's normative database
2. Principals of traditional public schools in Louisiana and leaders included in Kouzes and Posner's normative database
3. Charter school principals and traditional public school principals in Louisiana
4. Charter school principals and charter school teachers in Louisiana
5. Traditional public school principals and traditional public school teachers in Louisiana
6. Principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student
7. Charter school teachers and traditional public school teachers in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Summary

Chapter 3 restated the research problem, research questions, and null hypotheses that were investigated. The research design was outlined and sampling techniques were identified. This chapter also included information on instrumentation and procedural details. In addition, steps for minimizing threats to internal validity and data collection techniques were discussed.

CHAPTER 4

DATA ANALYSIS

The purposes of this study were to (a) determine if charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (b) determine if traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (c) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) compare the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification. Data for these comparisons were collected by using the Self and Observer versions of the *Leadership Practices Inventory* (LPI).

Data analysis indicated that there was a statistically significant difference between all five LPI scores of charter school principals in Louisiana and traditional public school principals in Louisiana when compared to the leaders included in Kouzes and Posner's normative database. Analysis of the data also revealed significant differences between one of the LPI scores of charter school principals and traditional public school principals, and one of the LPI scores of traditional public school principals and traditional public school teachers. In addition, statistically significant differences existed between the LPI scores of charter school teachers and traditional public school teachers when considering the variables of teacher gender and years of teaching experience.

Data Collection

The sample for this study consisted of all charter schools in Louisiana and a matched sample of traditional public schools stratified by grade levels served and matched on the factors of (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification. The LPI-Self version was mailed to the principals and the LPI-Observer version was mailed to the teachers at the selected schools. Participants were given two weeks to complete and return the questionnaire. After this time, a follow-up letter was mailed to each participant to solicit non-returned questionnaires. A phone interview was also conducted with each principal who completed a questionnaire. The purpose of the phone interview was to clarify further the principal's leadership style. The overall response rate for the principal questionnaires and

for the teacher questionnaires was 45% and 28% respectively. Table 1 presents the number and percentages of questionnaires distributed and received. More detailed data for each school are presented in Tables 2 and 3. Table 2 indicates the number and percentages of questionnaires distributed and received by each charter school, and Table 3 indicates the number and percentages of questionnaires distributed and received by each traditional public school.

Table 1

Number and Percentages of Questionnaires Distributed and Received

School Type	Number Distributed		Number Received		Percent Received	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
Charter	20	203	9	77	45%	38%
Traditional Public	20	821	9	212	45%	26%
Total	40	1024	18	289	45%	28%

Table 2

Number and Percentages of Questionnaires Distributed and Received by Charter School

School	Number Distributed		Number Received		Percent Received	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
A	1	14	1	10	100%	71%
B	1	6	-	1	-	17%
C	1	3	-	-	-	-
D	1	17	1	6	100%	35%
E	1	3	1	1	100%	33%
F	1	11	-	9	-	82%
G	1	6	1	3	100%	50%
H	1	7	-	-	-	-
I	1	7	1	4	100%	57%
J	1	5	1	1	100%	20%
K	1	16	-	1	-	6%
L	1	12	1	11	100%	92%
M	1	14	-	3	-	21%
N	1	15	1	3	100%	20%
O	1	6	-	1	-	17%
P	1	2	-	-	-	-
Q	1	31	-	13	-	42%
R	1	14	-	-	-	-
S	1	4	1	3	100%	75%
T	1	10	-	7	-	70%
Total	20	203	9	77	45%	38%

Table 3

Number and Percentages of Questionnaires Distributed and Received by Traditional Public School

School	Number Distributed		Number Received		Percent Received	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
A	1	32	-	20	-	63%
B	1	65	-	-	-	-
C	1	55	-	-	-	-
D	1	30	1	16	100%	53%
E	1	15	1	4	100%	27%
F	1	20	1	16	100%	80%
G	1	45	-	10	-	22%
H	1	35	-	-	-	-
I	1	65	-	8	-	12%
J	1	46	-	10	-	22%
K	1	30	-	-	-	-
L	1	48	1	32	100%	67%
M	1	30	1	21	100%	70%
N	1	35	1	24	100%	69%
O	1	100	-	-	-	-
P	1	15	-	-	-	-
Q	1	35	1	19	100%	54%
R	1	70	-	-	-	-
S	1	25	1	10	100%	40%
T	1	25	1	22	100%	88%
Total	20	821	9	212	45%	26%

Descriptive Data Analysis

The responses from demographic surveys and *Leadership Practices Inventory* (LPI) questionnaires were analyzed by using the SPSS-X statistical software package. Frequency distributions and other descriptive statistics were calculated for the school, principal, and teacher demographic surveys that were received.

Analysis of the charter school and traditional public school demographic surveys indicated that mean school enrollment in traditional public schools (721) was considerably higher than the mean charter school enrollment (192). Also, mean teaching faculty size was greater in traditional public schools (35) than in charter schools (11). Grade levels served were similar between both types of schools. Table 4 summarizes the school demographic characteristics.

An examination of the principal demographic surveys suggested that the relative percentages of returns from charter school and traditional public school principals were similar on the variables of gender, years of administrative experience, and principalship certification status. However, no traditional public school principal reported having more than fifteen years of administrative experience. Also, all of the traditional public school principals who reported their principalship certification status indicated that they were currently certified. While analysis of the demographic surveys did reveal a large disparity in instructional expenditure per student for charter schools and traditional public schools, a frequency distribution revealed that a considerably higher percentage of charter school principals (66.7%) than traditional public school principals (11.7%) reported that the instructional expenditure per student at their schools was above the state average. Most of

Table 4

Summary of School Demographic Characteristics

	Charter Schools n = 16	Traditional Public Schools n = 13
<i>School Enrollment</i>		
Mean	192	721
Minimum	72	219
Maximum	722	1815
<i>Grades Served</i>		
Elementary	7	6
Middle/Jr. High	4	4
High	5	3
<i>Teaching Faculty Number</i>		
Mean	11	35
Minimum	3	15
Maximum	31	65

the traditional public school principals (77.7% combined) reported that the instructional expenditure per student at their schools was below the state average (44.4%) or the same as the state average (33.3%). No charter school principals reported an instructional expenditure per student below the state average. Table 5 summarizes the principal demographic characteristics.

A follow-up phone interview was conducted with each principal who completed a demographic survey. The purpose of the phone interview was to clarify further each

Table 5

Summary of Principal Demographic Characteristics

	Charter Schools		Traditional Public Schools	
	%	Number	%	Number
<i>Gender</i>				
Male	33.3	3	33.3	3
Female	66.7	6	55.6	5
Not Reported			11.1	1
<i>Years of Administrative Experience</i>				
0-5 years	33.3	3	22.2	2
6-10 years	11.1	1	22.2	2
11-15 years	11.1	1	11.1	1
More than 15 yrs	22.2	2	-	-
Not reported	22.2	2	44.4	4
<i>Principalship Certification Status</i>				
Currently Certified	44.4	4	55.6	5
Not Certified	44.4	4	-	-
Not Reported	11.1	1	44.4	4
<i>Instructional Expenditure Per Student</i>				
Above State Avg.	66.7	6	11.1	1
Below State Avg.	-	-	44.4	4
Same as State Avg.	22.2	2	33.3	3
Not Reported	11.1	1	11.1	1

principal's leadership style. When asked to describe their leadership style, all principals used terminology that would be indicative of transformational leadership practices. Principals repeatedly used the following three phrases to describe their leadership style:

1. I lead by empowering teachers to teach their students.
2. I lead by involving teachers in collaborative decision-making.
3. Our school uses site-based management in making decisions.

When asked to select which word best describes them as a leader, almost half (44.4%) of all principals selected visionary. Charter school principals selected the following words: (a) visionary, (b) facilitator, (c) role model, and (d) encourager. Traditional public school principals selected the following words to describe themselves as leaders: (a) risk-taker, (b) visionary, (c) facilitator, and (d) role model. In addition, all but one of the principals reported that they had received formal leadership training in the form of workshops, seminars, coursework, and internships. Results for this phone interview question are summarized in Table 6.

Analysis of the teacher demographic surveys revealed some differences between charter school teachers and traditional public school teachers in gender, years of teaching experience, and teacher certification status. The greatest difference, however, emerged when the teachers reported their teaching status in their area of certification. A larger percentage of traditional public school teachers (82.2%) than charter school teachers (57.1%) reported that they were teaching in their area of certification. Table 7 summarizes the teacher demographic characteristics. Descriptive statistics for all participants in the study are included in Appendixes O through S.

Table 6

Summary of Principal Responses to Phone Interview Question

Leadership Description	Charter School		Traditional Public School	
	%	Number	%	Number
Risk-taker	-	-	11.1	1
Visionary	33.3	3	55.6	5
Facilitator	22.2	2	11.1	1
Role Model	11.1	1	22.2	2
Encourager	33.3	3	-	-

Table 7

Summary of Teacher Demographic Characteristics

	Charter Schools		Traditional Public Schools	
	%	Number	%	Number
<i>Gender</i>				
Male	32.5	25	12.3	9
Female	66.2	51	83.6	61
Not Reported	1.3	1	4.1	3
<i>Years of Teaching Experience</i>				
0-5 years	37.7	29	24.7	18
6-10 years	13.0	10	16.4	12
11-15 years	15.6	12	12.3	9
More than 15 yrs	31.2	24	39.7	29
Not reported	2.6	2	6.8	5
<i>Teacher Certification Status</i>				
Currently Certified	68.8	53	82.2	60
Not Certified	7.8	6	2.7	2
Working Toward	20.8	16	9.6	7
Not Reported	2.6	2	5.5	4
<i>Teaching in Area of Certification</i>				
Yes	57.1	44	82.2	60
No	11.7	9	1.4	1
Not Reported	31.2	24	16.4	12

Statistical Data Analysis

The *Leadership Practices Inventory* (LPI) was used to collect data on the transformational leadership practices of principals. The responses were reported in means and standard deviations for the five leadership practices of the LPI. Statistical comparisons of the mean score for each leadership practice of the LPI were performed using each of the following statistical tests: a one-sample t-test, independent samples t-tests, Mann-Whitney U, Kruskal-Wallis, and Analysis of Variance (ANOVA). Because of small group size, non-parametric tests (Mann-Whitney U and Kruskal-Wallis) were used for comparisons involving data collected from the principals. Parametric tests (ANOVA and t-tests) were used for comparisons involving data collected from the teachers, however, if group size differed dramatically, non-parametric tests were used.

The null hypotheses for this study were tested at the .05 level of significance. Post hoc analyses were performed for any statistically significant differences found using ANOVA tests. Scheffe's tests were selected for post hoc comparisons because of their conservative nature.

Effect size (ES) was also calculated for any statistically significant differences that were found. Effect size is a measure of how much the treatment affects the dependent variable. A positive effect size is obtained when the mean of the experimental group is larger than the mean of the control group. A negative effect size is obtained when the mean of the control group is larger than the mean of the experimental group. In this study, Glass's delta was used for determining effect size when significant differences were found using t-tests or Mann-Whitney U tests. Omega squared was used for determining effect size when

significant differences were found using Kruskal-Wallis or ANOVA tests. Cohen (1988) defined effect sizes as small, medium, and large. A small effect is so small that statistical analysis is required to detect it. A medium effect is one that is large enough to see without performing statistical analysis, and a large effect is so large that statistical procedures are rarely necessary. Pedersen (2002) suggested the following guidelines for interpreting effect size:

1. For Glass's delta, a small effect is .2, a medium effect is .5, and a large effect is .8.
 2. For Omega squared, a small effect is .01, a medium effect is .06, and a large effect is .15.
- Each null hypothesis is restated below followed by a discussion of the statistical analysis used to test the hypothesis.

Hypothesis 1

There will be no statistically significant difference among the transformational leadership practices of charter school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

A one-sample t-test was used to test this first hypothesis. The results revealed that for all five leadership practices there was a statistically significant difference between charter school principal responses when compared to the normative database of leaders (CTP: $t = 7.375$, ISV: $t = 7.054$, EOA: $t = 7.780$, MTW: $t = 6.715$, ETH: $t = 7.484$; $p < .05$). Charter school principal means were significantly higher than the norm group means for all five leadership practices. Effect size statistics were determined using Glass's delta. Scores for charter school principals ranged from .818 to 1.216 for the five leadership practices

indicating a large effect on the dependent variables when compared to the norm group. The results of the statistical analysis for Hypothesis 1 are summarized in Table 8. Since a statistically significant difference was found in favor of the charter school principals, Hypothesis 1 was rejected.

Hypothesis 2

There will be no statistically significant difference among the transformational leadership practices of traditional public school principals in Louisiana and the leaders included in Kouzes and Posner's normative database.

