

A QUANTITATIVE STUDY OF SCHOOL LEADERSHIP STYLE BASED ON GENDER

by

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Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

The purpose of this causal-comparative study was to analyze data from one eastern North Carolina school district and examine the influence of gender on leadership style to determine if one's gender influences leadership style. Data was collected using the Multifactor Leadership Questionnaire (MLQ-5). Participants who were involved in this research were school-based administrators from a school district in the eastern part of the United States who were serving in an administrative role within the school district. The data was compiled by Jeffrey A. Dufour while utilizing the MLQ-5 survey that was administered via an online format and was sent to the participants. MindGarden Inc. provided the structural layout for the survey that included questions and grading scale. The survey itself was created in SurveyMonkey in an online format. At the completion of the required timeline, the researcher received the finished survey data from the respondents. After the survey window was closed, the data was collected by the researcher. The researcher then used the most recent release of the Statistical Package for the Social Sciences (SPSS) which is a highly utilized statistics software program designed by IBM to determine the relationship between gender and leadership style within the administrative leaders of the district.

Keywords: leadership, gender, survey, administrative, data

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Dedication

This dissertation is dedicated to my children, Chad and Chelsea. I am proud of everything you have accomplished so far in this amazing life.

Acknowledgments

To Sharon Dufour of Clayton, NC. Thanks for all of the encouragement along the way. I hope you know that I will always appreciate what we have shared, and this process was no different.

To my parents, Charles Deon Dufour and my mom Alice Dufour. You both have always been such an inspiration to me. I love you both dearly.

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List of Abbreviations

Institutional Review Board (IRB)

Mean (M)

Null Hypotheses (H)

Research Question (RQ)

Multi-Factor Leadership Questionnaire 5x-Short (MLQ5X-Short)

CHAPTER ONE: INTRODUCTION

Overview

This study examined the theoretical design of transformational, transactional, and laissez-faire leadership styles as it pertains to gender. Paustian-Underdahl, Walker, and Woehr (2014) stated that despite evidence that men are typically perceived as more appropriate and effective than women in leadership positions, a recent debate has emerged in the popular press and academic literature over the potential existence of a female leadership advantage. For school districts to have an advantage with their school-based leadership teams, a better understanding of gender differences is needed to ascertain whether these leaders make distinct decisions as leaders based on their gender.

Schuh, Bark, Quaquebeke, Hossiep, Frieg, and Van Dick (2014) remarked that although the proportion of women in leadership positions has grown over the past decades, women are still underrepresented in leadership roles, which poses an ethical challenge to society at large but business in particular. This research study identified previously researched studies and addressed areas where there are gaps in the research. Chapter One provides information regarding the lack of definitive research as it applies to leadership as it pertains to gender. This chapter includes a problem statement, purpose statement, the significance of the study, as well as research questions.

Background

Leadership in public school institutions is a topic that is always on the forefront, and is one that bears debating. Hassan and Othman (2013) asserted that leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. The leadership in public schools have often been

led by male figures. Over time these administrative responsibilities at the school and district levels have been sought out by qualified female educators. As in all workplaces, there is a battle for balance, and gender is no stranger to those conversations and realities. Kessler (2014) asserted that even though there is a definitive lack of literature that covers the field of female leadership, the subject is based on a weak argument and premise that most female leaders are rare, and those that were in leadership roles have the tendency to adopt a masculine leadership style.

With regards to transformational and transactional leadership styles, Wolfram and Gratton (2014) stated that transformational leadership practices that were a foundation in the educational workplace are closer related to a feminine gender role than a male gendered role. Hasan and Othman (2013) remarked that among managers, a sex difference was detected only in a fairly narrow range of leadership behaviors assessed by measures of autocratic-democratic (or directive-participative) tendencies, which relate primarily to the exercise of power.

While there are numerous opportunities for both female and male educators to work in the field of school administration, most school districts have a process that identifies future leaders. Dowell and Larwin (2013) reflected that supportive and considerate behaviors are also typical of transformational leaders and are related to feminine gender roles. These behaviors thus may be advantageous for women, and may allow them to be outstanding leaders, as female leaders are often more transformational than male leaders (Dowell & Larwin, 2013).

Although the history of transformational and transactional leadership has been brief in terms of leadership, Downton (1973) first examined this way of describing leadership styles when he discussed the leadership of rebels in terms of this distinction between the transactional and transformational leader (Bass, 2008). Followers involved in charismatic, inspirational, or

transactional relationships are said to follow personal rule because they suffer from "severe personality disturbances," or are "inspired" by the leader "because of his position on issues," or anticipate that conformity "to his personal directions will produce concrete rewards" (Downton, 1973, p. 219). This historical perspective enabled leaders to identify their type of leadership styles, and actually empowered them be able to work on becoming a better leader based on the criteria of what transformational and transactional leaders were.

Before this identification of leadership style, most leaders were thought of as either authoritarian or persuasive. Leadership has always been something that has produced tangible results in the workplace. Once the concept of transformational and transactional leaders was introduced as different leadership styles, those managers in the workplace could work with their leaders to enable them to be the best leaders they could be. Leadership is not one-way, but rather an interactive two-way process between a leader and a follower (Bass, 1974).

Through the history of leadership, if a woman adopted a more accommodative, participative leadership behavior, she faced criticism for being too passive; if she adopted an autocratic or task-oriented leadership behavior or more directive style, she was seen as too aggressive and masculine (Bass, 1974). Burns (1978) explained the term transformational and transactional leaders. The transactional leader is always looking for something in return for a service or commitment, while the transformational leader is looking to engage and to satisfy a higher need for those that follow their leader (Burns, 1978). Although Burns (1978)' leadership book was way ahead of its time, the contents that related to transformational and transactional leadership, and for leadership in general, was basically written for the male leader since the majority of the text was devoid of any female leadership discussion. Burns (2003) clarified his stance on transactional leadership as "a change" and transformational leadership as a style that

causes a metamorphosis in form or structure, a change in the very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character, as when a frog is transformed in to a prince or a carriage maker in an automobile factory. Burns (2003) asserted that this was the fundamental nature of the styles that leaders represent.

Bass (1978) left a lasting impact on the field of leadership during his lifetime and more importantly he succeeded in advancing the theory of transformational and transactional leadership. In the early 1980's Bass and Avolio collaborated to produce the Multifactor Leadership Questionnaire (MLQ). This multi-faceted instrument ushered in a new and innovative way to measure leadership styles in the workplace. In 1999, Bass and Avolio used 14 samples involving 3,786 MLQ survey participants describing their leaders to test nine factorial structures to determine the best fitting models. Bass (2008) found, through this instrument that the leadership style of a leader could be both classified and quantified. Bass (2008) added that by definition, transformational leadership was more active than transactional leadership, which was more active than laissez-faire leadership. Empirically, transformational leadership was more effective than transactional leadership, which was more effective than nonleadership (Bass, 1974).

Bass, Avolio, and Atwater (1996) stated that women in general were likely to be selected for higher-level positions based on their demonstration of key masculine characteristics that were considered appropriate for those positions. These antediluvian attitudes reflect the leadership philosophies and mindsets of the time. Dweck (2006) stated that as a leader that one has either a growth or fixed mindset. Growth minded leaders, start with a belief in human potential and development-both their own and other people's (Dweck, 2006). Leaders with fixed mindsets

would imagine that in leadership roles women would have to gravitate to a role where they could not be themselves.

Bass and Riggio (2006) revealed that in numerous ways transformational leadership is an expansion of transactional leadership. There is a continuous evolution in leadership that constantly strives to explore new and innovative best practices that can be implemented at all levels of leadership. A critical and often ignored concern for both theories of both transformational leadership and leadership in general involves what many refer to as the dark side-those leaders who use their abilities to inspire and lead others to destructive, selfish, and even evil ends (Bass & Riggio, 2006).

Chaturvedi, Zyphur, Arvey, Avolio, and Larssen (2012) indicated that more recently, researchers have shifted their attention towards examining the degree to which both environmental and genetic factors play a part in determining who moves into leadership roles within organizations, as well as the degree to which the predictors of leadership are genetically based. These factors have the ability to play a central role in how leaders perform, and more importantly how they function according to gender. Chaturvedi et al. (2012) asserted that women face challenging environments at every stage of their life in organizations (e.g., different gender role expectations, difficulties when returning from maternity leave, etc.), increasing the chances of higher heritability estimates in comparison to men because such environments should reduce attainment of leadership roles for reasons that are not genetically-based.

Yammarino, Dubinsky, Comer, and Jolson (1997) were able to identify only three studies that specifically examined women and transformational-charismatic leadership. The study sizes for all three studies suggested that there was not a large group of participants. Yammarino et al.

(1997) stated that since the effect sizes were indeed small, the studies suggested that there were no practical differences between male and female leaders.

Yammarino, Spangler, and Dubinsky (1998) furthered the discussion by relating that typical leader behaviors include providing and articulating an inspirational vision, communicating confidence in followers, providing an appropriate role model for others, setting challenging performance expectations, recognizing the accomplishments of followers, empowering others, and displaying exemplary actual and symbolic behaviors and actions. The results for this study imply some wide-ranging propositions regarding the theory of transformational and transactional leadership. Leadership in general, and transformational leadership, will be better understood by incorporating levels of analysis in conceptualization, measurement, and testing procedures (Yammarino et al., 1998).

While observing female roles in the workplace, Eagly and Johannesen-Schmidt (2001) stated that although transformational and transactional styles are not as obviously related to gender roles as the leadership styles investigated by earlier researchers. Transformational leadership has communal aspects, especially the theme of individual consideration, whereby leaders focus on the mentoring and development of their subordinates and pay attention to their individual needs. During this study, men and their transactional leadership style exceeded those of their female leaders; the women in the study performed better when it came to being identified as a transformational leader. Another reason that the women fared better than men on these measures may be the tendency for the female gender role to foster more feminine styles that involve being attentive, considerate, and nurturing to ones subordinates, which are tendencies that are consistent with the female gender role (Eagly & Johannesen-Schmidt, 2001).

Eagly (2007) remarked that in the contemporary culture of the United States, women are lauded as having the right combination of skills for leadership, yielding superior leadership styles and outstanding effective leadership, but there appears to be widespread recognition that women often come in second to men in competitions to attain leadership positions. In 2003, Eagly studied female and male leaders to arrive at a conclusion on which gender specifically displayed more transformational or transactional leadership in the performance of their work duties. Eagly (2007) stated that based on the meta-analysis, it was revealed that women were more transformational and transactional style leaders than were their male counterparts. Eagly (2007) asserted that even though there were small differences, findings would indicate an advantage for women leaders.

The theoretical framework guiding this study is composed of the leadership theories of transformational leadership, transactional leadership, and laissez-faire leadership. Each of these leadership theories can stand alone when being utilized by a leader. Often these conceptualizations overlap with leaders displaying varying parts when they exude leadership in the workplace and can also vary according to the gender of the leader. If a leader secures sufficient power to adjust the psyche of one's followers, in the form of transforming their independently determined goals in a communal direction, such power could just as likely be used for the sectional good of the designated leader (Tourish, 2013).

Problem Statement

Throughout history, women have held roles that have had them supporting others. In school administration for many, it has been no different. The arguments for a *female advantage* in leadership stems from the belief that women are far more likely than men to adopt a collaborative and empowering leadership style (Paustian-Underdahl et al., 2014).

This line of reasoning would bode well for a school district that was willing to embrace change wherever it presented itself. Researchers have asserted that there have been numerous explanations offered for why women have difficulty in reaching top leadership positions and chief among them is the stereotype-based lack of fit between women's characteristics, skills, and aspirations and those deemed necessary for effective leadership (Hoyt & Murphy, 2016). This trend toward a non-inclusive school-administrative environment presents a bleak outcome for those who aspire to do so much more. Over the years female administrators have been historically underrepresented in all aspects of the education field (Turner, Norwood, & Noe, 2013). Again, based on gender, the disparities and inequities that still exist are everywhere.

Female administrators also have the additional worry about being scrutinized more than their male counterparts (Brescell, 2016). Female administrators and those that are in school leadership positions have a unique set of skills and acumen. This wisdom, regardless of time, enforces the understanding that potential consequences are wholly dependent on one's life experiences (Stewart, 2012). The problem is that there is a scarcity of research on how gender affects administrative leadership style at the K-12 level.

Purpose Statement

The purpose of this quantitative causal-comparative study is to determine if gender influences leadership style. Gender of the school administrator (male or female) was the independent variable. Gender is defined as "differences between women and men are natural and immutable and refer to traits that are culturally assumed to be appropriate for women and men" (Muehlenhard & Peterson, 2011, p. 801). The dependent variable was leadership style as measured by the Multifactor Leadership Questionnaire (MLQ-5X). Transformational leadership

is defined as “focusing more on leadership skills and takes leadership to a new level of transforming organizations and setting them on a new course of action” (Warrick, 2011, p. 12).

The MLQ-5X is a questionnaire that acquires a comprehensive and distinctive range of leadership behaviors that differentiates leadership styles, both with positive and negative related traits. The findings from this research study discuss any discrepancies that are noted between male and female administrators in the district. The participants involved in this research were from a school district in the piedmont section of North Carolina. In the district researched there were approximately 200 school-based administrators in leadership positions ranging from assistant principals to those in leadership positions at the district level. These leadership positions looked at the respective leadership style broken down by gender. The balance of leadership as is applicable to gender is equitable in the district.

Significance of the Study

Findings from this study will allow district level leadership to decide which and what kind of plans should be put in place to improve the leadership capabilities of its administrative pool. Research was recently compiled regarding gender for K-12 principals only (Xu, Wubbena, & Stewart, 2016). This study adds to the literature by examining all aspects of a K-12 administrative staff, and broadly focuses on all leaders to include principals, assistant principals, and those in district administrative roles as they pertain to the supervision of staff and students.

