

Conners, R. T. (2003). *Leadership styles in Ohio community school principals 2003-2003: An exploratory study*. Unpublished doctoral dissertation, University of Cincinnati, Cincinnati, Ohio.

Abstract

This quantitative study was designed to determine if leadership styles of Ohio community school principals was affected by certain demographic variables. Bernard Bass's 1985 full range leadership theory provided the theoretical framework for analysis of various leadership styles. The full range leadership model includes: transformational, transactional, and laissez-faire leadership styles. These leadership styles were tested against demographic variables: type of chartering agency (Ohio Department of Education, local school boards, and universities); presence of an Educational Management Organization; and years of community school operation. The full range leadership style was measured with Bass and Avolio's 1994 Multifactor Leadership Questionnaire Form 5X (MLQ-5X). Demographic information was gathered using a Demographics page created by the researcher.

The MLQ-5X along with demographics page was mailed to 96 Ohio community school leaders (entire population in 2002-2003). Fifty-two surveys were returned for a response rate of 54 percent. Each community school principal self-reported their perceived leadership style using the MLQ-5X. An analysis of variance (ANOVA) was the primary statistical tool used to determine the presence of variance between each leadership style and demographic variables. In testing hypothesis one, a statistical variance was determined between transformational leadership style and those community schools chartered by the Ohio Department of Education (ODE) compared to local school boards (lsb). The findings indicated a higher tendency toward transformational leadership in the ODE chartered schools compared to lsb schools. No statistically significant variance was indicated in testing the other styles of leadership against type of chartering agency. Hypothesis two yielded no significant variance in leadership style compared to presence of an Educational Management Organization (EMO). Hypothesis Three also indicated no significant variance between years in operation and leadership styles. Additional research is suggested for future inquiry into charter school leadership styles.