

Konkle, C. (2007). *An examination of leadership styles of school principals and student effectiveness in urban elementary schools in the State of Ohio.* Unpublished doctoral dissertation, University of Cincinnati, Ohio.

Abstract

This quantitative study was designed to exam leadership styles of school principals and student effectiveness in selected urban elementary schools in the State of Ohio. The Multifactor Leadership Questionnaire (MLQ-5X) assessed school principals' leadership styles as transformational, transactional or laissez-faire. The purpose of this study was to identify leadership styles of school principals in emerging, urban schools and to determine if certain leadership styles had a relationship to school effectiveness as defined by growth in the Performance Index. Emerging schools were defined as schools that showed a growth in their Performance Index over a three-year period. This study included both high performing schools as well as low performing schools; more importantly, the study examined schools that have shown growth over a three-year period. The primary goal of this study was to examine the predictive relationship between measures of leadership styles and school effectiveness. "Is there a relationship between leadership styles and school effectiveness or growth as measured by the Performance Index in elementary schools in the State of Ohio?" The researcher hypothesized that specific leadership styles will have a relationship on the school performance index as measured by differences in performance index scores from year one to year three. Eighty-one participants volunteered for the study. This included nineteen principals and sixty-two teachers.

Multiple Regression was used to examine the relationship between the principal's leadership styles (Independent Variable) and growth in the Performance Index (Dependent Variable). The 19 principals' dominant leadership style was transformational leadership. The regression model failed to be significant; therefore, based on the data, leadership as measured by the MLQ-5X is not a good predictor for growth. The relationship on school leadership and growth was not significantly substantial. Although there was no predictive relationship, the data verify that the 19 schools that have shown growth had transformational leaders. Future research suggests a larger sample size to determine if leadership styles have a relationship to student growth.