A one-sample t-test was used to test the second hypothesis. The results revealed that for all five leadership practices there was a statistically significant difference between traditional public school principal responses when compared to the normative database of leaders (CTP: $t = 4.571$, ISV: $t = 9.379$, EOA: $t = 11.259$, MTW: $t = 17.349$, ETH: $t = 17.335$; $p < .05$). Traditional public school principal means were significantly higher than the norm group means for all five leadership practices. Effect size statistics were determined using Glass's delta. Scores for traditional public school principals ranged from .830 to 1.264 for the five leadership practices indicating a large effect on the dependent variables when compared to the norm group. The results of the statistical analysis for Hypothesis 2 are summarized in Table 9. Having found a statistically significant difference in favor of the traditional public school principals, Hypothesis 2 was rejected.

Table 8

Results of One-Sample t-test Comparing Charter School Principal and Norm Group Responses

Leadership Practice	Mean	SD	N	<i>t</i>	<i>p</i>	ES
Challenging The Process						
Charter School	54.11	3.98	9	7.375	.000*	1.105
Norm Group	44.32	8.86	17908	-	-	-
Inspiring a Shared Vision						
Charter School	54.44	5.36	9	7.054	.000*	1.216
Norm Group	41.83	10.37	17908	-	-	-
Enabling Others to Act						
Charter School	54.56	2.55	9	7.780	.000*	.818
Norm Group	47.93	8.11	17908	-	-	-
Modeling the Way						
Charter School	55.00	3.39	9	6.715	.000*	.921
Norm Group	47.41	8.24	17908	-	-	-
Encouraging the Heart						
Charter School	54.11	3.76	9	7.484	.000*	.941
Norm Group	44.74	9.96	17908	-	-	-

Note. Norm Group descriptive statistics provided by Kouzes & Posner.

**p* < .05.

Table 9

Results of One-Sample t-test Comparing Traditional Public School Principal and Norm Group Responses

Leadership Practice	Mean	SD	N	<i>t</i>	<i>p</i>	ES
Challenging The Process						
Traditional Public	51.67	4.82	9	4.571	.002*	.830
Norm Group	44.32	8.86	17908	-	-	-
Inspiring a Shared Vision						
Traditional Public	52.44	3.40	9	9.379	.000*	1.023
Norm Group	41.83	10.37	17908	-	-	-
Enabling Others to Act						
Traditional Public	55.67	2.06	9	11.259	.000*	.954
Norm Group	47.93	8.11	17908	-	-	-
Modeling the Way						
Traditional Public	57.00	1.66	9	17.349	.000*	1.164
Norm Group	47.41	8.24	17908	-	-	-
Encouraging the Heart						
Traditional Public	57.33	2.18	9	17.335	.000*	1.264
Norm Group	44.74	9.96	17908	-	-	-

Note. Norm Group descriptive statistics provided by Kouzes & Posner.

**p* < .05.

Hypothesis 3

There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana.

A Mann-Whitney U test was used to test the third hypothesis. Results revealed no statistically significant differences in mean ranks between the two groups in the perceptions of four of the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, and Modeling the Way), although charter school principals had a higher mean rank on the perceptions of the leadership practices of Challenging the Process and Inspiring a Shared Vision while traditional public school principals had a higher mean rank on the perceptions of the leadership practices of Enabling Others to Act and Modeling the Way. There was, however, a statistically significant difference in mean rank between the two groups on the perception of the leadership practice of Encouraging the Heart ($Z = -1.999; p < .05$). The traditional public school principal mean rank was significantly higher than the charter school principal mean rank on this practice. An effect size statistic of -1.477 was determined using Glass's delta. The score indicated that, when charter school and traditional public school principal responses were compared, there was a large effect on the perception of the leadership practice of Encouraging the Heart. The results of the statistical analysis for Hypothesis 3 are summarized in Table 10. Since a statistically significant difference was found between the groups on the perception of the practice of Encouraging the Heart, Hypothesis 3 was rejected.

Table 10

Results of Mann-Whitney U Test Comparing Charter School and Traditional Public School Principal Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-1.289	.197	-
Charter School	11.11	100.00	9			
Traditional Public	7.89	71.00	9			
Inspiring a Shared Vision				-1.198	.231	-
Charter School	11.00	99.00	9			
Traditional Public	8.00	72.00	9			
Enabling Others to Act				-.941	.347	-
Charter School	8.33	75.00	9			
Traditional Public	10.67	96.00	9			
Modeling the Way				-.904	.366	-
Charter School	8.39	75.50	9			
Traditional Public	10.61	95.50	9			
Encouraging the Heart				-1.999	.046*	-1.477
Charter School	7.00	63.00	9			
Traditional Public	12.00	108.00	9			

* $p < .05$.

Hypothesis 4

There will be no statistically significant difference among the teacher and principal perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana.

Mann-Whitney U tests were used to test this hypothesis. The test comparing the mean ranks of charter school principals and charter school teachers revealed that there were no statistically significant differences between the mean ranks of charter school principal perceptions and charter school teacher perceptions on any of the five leadership practices. However, it can be noted that the mean rank for charter school principals was higher than that of charter school teachers on all practices. The results of the statistical analysis for Hypothesis 4 with regard to charter school principal and teacher responses are summarized in Table 11. The test comparing the mean ranks of traditional public school principals and traditional public school teachers revealed that there was a statistically significant difference between the mean ranks of traditional public school principal perceptions and traditional public school teacher perceptions on the leadership practice of Encouraging the Heart ($Z = -2.344$; $p < .05$). The mean rank of traditional public school principal perceptions was significantly higher than the mean rank of traditional public school teacher perceptions for this leadership practice. An effect size statistic of .675 was determined using Glass's delta. The score indicated that, when traditional public school principal and traditional public school teacher responses were compared, there was only a moderate effect on the perception of the leadership practice of Encouraging the Heart. Although no statistically significant differences were found for the perceptions of the other leadership practices, it is

Table 11

Results of Mann-Whitney U Test Comparing Charter School Principal and Charter School Teacher Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-1.187	.235	-
Principal	52.83	475.50	9			
Teacher	42.41	3265.50	77			
Inspiring a Shared Vision				-.686	.493	-
Principal	48.89	440.00	9			
Teacher	42.87	3301.00	77			
Enabling Others to Act				-.488	.626	-
Principal	47.33	426.00	9			
Teacher	43.05	3315.00	77			
Modeling the Way				-.991	.322	-
Principal	51.28	461.50	9			
Teacher	42.59	3279.50	77			
Encouraging the Heart				-1.088	.277	-
Principal	52.06	468.50	9			
Teacher	42.50	3272.50	77			

interesting to note that the mean rank of traditional public school teacher perceptions was higher than that of traditional public school principal perceptions on the leadership practices of Challenging the Process and Inspiring a Shared Vision while the mean rank of traditional public school principal perceptions was higher than the mean rank of traditional public school teacher perceptions on the leadership practices of Enabling Others to Act and Modeling the Way. The results of the statistical analysis for Hypothesis 4 with regard to traditional public school principal and teacher responses are summarized in Table 12. Since a statistically significant difference was found between the mean ranks of traditional public school principal perceptions and traditional public school teacher perceptions for the leadership practice of Encouraging the Heart, Hypothesis 4 was rejected.

Hypothesis 5

There will be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student.

Mann-Whitney U tests and Kruskal-Wallis tests were used to test this hypothesis. Mann-Whitney U tests were performed for statistical comparison of charter school and traditional public school mean ranks when considering the variables of principal gender and principalship certification status. Results of the tests revealed that there were no statistically

Table 12

Results of Mann-Whitney U Test Comparing Traditional Public School Principal and Traditional Public School Teacher Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-.141	.888	-
Principal	40.44	364.00	9			
Teacher	41.63	3039.00	73			
Inspiring a Shared Vision				-.297	.766	-
Principal	39.28	353.50	9			
Teacher	41.77	3049.50	73			
Enabling Others to Act				-1.309	.190	-
Principal	51.28	461.50	9			
Teacher	40.29	2941.50	73			
Modeling the Way				-1.564	.118	-
Principal	53.17	478.50	9			
Teacher	40.06	2924.50	73			
Encouraging the Heart				-2.344	.019*	.675
Principal	59.00	531.00	9			
Teacher	39.34	2872.00	73			

* $p < .05$.

significant differences for any of the leadership practices when considering principal gender or principalship certification status.

Table 13 shows the results of the Mann-Whitney U test comparing charter school male and female principal responses. Although no statistically significant differences were determined, it can be noted that the mean rank for female charter school principals was higher on two practices (Challenging the Process and Encouraging the Heart) and lower on two practices (Inspiring a Shared Vision and Modeling the Way) than the mean rank of male charter school principals.

Table 14 shows the results of the Mann-Whitney U test comparing traditional public school male and female principal responses. Again, no statistically significant differences were found, but it can be noted that the mean rank for male traditional public school principals was higher on three practices (Challenging the Process, Inspiring a Shared Vision, and Modeling the Way) and lower on one practice (Encouraging the Heart) than the mean rank of female traditional public school principals.

Table 15 shows the results of the Mann-Whitney U test comparing charter school principal responses when considering the variable of principalship certification status. Although no statistically significant differences were found, it is interesting to note that the mean rank for currently certified charter school principals was lower on four practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, and Modeling the Way) than the mean rank of charter school principals who were not certified. All traditional public school principals reported their certification status as currently certified,

Table 13

Results of Mann-Whitney U Test Comparing Charter School Male and Female Principal Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-.788	.431	-
Male	4.00	12.00	3			
Female	5.50	33.00	6			
Inspiring a Shared Vision				-.784	.433	-
Male	6.00	18.00	3			
Female	4.50	27.00	6			
Enabling Others to Act				.000	1.000	-
Male	5.00	15.00	3			
Female	5.00	30.00	6			
Modeling the Way				-.406	.684	-
Male	5.50	16.50	3			
Female	4.75	28.50	6			
Encouraging the Heart				.296	.381	-
Male	3.67	11.00	3			
Female	5.67	34.00	6			

Table 14

Results of Mann-Whitney U Test Comparing Traditional Public School Male and Female Principal Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-.447	.655	-
Male	5.00	15.00	3			
Female	4.20	21.00	5			
Inspiring a Shared Vision				-.905	.365	-
Male	5.50	16.50	3			
Female	3.90	19.50	5			
Enabling Others to Act				.000	1.000	-
Male	4.50	13.50	3			
Female	4.50	22.50	5			
Modeling the Way				-.769	.442	-
Male	5.33	16.00	3			
Female	4.00	20.00	5			
Encouraging the Heart				-.619	.536	-
Male	3.83	11.50	3			
Female	4.90	24.50	5			

Table 15

Results of Mann-Whitney U Test Comparing Charter School Principal Responses when Considering Principalship Certification Status

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-1.479	.139	-
Currently Certified	3.25	13.00	4			
Not Certified	5.75	23.00	4			
Inspiring a Shared Vision				-.730	.465	-
Currently Certified	3.88	15.50	4			
Not Certified	5.13	20.50	4			
Enabling Others to Act				-1.899	.058	-
Currently Certified	2.88	11.50	4			
Not Certified	6.13	24.50	4			
Modeling the Way				-.744	.457	-
Currently Certified	3.88	15.50	4			
Not Certified	5.13	20.50	4			
Encouraging the Heart				-.146	.884	-
Currently Certified	4.63	18.50	4			
Not Certified	4.38	17.50	4			

therefore, no statistical comparisons for traditional public school principals could be made for the variable of principalship certification status (see Table 16).

Kruskal-Wallis tests were performed for statistical comparison of charter school and traditional public school mean ranks when considering the variables of years of administrative experience and instructional expenditure per student. Results of the tests revealed that there were no statistically significant differences for any of the leadership practices when considering years of administrative experience or instructional expenditure per student.

Table 17 shows the results of the Kruskal-Wallis test comparing charter school principal responses when considering years of administrative experience. Although no statistically significant differences were determined, it can be noted that the mean rank for charter school principals with 6-10 years of administrative experience was higher on two practices (Challenging the Process and Inspiring a Shared Vision) and lower on two practices (Enabling Others to Act and Modeling the Way) than the mean rank for charter school principals with fewer than 6 years or more than 10 years of administrative experience.

Table 18 reports the findings of the Kruskal-Wallis test comparing traditional public school principal responses when considering years of administrative experience. Again, no statistically significant differences were found. However, it is interesting to note that the mean rank for traditional public school principals with less than 5 years of administrative experience was higher on all five practices than the mean rank for traditional public school principals with more than 5 years of administrative experience.

Table 16

Results of Mann-Whitney U Test Comparing Traditional Public School Principal Responses when Considering Principals Certification Status

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-	-	-
Currently Certified	-	-	5			
Not Certified	-	-	-			
Inspiring a Shared Vision				-	-	-
Currently Certified	-	-	5			
Not Certified	-	-	-			
Enabling Others to Act				-	-	-
Currently Certified	-	-	5			
Not Certified	-	-	-			
Modeling the Way				-	-	-
Currently Certified	-	-	5			
Not Certified	-	-	-			
Encouraging the Heart				-	-	-
Currently Certified	-	-	5			
Not Certified	-	-	-			

Note. No traditional public school principals reported their certification status as not certified; therefore, no statistical comparisons could be made.

