Secondary Education Principal Leadership Traits: The Relationship between the Perceptions of Principals and Teachers

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The purpose of this study was to examine the relationship between the views of secondary education principals and teachers regarding the leadership traits of principals.

The population consisted of principals in a large suburban high school district in Cook County, Illinois who had completed one full year in their position at the time of the study (N = 4). Of the 740 teachers within these four schools, a total of 197 participated, and of these the majority were female (56%), with one to four years of experience with their current principal (68%). Principals completed the Leadership Practices Inventory – Self and teachers completed the observer form of the LPI.

There was no difference found in the principal leadership practices as ranked by teachers on the basis of the teachers’ ages, gender, the school site they were from, academic department, or years of experience as a teacher. Principal leadership behaviors were seen by teachers as varying on the basis of their years of experience with the principal.

The author concludes that “the research on generations does not coincide with this research. This research did not indicate any difference in the two generations studied and their rankings in the importance for leadership traits…This research indicates that there are no differences in gender and the importance of leadership traits” (p. 167).