There are various environmental intricacies that play a vital role in how leadership is meted out to subordinates throughout the district. The characteristics of a school principal, to a certain extent, play an intricate role in teachers taking pleasure in teaching and more than often, the treatment of teachers by school administration can leave a disdained spot in their spirits and

cause these same teachers to lose passion for the profession, which has happened in recent years (Stewart-Banks, Kuofie, Hakim, & Branch, p. 97).

Duevel, Nashman-Smith, and Stern (2015) stated, “Women have traditionally spent several more years in the classroom before moving into administration than men (p.42) .” This study contributes to the literature by examining the role of gender with respect to leadership style. There were no known studies that examine K-12 school administrative leaders and gender. All schools need transformational administrative leaders who take into consideration the high rate of school educator attrition rates across the country (Stewart, 2012).

Lastly, regardless of gender, leaders should ensure that they remember the most important part of the educational puzzle is the students that educators engage with daily. A principal's transformational leadership lies in leading school members to build shared vision and that the vision is directional and oriented, making school members strive with clear goals and communication (Yang, 2014).

Research Question

RQ1: Is there a difference in leadership style (transformational, transactional, and laissez-faire) based on gender as measured by the Multifactor Leadership Questionnaire (MLQ-5X)?

Definitions

1. 1. *Charismatic Leadership* - Charismatic leadership can be termed as isolationist and has the tendency to fail to empower leaders and their followers (Burns, 2003).
2. *Contingent Reward Leadership*- Contingent reward leadership is transactional when the reward is a material one, such as a bonus (Bass & Riggio, 2006).

3. *Empowerment* - Empowering leadership means providing autonomy of one's followers (Bass & Riggio, 2006).
4. *Laissez-Faire Leadership*- Laissez-Faire leadership is the avoidance or absence of leadership and is, by definition, most inactive, as well as mostly ineffective (Bass & Riggio, 2006).
5. *Leadership*- Leadership shares with power the central function of achieving purpose (Burns, 2010).
6. *Management-by-Exception*- Management by exception is a less effective form of leadership that can be labeled either active or passive (Bass & Riggio, 2006).
7. *Moral Leadership*- Moral leadership is the ability to understand the wants and needs, aspirations and values of followers, and the need to produce social change and to satisfy followers' authentic needs (Burns, 2010).
8. *Transactional Leadership*- A transactional leader emphasizes the exchange between a leader and its followers (Bass, 1974).
9. *Transformational Leadership*- A transforming leader is one who raises the level of consciousness about the importance and value of designated outcomes and ways of reaching them (Bass, 1974).

CHAPTER TWO: LITERATURE REVIEW

Overview

Leadership and exactly how that leadership is delivered to subordinates has been examined for years in hopes of learning what makes the leadership position and the decisions leaders make so valuable. Male and female leaders often have different ways that they lead and inspire their teachers and students to greatness. Leadership research has tended to neglect subjective realities of becoming a leader by failing to consider individual leaders' journeys (Turner & Mavin, 2008). The literature will illustrate the need for more of an introspective look into the research regarding K-12 leadership styles among gender.

Chapter Two will include a description of the theoretical framework as espoused by James McGregor Burns(2003). This framework delves in to the various leadership styles of transformational, transactional, and laissez-faire leadership as they are applicable to leadership and gender in a K-12 setting with school-based administrators. Each leader brings their own leadership style to their workplace and determining those can often be difficult. Burns'(2003) ability to define the framework allows leaders the opportunity to identify what leadership style they have and how to get better as a leader.

Theoretical Framework

The leadership theories of transformational and transactional leadership theory were first introduced in detail to the leadership community by James McGregor Burns (2003). Burns (2003) emphasized that transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents (Bolden, Gosling, Marturano, & Dennison, 2003). Bolden et al. (2003) asserted, "Burns draws upon the humanistic psychology movement in his writing 'transforming leadership' by proposing that the

transforming leader shapes, alters, and elevates the motives, values and goals of followers achieving significant change in the process” (p. 15). Bass and Riggio (2006) stated that transactional leadership emphasizes the transaction or exchange that takes place among leaders, colleagues, and followers.

The theory of laissez-faire leadership was first introduced by social psychologist Kurt Lewin (1938). According to White and Lippett (as cited in Billig, 2014), early in their discussions of leadership roles, they found themselves using ordinary language terms to describe these roles and rather than calling them *role one*, *role two*, and *role three* might have been scientifically correct, it seemed “natural and appropriate to us” to give them the names *autocratic*, *democratic*, and *laissez-faire* (p. 446). Anyone that reads Lewin (1938) would get the impression that the researchers intended from the outset that the second experiment should have an extra condition: laissez-faire leadership (Billig, 2014).

By definition, transformational leadership was more effective than transactional leadership, which was more active than laissez-faire leadership (Bass, 1990).

Transformational Theory

Bass (1990) stated that transformational leadership is a superior form of leadership and it occurs when managers broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they motivate their employees to look beyond their own self-interest for the good of the group. This type of leadership model strives to enable both the leader and the follower to feel fulfilled by utilizing transparency while working to create an environment that is inspiring and encourages others to do the best they can in their work environment.

Bolden et al. (2003) stated, “Bernard Bass developed Burns’ concept of transforming leadership in ‘Leadership and Performance Beyond Expectations’ into ‘transformational leadership’ where the leaders transform followers- the direction of influence to Bass is thus one-way, unlike Burns’ who sees it as potentially a two-way process” (p. 15).

Transformational leadership can present itself in a variety of forms and is dependent on the delivery of the leader. Bass (1997) stated, “Leaders can be intellectually stimulating to their followers when they authoritatively direct the followers’ attention to a hidden assumption in their thinking” (p. 136).

Bass (1990) implied that transformational leaders are charismatic and have the ability and willingness to treat different subordinates differently. This is one of the essential traits that is the hallmark of this type of leadership approach. Authentic transformational leaders motivate followers to work for transcendental goals that go beyond immediate self-interests (Bass, 1997). Having a profound impact that allows the educator in the classroom to have a value of self-worth based on the leadership approach of the leader is invaluable in the workplace. Transformational leaders move followers to transcend their own self-interests for the good of the group, organization, or country (Bass, 1997).

Yang (2014) asserted that transformational leadership involves three stages: (a) embryonic and a developing nature, (b) formative stage which the leader uses purpose to achieve school development, and (c) mature stage features the ability to design and implement a vision that allowed a leader to solve problems and issues within a school and among collaborators. This view espouses the ability of the leader to grow and realize that leadership growth is a process which is evolutionary and is not done overnight. The clear realization is that all leadership takes time and all leaders meet their potential on their own timeline.

Transformational leadership theory is utilized at the highest levels of management and provides a cogent tool for leaders to use in their daily quest to set an example for their employees to follow and to emulate.

Transactional Theory

Transactional leadership theory has been used in the workplace for a number of years. Bolden et al. (2003) stated, “Transactional leadership has been the traditional model of leadership with its roots from an organizational or business perspective in the ‘bottom line’ (p. 15). Like most leadership, some parts have been effective and some have not. Transactional leadership, using a carrot or a stick, contains components usually characterized as instrumental in followers’ goal attainment (Bass, 1997). These are contingent reward, active management by exception, and laissez-faire leadership (Bass, 1997).

Transactional leadership has been found to be particularly effective in settings without a shared history of leaders and followers (Tyssen, Wald, & Heidenreich, 2014). This by no means implies that this type of leadership is the one that is the most prudent for the leader, just one that describes one’s style. Tyssen et al. (2014) stated, “Transactional leadership focuses on the task-related exchange of actions and rewards between followers and leaders, which often needs the existence of hierarchy and authority to be displayed” (p. 376). The transactional leadership style is classified into three main sub sets: (a) contingent rewards, (b) management by exception (active), and (c) management by exception (passive) (Khalil, Iqbal, & Khan, 2016).

In the transactional leadership model, leaders are negotiating agents who conciliate and sometimes compromise to obtain greater decision-making power within the group (Ruggieri & Abbate, 2013). A transactional leadership style is appropriate in many settings and may support adherence to practice standards but not necessarily openness to innovation (Aarons, 2006).

Leaders that utilize the transactional leadership model often tend to be pragmatic in their approach and often base their leadership style on what is best for the organizations bottom line.

Bass (1990) stated,

Transactional leadership, on the other hand, is based on transactions between manager and employees and results in mediocrity and that leadership styles like this often do not take into account the importance of the human element with regard to leadership decisions that are made in the organization. (p. 41)

Laissez-Faire Theory

The theory of laissez-faire leadership has been in existence for years and always been a topic of contention of what the true meaning is. Bass (1990) stated that laissez-faire leaders are indifferent to what is happening. In other words, they provide a set of orders or circumstance that are not succinct or do not represent what needs to be accomplished. According to Bradford and Lippitt (as cited in Bass, 1990), the two researchers conceived of laissez-faire leadership as descriptive of leaders who avoid attempting to influence their subordinates and who shirk their supervisory duties. Laissez-faire has been consistently found to be the least satisfying and least effective management style (Bass, 1990). As opposed to transactional leadership, laissez-faire represents a nontransaction; necessary decisions are not made, actions are delayed, responsibilities of leadership are ignored, and authority remains unused (Bass & Riggio, 2006).

Bass and Riggio (2006) stated that laissez-faire leadership means that the autonomy of one's followers is obtained by default. The inactive laissez-faire leader, unlike a leader who delegates, does not delineate the problem that needs to be solved or the requirements that must be met (Bass, 1990). Bass and Riggio (2006) stated that sometimes, laissez-faire leadership can masquerade as empowerment. Yang (2015) asserted that the effectiveness of laissez-faire

leadership, in certain situations, does not suggest ineffectiveness of other leaderships; for example, the positive influence of laissez-faire leadership does not suggest the negative influence of transformational leadership. This assumption runs contrary to the theory of laissez-faire leadership. Bass and Riggio (2006) stated that laissez-faire leaders delay and appear indifferent to what is happening. Yang (2015) stated that the effectiveness of leadership depends on how a leader's behaviors are perceived by followers and laissez-faire leadership might be viewed as a sign of respect of subordinates' boundaries rather than absence of leadership.

The theoretical framework of transformational, transactional, and laissez-faire leadership enables leaders at all levels of K-12 education the opportunity to lead in the way that works best for them. There is not a one-size fits all example of what type of leadership they exude. Unlike transactional leaders who operate within their framework of existing values, beliefs, and goals of their followers, transformational leaders seek to change the above categories and create new ones to encourage greater commitment of followers (Nikezic, Doljanica, & Bataveljic, 2013).

Related Literature

Defining Leadership

Historical context. Presidential historian James MacGregor Burns (2003) had the opportunity to engage with several presidential leaders to gain an appreciation and knowledge of what leadership was at the highest levels in our government. This experience shaped what he viewed as leadership. Hickman (1998) stated that there are some that define leadership as making followers do what followers would not otherwise do, or as leaders making followers do what the leaders want them to do. The key to allowing leaders the opportunity to find their own course is to present them with ways to make that happen.

Hickman (1998) defined leadership as leaders inducing followers to act for certain goals that represent the values and the motivations- the wants and needs, the aspirations and expectations- of both leaders and followers. Refining what leadership is comes in a variety of forms and comes to fruition when the leader is able to make decisions that positively affect the subordinates and the organization. Kouzes and Posner (2012) stated that people don't follow a certain leadership position or a particular technique. Followers work and ingratiate themselves as a leader with what they bring to the table and do they have their best interests at hand and that of the organization.

Bass and Riggio (2006) illustrated that throughout history, the vast majority of leaders have been men, and that when looking only a handful of charismatic female leaders easily came to mind: Eleanor Roosevelt, Queen Elizabeth I, and Golda Meir. This chasm and lack of female leaders gives one pause as to where females in leadership are supposed to get role models from.

Looking back on the history of leadership there is no better example than to look at the contributions that Moses made to the history of the world. Not only was Moses an amazing leader, he was destined for greatness at a young age. His impact can still be felt today and is related across many churches throughout the world. Ben-Hur and Jonsen (2012) stated,

At a time in history when the dominant leadership model was that of a tyrant or an autocrat, or transactional leadership to put it cynically: Moses' approach to leadership was highly innovative and in fact was a forerunner to contemporary contingency leadership models which have gained much attention in recent decades. (p. 968)

Even though his life had been filled with numerous obstacles, Moses was intent on doing the right thing and making sure that he delivered all that he had hoped for and promised as a leader.

Ben-Hur and Jonsen (2012) stated, “Carrying himself the tensions between his inherited background and his adopted upbringing, he effectively transcended both, carefully balancing the leadership styles that characterized him as a leader” (p. 370). Moses knew that being true to his followers was the best way he could lead and effectively transmit and successfully carry out his actions. He knew there would be times where he would fall short but that never deterred him in his efforts to be a true leader.

Modern leadership tenets follow those examples of the past and continue to influence us today as leaders. Avolio (2005) has been an active leadership researcher who delved into the numerous intricate questions that continue to perplex those that study leadership and what does or does not make a good vs. great leader. Avolio (2005) stated, “One of the truths held by many people about leadership is that leaders are born to lead, made by some confluence of events, or both” (p. 2). There is no definitive research that shows that leaders are born. In K-12 settings, leaders will continue to make decisions based on what their moral compass happens to be, the process that they have been exposed to, and the environment or work structure that enables them to make a variety of decisions.

