

THE LEADERSHIP CHALLENGE **research**

THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

TITLE Teacher's Perceptions of Principals as Transformational Leaders and AYP Testing Mandates for the No Child Left Behind Act of 2001: A Correlational Study Using Minnesota Comprehensive Assessments

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OBJECTIVE The purpose of this study was to determine if a relationship existed between transformational leadership and student proficiency scores.

METHODOLOGY

Participants were sampled using a stratified random sampling methodology at each of the seven schools in a suburban school district (Minnesota) for the study. For the total teacher population (N = 613), 307 surveys were sent out and 59 responded (19%). Minnesota Comprehensive Assessment-II test proficiency scores in the areas of reading and math were available for each school, and teachers completed the Leadership Practices Inventory (Observer) in relationship to the school's principal.

KEY FINDINGS

All five leadership practices were positively correlated with MCA scores in math, with Modeling, Enabling and Encouraging reaching statistical significance. MCA scores in reading were all positively correlated but did not reach statistical significant with any of the five leadership practices.

The author reports: "Significant results of this study showed strong, positive relationships between transformational leadership practices and math test scores when leaders modeled desired behaviors, enabled teachers to act by creating opportunities for them to take risks, and encouraged them through positive recognition" (p. iii).