Table 17

Results of Kruskal-Wallis Test Comparing Charter School Principal Responses when Considering Years of Administrative Experience

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				3.782	.286	-
0-5 years	5.17	15.50	3			
6-10 years	5.50	5.50	1			
11-15 years	1.00	1.00	1			
More than 15 years	3.00	6.00	2			
Inspiring a Shared Vision				1.709	.635	-
0-5 years	4.17	12.50	3			
6-10 years	5.00	5.00	1			
11-15 years	1.50	1.50	1			
More than 15 years	4.50	9.00	2			
Enabling Others to Act				4.336	.227	-
0-5 years	5.50	16.50	3			
6-10 years	1.00	1.00	1			
11-15 years	2.00	2.00	1			
More than 15 years	4.25	8.50	2			

Table 17 (continued)

Results of Kruskal-Wallis Test Comparing Charter School Principal Responses when Considering Years of Administrative Experience

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Modeling the Way				2.353	.502	-
0-5 years	4.50	13.50	3			
6-10 years	1.50	1.50	1			
11-15 years	3.00	3.00	1			
More than 15 years	5.00	10.00	2			
Encouraging the Heart				.400	.940	-
0-5 years	4.17	12.50	3			
6-10 years	3.50	3.50	1			
11-15 years	5.00	5.00	1			
More than 15 years	3.50	7.00	2			

Table 18

Results of Kruskal-Wallis Test Comparing Traditional Public School Principal Responses when Considering Years of Administrative Experience

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				3.600	.165	-
0-5 years	4.50	9.00	2			
6-10 years	1.50	3.00	2			
11-15 years	3.00	3.00	1			
More than 15 years	-	-	-			
Inspiring a Shared Vision				2.211	.331	-
0-5 years	4.25	8.50	2			
6-10 years	2.25	4.50	2			
11-15 years	2.00	2.00	1			
More than 15 years	-	-	-			
Enabling Others to Act				3.053	.217	-
0-5 years	4.25	8.50	2			
6-10 years	2.75	5.50	2			
11-15 years	1.00	1.00	1			
More than 15 years	-	-	-			

Table 18 (continued)

Results of Kruskal-Wallis Test Comparing Traditional Public School Principal Responses when Considering Years of Administrative Experience

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Modeling the Way				2.211	.331	-
0-5 years	4.25	8.50	2			
6-10 years	2.25	4.50	2			
11-15 years	2.00	2.00	1			
More than 15 years	-	-	-			
Encouraging the Heart				3.053	.217	-
0-5 years	4.25	8.50	2			
6-10 years	2.75	5.50	2			
11-15 years	1.00	1.00	1			
More than 15 years	-	-	-			

Table 19 shows the results of the Kruskal-Wallis test comparing charter school principal responses when considering the variable of instructional expenditure per student. Although no statistically significant differences were determined, it can be noted that the mean rank of charter school principals who indicated that the instructional expenditure per student at their schools was above the state average was higher on all five practices than the mean rank of charter school principals indicating that the instructional expenditure per student was the same as the state average.

Table 20 reports the findings of the Kruskal-Wallis test comparing traditional public school principal responses when considering the variable of instructional expenditure per student. Once again, no statistically significant differences were found. However, it is interesting to note that the mean rank of traditional public school principals who indicated that the instructional expenditure per student at their schools was the same as the state average was higher on three practices (Enabling Others to Act, Modeling the Way, and Encouraging the Heart) than the mean rank of traditional public school principals indicating that the instructional expenditure per student was above or below the state average.

Hypothesis 5 assumed that there would be no statistically significant difference among the transformational leadership practices of principals of charter schools and principals of traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student. Since no statistically significant differences were found for any of the group comparisons when considering these variables, Hypothesis 5 was retained.

Table 19

Results of Kruskal-Wallis Test Comparing Charter School Principal Responses when Considering Instructional Expenditure Per Student

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				.467	.495	-
Below State Average	-	-	-			
Same as State Average	3.50	7.00	2			
Above State Average	4.83	29.00	6			
Inspiring a Shared Vision				2.305	.129	-
Below State Average	-	-	-			
Same as State Average	2.25	4.50	2			
Above State Average	5.25	31.50	6			
Enabling Others to Act				.028	.866	-
Below State Average	-	-	-			
Same as State Average	4.25	8.50	2			
Above State Average	4.58	27.50	6			
Modeling the Way				1.447	.229	-
Below State Average	-	-	-			
Same as State Average	2.75	5.50	2			
Above State Average	5.08	30.50	6			
Encouraging the Heart				3.443	.064	-
Below State Average	-	-	-			
Same as State Average	1.75	3.50	2			
Above State Average	5.42	32.50	6			

Table 20

Results of Kruskal-Wallis Test Comparing Traditional Public School Principal Responses when Considering Instructional Expenditure Per Student

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				4.208	.122	-
Below State Average	2.75	11.00	4			
Same as State Average	6.00	18.00	3			
Above State Average	7.00	7.00	1			
Inspiring a Shared Vision				2.390	.303	-
Below State Average	5.00	20.00	4			
Same as State Average	5.00	15.00	3			
Above State Average	1.00	1.00	1			
Enabling Others to Act				1.238	.539	-
Below State Average	4.25	17.00	4			
Same as State Average	5.50	16.50	3			
Above State Average	2.50	2.50	1			
Modeling the Way				1.477	.478	-
Below State Average	4.50	18.00	4			
Same as State Average	5.33	16.00	3			
Above State Average	2.00	2.00	1			
Encouraging the Heart				1.900	.387	-
Below State Average	4.25	17.00	4			
Same as State Average	5.67	17.00	3			
Above State Average	2.00	2.00	1			

Hypothesis 6

There will be no statistically significant difference among the teacher perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Independent samples t-tests, Mann-Whitney U tests, Kruskal-Wallis tests, and ANOVA tests were used to test this hypothesis. An independent samples t-test was performed for statistical comparison of charter school teacher means when considering the variable of teacher gender. Results of the t-test, shown in Table 21, revealed that there was a statistically significant difference between female charter school teacher means and male charter school teacher means for all leadership practices except Encouraging the Heart (CTP: $t = -2.340$, ISV: $t = -2.755$, EOA: $t = -2.476$, MTW: $t = -2.230$; $p < .05$). The means of female charter school teachers were significantly higher than the means of male charter school teachers for the other four leadership practices. Effect size scores for Modeling the Way, Enabling Others to Act, and Inspiring a Shared Vision were determined using Glass's delta. Scores ranged from $-.574$ to $-.769$ indicating that charter school teacher gender had only a moderate effect on the perception of these leadership practices. The effect size score of $-.830$ indicated that charter school teacher gender had a large effect on the perception of the leadership practice of Challenging the Process.

A Mann-Whitney U test was performed for statistical comparison of traditional public school teacher mean ranks when considering the variable of teacher gender. Results of the Mann-Whitney U test revealed that there were no statistically significant differences

Table 21

Results of t-test Comparing Charter School Male and Female Teacher Responses

Leadership Practice	Mean	SD	N	<i>t</i>	<i>p</i>	ES
Challenging The Process				-2.340	.025*	-.830
Male	44.72	12.83	25			
Female	51.25	7.87	51			
Inspiring a Shared Vision				-2.755	.007*	-.769
Male	46.76	11.28	25			
Female	52.98	8.09	51			
Enabling Others to Act				-2.476	.018*	-.743
Male	46.64	11.43	25			
Female	53.04	8.61	51			
Modeling the Way				-2.230	.029*	-.574
Male	45.96	11.95	25			
Female	51.88	10.32	51			
Encouraging the Heart				-1.940	.056	-
Male	44.04	13.86	25			
Female	49.82	11.34	51			

* $p < .05$.

in the perceptions of traditional public school teachers for any of the five leadership practices when considering teacher gender. Although no statistically significant differences were determined, it is interesting to note that the mean rank of traditional public school male teacher responses was higher on all five practices than the mean rank of traditional public school female teacher responses. Table 22 summarizes the results of this Mann-Whitney U test.

Kruskal-Wallis tests were performed for statistical comparison of charter school and traditional public school teacher responses when considering the variable of teacher certification status. Results of the Kruskal-Wallis tests revealed that there were no statistically significant differences in the perceptions of charter school teachers or traditional public school teachers for any of the five leadership practices when considering teacher certification status.

Table 23 reports the findings of the Kruskal-Wallis test used to compare charter school teacher responses when considering teacher certification status. Again, no statistically significant differences were found, but it can be noted that the mean rank of currently certified charter school teacher responses was higher for all five practices than the mean rank of the perceptions of charter school teachers who were either not certified or working toward certification.

Table 24 shows the results of the Kruskal-Wallis test comparing traditional public school teacher responses when considering teacher certification status. While no statistically significant differences were determined, it is interesting to note that the mean rank of currently certified traditional public school teachers was higher on four practices

Table 22

Results of Mann-Whitney U Test Comparing Traditional Public School Male and Female Teacher Responses

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process						
Male	36.39	327.50	9	-.141	.888	-
Female	35.37	2157.50	61			
Inspiring a Shared Vision						
Male	36.50	328.50	9	-.158	.874	-
Female	35.35	2156.50	61			
Enabling Others to Act						
Male	36.11	325.00	9	-.097	.923	-
Female	35.41	2160.00	61			
Modeling the Way						
Male	35.78	322.00	9	-.044	.965	-
Female	35.46	2163.00	61			
Encouraging the Heart						
Male	36.78	331.00	9	-.202	.840	-
Female	35.31	2154.00	61			

Table 23

Results of Kruskal-Wallis Test Comparing Charter School Teacher Responses when Considering Teacher Certification Status

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				3.463	.177	-
Currently Certified	41.01	2173.53	53			
Not Certified	30.17	181.02	6			
Working Toward	30.97	495.52	16			
Inspiring a Shared Vision				3.216	.200	-
Currently Certified	40.82	2163.46	53			
Not Certified	28.08	168.48	6			
Working Toward	32.38	518.08	16			
Enabling Others to Act				4.000	.135	-
Currently Certified	42.08	2230.24	53			
Not Certified	22.25	133.50	6			
Working Toward	30.38	486.08	16			
Modeling the Way				3.825	.148	-
Currently Certified	40.49	2145.97	53			
Not Certified	22.92	137.52	6			
Working Toward	35.41	566.56	16			
Encouraging the Heart				4.716	.112	-
Currently Certified	42.25	2239.25	53			
Not Certified	20.83	124.98	6			
Working Toward	30.38	486.08	16			

Table 24

*Results of Kruskal-Wallis Test Comparing Traditional Public School Teacher**Responses when Considering Teacher Certification Status*

Leadership Practice	Mean Rank	Sum of Ranks	N	X^2	p	ES
Challenging The Process				1.319	.517	-
Currently Certified	35.88	10.39	60			
Not Certified	21.00	30.41	2			
Working Toward	31.43	9.20	7			
Inspiring a Shared Vision				.863	.650	-
Currently Certified	35.24	9.23	60			
Not Certified	22.25	32.53	2			
Working Toward	36.57	4.15	7			
Enabling Others to Act				1.136	.567	-
Currently Certified	35.98	8.44	60			
Not Certified	26.50	33.23	2			
Working Toward	29.00	7.60	7			
Modeling the Way				.332	.847	-
Currently Certified	35.53	9.35	60			
Not Certified	32.25	35.36	2			
Working Toward	31.21	5.38	7			
Encouraging the Heart				.747	.688	-
Currently Certified	35.42	9.88	60			
Not Certified	23.00	33.23	2			
Working Toward	34.79	9.63	7			

(Challenging the Process, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) than the mean rank of the perceptions of traditional public school teachers who were either not certified or working toward certification.

ANOVA tests were performed for statistical comparison of charter school and traditional public school teacher means when considering the variable of years of teaching experience. Results of the ANOVA tests revealed that there were statistically significant differences between charter school teacher means when considering years of teaching experience.

Table 25 shows that years of teaching experience contributed to the statistically significant differences in the perceptions of the leadership practices of Inspiring a Shared Vision ($F = 3.752; p < .05$), Modeling the Way ($F = 3.546; p < .05$), and Encouraging the Heart ($F = 3.455; p < .05$). Effect size scores for these leadership practices were determined using omega squared. Scores ranged from .089 to .099 indicating that years of teaching experience of charter school teachers had only a moderate effect on the perceptions of the leadership practices of Inspiring a Shared Vision, Modeling the Way, and Encouraging the Heart. Post hoc analyses using Scheffe's procedures, shown in Table 26, found that the means of charter school teachers with more than 15 years of experience were significantly higher than the means of charter school teachers with 11-15 years of experience for the practice of Inspiring a Shared Vision and Modeling the Way.