The history of leadership itself is filled with volumes of journals that chronicle the triumphs and defeats of many military leaders. Whether looking at historical figures such as George Washington, Thomas Jefferson, or Sun Tzu, there are similar leadership qualities that the educational leaders of today use and emulate from various historical leaders of the past.

Educational leadership. Educational leadership is the essence of what makes the process of educating our students come to fruition. Bush and Glover (2014) stated, “Leadership is a process of influence leading to the achievement of desired purposes and successful leaders develop a vision for their schools based on their personal and professional values” (p. 554). This

definition clearly allows a leader to develop a leadership style that not only makes them an effective leader, but one that also allows themselves and others to participate in the vision of leadership that will be most successful in their setting. The growth in the importance of school leadership over the past 20 years has been accompanied by theory development, with new models emerging and established approaches being redefined and further developed (Bush & Glover, 2014).

This adoption of the leadership field of management has been an evolutionary process that has taken time to change in the field of education. For numerous years the field of education had its classrooms staffed by female educators while those that were in leadership positions were mainly male and most of them were former coaches. Dorczak (2012) stated,

The concept of leadership itself comes from the field of general management theory and was unfortunately, as many other concepts, transferred to educational management theory without thinking about specific values of educational organizations and specific needs of leadership in education. (p. 20)

There has been a definitive change that has reversed this trend over the years with a multitude of men immersing themselves in the classroom and women that have sought positions of responsibility and leadership. Examples of leadership can be studied by looking at the examples of the past. Some of these leadership patterns are rife with instances where the leader made both good and bad decisions. Blackaby and Blackaby (2011) stated, “Leadership occurs when you move people from where they are to where they ought to be” (p. 34). Viewing this in the historical context in which it was written is essential.

There can be a comparison made between civil war General Joshua Chamberlain and school advocate and former educator turned author Ron Clark. General Chamberlain rallied his

troops in the face of adversity during the Battle of Gettysburg to a resounding victory while Ron Clark went to New York City and worked in one of the toughest and most demanding schools in the city, yet turned around numerous students by his teaching techniques and leadership. Even though this comparison is broad and transcends different centuries, it comes full circle to the fact that over the course of history there are men and women who do make a profound influence over the lives they touch every day by doing those things that inspire them to greatness. The result of leadership is that people are not in the same place they were before they were led (Blackaby & Blackaby, 2011). The bottom line is good leadership stands the test of time.

For students across the United States and the world, education is a platform for them to catapult themselves in to a world where they desire to succeed and excel. Hohepa (2013) stated, “Educational leadership, it is argued, must play a critical role in improving student outcomes, especially those of minoritized and indigenous students” (p. 617). Educational leadership transcends ethnicity and racial boundaries. In today’s global classrooms students are more connected than ever, and the leadership that is provided to teachers and students is as crucial as ever. Hohepa (2013) stated,

There has been a strong focus across the globe on identifying generic characteristics of leadership and leadership practices that make a positive difference for students from diverse ethnic and cultural backgrounds while leaders have been often been given less consideration. (p. 628)

These distinct differences do have an impact on their definition of educational leadership.

The leadership style which Gabbard (2013) defined allows the leader the ability to make decisions based on the merit of the situation taking into account that all leadership, including educational leadership, involves an inherent knowledge that there is some risk in every

leadership decision that is made but it is prudent for the leader to make a decision instead of not making one at all. Gabbard (2013) stated, “Our approach to leadership must honor the value of autonomy, the fundamental autonomy of the individual to lead his or her life and this is where authentic leadership begins--in leading and authoring our lives” (p. 2).

Leadership characteristics. Often people in the workplace say that they know good leadership when they see it. If they know what that leadership is, then we must look at leadership in basic terms. No matter where you are in the leadership process, know this: the greater the number of laws you learn, the better leader you will become (Maxwell, 2007). Leadership is an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and of the perceptions of the members (Bass, 2008).

Relationships are a foundational part of K-12 leadership and must be an integral part of the leadership piece. Ge (2017) stated, in reference to former Secretary of State Hillary Clinton, “Clinton emphasized the important role of the family in empowering her to become a self-confident and independent woman” (p. 24). This emphasis on her family support as a young woman allowed her to have the confidence to go beyond what she thought was possible. Clinton often used examples of her life as a springboard to establish relationships with others. By telling stories of her own empowerment, Clinton not only criticized the invisible barriers existing in American society, but also pointed out the necessity of a combined contribution from the private sphere as well as the public sphere to create equal opportunities for women to break the glass ceiling and become political leaders (Ge, 2017). It is evident that Clinton understood the value of relationships as a leader. One is only a leader if he or she has followers, and that always requires the development of relationships-the deeper the relationships, the stronger potential for leadership (Maxwell, 2007).

Flexibility in how an organization functions allows an organization to grow and isn't one that feels stifled. Fortinberry and Murray (2016) stated that "A transformational leader will aim to create a culture in which it is safe to try new things and fail within clearly set constraints" (p. 28). This flexibility enables the K-12 leader to establish a vision within the confines of their leadership to push the envelope in the classroom without the educator having to fear of doing the wrong thing or making a mistake. An example of this could be seating on a K-12 classroom that consists of beanbag chairs, lawn chairs, or beach chairs. Great leaders realize they cannot lead in isolation (Fortinberry and Murray, 2017). Leaders make decisions that are durable but also containing the elasticity to change direction or course when needed.

Communication comes in numerous forms. This can be either verbal or non-verbal. Comprehensive approaches to communication increase knowledge sharing opportunities, as well as achieving higher levels of transparency, an important contribution to trust building within and across networks (Leithwood and Azah, 2016). A K-12 leader's ability to communicate one's vision can make all of the difference between an organization experiencing success or not. Examples of verbal communication can be in the form of directives at face-to-face meetings, virtual meetings, or those conducted by phone or other electronic means such as Skype or FaceTime. Non-verbal communication often comes in the form of written directives and also now comes in the form of text messaging. All of these forms of communication are viable and establish links for the leader to maintain their voice in the district. Leaders must make communication a vital aspect of every day, and it must focus in four directions: inward, outward, upward, and downward (Finzel, 2007).

Courage is another leadership characteristic that K-12 leaders often display in the way they operate with their educators, the community, and their stakeholders. Courage can come in

different forms. It can be the courage to work with a difficult parent when one would rather not. Courage can also be having the ability to go beyond what is expected of the organization to carve a new educational niche in the classrooms. Regardless, courage at all K-12 leadership roles is a necessity. Medal of Honor recipient Colonel Wesley Fox (2011) stated, “Courage helps us to hold to our basic beliefs and values: It is not mine, I will not take it; this won’t be easy, but it is the right thing to do” (67). Knowing that displaying courage can be difficult but it is also a way to gain a following from your organization. They understand that through tough times that they and the students prosper.

Responsibility is the final characteristic that K-12 leaders can utilize to convey their leadership message. In K-12 leadership, there is a distinct chain of command where those in leadership roles are held responsible the actions of their teachers, their staff, and the students in which they are in charge of. K-12 administrators never take this role lightly, for it comes with a plethora of responsibility and accountability. Grades on final exams, attendance policies, and disciplinary issues in the school all fall in the realm of things that the administrator is in charge of. Kouzes and Posner (2012) stated, “When people take personal responsibility and are held accountable for their actions, their colleagues are much more inclined to want to work with them and are more motivated to cooperate in general” (p. 252). Responsible administrators up and down the chain of command make for a strong organization.

Gender Leadership Issues

For years, there have been both men and women in leadership positions in education. Many of those years, the field was tipped toward men in leadership roles and women being relegated to the classroom. Over the years, those trends have changed and now the educational

playing field is being leveled although there are still instances where either leader may feel different pressures based on gender.

Eagly and Johannesen-Schmidt (2003) investigated transformational, transactional, and laissez-faire leadership styles that compared men and women. The researchers were interested to ascertain if there was a distinct difference in the way that men and women approach their leadership roles and if gender truly does make a difference in leadership decisions that are made by either sex. Eagly, Johannesen-Schmidt, and van Engen (2003) stated, “The possibility that women and men differ in their typical leadership behavior is important because leaders’ own behavior is a major determinant of their effectiveness and chances for advancement” (p. 569). This behavior is crucial because effective decisions are the hallmark of successful leaders. Eagly et al. (2003) realized that, “As more women in industrialized nations enter leadership roles in society, the possibility that they might carry out these roles differently than men attracts increasing attention” (p. 569). This variance in the way each gender carries out their role bears further introspection. Additional primary research is needed to clarify these causes (Eagly et al., 2003).

Hoyt and Murphy (2016) explored the leadership issues related to stereotype threat, women, and their roles in leadership. Hoyt and Murphy (2015) declared, “Explanations have been offered for why women have difficulty in reaching top leadership positions and among them is the stereotype-based lack of fit between women’s characteristics, skills, and aspirations” (p. 387). These stereotype implications are dangerous for any female leader as well as implications that could occur to men. Hoyt and Murphy (2015) asserted, “An understanding of how social identities can be threatening in the domain of leadership can help encourage and

enable women and other underrepresented individuals to participate fully in the process” (p. 395).

Brescell (2016) examined if women lead with their hearts and how that emotion might be a disadvantage for their evaluations as a leader. Brescell (2016) expressed, “Nationally representative American polls conducted over the last three decades have repeatedly found that both men and women strongly endorse the idea that women are the most emotional sex” (p. 415). This assertion further stigmatizes the female role as not being able to be a competent leader based on gender. Brescell (2016) asserted, “However when one consults the academic literature on gender and leadership, the role of emotionality per se has received relatively little attention” (p. 416). Whether one gender is more emotional than another bears more reflective research in the future. Brescell (2016) maintained that being in a leadership position may actually make it harder for women to navigate these display rules because their positions makes them highly visible and therefore makes them subject to additional scrutiny in the leadership roles.

National challenges for leaders based on gender. Every state and district within the United States has unique educational challenges based on the mandates of the federal and state governments. These leadership challenges, how leaders react, and how they use the leadership styles that best meets their needs and the needs of their teachers, students, and stakeholders could look very different from place to place. Marczynski and Cates’ (2013) study of women secondary principals in Texas 1998 and 2011 movement toward equity stated that the increased time as classroom teachers may partly explain findings that women principals tend to be better instructional leaders and that once in administrative positions they focus more on teaching and curriculum than their male counterparts.

This tendency to focus on curriculum lends itself to a more transformational leadership style based on role and position in this study. This research supports the idea that men and women have the ability to demonstrate a variety of leadership styles, can vary them from situation to situation, and this can have an effect of both teachers and students in their building. How have changes in the leadership role-for example, moving from the leader as a power wielder to a more relationship-based approach-influence how men and women perform in leadership position (Bass and Riggio, 2006).

Leadership styles can be molded and formed depending on the exposure the leader has. This can be a transparent leadership style that is emitted from a mentor or it can be from a leadership preparation program. Weiner and Burton's (2016) viewed the challenges that female leaders have when they look at applying their skills as school leaders. This study was a part of a larger three-year longitudinal study on the experiences of nine turnaround principals who attended a preparation program in a mid-size northeastern state (Weiner and Burton, 2016). Weiner and Burton (2016) concluded that the findings of the study make it clear that more research is needed on how gender identity and stereotyping in principal programs may impact experiences and understanding of leadership.

North Carolina has for many years ranked on top of all states in the union with respect to education. In the past few years, there has been a nominal dip in school performance, thus resulting in a movement to reverse this trend. Guramatunhu-Mudiwa and Bolt's (2012) study of gender of school personnel influence perceptions of relationship examined the effects and roles that men and women leadership styles had in their districts. According to Eagly, Johannesen-Schmidt, and van Engen (as cited in Guramatunhu-Mudiwa and Bolt, 2012), a meta-analysis of 45 studies of transformational, transactional, and laissez-faire leadership styles found that female

leaders were more transformational than male leaders. The purpose of this study was to investigate whether the gender of school building leaders (principals and assistant principals) influences the perceptions of leadership as measured by the North Carolina Teachers Working Conditions Survey (NCTWCS, 2008) conducted in North Carolina Public Schools (Guramatunhu-Mudiwa and Bolt, 2012). Gutamanunhu-Mudiwa and Bolt (2012) found that the gender of the school principal did not have a statistically significant impact on TWC results related to school leadership, but there was a significant interaction between role and gender.

It is evident that there are studies that are addressing issues of gender disparity as it relates to leadership styles, and for some the playing field seems to be leveled. On the other hand, although women have achieved gains in middle-level positions of leadership, there is still a glass ceiling that makes it more difficult for women to reach the top-level leadership positions in business, government, the military and elsewhere (Bass and Riggio, 2006).

The challenges that leaders face with respect to gender and leadership styles are a reality. Depending on the expectation of the district leadership, their intent to be part of the leadership ladder can either be one that is met with much anticipation or one that is met with disdain or disregard at every turn. Transformational, transactional, and laissez-faire leadership should be considered as being important not only at the local school level, but nationally as well. In order to be more effective stewards of educational leadership the large-scale impacts of leadership and gender must be addressed.

There are numerous times where a great female leader is told that she should be more like her male counterpart. This incursion into the aspects and challenges for males and females as it relates to transformational, transactional, and laissez-faire leadership will illustrate that even though there are attempts to advance the careers of female leaders, is still a quagmire with

regards to gender. Guramatunhu-Mudiwa (2015) suggested that the leadership competencies of women are questioned and that, therefore, women are not seriously considered as bona fide leaders.

Recent research asserts that there is a chasm of school leadership inequity based on gender. Law's (2013) study of culture, gender, and school leadership revealed that in male-dominated societies that it can be difficult for females to ascend the school leadership ladder without the basic tools for success.

