
THE LEADERSHIP CHALLENGE research

THE MOST TRUSTED SOURCE ON BECOMING A BETTER LEADER

TITLE	Leadership Styles and Their Impact on Teacher Morale in a Rural Southeastern Elementary School
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OBJECTIVE	The purpose of this study was to increase the knowledge base regarding principals' leadership styles and its direct impact on teacher morale.
METHODOLOGY	The selection of subjects included teachers from one of the largest rural elementary schools in the school district. The total target population for this convenience research study was a total of 63 staff members during the 2008–2009 school year, of which 54 teachers and the principal participated. They completed the Leadership Practices Inventory and the Purdue Teacher Opinionnaire (Bentley & Rempel, 1980).
KEY FINDINGS	Enable was the leadership practice reported most frequently used by the principal, followed by Model and Inspire, then Challenge and Encourage. From the teachers' perspective the frequency order was Inspire, Enable, Challenge, Model and Encourage. Average scores from the teachers and principal were generally below those from the Kouzes Posner normative data base.

The author concludes:

The Kouzes and Posner five leadership practices were a resourceful way to begin the process of improving administrative practices that impact the overall school progress and school culture (p 73).