Results of the ANOVA test comparing traditional public school teacher responses when considering years of teaching experience revealed that there were no statistically significant differences in the perceptions of traditional public school teachers for any of the

Table 25

Results of ANOVA Test Comparing Charter School Teacher Responses when Considering Years of Teaching Experience

Leadership Practice	Mean	SD	N	F	p	ES
Challenging The Process				2.688	.053	-
0-5 years	49.21	9.72	29			
6-10 years	46.20	10.61	10			
11-15 years	43.58	14.42	12			
More than 15 years	52.87	6.68	24			
Inspiring a Shared Vision				3.752	.015*	.099
0-5 years	51.90	8.33	29			
6-10 years	46.60	11.72	10			
11-15 years	44.92	13.92	12			
More than 15 years	54.50	5.56	24			
Enabling Others to Act				2.275	.087	-
0-5 years	50.83	10.25	29			
6-10 years	47.20	11.91	10			
11-15 years	47.00	12.50	12			
More than 15 years	54.67	6.35	24			

Table 25 (continued)

*Results of ANOVA Test Comparing Charter School Teacher Responses when
Considering Years of Teaching Experience*

Leadership Practice	Mean	SD	N	F	p	ES
Modeling the Way				3.546	.019*	.092
0-5 years	50.21	9.98	29			
6-10 years	45.20	12.52	10			
11-15 years	43.67	16.21	12			
More than 15 years	54.58	6.70	24			
Encouraging the Heart				3.455	.021*	.089
0-5 years	45.66	12.93	29			
6-10 years	42.80	14.62	10			
11-15 years	45.17	14.81	12			
More than 15 years	54.29	6.90	24			

* $p < .05$.

Table 26

Results of Post Hoc Analysis Using Scheffe's Test when Considering Years of Teaching Experience of Charter School Teachers

Inspiring a Shared Vision

Years of Experience	Years of Experience	Mean Difference	<i>p</i>
0-5 years	6-10 years	5.30	.487
	11-15 years	6.98	.191
	More than 15 years	-2.60	.789
6-10 years	0-5 years	-5.30	.487
	11-15 years	1.68	.980
	More than 15 years	-7.90	.168
11-15 years	0-5 years	-6.98	.191
	6-10 years	-1.68	.980
	More than 15 years	-9.58	.041*
More than 15 years	0-5 years	2.60	.789
	6-10 years	7.90	.168
	11-15 years	9.58	.041*

Table 26 (continued)

Results of Post Hoc Analysis Using Scheffe's Test when Considering Years of Teaching Experience of Charter School Teachers

Modeling the Way			
Years of Experience	Years of Experience	Mean Difference	<i>p</i>
0-5 years	6-10 years	5.01	.654
	11-15 years	6.54	.372
	More than 15 years	-4.38	.536
6-10 years	0-5 years	-5.01	.654
	11-15 years	1.53	.990
	More than 15 years	-9.38	.153
11-15 years	0-5 years	-6.54	.372
	6-10 years	-1.53	.990
	More than 15 years	-10.92	.047*
More than 15 years	0-5 years	4.38	.536
	6-10 years	9.38	.153
	11-15 years	10.92	.047*

Table 26 (continued)

Results of Post Hoc Analysis Using Scheffe's Test when Considering Years of Teaching Experience of Charter School Teachers

Encouraging the Heart

Years of Experience	Years of Experience	Mean Difference	<i>p</i>
0-5 years	6-10 years	2.86	.935
	11-15 years	.49	1.000
	More than 15 years	-8.64	.085
6-10 years	0-5 years	-2.86	.935
	11-15 years	-2.37	.975
	More than 15 years	-11.49	.098
11-15 years	0-5 years	-.49	1.000
	6-10 years	2.37	.975
	More than 15 years	-9.13	.207
More than 15 years	0-5 years	8.64	.085
	6-10 years	11.49	.098
	11-15 years	9.13	.207

* $p < .05$.

leadership practices when considering years of teaching experience. Table 27 reports the findings for this ANOVA test. Although no statistically significant differences were found, it can be noted that the mean of the responses of traditional public school teachers with more than 15 years of teaching experience was higher on four practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, and Encouraging the Heart) than the mean of the perceptions of traditional public school teachers with less than 15 years of teaching experience. Also, the mean of the responses of traditional public school teachers with 0-5 years of teaching experience was lower on four practices (Challenging the Process, Enabling Others to Act, Modeling the Way, and Encouraging the Heart) than the mean of the perceptions of traditional public school teachers with more than 5 years of teaching experience.

Mann-Whitney U tests were performed for statistical comparison of charter school and traditional public school teacher mean ranks when considering the variable of teaching status in area of certification. Comparison of the mean ranks of charter school and traditional public school teacher responses by teaching status in area of certification found that there were no statistically significant differences for any of the five leadership practices.

Table 28 shows the results of the Mann-Whitney U test comparing charter school teacher responses when considering teaching status in area of certification. While no statistically significant differences were determined, it is interesting to note that the mean rank of the responses of charter school teachers who were teaching in their area of certification was higher for four practices (Challenging the Process, Enabling Others to Act,

Table 27

Results of ANOVA Test Comparing Traditional Public School Teacher Responses when Considering Years of Teaching Experience

Leadership Practice	Mean	SD	N	F	p	ES
Challenging The Process				.888	.452	-
0-5 years	46.83	15.44	18			
6-10 years	47.83	14.74	12			
11-15 years	50.22	4.52	9			
More than 15 years	51.93	7.26	29			
Inspiring a Shared Vision				.336	.799	-
0-5 years	50.11	11.30	18			
6-10 years	49.67	14.59	12			
11-15 years	48.78	7.10	9			
More than 15 years	52.07	8.12	29			
Enabling Others to Act				1.194	.319	-
0-5 years	47.56	11.68	18			
6-10 years	49.42	14.05	12			
11-15 years	52.22	5.67	9			
More than 15 years	52.69	6.58	29			

Table 27 (continued)

Results of ANOVA Test Comparing Traditional Public School Teacher Responses when Considering Years of Teaching Experience

Leadership Practice	Mean	SD	N	<i>F</i>	<i>p</i>	ES
Modeling the Way				.687	.563	-
0-5 years	49.00	12.46	18			
6-10 years	50.08	14.62	12			
11-15 years	53.56	5.75	9			
More than 15 years	52.79	7.70	29			
Encouraging the Heart				.573	.635	-
0-5 years	48.39	14.54	18			
6-10 years	49.00	14.32	12			
11-15 years	50.00	6.73	9			
More than 15 years	52.38	7.68	29			

Table 28

Results of Mann-Whitney U Test Comparing Charter School Teacher Responses when Considering Teaching Status in Area of Certification

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-.178	.859	-
Yes	27.17	1195.50	44			
No	26.17	235.50	9			
Inspiring a Shared Vision				-.214	.830	-
Yes	26.80	1179.00	44			
No	28.00	252.00	9			
Enabling Others to Act				-.274	.784	-
Yes	27.26	1199.50	44			
No	25.72	231.50	9			
Modeling the Way				-.119	.905	-
Yes	27.11	1193.00	44			
No	26.44	238.00	9			
Encouraging the Heart				-1.521	.128	-
Yes	28.45	1252.00	44			
No	19.89	179.00	9			

Modeling the Way, and Encouraging the Heart) than the mean rank of the perceptions of charter school teachers who were not teaching in their area of certification.

Table 29 reports the findings of the Mann-Whitney U test comparing traditional public school teacher responses when considering teaching status in area of certification. Although no statistically significant differences were found, it can be noted that the mean rank of the responses of traditional public school teachers who were teaching in their area of certification was lower for all five practices than the mean rank of the perceptions of traditional public school teachers who were not teaching in their area of certification.

Hypothesis 6 assumed that there would be no statistically significant difference among the teacher perceptions of the principal's leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification. Since statistically significant differences were found for charter school teachers when considering the variables of teacher gender and years of teaching experience, Hypothesis 6 was rejected.

Table 29

Results of Mann-Whitney U Test Comparing Traditional Public School Teacher Responses when Considering Teaching Status in Area of Certification

Leadership Practice	Mean Rank	Sum of Ranks	N	Z	p	ES
Challenging The Process				-.740	.459	-
Yes	30.78	1847.00	60			
No	44.00	44.00	1			
Inspiring a Shared Vision				-.968	.333	-
Yes	30.72	1843.00	60			
No	48.00	48.00	1			
Enabling Others to Act				-1.424	.155	-
Yes	30.58	1835.00	60			
No	56.00	56.00	1			
Modeling the Way				-.485	.628	-
Yes	30.86	1851.50	60			
No	39.50	39.50	1			
Encouraging the Heart				-1.026	.305	-
Yes	30.70	1842.00	60			
No	49.00	49.00	1			

Summary

In this chapter, the data collection and analysis techniques used in this study were discussed. The overall response rate for the principal and teacher questionnaires was presented and response rates by school type were noted. Descriptive data were collected from school, principal, and teacher demographic surveys and from the *Leadership Practices Inventory* (LPI) questionnaires. Descriptive data analysis consisted of frequency distributions, means, and standard deviations. Descriptive data were presented with tables and accompanying narratives.

Statistical data analysis was performed by using the SPSS-X statistical software package. Statistical comparisons of the mean score for each leadership practice of the LPI were conducted using each of the following statistical tests: one-sample t-test, independent samples t-test, Mann-Whitney U test, Kruskal-Wallis test, and Analysis of Variance (ANOVA) test. Post hoc analyses of ANOVA tests were performed using Scheffé's procedures. Statistically significant differences were determined using a .05 level of significance. Effect size was reported for any statistically significant differences that were found. Results of the statistical analyses were presented with tables and accompanying narratives.

As a result of the statistical analysis, significant differences were found in five of the six hypotheses (Hypotheses 1, 2, 3, 4, and 6). Charter school principal and traditional public school principal responses were both determined to be significantly higher for all five leadership practices of the LPI than the responses of the leaders included in Kouzes and Posner's normative database. The traditional public school principal responses were found

to be significantly higher than the charter school principal perceptions for the practice of Encouraging the Heart. The traditional public school principal responses were also determined to be significantly higher than the traditional public school teacher perceptions for the practice of Encouraging the Heart. Female charter school teacher responses were found to be significantly higher than male charter school teacher responses for all leadership practices except Encouraging the Heart. In addition, years of teaching experience of charter school teachers contributed to the statistically significant differences in their perceptions of three of the five leadership practices (Inspiring a Shared Vision, Modeling the Way, and Encouraging the Heart). Findings, conclusions, limitations of the study, and recommendations based on data analysis are presented in Chapter 5.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purposes of this study were to (a) determine if charter school principals in Louisiana and the leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (b) determine if traditional public school principals in Louisiana and the leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (c) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) compare the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification. Data for these comparisons were collected by using the Self and Observer versions of the *Leadership Practices Inventory (LPI)*.

The sample for this study consisted of all charter schools in Louisiana and a matched sample of traditional public schools stratified by grade levels served and matched on the factors of (a) percentage of at-risk students, (b) percentage of student attendance, and (c) percentage of certified faculty teaching in their area of certification. The LPI-Self version was mailed to the principals and the LPI-Observer version was mailed to the teachers at the selected schools. Participants were given two weeks to complete and return the questionnaire. After this time, a follow-up letter was mailed to each participant to solicit non-returned questionnaires. A phone interview was also conducted with all principals who completed a questionnaire. The purpose of the phone interview was to clarify further the principal's leadership style.

The *Leadership Practices Inventory* (LPI) was used to collect data on the transformational leadership practices of principals. The responses were reported in means and standard deviations for the five leadership practices of the LPI. Statistical comparisons of the mean score for each leadership practice of the LPI were performed using each of the following statistical tests: a one-sample t-test, independent samples t-tests, Mann-Whitney U, Kruskal-Wallis, and Analysis of Variance (ANOVA). Non-parametric tests were used for comparisons involving data collected from the principals and parametric tests were used for comparisons involving data collected from the teachers.

The null hypotheses for this study were tested at the .05 level of significance. Post hoc analyses were performed for any statistically significant differences found using ANOVA tests. Scheffe's tests were used for post hoc comparisons. Effect size was also calculated for any statistically significant differences that were found.

Findings

As a result of the descriptive data analysis, the following is a summary of the findings:

1. Traditional public school enrollment (721) was higher than charter school enrollment (192).

2. Traditional public school faculty size (35) was higher than charter school faculty size (11).

3. A higher percentage of charter school principals (66.7%) than traditional public school principals (11.7%) reported that the instructional expenditure per student at their school was above the state average.

4. A larger percentage of traditional public school teachers (82.2%) than charter school teachers (57.1%) reported that they were teaching in their area of certification.