Since the 1980's, numerous studies have demonstrated the influences of culture and gender on leadership, including school leadership (Law, 2013). Numerous studies have been delving into the status quo with regards to gender. In many respects females are expected to do their part in the home and few rarely attain any position of leadership in schools. Some of the perceived male traits (e.g. being objective, rational and analytical) are similar to those used in the rational domain of leadership studies to describe Anglo-American leadership, while some female traits (e.g. being cooperative) are similar to those that are used to describe leadership (Law, 2013).

In a variety of school districts across the nation, many women just desire to have the opportunity to be a leader and desire to do so. Unlike the stereotypical differences approach, a narrow version of the non-stereotypical differences approach explains how early socialization experiences could put female leaders and managers in a disadvantage in their leadership careers (Law, 2013). This disadvantage for the aspiring female leader is one that flows along cultural lines and is one that is hard to reverse. Women are taught to be subservient, and men are taught to be leaders from infancy. A more inclusive version of the non-stereotypical differences approach is the theory of androgyny or cross-gender homogeneity which includes that male

leaders' employment of feminine leadership styles and the realization that both genders can amalgamate their own leadership characteristics and styles with those of the opposite gender (Law, 2013).

In order for aspiring females to have the ability to be transformational, transactional, or laissez-faire leaders, asking two very vital questions is pivotal. First, in what ways and to what extent is gender related to school leadership preferences and practices, as well as the political influences on their choices (Law, 2013). Law (2013) also questioned why do female school leaders, as this project found, more strongly support orientations associated with masculine leadership than their male counterparts. Both questions reflect the current climate in many districts as it relates to female school leadership. This study illustrated the need for better implementation of leadership training for aspiring female leaders' at the most basic level. Law (2013) stated, "In male dominated societies, culture can play two contrasting roles in shaping the relationship between gender and leadership" (p. 317). This alone places the aspiring female leader at a distinct disadvantage. The battle of female leaders to fight a longstanding and deep-seated cultural preference for male leadership and discrimination against female leadership is not over yet and more concerted efforts of major stakeholders (including government, school leaders, teachers and the public) are needed to break the glass ceiling for women (Law, 2013).

School administrators face an uphill climb when it comes to gender in school leadership. Lumby's (2015) study of school leaders' gender strategies attempted to identify issues that women generally face as they seek out the school leadership opportunities. Lumby (2015) stated that in the leadership realm that women use various means to address discrimination issues and they are in fact at a distinct disadvantage because they are caught in a discriminatory web. The social norms that underlie the fabric of their communities' place women at odds from the

beginning. Assertions of gender irrelevance appear untenable in the light of considerable evidence to the contrary, including from those who denied such experience (Lumby, 2015).

Male and female administrators need the opportunity to transform themselves and this comes in small steps. Bass et al. (2006) stated that anecdotal research and meta-analytical evidence all point to the greater tendency for women in leadership positions to be somewhat more transformational and to display less management-by-exception and laissez-faire leadership than their male counterparts. Given the opportunities for female school leaders to immerse themselves in the educational system, they can perform on par with their male counterparts if given the chance.

Grayling and Steyn's (2015) study of the challenges that face women aspiring for school leadership positions indicated that the single most important problem facing contemporary women is the unjustified underrepresentation of women in top leadership positions and this has the tendency to quell women's aspirations to apply for positions in school leadership or to be appointed in such positions. As more female educators attempt to break the glass ceiling, they can use the tenets of transformational and transactional leadership to make their goals of educational leadership come to fruition. Grayling and Steyn (2015) stated that women leaders are often not as well accepted by their male colleagues and that subordinates frequently do not have as much respect for women leaders as they do their male counterparts.

Aspiring female school leaders must be focused on the plan that will allow them to be the most successful and understand that there will be issues that will arise through various parts of the process. Intrinsic obstacles can be removed by individual dispositional changes, which can lead to the removal of prejudices and perceptions, which, firstly, are embedded in the woman as a manager, and secondly, encountered in the education system and in the attitudes of the

individuals responsible promoting women (Grayling and Steyn 2015). An aspect that has been ignored is the lack of female school leaders that are active as mentors for aspiring school leaders.

Grayling and Steyn (2015) stated that in many instances, women in education have the opportunity to be promoted, but they are in fact still underrepresented in management positions in education and that districts and schools need to provide women with the necessary support and mentorship to enable them to reach their full potential as school managers. It is promising that the future for many female aspiring school leaders is changing. To be effective in today's world, leaders need to be more transformational and there is growing evidence that women, as a group, are more disposed to transformational leadership behaviors (Bass et al, 2006).

It is widely known that aside from the classroom teacher, the building administrator can be the most important and vital piece of a students' success in school. Orphanos' (2016) study of parent perceptions regarding the effectiveness of female principals indicated that in the schools that were considered, at least, there were differences in the effectiveness of leadership based on gender. This study focused on exploring the views on parents as it related to their students having a female leader in charge. Not only did the study examine the leadership styles and qualities of the leader, but also considered the implications of stereotyping leaders in their role. Female leaders appear to display qualities more in line with transformational leadership (Bass et al., 2006).

If female principals were going to be more effective at managing and leading schools, then future leaders would benefit from incorporating feminine traits into future leadership/principal preparation programs (Orphanos, 2016). This approach should investigate those qualities that leaders of both genders utilize to make them successful in the workplace and that position them for long-term success and not just short-term notoriety. *The female advantage*

in transformational leadership has increased in educational settings and decreased in business settings (Bass et al., 2006). The question is how to create balance among gender.

There are visible challenges that are faced each and every day. That is, there are still parts of the country where men are the breadwinners and women are relegated to duties in the household.

Brinia's (2012) study of gender-based leadership in primary schools sought to find out the why's to the disparities of how one gender has a distinct advantage over another when it came to be being placed in advantageous situations in school leadership.

In administrative preparation programs it is clear that there should be a distinct delineation of what is needed when it comes to gender equity. Brinia (2012) stated that male principals believe that women also do a great job as principals as far as they have the appropriate experience. Numerous preconceived notions about females' ability to lead cloud the issue regarding what is reality and fantasy. Brinia (2012) stated that when male participants were asked about their opinion for the unfair distribution of men and women in senior positions, they stated as more important reasons were that many women are very sensitive and indecisive when they face difficult situations, so women usually choose not to take senior positions, and also that many women find it difficult to manage both work and home tasks simultaneously. Brinia's (2012) study was unable to provide any concrete assumptions regarding gender and transformational leadership. Understanding that transformational leadership positively affects performance, regardless of whether performance is conceptualized as what others in the unit or organization (i.e., subordinates, superiors) perceive as performance or whether performance relates to more objectives, bottom-line sort of variable (Bass et al., 2006).

These differences in school leadership were noted and in fact acknowledged in this study, but due to ongoing societal and cultural norms could remain the same for some time to come.

Brinia (2012) stated that some very important insight has been revealed as to which are the gender related differences when it comes to leadership in a primary school setting. These assumptions could allow a district's educational leadership the opportunity to correct deficiencies by looking at leaders without regard to gender. Brinia (2012) asserted that male educational leaders tend to be more objective, analytical and impersonal whereas female leaders are rather emotional, sensitive and cooperative. It is clear for a school district to make strides in educational leadership styles that a more open and transparent framework be established to embrace the inequalities with regard to gender-based issues and to contemplate the dynamics of transformational leadership.

There have been strides made that clearly illustrate the willingness to level the opportunities for females to be involved in leadership positions at the K-12 level. Brinia and Papantoniou (2016) indicated that allowing leaders to be more fluid in their choice of leadership styles can put them on a road to success instead of being on that is omni-dimensional. For years the impetus of school leaders abroad have often focused on transactional leadership and not a blend or combination of the varied leadership styles. Brinia and Papantoniou (2016) stated, "With an eye on reform, many educationists have either supported or criticized certain leadership styles, however, which style suits and works best is subjected to opinion" (p. 521).

In many districts, the willingness of those in district leadership positions is a must for equality to ever develop. According to Boundless (as cited in Brinia and Papantoniou, 2016), transactional and transformational leadership exhibit five key differences:

- (1) Transactional leadership reacts to problems as they arise, whereas transformational leadership is more likely to address issues before they become problematic;

- (2) Transactional leaders work within an existing organizational culture, while transformational leaders emphasize new ideas and thereby “transform” organizational culture;
- (3) Transactional leaders reward and punish in traditional ways according to organizational standards; transformational leaders attempt to achieve positive results from employees by keeping them invested in projects, leading to an internal, high-order reward system;
- (4) Transactional leaders appeal to the self-interest of employees who seek out rewards for themselves, in contrast to transformational leaders, who appeal to group interests and notions of organizational success; and
- (5) Transactional leadership is more akin to the common notions of management, whereas transformational leadership adheres more closely to what is colloquially referred as leadership (p. 524).

If embraced strategically by the school leadership community, the characteristics and tenets of transformational and transactional leadership show promise for the aspiring and those already in leadership positions. The educational programs about the administrative posts in schools should be updated and these programs should provide the necessary tools and methods to the principals, in order to address difficult situations, fulfill their demanding role and evolve as professionals and as individuals (Brinia and Papantoniou, 2016).

Research also confirmed the thought that a more in-depth look at the selection process for both genders might be a valuable tool to assess how this process moves forward. Anastasiou and Papakonstantinou’s (2010) study of elements gender-related variability in the selection of school advisors found that women should have better access to the same aspirations as their male peers.

The issues that deny access to females are numerous and are due to a number of factors. They focus on personal-psychological, institutional-structural and social-cultural barriers such as lack of motivation, gender discrimination, sex role stereotyping and male cultural dominance, work-life (im)balance and family responsibilities, career breaks, geographical factors, issues in the workplace, limited representation of women with responsibilities in unions, lack of role models, sponsorship and networking, bias in the selection and promotion criteria, the composition of the selection panels, the role of the interview panels and women's withdrawal from selection process at an early stage, in anticipation of further barriers during the interview process (Anastasiou and Papakonstantinou, 2010). This study did conclude that the future for all genders to have better access to leadership opportunities, although the outlook seems to be promising.

Societal change and need for females to be involved in school leadership is one direction that makes sense but is one decision that is difficult for the status quo. Reilly's (2015) study of the men behind the women of educational leadership indicated that were there is change pending in the way the educators' views females in leadership roles.

Not only have female educational leaders had to concern themselves with the traditions and societal norms, they have had to concern themselves with a variety of issues that are hard to change. This openness to change with so much to offer gives promise to numerous districts where change has come more slowly. By pursuing transformational change, people can transform themselves, can encourage followers to rise above narrow interest, and can work together for transcending goals so that leaders have the ability to make transforming leadership participatory and democratic (Burns, 2003).

Looking at ways to improve opportunities for women in school leadership, one must look at the commitment that a district is willing to carry out. Research into different educational

systems illustrates that gender is a big factor not only regarding what position is available, but where the school district is located. Clots-Figueras (2012) study of female leaders being good for education found that where female leaders had more of an input into the decision-making process there were more opportunities for female leaders in the work force. Clots-Figueras (2012) stated that female politicians also encourage school attendance and discourage dropouts in urban areas and have a positive impact on the districts with a higher urban population. Awareness by district and school officials is encouraging to male and female school leaders and strengthens their ability to make positive changes in their districts.

In accommodating environments, school leadership can flourish when given the right amount in an academic environment. There is an active push to look for new and innovative ways to imbed the right kind of school leadership styles for their districts. This means having numerous conversations about having the right kind of leaders and that both genders, males and female, have the right and consistent opportunities to lead and for advancement in school leadership positions. Franzen's (2012) study of school leaders' and teachers' constructions of school leadership from a gender perspective indicated that if male and female leaders allow themselves to not attempt to place themselves in a dominant position when dealing with school administrative career goals, they can collaborate to a more supportive position and therefore eliminate a lot of gender bias. This calls for all gender-based decisions to be viewed by the district leadership be based on the merit of the candidate and not on gender.

The shift in the leadership demographics provide female leaders with numerous opportunities that they were either denied or missed in getting. This change is also pivotal in providing a multitude of examples of females in leadership positions in education. Burns and Riggio (2006) stated that transformational leaders also place heavy emphasis on differentiating

among the varying developmental needs of their followers. The ability of the school administrator, regardless of gender, are charged with setting the example, and providing avenues of advancement, development, and encouragement to all future leaders.

The results of this particular study demonstrated the continued need for all leaders in public education to be aware of stereotypical issues that are prevalent in school politics, both regionally and locally. Finally, results show also indicated that it is difficult to talk about male and female school leadership which strengthens the feminist post-structuralist theories asserting that meaning is not created ‘inside’ the subject but in discursive practices (Franzen, 2012).

Berkovich and Eyal’s (2017) study of mediating the role of principals’ transformational leadership behaviors in promoting teachers’ emotional wellness at work indicated that the school leaders’ emotional behavior or capabilities in the area of understanding assisted the classroom teacher in being a more effective teacher and instructor to their student. Berkovich and Eyal (2017) stated that given that principals’ emotion recognition abilities have been found to be related to their transformational behaviors, preparation and professional development programs should aspire to develop these abilities. The foresight to use professional development programs is essential to guide those teachers that desire to be leaders or to have existing leaders to aspire to move up the educational ladder, whether a district position or one at the university level. For this study it should be noted that principals had at least two years of seniority in their positions and of the 69 participating school principals, 51 were female (74%), a close representation of the 80% of female principals in the school district. The findings indicate that the effect of a school leaders’ emotional recognition ability on a teachers’ effect is fully mediated by the principal’s actions (Berkovich and Eyal, 2017).