5. Almost half (44.4%) of all principals indicated that they were visionary leaders.

6. All but one of the principals reported that they had received formal leadership training in the form of workshops, seminars, coursework, and internships.

As a result of further data analysis, the following is a summary of the findings:

1. There were statistically significant differences between all five LPI scores of charter school principals when compared to the leaders included in Kouzes and Posner's normative database (CTP: $t = 7.375$, ISV: $t = 7.054$, EOA: $t = 7.780$, MTW: $t = 6.715$, ETH: $t = 7.484$; $p < .05$). Effect size scores were large for all five leadership practices indicating a large effect on the dependent variables when compared to the norm group (CTP: $ES = 1.105$, ISV: $ES = 1.216$, EOA: $ES = .818$, MTW: $ES = .921$, ETH: $ES = .941$).

2. There were statistically significant differences between all five LPI scores of traditional public school principals when compared to the leaders included in Kouzes and Posner's normative database (CTP: $t = 4.571$, ISV: $t = 9.379$, EOA: $t = 11.259$, MTW: $t = 17.349$, ETH: $t = 17.335$; $p < .05$). Effect size scores were large for all five leadership practices indicating a large effect on the dependent variables when compared to the norm group (CTP: ES = .830, ISV: ES = 1.023, EOA: ES = .954, MTW: ES = 1.164, ETH: ES = 1.264).

3. The traditional public school principal mean was significantly higher than the charter school principal mean for the practice of Encouraging the Heart ($Z = -1.999$; $p < .05$). A large effect size score was calculated indicating that, when charter school and traditional public school principal responses were compared, there was a large effect on the perception of the leadership practice of Encouraging the Heart (ES = -1.477).

4. The traditional public school principal mean was significantly higher than the traditional public school teacher mean for the practice of Encouraging the Heart ($Z = -2.344$; $p < .05$). The effect size statistic that was calculated indicated that, when traditional public school principal and traditional public school teacher responses were compared, there was only a moderate effect on the perception of the leadership practice of Encouraging the Heart (ES = .675).

5. The female charter school teacher mean was significantly higher than the male charter school teacher mean for the practices of Challenging the Process ($t = -2.340$; $p < .05$), Inspiring a Shared Vision ($t = -2.755$; $p < .05$), Enabling Others to Act ($t = -2.476$; $p < .05$), and Modeling the Way ($t = -2.230$; $p < .05$). Effect size scores for Modeling the Way

(ES = -.574), Enabling Others to Act (ES = -.743), and Inspiring a Shared Vision (ES = -.769) indicated that charter school teacher gender had only a moderate effect on the perceptions of these leadership practices. The effect size score calculated for Challenging the Process (ES = -.830) indicated that charter school teacher gender had a large effect on the perception of this leadership practice.

6. Years of teaching experience for charter school teachers contributed to the statistically significant difference in the perceptions of the practices of Inspiring a Shared Vision ($F = 3.752; p < .05$), Modeling the Way ($F = 3.546; p < .05$), and Encouraging the Heart ($F = 3.455; p < .05$). Effect size scores indicated that years of teaching experience had only a moderate effect on the perceptions of these leadership practices (ISV: ES = .099, MTW: ES = .092, ETH: ES = .089). Post hoc analyses revealed that the means of charter school teachers with more than 15 years of experience were significantly higher than the means of charter school teachers with 11-15 years of experience for the practices of Inspiring a Shared Vision and Modeling the Way.

Discussion

In Chapter 2, a review of literature pertaining to the school reform movement, charter schools, and leadership was presented. The review included professional journals, books, periodicals, and government documents. The review began with an examination of early and current reform movements which led to the birth of the charter school concept and effective schools research. The evolution of the charter school movement and its current status in America and Louisiana including an examination of three national studies and one

state study were discussed. The review also included a discussion of some of the challenges that confront charter schools and public opposition to the movement. The review of literature concluded with an overview of leadership definitions and theories, leadership in educational settings, and instruments used to assess leadership. The research examined in the review of literature supports many of the findings in this study.

The descriptive data analysis revealed that school enrollment and faculty size was higher in traditional public schools than in charter schools. These findings are consistent with the literature. Most charter schools are small, particularly when compared to other public schools (RPP International, 1998). National studies of charter schools (Corwin & Flaherty, 1995; Medler & Nathan, 1995) indicated that mean charter school enrollment is less than 300 students.

Another finding in this study was that a higher percentage of charter school principals than traditional public school principals reported that the instructional expenditure per student at their school was above the state average. In general, charter schools are financed by the same per-pupil funds that traditional public schools receive (Barr & Parrett, 1997; Dianda & Corwin, 1994b; Mulholland & Amsler, 1992). Charter school administrators, however, report that they believe that charter schools have more money than traditional public schools (Corwin & Flaherty, 1995). This apparent discrepancy can be explained by the principals' responses on the demographic survey and in the phone interviews utilized in this study. Both charter school principals and traditional public school principals reported that the primary funding sources for their schools were the state's Minimum Foundation Program and local district support. Charter school principals,

however, also indicated that their schools received additional funding as a result of federal and state grants and fundraisers. According to Corwin and Flaherty (1995), approximately 47% of charter school administrators believe that they spend more time in fundraising activities than administrators in other public schools.

Another finding supported by the literature was that a larger percentage of traditional public school teachers than charter school teachers reported that they were teaching in their area of certification. Sixty-seven percent of the charter school teachers in the nation hold a valid teaching certificate. This percentage ranges from a low of 38% in New Mexico to 83% in Michigan. Approximately 56% of the charter school teachers in Louisiana hold a valid Louisiana teaching certificate. About 42% of the charter school teachers do not hold a Louisiana teaching certificate, however, some have certificates from other states. Charter schools use fewer certified teachers than traditional public schools, and they use non-certified local lay experts and other community members about three times more often than traditional public schools (Barr et al., 2000; Corwin & Flaherty, 1995).

The last two findings from the data analysis refer to the leadership styles of principals and their leadership training experiences. Almost half (44.4%) of all principals in this study indicated that they were visionary leaders. Mendez-Morse (1999) identified several characteristics of successful leaders of educational change. One of these characteristics was vision. Over 60% of the directors, board members, and principals in a national survey of charter schools indicated that the primary reason for establishing a charter school was a vision to improve education (RPP International, 1997; RPP International, 1999). Similar results were found in a survey of Louisiana charter schools (Barr et al., 2000). The fact that

all but one of the charter school and traditional public school principals in this study indicated that they had received some form of formal leadership training is also supported by the literature. As discussed in Chapter 2, leadership is not determined by personal traits alone. Kouzes and Posner (1995) asserted that leadership skills can be learned. They developed the *Leadership Practices Inventory* (LPI) as an instrument that can be used to facilitate this learning process.

Further data analysis revealed several findings that are also supported by the literature. The first finding that there were statistically significant differences between all five LPI scores of charter school principals and traditional public school principals when compared to the leaders included in Kouzes and Posner's normative database is not an uncommon finding. Two other studies have also indicated finding that LPI scores of comparison groups were higher than the norm group. Morris (1998) reported that principals' LPI scores, on all five leadership practices, were generally in the moderate to high levels compared to Kouzes and Posner's normative database. Stuart (1999) also indicated that scores in his study were consistently higher than those from the LPI norm group.

When LPI scores for charter school principals and traditional public school principals were compared, no statistically significant differences were found for four of the five leadership practices. The only practice in which a statistically significant difference was found was Encouraging the Heart. Surprisingly, the traditional public school principals rated themselves higher in this practice. Aubrey (1992) reported similar findings when she indicated that there were no differences in the principals' perceptions of three practices –

Challenging the Process, Enabling Others to Act, and Modeling the Way. The perceptions of principals differed on two leadership practices – Inspiring a Shared Vision and Encouraging the Heart.

When LPI scores of principals and teachers were compared, no statistically significant differences were found between the perceptions of charter school principals and teachers for any of the practices. The perceptions of traditional public school principals and teachers differed only on one practice, Encouraging the Heart. These findings differ slightly from what is found in the literature. Kouzes and Posner (1995) stated that “scores have a tendency to be somewhat higher on the LPI-Self than on the LPI-Observer. These differences, however, reach statistical significance for only two practices (Challenging the Process and Enabling Others to Act)” (p. 345). Riley (1991) also indicated that LPI-Self scores were consistently higher than LPI-Observer scores. Some researchers (Aubrey, 1992; Floyd, 1999), however, have reported similar finding as this study by indicating that there were no significant differences between Self and Observer responses. LPI scores of principals were not significantly different from those of teachers.

When LPI scores of charter school principals and traditional public school principals were compared on the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, no statistically significant differences were found. These findings are not surprising because “LPI scores have been found, in general, not to be related with various demographic factors...or with organizational characteristics” (Kouzes & Posner, 1995, p. 344). These demographic factors include age, years of experience, and educational level. The organizational characteristics

include size and function of the organization. Results similar to these have been found in educational settings as suggested by research with school superintendents, principals, and administrators (Green, 1999; Knab, 1998; Long, 1994; Riley, 1991).

When LPI scores of charter school teachers and traditional public school teachers were compared on the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification, a few statistically significant differences were found. Teacher gender contributed to statistically significant differences in four of the five leadership practices (Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, and Modeling the Way) for charter school teachers, but no differences were found for traditional public school teachers. The literature contradicts the findings for charter school teachers, but supports the findings for traditional public school teachers. Posner and Kouzes (1988) reported that the four leadership practices of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, and Modeling the Way were not significantly different for males and females. Males and females differed only on the practice of Encouraging the Heart with females scoring significantly higher than males. In addition, Cavaliere (1995) found that LPI scores were not effected by the gender of the teacher.

Years of teaching experience contributed to statistically significant differences in the perceptions of the leadership practices of Inspiring a Shared Vision, Modeling the Way, and Encouraging the Heart for charter school teachers, but no differences were found for traditional public school teachers. Post hoc analysis revealed that the mean of charter school teachers with more than 15 years of experience was significantly higher than the mean of

charter school teachers with 11-15 years of experience for the practices of Inspiring a Shared Vision and Modeling the Way. Post hoc analysis did not indicate statistically significant group differences for the factor of Encouraging the Heart. The literature tends to support the findings for traditional public school teachers in which years of teaching experience have no effect on the LPI scores (Cavaliere, 1995; Kouzes & Posner, 1995).

When considering the variables of teacher certification status and teaching in area of certification, no statistically significant differences were found for charter school teachers or traditional public school teachers. These are not unusual findings because, as stated previously, "LPI scores have been found in general, not to be related with various demographic factors" (Kouzes & Posner, 1995, p. 344).

Conclusions

The basic assumption that guided this research project was that effective school reform can only be sustained under the direction of transformational leaders. Speck (1996) espoused this thought when she stated, "If a principal opposes educational changes, those changes will be difficult if not impossible to implement" (p. 35). Much research indicates that the principal is the key in any school improvement effort (Behling, 1981; Berman & McLaughlin, 1978; Curran, 1982; Glickman, 1991; Wood, Caldwell, & Thompson, 1987; Wood & Thompson, 1993).

The importance of leadership in educational settings is, perhaps, best summarized in the following paragraph:

In the current climate of change and reform, schools and districts across the nation are engaged in school improvement efforts It is important to recognize that school improvement is a complex process, and that even a well-designed approach can fail unless school leaders put in place the conditions that support its success (“School improvement,” 1999, p. 7).

Sergiovanni (1992) and Schlechty (1992) indicated that leaders must not focus on manipulating subordinates, but rather on motivating followers. This focus requires the use of transformational leadership practices.

Two of the purposes of this study were to determine if the transformational leadership practices of charter school principals in Louisiana and traditional public school principals in Louisiana differ from the responses of the leaders included in Kouzes and Posner's normative database. Data analysis revealed statistically significant differences in all five leadership practices between charter school principals and traditional public school principals when compared to the norm group. Based upon both the quantitative and limited qualitative data, these findings indicate that charter school and traditional public school principals believe that they possess and practice transformational leadership behaviors more frequently than the normative database of leaders. Because almost half of the principals in this study indicated that they were visionary leaders, it is quite possible that they practice transformational leadership behaviors. However, it is also possible that these principals inaccurately reported their leadership practices because the *Leadership Practices Inventory* (LPI) is a self-report instrument.

Another purpose of this study was to compare the leadership practices of principals of charter schools and traditional public schools in Louisiana. The researcher anticipated that charter school principals would score higher on the leadership practices of the LPI than traditional public school principals. Data analysis revealed that there were no statistically significant differences between the perceptions of the two groups on four of the five practices. Scores on one practice, Encouraging the Heart, were found to be significantly different. Traditional public school principals rated themselves significantly higher on this practice than charter school principals. These findings would suggest that the principals in this study do not differ in their transformational leadership practices except for the practice of Encouraging the Heart. Traditional public school principals were more likely than charter school principals to recognize the contributions of others and celebrate the accomplishments of the organization.