Summary

The review of the literature affords an introspective glimpse into the theoretical framework that examines the differences in leadership style at the K-12 level and how those differences play out with regards to gender. It is abundantly clear that there is a definitive gap in the research when it comes to how female and male leaders approach their style of leadership and what works best for them. There is still an on-going impression from many in the leadership field that assert that males come from a point of dominance and that females come from a point of persuasion when it deals with their particular type of research. Bass & Riggio (2006) stated, “Yet if the elements of charismatic-transformational leadership are analyzed, they suggest that women might be more likely to engage in transformational leadership behaviors and be more effective transformational leaders than men” (p. 112).

Bass and Riggio (2006) reported that in 1985 there was a training workshop on transformational leadership consisting of 12 women and 12 men, and it was observed during the feedback session that there could indeed be some potentially intriguing sex differences in transformational leadership ratings. This was an extremely minute sample in which to draw any type of a reasonable conclusion based on gender as it relates to different leadership theories. Bass & Riggio (2006) did conclude that they felt that the women asserted more of a transformational leadership style but admitted that clearly the anecdotal results could have been due to chance.

In another noted study that was conducted, this study used approximately 50 school leaders, which ranged from superintendents to principals, and asked them to rate their leadership style to which it was concluded that the differences favoring female leaders in transformational

leadership was small and therefore failed in statistical significance as individual studies (Bass & Riggio, 2006).

Antonakis, Avolio, and Sivasubramaniam (2003) researched the validity of the MLQ 5X. While doing this study they investigated both male and female participants and what leadership differences were noted while doing the study. The female group in this study scored significantly higher than did the male group on a component of transformational leadership (Antonakis, et al., 2003). The limitations of this study was that there were more than double the amount of male participants than female participants and the study would have been more precise if the numbers had not favored one gender over the other. The disparity could have been resolved with a more balanced sample.

A review of the literature reveals that there is a definitive need for a focused study of educational leaders to assess what differences, if any, there are between men and women leaders. Based on the works of Bass (2008), there is a need for a more introspective inquiry into the dimensions of transformational and transactional leadership for male and female leaders in education. Bass & Riggio (2006) concluded, "Those of us in K-12 leadership are seeing increasing proportions of women ascend to leadership roles in student government and other areas and increasing numbers of women in MBA programs and programs focused on leadership" (p. 125). Centered on this assumption alone it is asserted that an analysis comparing leadership styles between genders at the K-12 level is worthwhile to study.

CHAPTER THREE: METHODS

Overview

This quantitative causal comparative study investigated how school-based leadership style is affected by gender. The problem is that there is a scarcity of research on how gender affects leadership style at the K-12 level. This study will delve in how leaders make their decisions and if the gender of the leader affects leadership style. These decisions will ultimately affect the students of the districts in which these administrators serve and in a concerted effort to assist those administrators can be an effort that can be realized sooner than later. The purpose of this causal-comparative study was to determine if one's gender influences leadership style. The independent variable was the gender of the school administrator and the dependent variable was the administrators' leadership style as measured by the Multifactor Leadership Questionnaire (MLQ-5XShort). This chapter will provide detailed information regarding research design and methodology that was utilized in this study. This chapter will present information about the research question with information pertaining to the sample population and setting used in the study. This chapter will include information about instrumentation, procedures, and data analysis used in the study and will conclude with a summarization of the chapter's discussion.

Design

A causal comparative design was utilized in this research study. The causal comparative method, a type of ex-post facto research, attempts to deduce or discover how and why a particular phenomenon occurs (Wayne & Boissoneau, 1996). Causal-comparative research is a type of non-experimental investigation in which researchers seek to identify cause-and-effect relationships by forming groups of individuals in whom the independent variables are present or absent-or present at several levels-and then determining whether the groups differ on the

dependent variable (Gall, Gall, & Borg, 2007). This design is appropriate for this study because it allows for a better understanding of differences, if any, that occur between genders when making decisions. A causal-comparative study is a form of study that tries to identify and determine the cause and effect of the relationship between two or more groups and more importantly is a study in which the researcher attempts to determine the cause, or reason, for pre-existing differences in groups of individuals (Apuke, 2017).

The research for this study is *ex post facto* in relation to gender because the leadership style which was measured on the MLQ5x had already occurred. Gall et al. (2007) defined *ex post facto* research as “research designs that rely on observations of relationships between naturally occurring variations in the presumed independent variables” (p. 306). The independent variable that will be used in this study is gender which is defined as either a male or female leader in an administrative leadership role in the school district.

The dependent variable in this study was leadership style based on results from the Multifactor Leadership Questionnaire (MLQ-5x). There are three different categories of leaders as defined by the MLQ-5x. They are transformational, transactional, and laissez-faire. Bass (2008) identified transformational leaders as those that raise the follower’s level of value and consciousness, gets followers to set aside their own interests for the sake of the team or group, and raise the needs of the group that includes the safety and security of the group and the organization. These transformational leaders motivate their subordinates by inspiring them to do great things for their organization. Bass (2008) defined transactional leadership as leaders that need to emphasize an exchange for what is done in the workplace. For example, a transactional workplace could be one that rewards teachers in the classroom for student performance on the end of year exams. Good test scores equals some type of incentive pay. Bass (2008) lastly

described laissez-faire leadership as those leaders that are apathetic, inactive, lack confidence, and set no clear goals for the organization. In this last category there is a huge lack of empathy and failure to accept responsibilities affect this type of leader.

Research Question

The research question that guided this research study is listed below.

RQ1: Is there a difference in leadership style (transformational, transactional, and laissez-faire) based on gender?

Hypothesis

The null hypothesis for this study is:

H₀1: There is no statistically significant difference in leadership style (transformational, transactional, and laissez-faire) based on gender.

Participants and Setting

The participants who were involved in this research were from a school district in eastern North Carolina. The district population sample size had a student population of 35,000 students. The administrative leadership staff population in the county was approximately 149 administrators in school leadership positions. Among these 149 administrators, 74 were female and 75 were male. The range of ages of the school-based administrators were from 26 years to 75 years of age.

The United States Census Bureau breakdown from July 2016 for student gender breakdown in the school district was 51% female and 49% male. The ethnic breakdown was 68.6% White American, 16.2% Black or African-American, 13.3% Hispanic or Latino, 2.0% two or more races, 0.9% American Indian or Alaska Native, 0.8% Asian, 0.1% Native Hawaiian and other Pacific Islander (census.gov, 2016).

The administrators in the school district implemented various strategies that have included numerous professional development opportunities, leadership seminars, new administrative leadership classes for newly appointed assistant principals, and an administrative leadership academy that is conducted over four days during the summer. The administrative leadership academy looks at a variety of different topics during the summer that enable the administrative school leaders in this district the ability to perform better from an administrative standpoint. They are also able to lead teachers in the classroom as one of the instructional leaders of their building.

Administrators who work in the district in a leadership capacity were invited to participate via an email that detailed the study and what the study looked to accomplish. This convenience sample was selected for these district leaders for two main reasons. First, there was a distinct balance in the gender of the leadership pool in this district. Both male and female administrative candidates and leaders are encouraged to pursue positions of leadership in the district based on their merits. Second, the district is one of the fastest growing counties in the state therefore, attracting a very diverse and talented leadership pool. In fact, a neighboring school district has experienced an increase of their child population from 2000-2010 to the tune of an additional 35,630 children, an increase of 62 % (O'Hare, 2013).

Leadership capacity was designated by those who held a current administrative license within the state and are in charge of at least one subordinate within the school district or their school building. Gall et al. (2007) asserted that in a causal-comparative research study, there should be at least 15 participants in each group to be compared. Warner (2014) asserted that to have the best possible chance of obtaining statistically significant results, a researcher would like to have a strong treatment effect (which produces large differences between sample means),

good control over extraneous variables (which makes the within-group variability in scores small), and large sample sizes. According to Gall et al. (2007), the minimum sample size for a medium effect size with a statistical power of .7 at the .05 alpha level is 64. This study exceeded the minimum sample size by having at least 70 participants in the study. The larger the sample size, the smaller the result needed to reach a given level of statistical significance (Gall et al., 2007). The anticipated sample size of this study is sufficiently large and meets expectations.

Instrumentation

All of the participants of this research study were asked to complete the Multifactor Leadership Questionnaire (MLQ) Form 5X-Short. This questionnaire measures leadership based on seven factors related to transformational leadership, transactional leadership, and laissez-faire. The five transformational leadership factors (idealized attributes, idealized behaviors, inspirational motivation, intellectual stimulation, individual consideration) are those that identify what attributes best identify a transformational leader. The transactional leadership factors (contingent reward, management by exception: active) are those that identify what attributes best identify a transactional leader. The remaining factors (passive/avoidant behavior- management by exception: passive, laissez-faire) are those that identify what attributes best identify laissez-faire leader.

The MLQ5X has been utilized in various research studies in recent years to ascertain reliability of the instrument. Dimitrov and Darova (2016) utilized the questionnaire to identify leadership constructs in their leadership structure. Dimitrov and Darova (2016) stated that the characteristic for the leadership styles scales is the good internal reliability and the Cronbach's coefficient α in the study had values greater than 0.74. Hemsworth, Muterera, and Baregheh (2013) examined the psychometric properties of the MLQ5X. Hemsworth et al. (2013) stated

that overall, there is support for the reliability of the transformational subscales and the validities of the subscales have been confirmed in the literature. Menon (2014) investigated the link between transformational/transactional/passive-avoidant leadership behaviors, teachers' perceptions of leader effectiveness and teachers' job satisfaction and discovered that the internal consistency Cronbach's alpha of the two factors was excellent ($F1 = .96$ and $F3 = 0.90$), while the Cronbach's alpha of one factor ($F2$) was acceptable (.71).

The MLQ Form is one of two questionnaires developed by Bass and Avolio (2004). MLQ Form 5X-short is the form that asks the respondent 45 questions regarding their leadership style and scores them in five distinct categories. The inception and structure of the MLQ first began in 1985 by Bass. There were numerous issues with the MLQ full form regarding validity and reliability and those concerns were raised by Hunt (1991), Yukl (1994), and Smith and Peterson (1998) involving the questionnaire (Bass & Avolio, 2004).

These concerns were addressed by various researchers so that a better-streamlined instrument could be revised. Bass and Avolio (2004) developed the MLQ-5x in response to substantive concerns of the long form. Bass and Avolio (2004) understood the need to further refine the MLQ because it had been criticized by several researchers and authors for having inadequate discriminant validity among the factors comprising the survey, for including behavioral and impact items in the same survey scales, and also because the factor structure initially proposed by Bass sometimes had failed to be replicated in subsequent empirical research.

Muenjohn & Armstrong (2008) examined the structural validity of the MLQ 5X-short. During this study a reliability check was conducted to see if the MLQ 5X-short would produce the data for which it was originally intended. The Cronbach alpha was .86 for the original MLQ

and .87 for the translated MLQ; the reliability values were greater than .70 which indicated an acceptable testing level for this test (Muenjohn & Armstrong, 2008). Cronbach alpha values are, however, quite sensitive to the number of items in the scale (Pallant, 2001). Cronbach's alpha coefficient is a general form of the K-R 20 formula that can be used when items on a measure are not scored dichotomously, and is a widely used method for computing test score reliability (Gall et al., 2007).

The MLQ-5X consists of the following rating scale and uses a five-point Likert-type rating scale. They range from Frequently, If not always to Not at all. The responses are as follows: Frequently, If not always=4, Fairly often=3, Sometimes=2, Once in a while=1, Not at all=0.

Tejada, Scandura, and Pillai (2001) found that the MLQ was one of the most widely used instruments that is used to measure transformational and transactional leadership behaviors in a variety of organizations. These researchers asserted that the numerous studies that had been conducted in which the MLQ 5X-short was utilized as the instrument of choice and that instrument was a reliable and valid instrument of choice.

The MLQ- 5X Third Edition manual and sample set were purchased and obtained from MindGarden Inc. for utilization in this study until April 1, 2019. The MLQ scoring scale is within this manual and has 45 items that were scored after the questionnaire was been completed. After all answers were completed the researcher calculated the average by scale. The scores for all responses were then added for all the responses for those items and then were divided by the total number of responses for that particular category. At no time will any blank answers be tabulated into the any calculation.

The MLQ itself is not itself designed to encourage the labeling of a leader as

transformational of transactional but is more appropriately enabled to identify leaders that would be more transformational than the norm or less transactional than the norm (Bass & Avolio, 2004). One option for analysis is to compare the average of each scale to the norm tables in the appendix of the MLQ manual which will show that a score of 2.75 for Idealized Attributes (also known as Idealized Influence (Attributed)) is at the 40 percentile, meaning 40 % of the normed population scored lower, and 60% scored higher than 2.75 (Bass & Avolio, 2004).

The MLQ 5X-short consists of questions and is what is commonly known as the *full-range* leadership model. The MLQ and MLQ report have evolved over the last 25 years based on numerous investigations of leaders in public and private organizations, from chief executive officers of major corporations to non-supervisory project leaders (Bass & Avolio, 2004).

The major leadership constructs-transformational leadership, transactional leadership, and laissez-faire leadership form a new paradigm for understanding both the lower and higher order effects of leadership style (Bass & Avolio, 2004). These leadership questions lead those using this questionnaire to ascertain a leader's particular leadership style and how those individual behaviors assess that leader.

The MLQ 5X-short was developed in response to substantive criticisms of the MLQ 5R survey and the criticisms concerned the high correlations among the transformational scales, as well as between the transformational leadership scales and contingent reward; the mixing of behaviors, impact and outcomes within a single leadership scale, and distinguishing between behaviorally-based charismatic leadership (referred to as idealized influence [behaviors] in this report), versus an attribution or impact on followers referred to as idealized influence (attributed) in this report, or elsewhere as "attributed charisma" (Bass & Avolio, 2004). There were nine samples ($N=2,154$) that were initially used in the analysis of the MLQ that was conducted in the

1990's illustrated the need for continued development of the instrument to ensure the validity of the instrument. In order to improve the instrument regarding validity and reliability, the MLQ was revised in the following ways by collapsing the five transformational leadership factors, included in the original MLQ into a higher (second) order factor; by collapsing the two passive/avoidance factors, management by exception (passive) and laissez-faire into a higher order factor; and by keeping separate the two factors that comprise the transactional leadership; contingent reward and management by exception (active) (Zopoiatis & Constanti, 2010).

The researcher was in contact with MindGarden Inc. regarding the study conducted. Permission for the use of the MLQ-5XShort was granted after the researcher contacted MindGarden Inc. with a specific date on when the research commenced for this study. In addition to the questionnaire, there was an email sent out by the researcher that asked the participants to answer questions that identify their gender, ethnicity, age, years of experience in education, years of experience as a school-based administrator. This demographic data was kept in a secure place within the researchers work area.

Procedures

The researcher completed and submitted an Institutional Review Board (IRB) request to Liberty University in the quest to obtain permission for this study to move forward. The superintendent of the school district was requested to have a meeting to discuss the probabilities of this study. They were supplied with the instrument and the questions that were asked of the administration staff. Collection, dissemination of the questionnaire, privacy aspects, and goals for the research were discussed. Once the approval was obtained from the superintendent, and the director of human resources was contacted, the researcher proceeded in gaining the information of those administrators who participated in this study.

The director of human resources was asked to identify all administrative staff within the district to include all staff members in administrative leadership roles, all assistant principals, all principals, and all cabinet members serving in supervisory roles within the district's organization. The director of human resources provided a list of these emails. These administrators were emailed correspondence that explained in detail what was covered in the study. This email also included a copy of the survey that the respondents were able to see prior to the electronic survey being sent out. There was an informed consent page and a demographic questionnaire that was sent electronically as well. The participants were asked to respond to the email to assure maximum participation. For those school administrators who failed to respond in a timely manner, there was a follow-up email.

Once approval was obtained from Liberty University's Institutional Review Board (IRB), the implementation of the MLQ 5X-short began. The normal completion time for the survey to be completed was approximately 20 minutes. The time that the questionnaires were sent to the participants until the time when it should have been submitted by all participants was 14 days. At the end of 14 days there was a count conducted to ascertain how many respondents failed to complete the MLQ 5X-short. An email was sent and those participants had an additional seven days in which to complete the MLQ 5X-short. After this 21-day window, the MLQ 5X-short closed and the results received from the survey were tabulated.

Data Analysis

The researcher used a causal comparative design that ascertained whether there was a difference between leadership style (transformational, transactional, and laissez-faire) and gender for administrative leaders in leadership positions that are employed in an eastern North Carolina school district using the MLQ5X short form.

The independent-samples *t*-test was used to determine if a difference exists between the means of two independent groups on a continuous dependent variable and more specifically, it allowed the researcher to determine whether the difference between these two groups was statistically significant (Laerds, 2017). The independent samples *t* test is a parametric test; that is, the evaluation of the statistical significance of the *t* ratio is based on assumptions that the scores on the outcome variable *Y* are quantitative, interval/ratio, and approximately normally distributed (Warner, 2013). In most causal comparative studies, researchers compare the mean of two samples to determine if they are significantly different from each other (Gall et al., 2007).

An alpha level of .05 will be utilized in this study. Warner (2014) remarked that with most users of statistics assume that an alpha level of .05 represents an acceptably small risk of Type 1 error in most situations. For a quantitative variable, a histogram is a useful way to assess the shape of distribution scores (Warner, 2014, p. 142).

When an independent samples *t*-test is conducted there are six assumptions that are to be utilized. This is because these assumptions are required in order to facilitate a valid result in the analysis of the data. The first assumption is that the dependent variable will be measured as a ratio-level measurement. Ratio-level measurements are interval level scores that also have a true zero point (Warner, 2014). The second assumption that will be utilized during this research is that the results of the outcome variable will be assumed to be independent of any others. When one tests the significance of violations of assumptions (such as the homogeneity of variance assumption for the independent samples *t* test), it may be appropriate to use different alpha level for small versus large samples (Warner, 2014). The third assumption is that that all surveys will be done independently of one another. Gall et al., (2007) stated that the inferential leap from the accessible population presents no problem if the random sample of the accessible population was

obtained, that is, a sample in which all members of the accessible population had an equal chance of being selected.

The fourth assumption is that there will be no substantial outliers in the data. Boxplots were created for this research to see if there were visible outliers that showed up in the data. Gall et al. (2007) stated that if the outliers score is not attributable to a calculation or recording error, you need to search somewhere else for an explanation. The fifth assumption is that assumptions of normality presupposes that the scores from the sample will be normally distributed. Based on the size of the sample, the Shapiro-Wilk test for normality was conducted. The sixth assumption is to test the homogeneity of variances. A statistical test can be used to evaluate whether there is evidence that the homogeneity of variance is violated and the outcome of this significant test is one factor to take into account when deciding which version of the *t*-test to use: the equal variances assumed or the equal variances not assumed or the separate *t*-test (Warner, 2014, p. 197). For the testing of homogeneity of variances, the Levene's test for equality of variances was utilized. Each of the assumptions for the study were considered tenable if $p > .05$. Warner (2014) stated that when the significance of violations of assumptions (such as the homogeneity of variance assumption for the independent samples *t*-test) is tested, it may be appropriate to use different alpha levels for small versus large samples. This sample size of 149 school-based administrators will facilitate a large effect in this study based on Cohen's *d*. Warner (2014) asserted that Cohen's *d* indicated how many standard deviations apart the group means were in the sample; this can be helpful in visualizing how much overlap there was between the distributions of scores in the two groups. In the instance that the independent *t*-test did not provide adequate results from the survey, a Mann-Whitney U test would be utilized to conduct a more accurate analysis of the data in the event that the assumptions were not met.

Summary

This chapter contains the procedures and methods that were used during this causal-comparative study ascertaining how leadership style differs according to gender in an eastern North Carolina school system. These results illustrated whether there was a distinct difference in the way school administrators lead and how that is transmitted to their subordinates based on their gender. In Chapter Four, the findings and the results of the study will be presented.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this study was to ascertain how school-based leadership style is affected by gender. The goals of this study were to see if there was a difference in the male and female leaders as they exhibited their own particular leadership style. The respondents were surveyed using the Multi-Factor Leadership Questionnaire 5x-Short. This 45-question survey looked at the three components of the survey which included transformational leadership, transactional leadership, and laissez-faire leadership questions. This causal comparative design examined administrative leaders in a school district in Eastern North Carolina that were licensed administrators in a variety of leadership roles across the district. The respondents ranged in experience from less than five years as an administrator to those that had over 30 years of experience.

Research Question

This quantitative study was designed to answer the following research question (RQ):

RQ1 : Is there a difference in leadership style (transformational, transactional, and laissez-faire) based on gender as measured by the Multifactor Leadership Questionnaire (MLQ-5XShort)?

Null Hypothesis

This study was designed to test the following null research hypotheses:

H₀1: There is no statistically significant difference in leadership style (transformational, transactional, and laissez-faire) based on gender.

Descriptive Statistics

Electronic surveys were received from 70 certified administrators from the school district. Response rates were 46% from the administrators, respectively. Male response rates were 18% and female responses were 29%, respectively. Cronbach's alpha was computed for each of the transformational and transactional leadership domains as constructed for this study, with values between .81, .68, .64, .57, and .21.

Table 1 contains the number of items that correspond to the domain with Cronbach's alpha. Table 2 consists of the mean responses from male and female administrators in each respective domain.

Table 1

Reliability of Survey Questions

Item	# of Items	Cronbach's alpha
Idealized Attributes & Behaviors	8	.64
Motivation, Stimulation, & Consideration	12	.81
Contingent Reward, Mgmt. by Exception	8	.21
Passive Avoidant	8	.57
Outcomes of Leadership	9	.68

Cronbach's alpha for the dimensions of transformational, transactional, and laissez-faire leadership were .64, .81, .21, .57. and .68, respectively, which indicates overall that there is acceptable internal consistency (Gall et al., 2007).

Table 2

Mean Responses on the MLQ5x-short

Item	Male	Female
Transformational	3.22	3.18
Transactional	2.33	2.35
Laissez-Faire	.745	.639

Results

Data Screening

Data screening was conducted on the dependent variable for transformational leadership regarding data inconsistencies and outliers for the data for the null hypothesis. No data errors, inconsistencies, or outliers were identified. See Figure 1 for box and whisker plot.

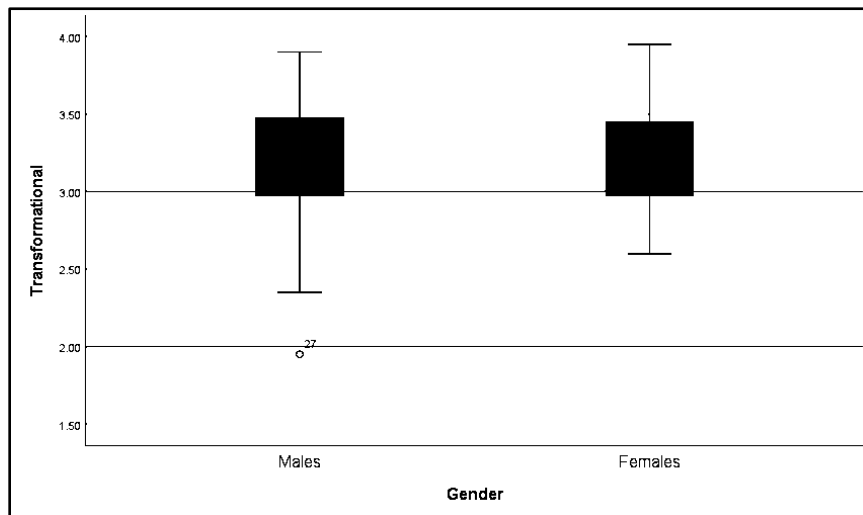


Figure 1. Transformational Leadership.

Assumptions

A normality test was utilized to test that data sets for transformational leadership that would be normally distributed as indicated by the Shapiro-Wilk test. As indicated by the Shapiro-Wilk test, $p = .18$, no violations of normality were discovered. See Table 3 below for the tests of normality and Figure 2 for the histogram that is depicting the data.

Table 3

Test of Normality Transformational Leadership

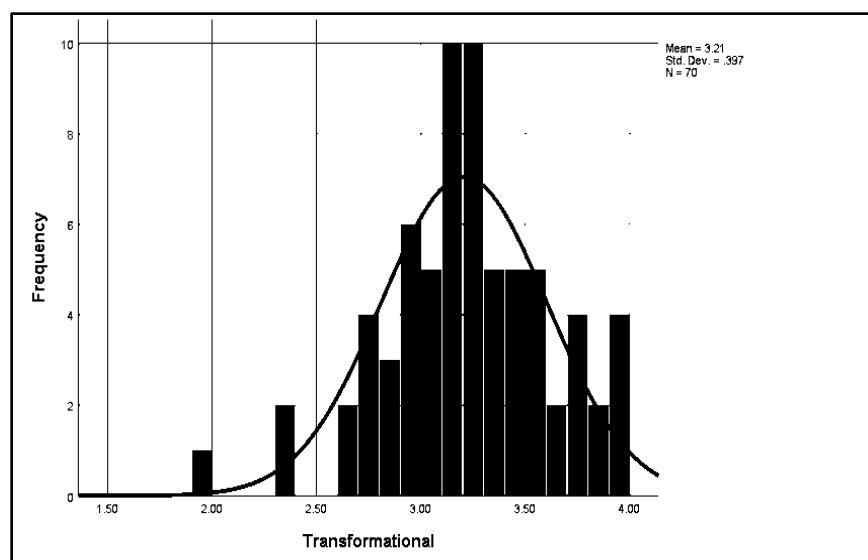
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Transformational	.092	70	.200 [*]	.975	70	.181
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From the results of the Levene's Test for Equality of Variances for the sub-group of transformational leadership (see Table 4), it was determined that the assumption was met at $p = .625$.

Table 4

Test of Equal Variances for Transformational Leadership

		Levene's Test for Equality of Variances	
		<i>F</i>	Sig.
Transformational	Equal variances assumed	.241	.625
	Equal variances not assumed		

*Figure 2. Histogram for Transformational Leadership.*

Data screening was conducted on the dependent variable for transactional leadership regarding data inconsistencies and outliers for the data for the null hypothesis. No data errors, inconsistencies, or outliers were identified. See Figure 3 for box and whisker plot.