A fourth purpose of this study was to compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana. Statistical data analysis indicated that there were no statistically significant differences between charter school principals' and charter school teachers' perceptions of the principals' leadership practices. In addition, no significant differences were found between traditional public school principals' and traditional public school teachers' perceptions on four of the five leadership practices. However, on the practice of Encouraging the Heart traditional public school principals scored themselves higher than traditional public school teachers scored them. This would lead one to conclude that

traditional public school principals believe that they are involved in the practice of Encouraging the Heart more often than their teachers perceive them to be.

Another purpose of this study was to compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student. Data analysis indicated that there were no significant differences among the perceptions of the principals for any of the leadership practices when these variables were taken into consideration. These findings would suggest that certain personal and professional characteristics of the principal have no effect on their perceptions of their leadership practices.

The final purpose of this study was to compare the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification. Data analysis revealed that teacher gender contributed to significant differences in the perceptions of four of the five leadership practices for charter school teachers. Surprisingly, the leadership practice in which there was no difference was Encouraging the Heart. This is the only practice in which the researcher anticipated a difference and the literature identified a difference. Further qualitative research should be conducted to determine why the findings in this study, with respect to charter school teacher gender, contradict the literature.

Years of teaching experience contributed to the statistically significant difference in the perceptions of the practices of Inspiring a Shared Vision, Modeling the Way, and

Encouraging the Heart for charter school teachers. The mean of charter school teachers with more than 15 years of experience was significantly higher than the mean of charter school teachers with 11-15 years of experience. Perhaps, charter school teachers with more than 15 years of experience are more involved in the development of the school's mission and training of other teachers than teachers with fewer years of experience. If this is the case, then this might explain why teachers with more than 15 years of experience were more likely than teachers with 11-15 years of experience to perceive that their principals possess these leadership behaviors. More research should be conducted to determine the effect that years of teaching experience has on teachers' perceptions of principals' leadership practices.

The key findings of this study suggested that both charter school principals and traditional public school principals in Louisiana possess transformational leadership skills. However, in general, there was no difference between these two groups in the extent to which they practiced these behaviors. Teachers' perceptions of the principals' leadership practices did not differ significantly in most cases from the principals' self-reported practices. No statistically significant differences were found based on certain personal or professional characteristics of the principal, and only a few statistically significant differences were found based on the demographic characteristics of the teachers. None of the teacher demographic characteristics were responsible for significant differences in both charter school teachers' and traditional public school teachers' perceptions of the principals' leadership practices.

Limitations

The following limitations are presented for this study:

1. The study included all charter schools in Louisiana that were in operation during the 2000-2001 school year; thus, the results are generalizable only to the population of charter schools in the study.
2. The study included a matched sample of traditional public schools from school systems in which at least one charter school was in operation during the 2000-2001 school year; thus, the results are generalizable only to the population of traditional public schools in the study.
3. The study utilized a causal-comparative research design. Due to the lack of manipulation of variables, any cause-effect relationships established are tenuous and tentative. Any cause-effect relationships that are implied in the study must be examined in greater detail using an experimental research design.
4. The use of a self-report instrument, demographic questionnaire, and phone interview may not have provided sufficient information to fully identify the leadership behaviors of the principals.
5. The principals may not have correctly identified their leadership behaviors.
6. The teachers may not have correctly identified their perceptions of the principals' leadership practices.

Recommendations

The following recommendations are presented to be considered for further research or future practice:

1. This study should be repeated, in the future, as the number of charter schools in Louisiana increases.
2. This study should be repeated in other states that are participating in the charter school movement.
3. This study should be repeated using other criteria for matching the charter schools and traditional public schools.
4. The differences between teachers' and principals' perceptions of the principals' leadership practices when considering the variables of teacher gender and years of teaching experience should be further examined using an experimental research design.
5. The transformational leadership practices measured by the *Leadership Practices Inventory* should be incorporated into university administration and supervision certification programs, as well as, other leadership training programs.
6. This study should be repeated using another transformational leadership instrument to verify the findings of this study.

Summary

This chapter presented the major findings of this study. A discussion of how each finding was similar to or different from the literature was included. In addition, conclusions, limitations of the study, and recommendations for further research or future practice were presented.

APPENDIX A

Leadership Practices Inventory – Letter of Approval

KOUZES POSNER INTERNATIONAL

15419 Banyan Lane
 Monte Sereno, California 95030
 Phone/FAX: (408) 354-9170

September 20, 2000

**Mr. Charles Patterson
 2601 Arcadia Drive
 Ruston, Louisiana 71270**

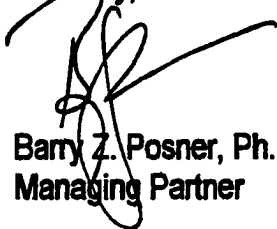
Dear Charles:

Thank you for your facsimile today requesting permission to use the Leadership Practices Inventory (LPI) in your doctoral research. We are willing to allow you to reproduce the instrument as outlined in your letter, at no charge, with the following understandings:

- (1) That the LPI is used only for research purposes and is not sold or used in conjunction with any compensated management development activities;
- (2) That copyright of the LPI, or any derivation of the instrument, is retained by Kouzes Posner International, and that the following copyright statement be included on all copies of the instrument: "Copyright © 1997 James M. Kouzes and Barry Z. Posner. All rights reserved. Used with permission.";
- (3) That one (1) bound copy of your dissertation, and one (1) copy of all papers reports, articles, and the like which make use of the LPI data be sent promptly to our attention.

If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to us. Please indicate, as well, when you expect to complete your study. Best wishes for every success with your research project. If we can be of any further assistance, please let us know.

Cordially,



**Barry Z. Posner, Ph.D.
 Managing Partner**

I understand and agree to abide by these conditions:

(Signed) _____ Date: _____

Expected Date of Completion: _____

APPENDIX B

Leadership Practices Inventory – Self

LEADERSHIP PRACTICES INVENTORY [LPI]

SELF

INSTRUCTIONS

On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide *how frequently you engage in the behavior* described.

This is the rating scale that you will be using:

- | | |
|----------------------------|----------------------------|
| 1 = Almost Never | 6 = Sometimes |
| 2 = Rarely | 7 = Fairly Often |
| 3 = Seldom | 8 = Usually |
| 4 = Once in a While | 9 = Very Frequently |
| 5 = Occasionally | 10 = Almost Always |

In selecting each response, please be realistic about the extent to which you *actually* engage in the behavior. Do *not* answer in terms of how you would like to see yourself behave or in terms of what you should be doing. Answer in terms of how you *typically* behave -- on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. When you have responded to all thirty statements, turn to the response sheet on page 4. *Do not write your name on the response sheet.* Transfer your responses and return the response sheet according to the instructions provided.

For future reference, keep the portion of your LPI-Self form that lists the thirty statements.

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LEADERSHIP PRACTICES INVENTORY [LPI]

SELF

To what extent do you typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

- _____ 1. I seek out challenging opportunities that test my own skills and abilities.
- _____ 2. I talk about future trends that will influence how our work gets done.
- _____ 3. I develop cooperative relationships among the people I work with.
- _____ 4. I set a personal example of what I expect from others.
- _____ 5. I praise people for a job well done.
- _____ 6. I challenge people to try out new and innovative approaches to their work.
- _____ 7. I describe a compelling image of what our future could be like.
- _____ 8. I actively listen to diverse points of view.
- _____ 9. I spend time and energy on making certain that the people I work with adhere to the principles and standards that we have agreed on.
- _____ 10. I make it a point to let people know about my confidence in their abilities.
- _____ 11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.
- _____ 12. I appeal to others to share an exciting dream of the future.
- _____ 13. I treat others with dignity and respect.
- _____ 14. I follow through on the promises and commitments that I make.
- _____ 15. I make sure that people are creatively rewarded for their contributions to the success of projects.

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1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

- _____ 16. I ask "What can we learn?" when things do not go as expected.
- _____ 17. I show others how their long-term interests can be realized by enlisting in a common vision.
- _____ 18. I support the decisions that people make on their own.
- _____ 19. I am clear about my philosophy of leadership.
- _____ 20. I publicly recognize people who exemplify commitment to shared values.
- _____ 21. I experiment and take risks even when there is a chance of failure.
- _____ 22. I am contagiously enthusiastic and positive about future possibilities.
- _____ 23. I give people a great deal of freedom and choice in deciding how to
- _____ 24. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
- _____ 25. I find ways to celebrate accomplishments.
- _____ 26. I take the initiative to overcome obstacles even when outcomes are uncertain.
- _____ 27. I speak with genuine conviction about the higher meaning and purpose of our work.
- _____ 28. I ensure that people grow in their jobs by learning new skills and developing themselves.
- _____ 29. I make progress toward goals one step at a time.
- _____ 30. I give the members of the team lots of appreciation and support for their contributions.

Now turn to the response sheet and follow the instructions for transferring your responses.

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LEADERSHIP PRACTICES INVENTORY [LPI]

SELF

RESPONSE SHEET

Instructions: *Do not write your name on this sheet.* Separate this response sheet from the rest of the LPI by detaching this page. Transfer the ratings for the statements to the blanks provided *on this sheet*. **Please notice that the numbers of the statements on this sheet are listed from left to right.** After you have transferred all ratings, return the form according to the "Important Further Instructions" below.

1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____

Important Further Instructions

*After completing this response sheet, return it in the return addressed, stamped envelope to:
Charles Patterson, 2601 Arcadia Drive, Ruston, LA 71270*

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APPENDIX C

Leadership Practices Inventory – Observer

JAMES M. KOUZES/BARRY Z. POSNER

LEADERSHIP PRACTICES INVENTORY [LPI]

OBSERVER

INSTRUCTIONS

You are being asked to assess the leadership behaviors of the principal of your school. On the next two pages are thirty statements describing various leadership behaviors. Please read each statement carefully. Then look at the rating scale and decide *how frequently the principal of your school engages in the behavior* described.

This is the rating scale that you will be using:

- | | |
|----------------------------|----------------------------|
| 1 = Almost Never | 6 = Sometimes |
| 2 = Rarely | 7 = Fairly Often |
| 3 = Seldom | 8 = Usually |
| 4 = Once in a While | 9 = Very Frequently |
| 5 = Occasionally | 10 = Almost Always |

In selecting each response, please be realistic about the extent to which the principal of your school *actually* engages in the behavior. Do *not* answer in terms of how you would like to see this person behave or in terms of how you think he or she should behave. Answer in terms of how the principal *typically* behaves -- on most days, on most projects, and with most people.

For each statement, decide on a rating and record it in the blank to the left of the statement. When you have responded to all thirty statements, turn to the response sheet on page 4. *Do not write your name on the response sheet.* Transfer your responses and return the response sheet according to the instructions provided.

For future reference, keep the portion of your LPI-Observer form that lists the thirty statements.

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LEADERSHIP PRACTICES INVENTORY [LPI]

OBSERVER

To what extent does the principal of your school typically engage in the following behaviors? Choose the number that best applies to each statement and record it in the blank to the left of the statement.

1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

He or She:

- _____ 1. Seeks out challenging opportunities that test his or her own skills and abilities.
- _____ 2. Talks about future trends that will influence how our work gets done.
- _____ 3. Develops cooperative relationships among the people he or she works with.
- _____ 4. Sets a personal example of what he or she expects from others.
- _____ 5. Praises people for a job well done.
- _____ 6. Challenges people to try out new and innovative approaches to their work.
- _____ 7. Describes a compelling image of what our future could be like.
- _____ 8. Actively listens to diverse points of view.
- _____ 9. Spends time and energy on making certain that the people he or she works with adhere to the principles and standards that have been agreed on.
- _____ 10. Makes it a point to let people know about his or her confidence in their abilities.
- _____ 11. Searches outside the formal boundaries of his or her organization for innovative ways to improve what we do.
- _____ 12. Appeals to others to share an exciting dream of the future.
- _____ 13. Treats others with dignity and respect.
- _____ 14. Follows through on the promises and commitments that he or she makes.
- _____ 15. Makes sure that people are creatively rewarded for their contributions to the success of projects.

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1	2	3	4	5	6	7	8	9	10
Almost Never	Rarely	Seldom	Once in a While	Occasionally	Sometimes	Fairly Often	Usually	Very Frequently	Almost Always

He or She:

- _____ 16. Asks "What can we learn?" when things do not go as expected.
- _____ 17. Shows others how their long-term interests can be realized by enlisting in a common vision.
- _____ 18. Supports the decisions that people make on their own.
- _____ 19. Is clear about his or her philosophy of leadership.
- _____ 20. Publicly recognizes people who exemplify commitment to shared values.
- _____ 21. Experiments and takes risks even when there is a chance of failure.
- _____ 22. Is contagiously enthusiastic and positive about future possibilities.
- _____ 23. Gives people a great deal of freedom and choice in deciding how to do their work.
- _____ 24. Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.
- _____ 25. Finds ways to celebrate accomplishments.
- _____ 26. Takes the initiative to overcome obstacles even when outcomes are uncertain.
- _____ 27. Speaks with genuine conviction about the higher meaning and purpose of our work.
- _____ 28. Ensures that people grow in their jobs by learning new skills and developing themselves.
- _____ 29. Makes progress toward goals one step at a time.
- _____ 30. Gives the members of the team lots of appreciation and support for their contributions.