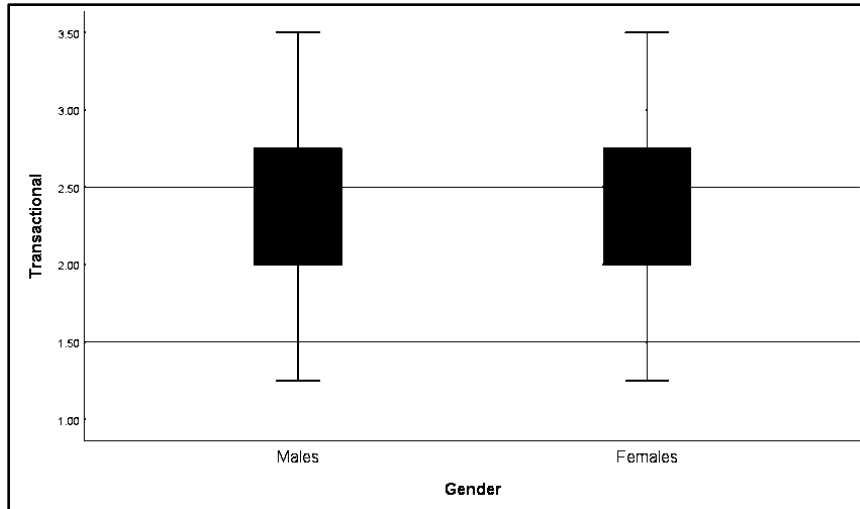


Figure 3. Transactional Leadership

A normality test was utilized to test that data sets for transactional leadership that would be normally distributed as indicated by the Shapiro-Wilk test. As indicated by the Shapiro-Wilk test, a slight violation of normality was discovered at $p = .049$. See Table 5 below for the tests of normality and Figure 4 for the histogram that is depicting the data.

Table 5

Test of Normality Transactional Leadership

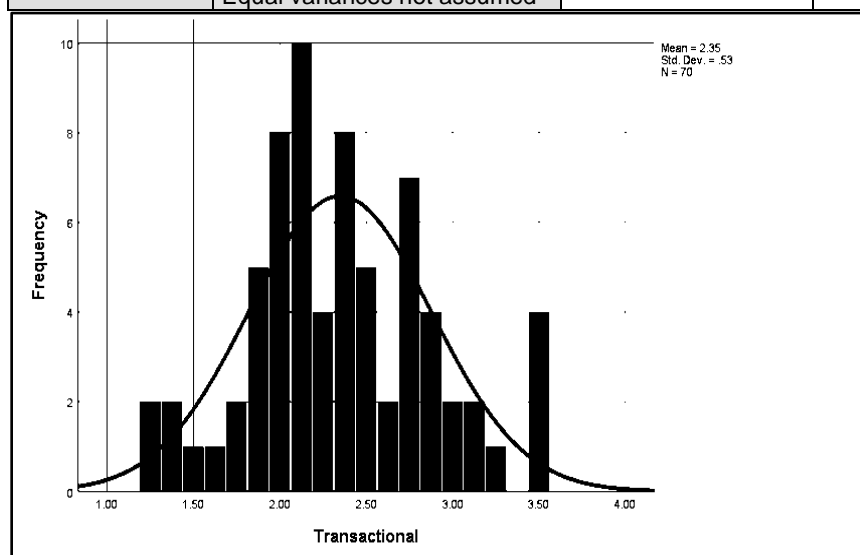
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Transactional	.106	70	.049	.975	70	.172
a. Lilliefors Significance Correction						

From the results of the Levene's Test for Equality of Variances for the sub-group of transactional leadership, it was determined that the assumption was met at $p = .193$.

Table 6

Test of Equal Variances for Transactional Leadership

		Levene's Test for Equality of Variances	
		<i>F</i>	Sig.
Transactional	Equal variances assumed	1.728	.193
	Equal variances not assumed		

*Figure 4. Histogram for Transactional Leadership*

Data screening was conducted on the dependent variable for laissez-faire leadership regarding data inconsistencies and outliers for the data for the null hypothesis. There were three outliers within the data. No other related data errors or inconsistencies were identified. See Figure 5 for box and whisker plot.

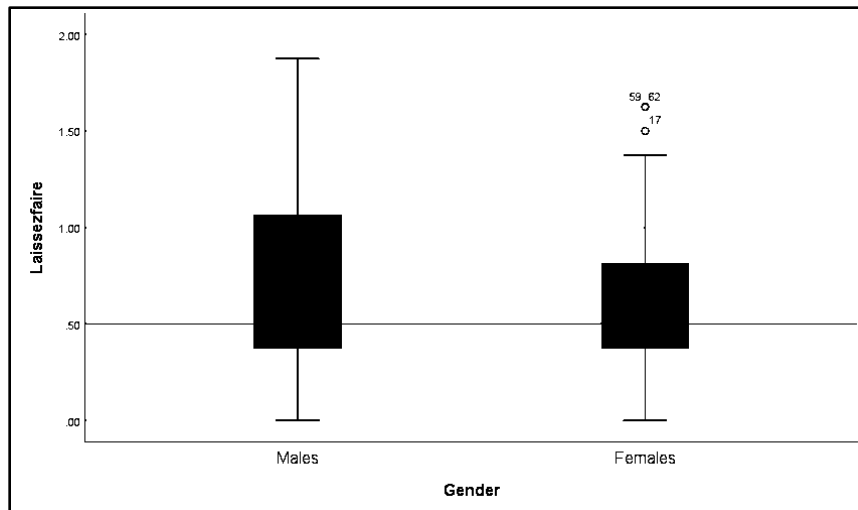


Figure 5. *Laissez-faire Leadership.*

A normality test was utilized to test that data sets for this group would be normally distributed as indicated by the Shapiro-Wilk test. As indicated by the Shapiro-Wilk test, this set of data was not normally distributed at $p = .000$. Thus, the assumption was not met. See Table 7 below for the tests of normality and Figure 6 for the histogram that is depicting the data.

Table 7

Test of Normality for Laissez-faire Leadership

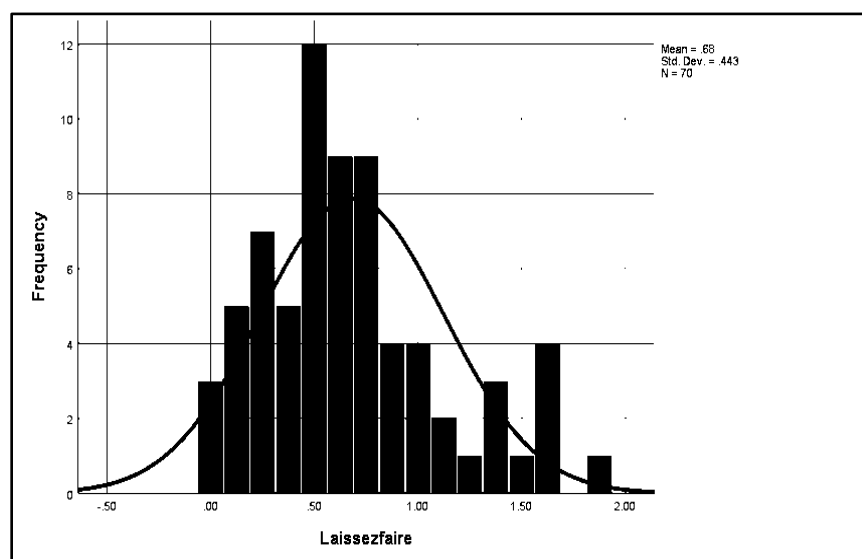
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Laissezfaire	.152	70	.000	.935	70	.001
a. Lilliefors Significance Correction						

From the results of the Levene's Test for Equality of Variances for the sub-group of laissez-faire leadership, , it was determined that the assumption was met at $p = .111$.

Table 8

Test of Equal Variances for Laissez-faire Leadership

		Levene's Test for Equality of Variances	
		<i>F</i>	Sig.
Laissezfaire	Equal variances assumed	2.606	.111
	Equal variances not assumed		

*Figure 6. Histogram for Laissez-faire Leadership*

A normality test was utilized to test that data sets for laissez-faire leadership that would be normally distributed as indicated by the Shapiro-Wilk test. As indicated by the Shapiro-Wilk test, $p = .00$, the data was not normally distributed. Thus, the assumption of normality was not met. See Table 10 below for the tests of normality.

Table 9

Test of Normality for MLQ5X-Short

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	<i>df</i>	Sig.	Statistic	<i>Df</i>	Sig.
MLQ5XSHORT	.519	70	.000	.105	70	.000
a. Lilliefors Significance Correction						

From the results of the Levene's Test for Equality of Variances for the MLQ5X-Short, it was determined that the assumption was not met at $p = .011$.

Table 10

Test of Equal Variances for MLQ5X-Short

		Levene's Test for Equality of Variances	
		<i>F</i>	Sig.
MLQ5XSHORT	Equal variances assumed	6.765	.011
	Equal variances not assumed		

Table 11

Test of Group Means for MLQ5X-short

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
MLQ5XSHORT	Females	43	2.0791	.32632	.04976
	Males	27	11.0287	46.36133	8.92224

Results

Null Hypothesis One

Null hypothesis one stated that there was no statistically significant difference in leadership style (transformational, transactional, and laissez-faire) based on gender using the Multi Factor Leadership Questionnaire 5x-Short.

Because there were severe violations of normality, a *t*-test could not be performed. Thus, a Mann-Whitney test was performed as a non-parametric alternative to the study's results. The Mann-Whitney U test was conducted to determine if there were differences in leadership style between males and females. Distributions of the leadership style of the MLQ5x-Short for males and females were similar. There was no statistically significant difference in leadership style between males (mean rank=34.74) and females (mean rank=35.98), $U = 560$, $z = -.247$, $p = .805$, using an exact sampling distribution for *U*. Therefore, the null hypothesis was not rejected.

Table 12

Test of Mean Rank for MLQ5X-short

Ranks				
	Gender	<i>N</i>	Mean Rank	Sum of Ranks
MLQ5XSHORT	Males	27	34.74	938.00
	Females	43	35.98	1547.00
	Total	70		

Table 13

Test of Mann-Whitney U test for MLQ5X-short

Test Statistics^a	
	MLQ5XSHORT
Mann-Whitney U	560.000
Wilcoxon W	938.000
Z	-.247
Asymp. Sig. (2-tailed)	.805
a. Grouping Variable: Gender	

A further introspective look into the data was necessary to the study so that the researcher could investigate if there was indeed a difference in the domains of transformational, transactional, and laissez-faire leadership. This examination of the data scrutinized the statistics utilizing the Mann-Whitney U test for each of the leadership domains with the following results. There was no statistically significant difference in transformational leadership style between males (mean rank=35.63) and females (mean rank=35.42), $U = 577$, $z = -.042$, $p = .966$, using an exact sampling distribution for U .

Table 14

Test of Mean Rank for Transformational Leadership

Ranks				
	Gender	<i>N</i>	Mean Rank	Sum of Ranks
Transformational	Males	27	35.63	962.00
	Females	43	35.42	1523.00
	Total	70		

Table 15

Test of Transformational Leadership for Mann-Whitney U Test

Test Statistics^a	
	Transformational
Mann-Whitney U	577.000
Wilcoxon W	1523.000
Z	-.042
Asymp. Sig. (2-tailed)	.966
a. Grouping Variable: Gender	

There was no statistically significant difference in transactional leadership style between males (mean rank=35.44) and females (mean rank=35.53), $U = 579$, $z = -.018$, $p = .986$, using an exact sampling distribution for U .

Table 16

Test of Mean Rank for Transactional Leadership

Ranks				
	Gender	<i>N</i>	Mean Rank	Sum of Ranks
Transactional	Males	27	35.44	957.00
	Females	43	35.53	1528.00
	Total	70		

Table 17

Test of Transactional Leadership for Mann-Whitney U Test

Test Statistics^a	
	Transactional
Mann-Whitney U	579.000
Wilcoxon W	957.000
Z	-.018
Asymp. Sig. (2-tailed)	.986
a. Grouping Variable: Gender	

There was no statistically significant difference in laissez-faire leadership style between males (mean rank=37.78) and females (mean rank=34.07), $U = 519$, $z = -.746$, $p = .455$, using an exact sampling distribution for U .

Table 18

Test of Mean Rank for Laissez-faire Leadership

Ranks				
	Gender	<i>N</i>	Mean Rank	Sum of Ranks
Laissezfaire	Males	27	37.78	1020.00
	Females	43	34.07	1465.00
	Total	70		

Table 19

Test of Laissez-faire Leadership for Mann-Whitney U Test

Test Statistics^a	
	Laissezfaire
Mann-Whitney U	519.000
Wilcoxon W	1465.000
Z	-.746
Asymp. Sig. (2-tailed)	.455
a. Grouping Variable: Gender	

Summary

The preceding survey utilized a Mann-Whitney U Test to assess if there were any possible differences in gender and leadership styles utilizing the Multi-Factor Leadership Questionnaire (MLQ5X-Short) with those differences and findings being summarized in Table 12 (above). Since there were severe violations of normality while conducting the independent samples t-test, a Mann-Whitney test was performed to assess whether or not the findings previously were valid, and those findings were summarized in Table 13 and 14 (above). Based on further testing that were summarized in Table 16-21 (above), the findings were that there were no significant differences between gender and leadership styles. In addition, there were no significant differences in the domain of transformational, transactional, or laissez-faire leadership.

CHAPTER FIVE: CONCLUSIONS

Overview

The review of this study indicates that leaders, both male and female, have leadership styles that are similar to each other. For school districts to maximize their leadership pool, they must realize that training leaders and allowing those leaders to mature is imperative in an organization. This chapter will present the issues that currently exist with gender and leadership and will provide avenues where all leaders, regardless of gender, can have the potential to be effective within their own districts.

Discussion

The purpose of this causal-comparative study was to examine the potential differences between gender and leadership styles that exist in an Eastern North Carolina school district. Utilizing the Multifactor Leadership Questionnaire 5X-Short, this study surveyed 149 educators in the district that were all certified school-based administrators, and analyzed 45 survey responses to ascertain if there was a distinct difference in the ways male and female leaders leadership styles vary according to their gender. There were 70 respondents to the survey. There were 37 female and 23 male respondents. The research question itself was vital because it allowed both genders to be introspective about their leadership style as well as having the potential to guide future professional leadership opportunities at the district level. This enabled leaders to make better choices on how the leaders are prepared for success in their leadership roles. The gap in the research continues to illustrate and elaborate that there is a distinct difference in the way male and females lead and how they convey their intent to their subordinates.