Now turn to the response sheet and follow the instructions for transferring your responses.

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LEADERSHIP PRACTICES INVENTORY [LPI]

OBSERVER

RESPONSE SHEET

Instructions: *Do not write your name on this sheet.* Separate the response sheet from the rest of the LPI by detaching this page. Transfer the ratings for the statements to the blanks provided *on this sheet*. **Please notice that the numbers of the statements on this sheet are listed from left to right.**

After you have transferred all ratings, return the form according to the "Important Further Instructions" below.

1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____

Important Further Instructions

After completing this response sheet, return it in the return addressed, stamped envelope to:

Charles Patterson, 2601 Arcadia Drive, Ruston, LA 71270

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APPENDIX D

Leadership Practices Inventory – Normative Data

Leadership Practices Inventory -- Normative Data

Leadership Practice	N	Mean	SD	Reliability
Challenging	17908	44.3166	8.8611	.88
Inspiring	17908	41.8328	10.3730	.91
Enabling	17908	47.9265	8.1143	.87
Modeling	17908	47.4078	8.2354	.87
Encouraging	17908	44.7374	9.9637	.90

APPENDIX E

Demographic Survey of Principals/Administrators

APPENDIX F

Demographic Survey of Teachers

DEMOGRAPHIC SURVEY OF TEACHERS

School Name: _____

1. Please circle your gender: Male Female

2. Please circle your teacher certification status:

Presently Certified Not Certified Working toward

3. If you are a certified teacher, are you currently teaching in your area of certification?

 _____ Yes _____ No

4. Please indicate the number of years that you have served in a predominantly teaching position? (Circle one.)

 0-5 6-10 11-15 More than 15

5. Would you like for your school to be mailed a summary of the results of this research?

 _____ Yes _____ No

APPENDIX G

Demographic Survey of Charter Schools

DEMOGRAPHIC SURVEY OF CHARTER SCHOOLS

School Name: _____

Approximately how many students are enrolled in your school? _____

How many teaching faculty members are employed at your school? _____

What grades are served by your school? _____

Please identify the funding sources for your school.

What is the primary focus or mission statement of your school?

Is the instructional expenditure per student at your school above, below, or the same as the state average of \$3,500?

Please circle your response: Above Below Same

In what year was the charter for your school approved? _____

When did students begin classes at your school? _____

Which statement below best describes the group that initiated the charter school application for your school? (Please select only one.)

- _____ a) A group of three or more teachers
 _____ b) A group of ten or more citizens
 _____ c) A public service organization (Please specify. _____)
 _____ d) A business or corporate entity (Please specify. _____)
 _____ e) A Louisiana college or university (Please specify. _____)
 _____ f) A local school board (Please specify. _____)
 _____ g) The faculty or staff of a public school (Please specify. _____)

Which agency is the chartering authority for your school?

- _____ a) Board of Elementary and Secondary Education
 _____ b) Local school board (Please specify. _____)

APPENDIX H

Demographic Survey of Traditional Public Schools

DEMOGRAPHIC SURVEY OF TRADITIONAL PUBLIC SCHOOLS

School Name: _____

Approximately how many students are enrolled in your school? _____

How many teaching faculty members are employed at your school? _____

What grades are served by your school? _____

Please identify the funding sources for your school.

What is the primary focus or mission statement of your school?

Is the instructional expenditure per student at your school above, below, or the same as the state average of \$3,500?

Please circle your response: Above Below Same

APPENDIX I

Human Use Committee Approval



LOUISIANA TECH
UNIVERSITY

RESEARCH & GRADUATE SCHOOL

MEMORANDUM

TO: Charles Patterson
Randy Parker

FROM: Deby Hamm, Graduate School

SUBJECT: HUMAN USE COMMITTEE REVIEW

DATE: December 11, 2000

In order to facilitate your project, an **EXPEDITED REVIEW** has been done for your proposed study entitled:

"Comparison of the transformational leadership practices of principals of charter schools and traditional public schools in Louisiana"

Proposal # 1-UG

The proposed study procedures were found to provide reasonable and adequate safeguards against possible risks involving human subjects. The information to be collected may be personal in nature or implication. Therefore, diligent care needs to be taken to protect the privacy of the participants and to assure that the data are kept confidential. Further, the subjects must be informed that their participation is voluntary .

Since your reviewed project appears to do no damage to the participants, the Human Use Committee grants approval of the involvement of human subjects as outlined.

You are requested to maintain written records of your procedures, data collected, and subjects involved. These records will need to be available upon request during the conduct of the study and retained by the university for three years after the conclusion of the study.

If you have any questions, please give me a call at 257-2924.

A MEMBER OF THE UNIVERSITY OF LOUISIANA SYSTEM

P.O. BOX 7923 .RUSTON. LA 71272-0029 TELEPHONE (318) 257-2924 FAX (318) 257-4487 .email: research@LaTech.edu

APPENDIX J

Letter of Explanation for Principals/Administrators

Date

Principal/Administrator
Organization
Address
City, State Zip Code

Dear Principal/Administrator:

I am a doctoral candidate at Louisiana Tech University pursuing a doctorate in educational leadership. Currently, I am writing my dissertation on school leadership and would greatly appreciate your assistance in my research.

The purpose of my dissertation is to determine if there are statistically significant differences between the leadership practices of principals at charter schools and traditional public schools in Louisiana. Enclosed you will find a school demographic survey, principal/administrator demographic survey, research consent form (two copies), and a *Leadership Practices Inventory* (LPI) questionnaire. It should take no more than fifteen minutes to complete the demographic surveys and the LPI questionnaire. I have included a self-addressed, stamped envelope for you to use to return both demographic surveys, the researcher's copy of the consent form, and the response sheet (last page) from the LPI.

If you would like to receive a summary of my research findings, please check the blank at the end of the principal/administrator demographic survey. I will promptly send a summary of the findings to your school after I complete my dissertation.

Once again, thank you for taking the time to assist me with my research.

Sincerely,
Charles Patterson

Enclosures

APPENDIX K

Letter of Explanation for Teachers

Date

Teaching Faculty Member
Organization
Address
City, State Zip Code

Dear Teacher:

I am a doctoral candidate at Louisiana Tech University pursuing a doctorate in educational leadership. Currently, I am writing my dissertation on school leadership and would greatly appreciate your assistance in my research.

The purpose of my dissertation is to determine if there are statistically significant differences between the leadership practices of principals at charter schools and traditional public schools in Louisiana. Enclosed you will find a teacher demographic survey, research consent form (two copies), and a *Leadership Practices Inventory* (LPI) questionnaire. It should take no more than fifteen minutes to complete the demographic survey and the LPI questionnaire. I have included a self-addressed, stamped envelope for you to use to return the demographic survey, the researcher's copy of the consent form, and the response sheet (last page) from the LPI.

If you would like to receive a summary of my research findings, please check the blank at the end of the teacher demographic survey. I will promptly send a summary of the findings to your school after I complete my dissertation.

Once again, thank you for taking the time to assist me with my research.

Sincerely,

Charles Patterson

Enclosures

APPENDIX L
Informed Consent Form

Informed Consent Form for a Comparison of the Transformational Leadership Practices of Principals of Charter Schools and Principals of Traditional Public Schools in Louisiana

I, _____, attest with my signature that I have read and understood the following descriptions of this study and its purposes and methodologies. I understand that my participation in this research is strictly voluntary. Further, I understand that I may withdraw from the investigation at any time without penalty. I confirm I have received a copy of this consent form. Upon completion of the study, I understand that the results will be freely available upon request. I understand that, if any of my responses are presented or published, my name will not be used.

Description of the Study

Purpose of Study/Project:

The purposes of this study will be to (a) determine if charter school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (b) determine if traditional public school principals in Louisiana and leaders included in Kouzes and Posner's normative database differ in their use of transformational leadership practices, (c) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana, (d) compare the principals' and teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana, (e) compare the leadership practices of principals of charter schools and traditional public schools in Louisiana when considering the variables of principal gender, principalship certification status, years of administrative experience, and instructional expenditure per student, and (f) compare the teachers' perceptions of the principals' leadership practices in charter schools and traditional public schools in Louisiana when considering the variables of teacher gender, teacher certification status, years of teaching experience, and teaching in area of certification.

Procedure:

This study will be comprised of four basic components -- a demographic survey, the Self version of the *Leadership Practices Inventory* (LPI), the Observer version of the LPI, and a phone interview with each principal. The demographic survey will be used to collect information about each school including name, size, grade levels served, funding sources, primary focus, gender of principal, principalship certification status, and instructional expenditure per student. The principal at each school will be asked to complete the LPI-Self version, and the teachers will be asked to complete the LPI-Observer version.

Risks/Alternative Treatments:

There are no risks associated with participation in this study. The participants are requested to complete a version of the *Leadership Practices Inventory*.

Benefits/Compensation:

No compensation will be provided.

Instruments and Measures to Insure Protection of Confidentiality and Anonymity:

All charter school principals, traditional public school principals, and teachers selected for this study will be mailed a copy of the LPI. However, only data from participants who have signed consent forms will be used in the analysis. The principals' and teachers' names will not be used on any analyses, reactions, or reflections that are published with the results of this study.

Contact: The researcher listed below may be reached to answer any questions you may have about the research, subject's rights, or related matters:

Charles Patterson	(318) 251-9197
The Doctoral Committee Chair may be contacted if a problem cannot be discussed with the experimenter:	
Dr. Randy Parker	(318) 257-2834
The Human Use Committee may also be contacted if a problem cannot be discussed with the experimenter:	
Dr. Terry McConathy	(318) 257-2924
Dr. Don Wells	(318) 257-4088
Mrs. Deby Hamm	(318) 257-2924

I have not been requested to waive, and I do not waive any of my rights related to participating in this study. I have understood the above explanations and instructions and hereby give my consent to voluntarily participate in this study.

Participant's Signature

Date

APPENDIX M

Follow-up Letter Mailed to Principals/Administrators and Teachers

**Charles Patterson
2601 Arcadia Drive
Ruston, LA 71270**

Date

Dear Principal/Administrator or Teaching Faculty Member:

You should have recently received a package from me regarding a research study that I am conducting through Louisiana Tech University. The package should have contained two copies of a research consent form, a demographic survey, the *Leadership Practices Inventory* questionnaire, and a self-addressed stamped envelope.

I realize that it is near the end of the school year and you are very busy. However, in order for me to get results for my dissertation, as many questionnaires as is possible must be returned to me. If you have not already completed and returned the consent forms, demographic survey, and questionnaire, please take a few moments to do so now. It should take you only about fifteen minutes to complete all of the information.

Once again, thank you for taking the time to assist me with my research.

Sincerely,

Charles Patterson

APPENDIX N
Phone Interview Questions

PHONE INTERVIEW QUESTIONS FOR PRINCIPALS

1. **What is the primary focus or mission statement of your school?**
(Response will be compared to response given on initial survey.)

2. **What are the primary funding sources for your school?**
(Response will be compared to response given on initial survey.)