The theory of transformational leadership has been around for years. Burns is credited with first proposing the theory of transformational leadership (Copeland, 2016). Leaders are always looking for ways to improve, and the blueprint that was implemented by Burns broke down leadership styles of transformational, transactional, and laissez-faire leadership and established a starting point for leaders to introspectively decide how they would lead their subordinates. Burns compared transactional leadership with transformational leadership and noted that transactional leaders exchanged follower fulfillment of tasks for rewards while transforming leaders sought to appeal to and influence the moral values of the followers and inspire them to reform and revamp their organizations (Copeland, 2016). Copeland (2016) also stated, “A transformational leader augments an ethical/authentic leader's effectiveness by creating enthusiasm around the good, noble and excellent principles that ethical/authentic leaders possess” (p. 84). The theory of transformational leadership has allowed leaders to visualize what leadership style and approach would be the most appropriate for them as a leader.

Ebrahimi, Chamanzamin, Roohbakhsh, and Shaygan's (2017) study of investigating the effect of transformational and transactional leadership considered the moderating role of learning orientation and the leader's gender. The findings showed that the female leaders were more effective than male leaders on transforming schools (Ebrahimi et al., 2017). This statement is a widely held belief that men and women are different in the way they exude their leadership among their staff and students. This study also made the conclusion that revealed that there was a relationship between transactional leadership and male managers and that those leaders were more successful in transactional leadership behaviors.

Allred, Maxwell, and Skrla (2017) found it to be very useful to examine the research on educational administration from the point of view that it represents necessarily gendered

perspectives: the majority of both practitioners and researchers in the field have been men. During their study they discovered that the following was imperative for them to succeed as leaders. School districts need the most talented, technically prepared professionals to serve as leaders, the profession must acknowledge the manner in which females dominating education at a participation rate of 72% and earning advanced degrees proportionally to their numbers in the field- express aspiration to leadership (Allred et al., 2017). This supposition concludes that the leadership field in education has been somewhat leveled based on gender.

The study of Sebastian and Moon (2017) illustrated that as increasing numbers of women move into leadership positions, research has also drawn attention to possible gender-based differences in leadership styles and effectiveness. This study concluded that there were no significant differences based on principals' gender (Sebastian & Moon, 2017). This study did point to another variable they considered. They found that on planning and setting goals, female leaders spent a greater proportion of their time working with others than their male counterparts (Sebastian & Moon, 2017).

The results of this study concluded that there are no differences between gender or leadership style. There are inherent differences on how leaders arrive at their conclusions and the decisions that they make. This study in this particular school district exemplifies that the district is giving equal opportunities for both genders to excel as leaders. The study also illustrates that given the opportunity, both male and female leaders can excel in their profession and can in fact work side by side with similar results and decisions.

Null Hypothesis One

Null Hypothesis One stated, "There is no statistically significant difference in leadership style (transformational, transactional, and laissez-faire) based on gender." The

MLQ5x-short indicated that no significant difference between leadership styles based on gender. Administrators assessed leadership style with male administrators having a mean score of 2.49 and female administrators having a mean score of 2.48. Recognizing that there were severe violations of normality, a *t*-test could not be performed. Therefore, a Mann-Whitney U test was performed as a non-parametric alternative to the study's results. The Mann-Whitney U test was conducted to determine if there were differences in leadership style between males and females. A deeper look into the data was necessary so that the researcher could investigate if there was indeed a difference in the domains of transformational, transactional, and laissez-faire leadership and this analysis of the data examined the statistics utilizing the Mann-Whitney U test for each of the leadership domains. Considering the results of the additional tests that further examined the domains of leadership, the survey detects that few differences between administrators exist.

From a review of the literature and conclusions of the research, there are numerous assumptions based on the results from this study. In-depth research is required to eliminate the stereotyped perception about ineffectiveness of women as leaders (Munir & Aboidullah, 2018). This study suggests that there were no reported gender difference in practicing transformational leadership behaviors. Numerous studies illustrate the advancing of women in leadership roles and the elimination of stereotypes. Leadership experts say women must navigate a *double-bind*: if they assert themselves forcefully, people may perceive them as not acting feminine enough, triggering a backlash (Mahmood, 2015).

Male and female leaders in this study viewed transformational leadership as one that has more benefits than taking a transactional or laissez-faire stance. The

administrative leaders of this district were firmly grounded in transformational processes which closely are related to current district initiatives that presently exist. The questions on the MLQ5-x Short that focused on transformational leadership (questions 10, 18, 21, 25), specifically concentrate on idealized attributes. The questions that focused on idealized behaviors (questions 6, 14, 23, 34), concentrate on the moral and ethical consequences of decisions that leaders make. The questions that focused on inspirational motivation (questions 9, 13, 26, 36), delve into ways that leaders motivate and utilize collaboration to get their mission accomplished. The questions that focused on intellectual stimulation (questions 2, 8, 30, 32), looks at critical assumptions and ways to solve problems in a coherent manner as a leader. Finally, the questions that focused on transformational leadership are individual consideration (15, 19, 29, 31), takes into consideration the need for growth and for growth opportunities that are created by the leader in their organization. The questions on the MLQ5x-short that focused on transactional leadership and emphasis on contingent reward (1, 11, 16, 35), where a leader looks for expectations once goals are achieved. The final questions that focused on transactional leadership are management by exception active (MBEA 4, 22, 24, 27). The questions on the MLQ5x-short that focused on laissez-faire leadership are (5, 7, 28, 33), looks at systemic issues that are passive in nature or devoid of action by the leader. All of these indicators on the survey describe the distinct factors that encompass the qualities of a leader.

The increasing representation of females in organizations has brought increased attention to gender issues (Kim & Shin, 2016). Centered on this premise, occurrences of females to be on equal ground with males in leadership roles are more accepted now and

are actually more realistic in all organizations. Few if any real differences seem to exist among the qualities each generation wants in a leader (Martin, 2015). If there is going to be any meaningful movement in how females attain leadership positions, there must be a continued and defined push to make those opportunities become reality for those leaders that desire to do so. For a school district to do any less is to stymie its growth in its leadership pool. A continued focus on developing leadership skills and abilities in women through a host of leadership development efforts and interventions is a critical imperative for organizations and communities today (Madsen & Andrade, 2018). Nevertheless, there are differences in the way gender plays a part in defining ones leadership style, and those differences, should continue to be developed and embraced.

The leadership styles of today encourage and empower both male and female leaders to exhibit the best qualities they have. Their subordinates and communities are owed no less. Every leader should be encouraged to lead with a passion that both inspires and stimulates great thinking. Female leaders are making great gains and that is partly because of their determination and also because of our societal abilities to recognize good leadership when we see it. Equally, the leader's relationship to place will be shaped by relationships to others as well as to the workplace (Stead & Elliott, 2009).

Implications

It is widely known that in different careers, whether it is in the military, in an educational environment such as teaching, or in the corporate world, people desire to be directed by leaders that do things the right way. They all desire to be respected and by led by someone that knows how to get things done right for the organization, but more importantly, make them feel as though they are an asset and are essential to their

organization. This study corroborates Carli and Eagly's (2016) position that although women no longer lack all or nearly all access to leadership, full equality is still somewhat a distant goal, and women have the burden of overcoming obstacles that men do not face. This gap is narrowing but there should be a vision of district initiatives that focus on gender-based outcomes for leaders so that they indeed may reach their full potential as a leader.

Professional development opportunities that probe the differences between gender and leadership at the district level is one place to begin the discussion. There should be ample opportunities across districts in the nation to pursue leadership positions and in fact those should be encouraged and fostered in an organization. Winfield (2017) stated that education leaders may benefit from training and development in transformational leadership styles proven to enhance performance in business organizations and educational settings. When districts take into consideration that there should be a focus on training opportunities that improve the leadership pool across the nation, which is when leaders from both genders will be able to actively collaborate to up the level of leadership within their own organizations.

Limitations

In conjunction with guidelines that were established by IRB, all of the administrative respondents were assured that their participation or non-participation in this study would have no adverse effect on their relationship with their employer or Liberty University. There were no subjects in this study that were compensated. The survey instrument, the Multifactor Leadership Questionnaire 5x-Short, was delivered electronically to all participants via Survey Monkey. There was no option for a

paper/pencil survey. Lastly, the survey was provided to all participants during the same two-week window so that threats to maturation could be addressed in that all participants had the opportunity to respond to the survey during the same time frame.

A convenience sample was selected by design so that all certified administrators in the district had the opportunity to participate. The Likert interval summative scale data was appropriate for an independent sample t-test since it is considered parametric (Gall et al., 2007). For this study the administrator response was 33% respectively.

A huge and unexpected occurrence to this study was that data collection occurred after a major hurricane hit the state and the district. The survey was postponed for almost two weeks and the researcher felt that with the added responsibilities of the district's administrative team, which the response rate was not what it could have been without the added pressure to the administrators.

Recommendations for Future Research

The results of this study are reported and based on the summation that there should be additional hypothesis to examine. The research question of is there a difference in leadership style (transformational, transactional, and laissez-faire) based on gender bears more extensive research to be conducted in a variety of settings.

Although this glimpse into gender and leadership styles was done on a small scale in one school district, the study could be done on a much larger scale which includes multiple districts or could even done at the state level to ascertain what benefits, if any, should be given as regard to leadership positions and gender. There is no doubt there are inherent differences in the way that leadership is transmitted to their subordinates.

It is widely known that there are more opportunities for females to have access to administrative roles in most school districts across the nation. Most districts would concur that there are more opportunities than ever for leadership to flourish and those that are in leadership positions should work diligently to assure that these leadership styles, regardless of gender, are applied with respect for what is best for students in the classroom and for the teachers who actually educate them. When school districts make leadership selections, gender and placement at schools should be some of the elements that are considered.

Lastly, barriers to school-based administrative positions could be decreased by providing mentors during grad school and in school districts that assist the potential administrators in seeking positions and navigating the application and interview process. Kruse and Krumm (2016) stated that opportunities like this may assist aspiring administrators in avoiding common pitfalls, provide inspirational comments from women who have been successful in breaking through the glass ceiling, and inform women considering a move to administration of key factors that may influence successful goal attainment.

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APPENDICES

APPENDIX A

Demographic Survey

- 1) What is your gender? Male or female
- 2) How long have you been an educator? 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, Over 30 years
- 3) How many years were you in the classroom prior to working as a licensed administrator? At least 5 years, at least 10 years, at least 15 years, more than 15 years
- 4) How many years have you been in this district? 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years, Over 30 years

APPENDIX B

The Liberty University Institutional Review Board has approved this document for use from 9/10/2018 to -- Protocol # 3407.091018

CONSENT FORM

A QUANTITATIVE STUDY OF SCHOOL LEADERSHIP STYLE BASED ON GENDER

Jeffrey A. Dufour
Liberty University

You are invited to take part in a research study on the differences in leadership style and whether those differences are based on gender. You were selected because you are in a leadership position in this district, and you are a licensed administrator in the state of North Carolina. I request that you read this form in its entirety and ask any questions that you may have prior to this study.

Jeffrey A. Dufour, a doctoral candidate in the School of Education at Liberty University, is conducting this study.

Background Information: The purpose of this study is to analyze data from one eastern North Carolina school district to examine the influence of gender on leadership style to determine if one's gender influences leadership style.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Participants will be asked to take a short, 45-question survey that will be administered online and should take no longer than 20 minutes to complete.
2. The data collection is anonymous. The survey responses cannot be tracked back to individual participants.

Risks and Benefits of being in this Study: There are no known potential risks to participants. Participants should not expect to receive direct benefits from completing this survey.

Compensation: There is no compensation for your participation.

Confidentiality: The records of this study will be kept in private. In sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely. Only the researcher will have access to these records. The data will be stored on a password protected file on my personal laptop. No one will have access except for me.

APPENDIX C

Voluntary Nature of the Study: Participation in this study is voluntary. Your decision to participate will not affect your current or future relations with Liberty University or any of its faculty or staff. If you decide not to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions: The researcher conducting this study is Jeffrey A. Dufour. You may email him at jdufour2@liberty.edu if you have questions. You may also contact Mr. Dufour's adviser, Dr. Rebecca Lunde, @ rmfitch@liberty.edu.

If you have any questions or concerns regarding this study and would like to talk with someone other than the researcher, you are encouraged to call the Institutional Review Board, 1971 University Blvd, Suite 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

APPENDIX D

September 10, 2018

Jeffrey A. Dufour

IRB Exemption 3407.091018: A Quantitative Study of School Leadership Style Based on Gender

Dear Jeffrey A. Dufour,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under exemption category 46.101(b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

- (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Please note that this exemption only applies to your current research application, and any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a change in protocol form or a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

Administrative Chair of Institutional Research
The Graduate School

APPENDIX E

Jeffrey A. Dufour

To Whom It May Concern,

The above-named person has made a license purchase from Mind Garden, Inc. and has permission to administer the following copyrighted instrument up to that quantity purchased:

Multifactor Leadership Questionnaire

The three sample items only from this instrument as specified below may be included in your thesis or dissertation. Any other use must receive prior written permission from Mind Garden. The entire instrument may not be included or reproduced at any time in any other published material. Please understand that disclosing more than we have authorized will compromise the integrity and value of the test.

Citation of the instrument must include the applicable copyright statement listed below. Sample Items:

As a leader

I talk optimistically
about the future. I
spend time teaching
and coaching. I avoid
making decisions.

The person I am rating....

Talks optimistically
about the future.
Spends time teaching
and coaching. Avoids
making decisions

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Sincerely,

Mindgarden.com