3. **How would you describe your leadership style?**

4. **Have you ever received any formal leadership training?**

5. **Which of the following do you feel best describes you as a leader?**
 - A. **Risk-taker (Challenging the Process)**
 - B. **Visionary (Inspiring a Shared Vision)**
 - C. **Facilitator (Enabling Others to Act)**
 - D. **Role Model (Modeling the Way)**
 - E. **Encourager (Encouraging the Heart)**

APPENDIX O

Descriptive Statistics for all Participants in the Study

Descriptive Statistics for all Participants in the Study

Leadership Practice	Mean	SD	N
<i>Charter School Principals</i>			
Challenging	54.11	3.98	9
Inspiring	54.44	5.36	9
Enabling	54.56	2.55	9
Modeling	55.00	3.39	9
Encouraging	54.11	3.76	9
<i>Traditional Public School Principals</i>			
Challenging	51.67	4.82	9
Inspiring	52.44	3.40	9
Enabling	55.67	2.06	9
Modeling	57.00	1.66	9
Encouraging	57.33	2.18	9
<i>Charter School Teachers</i>			
Challenging	49.00	10.15	77
Inspiring	50.86	9.61	77
Enabling	50.62	10.32	77
Modeling	49.78	11.17	77
Encouraging	47.58	12.70	77
<i>Traditional Public School Teachers</i>			
Challenging	49.59	10.90	73
Inspiring	50.63	9.87	73
Enabling	50.36	9.81	73
Modeling	51.45	10.14	73
Encouraging	49.88	11.04	73

APPENDIX P

Descriptive Statistics of Charter School Principals

Table P1

Descriptive Statistics of Charter School Principals for the Leadership Practice of Challenging the Process

	Mean	SD	N
<i>Gender</i>			
Male	53.33	3.06	3
Female	54.50	4.59	6
<i>Certification Status</i>			
Current	51.50	4.43	4
Not	55.50	1.73	4
<i>Years of Experience</i>			
0-5	55.33	2.08	3
6-10	56.00	-	1
11-15	46.00	-	1
More than 15	52.00	2.83	2
<i>Instructional Expend.</i>			
Below State	-	-	-
Same as State	53.50	.71	2
Above State	53.50	4.46	6

Table P2

Descriptive Statistics of Charter School Principals for the Leadership Practice of Inspiring a Shared Vision

	Mean	SD	N
<i>Gender</i>			
Male	56.00	4.36	3
Female	53.67	6.02	6
<i>Certification Status</i>			
Current	53.00	5.60	4
Not	55.00	6.16	4
<i>Years of Experience</i>			
0-5	53.67	6.81	3
6-10	57.00	-	1
11-15	46.00	-	1
More than 15	54.50	4.95	2
<i>Instructional Expend.</i>			
Below State	-	-	-
Same as State	48.50	3.54	2
Above State	55.83	4.96	6

Table P3

Descriptive Statistics of Charter School Principals for the Leadership Practice of Enabling Others to Act

	Mean	SD	N
<i>Gender</i>			
Male	54.33	1.53	3
Female	54.67	3.08	6
<i>Certification Status</i>			
Current	52.50	1.29	4
Not	55.75	2.06	4
<i>Years of Experience</i>			
0-5	55.67	2.52	3
6-10	51.00	-	1
11-15	52.00	-	1
More than 15	53.50	.71	2
<i>Instructional Expend.</i>			
Below State	-	-	-
Same as State	53.50	.71	2
Above State	54.33	2.73	6

Table P4

Descriptive Statistics of Charter School Principals for the Leadership Practice of Modeling the Way

	Mean	SD	N
<i>Gender</i>			
Male	56.00	2.00	3
Female	54.50	3.99	6
<i>Certification Status</i>			
Current	53.75	3.30	4
Not	55.50	3.79	4
<i>Years of Experience</i>			
0-5	55.33	4.62	3
6-10	50.00	-	1
11-15	53.00	-	1
More than 15	56.00	2.83	2
<i>Instructional Expend.</i>			
Below State	-	-	-
Same as State	52.00	2.83	2
Above State	55.50	3.33	6

Table P5

Descriptive Statistics of Charter School Principals for the Leadership Practice of Encouraging the Heart

	Mean	SD	N
<i>Gender</i>			
Male	52.67	4.73	3
Female	54.83	3.43	6
<i>Certification Status</i>			
Current	53.50	3.70	4
Not	53.75	4.27	4
<i>Years of Experience</i>			
0-5	54.67	4.73	3
6-10	53.00	-	1
11-15	54.00	-	1
More than 15	53.50	6.36	2
<i>Instructional Expend.</i>			
Below State	-	-	-
Same as State	50.00	1.41	2
Above State	54.83	3.43	6

APPENDIX Q

Descriptive Statistics of Traditional Public School Principals

Table Q1

Descriptive Statistics of Traditional Public School Principals for the Leadership Practice of Challenging the Process

	Mean	SD	N
<i>Gender</i>			
Male	53.00	6.08	3
Female	50.60	4.98	5
<i>Certification Status</i>			
Current	50.40	6.11	5
Not	-	-	-
<i>Years of Experience</i>			
0-5	56.00	5.66	2
6-10	45.50	2.12	2
11-15	49.00	-	1
More than 15	-	-	-
<i>Instructional Expend.</i>			
Below State	48.00	3.37	4
Same as State	54.67	5.03	3
Above State	56.00	-	1

Table Q2

Descriptive Statistics of Traditional Public School Principals for the Leadership Practice of Inspiring a Shared Vision

	Mean	SD	N
<i>Gender</i>			
Male	54.67	3.06	3
Female	52.00	3.08	5
<i>Certification Status</i>			
Current	54.40	2.88	5
Not	-	-	-
<i>Years of Experience</i>			
0-5	56.50	2.12	2
6-10	52.50	3.54	2
11-15	54.00	-	1
More than 15	-	-	-
<i>Instructional Expend.</i>			
Below State	53.50	2.38	4
Same as State	54.00	3.46	3
Above State	48.00	-	1

Table Q3

Descriptive Statistics of Traditional Public School Principals for the Leadership Practice of Enabling Others to Act

	Mean	SD	N
<i>Gender</i>			
Male	55.33	2.08	3
Female	55.80	2.49	5
<i>Certification Status</i>			
Current	55.80	2.68	5
Not	-	-	-
<i>Years of Experience</i>			
0-5	58.00	2.83	2
6-10	55.00	1.41	2
11-15	53.00	-	1
More than 15	-	-	-
<i>Instructional Expend.</i>			
Below State	55.75	3.10	4
Same as State	56.00	1.00	3
Above State	54.00	-	1

Table Q4

Descriptive Statistics of Traditional Public School Principals for the Leadership Practice of Modeling the Way

	Mean	SD	N
<i>Gender</i>			
Male	58.00	1.73	3
Female	56.60	1.67	5
<i>Certification Status</i>			
Current	57.40	2.19	5
Not	-	-	-
<i>Years of Experience</i>			
0-5	59.00	1.41	2
6-10	56.00	2.83	2
11-15	57.00	-	1
More than 15	-	-	-
<i>Instructional Expend.</i>			
Below State	56.75	1.89	4
Same as State	58.00	1.73	3
Above State	56.00	-	1

Table Q5

Descriptive Statistics of Traditional Public School Principals for the Leadership Practice of Encouraging the Heart

	Mean	SD	N
<i>Gender</i>			
Male	56.67	2.89	3
Female	57.80	2.17	5
<i>Certification Status</i>			
Current	57.80	2.17	5
Not	-	-	-
<i>Years of Experience</i>			
0-5	59.50	.71	2
6-10	57.50	2.12	2
11-15	55.00	-	1
More than 15	-	-	-
<i>Instructional Expend.</i>			
Below State	57.25	2.06	4
Same as State	58.33	2.89	3
Above State	55.00	-	1

APPENDIX R

Descriptive Statistics of Charter School Teachers

Table R1

Descriptive Statistics of Charter School Teachers for the Leadership Practice of Challenging the Process

	Mean	SD	N
<i>Gender</i>			
Male	44.72	12.83	25
Female	51.25	7.87	51
<i>Certification Status</i>			
Current	50.19	10.19	53
Not	46.33	9.65	6
Working On	46.44	10.55	16
<i>Years of Experience</i>			
0-5	49.21	9.72	29
6-10	46.20	10.61	10
11-15	43.58	14.42	12
More than 15	52.87	6.68	24
<i>Teaching in Cert. Area</i>			
Yes	50.43	9.77	44
No	49.00	12.69	9

Table R2

Descriptive Statistics of Charter School Teachers for the Leadership Practice of Inspiring a Shared Vision

	Mean	SD	N
<i>Gender</i>			
Male	46.76	11.28	25
Female	52.98	8.09	51
<i>Certification Status</i>			
Current	51.83	9.87	53
Not	48.33	8.12	6
Working On	48.81	9.75	16
<i>Years of Experience</i>			
0-5	51.90	8.33	29
6-10	46.60	11.72	10
11-15	44.92	13.92	12
More than 15	54.50	5.56	24
<i>Teaching in Cert. Area</i>			
Yes	51.80	10.15	44
No	49.00	8.89	9

Table R3

Descriptive Statistics of Charter School Teachers for the Leadership Practice of Enabling Others to Act

	Mean	SD	N
<i>Gender</i>			
Male	46.64	11.43	25
Female	53.04	8.61	51
<i>Certification Status</i>			
Current	52.47	9.27	53
Not	43.83	13.59	6
Working On	48.63	10.40	16
<i>Years of Experience</i>			
0-5	50.83	10.25	29
6-10	47.20	11.91	10
11-15	47.00	12.50	12
More than 15	54.67	6.35	24
<i>Teaching in Cert. Area</i>			
Yes	53.14	7.97	44
No	49.22	14.24	9

Table R4

Descriptive Statistics of Charter School Teachers for the Leadership Practice of Modeling the Way

	Mean	SD	N
<i>Gender</i>			
Male	45.96	11.95	25
Female	51.88	10.32	51
<i>Certification Status</i>			
Current	50.85	11.18	53
Not	43.00	12.87	6
Working On	49.31	10.55	16
<i>Years of Experience</i>			
0-5	50.21	9.98	29
6-10	45.20	12.52	10
11-15	43.67	16.21	12
More than 15	54.58	6.70	24
<i>Teaching in Cert. Area</i>			
Yes	51.11	10.87	44
No	49.56	13.22	9

Table R5

Descriptive Statistics of Charter School Teachers for the Leadership Practice of Encouraging the Heart

	Mean	SD	N
<i>Gender</i>			
Male	44.04	13.86	25
Female	49.82	11.34	51
<i>Certification Status</i>			
Current	49.83	11.99	53
Not	38.00	15.56	6
Working On	45.50	11.62	16
<i>Years of Experience</i>			
0-5	45.66	12.93	29
6-10	42.80	14.62	10
11-15	45.17	14.81	12
More than 15	54.29	6.90	24
<i>Teaching in Cert. Area</i>			
Yes	51.77	9.47	44
No	40.33	18.17	9

APPENDIX S

Descriptive Statistics of Traditional Public School Teachers

Table S1

Descriptive Statistics of Traditional Public School Teachers for the Leadership Practice of Challenging the Process

	Mean	SD	N
<i>Gender</i>			
Male	48.56	14.78	9
Female	49.75	10.54	61
<i>Certification Status</i>			
Current	50.27	10.39	60
Not	32.50	30.41	2
Working On	49.29	9.20	7
<i>Years of Experience</i>			
0-5	46.83	15.44	18
6-10	47.83	14.74	12
11-15	50.22	4.52	9
More than 15	51.93	7.26	29
<i>Teaching in Cert. Area</i>			
Yes	50.17	10.35	60
No	57.00	-	1

Table S2

Descriptive Statistics of Traditional Public School Teachers for the Leadership Practice of Inspiring a Shared Vision

	Mean	SD	N
<i>Gender</i>			
Male	49.78	15.20	9
Female	50.89	9.15	61
<i>Certification Status</i>			
Current	51.00	9.23	60
Not	33.00	32.53	2
Working On	53.29	4.15	7
<i>Years of Experience</i>			
0-5	50.11	11.30	18
6-10	49.67	14.59	12
11-15	48.78	7.10	9
More than 15	52.07	8.12	29
<i>Teaching in Cert. Area</i>			
Yes	50.90	9.19	60
No	58.00	-	1

Table S3

Descriptive Statistics of Traditional Public School Teachers for the Leadership Practice of Enabling Others to Act

	Mean	SD	N
<i>Gender</i>			
Male	49.33	15.18	9
Female	50.93	8.61	61
<i>Certification Status</i>			
Current	51.42	8.44	60
Not	33.50	33.23	2
Working On	49.14	7.60	7
<i>Years of Experience</i>			
0-5	47.56	11.68	18
6-10	49.42	14.05	12
11-15	52.22	5.67	9
More than 15	52.69	6.58	29
<i>Teaching in Cert. Area</i>			
Yes	51.25	8.39	60
No	59.00	-	1

Table S4

Descriptive Statistics of Traditional Public School Teachers for the Leadership Practice of Modeling the Way

	Mean	SD	N
<i>Gender</i>			
Male	50.22	15.47	9
Female	51.70	9.34	61
<i>Certification Status</i>			
Current	51.88	9.35	60
Not	35.00	35.36	2
Working On	52.29	5.38	7
<i>Years of Experience</i>			
0-5	49.00	12.46	18
6-10	50.08	14.62	12
11-15	53.56	5.75	9
More than 15	52.79	7.70	29
<i>Teaching in Cert. Area</i>			
Yes	51.82	9.33	60
No	57.00	-	1

Table S5

Descriptive Statistics of Traditional Public School Teachers for the Leadership Practice of Encouraging the Heart

	Mean	SD	N
<i>Gender</i>			
Male	49.44	15.78	9
Female	50.44	10.16	61
<i>Certification Status</i>			
Current	50.98	9.88	60
Not	32.50	33.23	2
Working On	51.14	9.63	7
<i>Years of Experience</i>			
0-5	48.39	14.54	18
6-10	49.00	14.32	12
11-15	50.00	6.73	9
More than 15	52.38	7.68	29
<i>Teaching in Cert. Area</i>			
Yes	50.90	9.84	60
No	59.00	-	1

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