

TITLE Leadership Styles and Parental Involvement

RESEARCHER Shanell Williams Butler
School of Education
Lincoln Memorial University (TN)
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OBJECTIVE The purpose of this study was to determine whether there was a relationship between elementary school principals' leadership styles and the level of parental involvement at those schools.

METHODOLOGY

The six elementary school principals in a Southwestern Alabama school district participated in the study by completing the Leadership Practices Inventory, and providing demographic data. Parental involvement was assessed by using school sign-in logs to determine the number of hours parents spent within the schools. That number was divided by the number of students enrolled at the school to derive average parental hours per student. The typical principal was African-American (67%), over 36 years of age (83%), and male (83%).

KEY FINDINGS

No statistically significant relationship was found between the principals' leadership styles and the level of parental involvement at the schools where they worked. Challenge the Process showed the strongest positive relationship, followed by Enable Others to Act; while the three remaining leadership practices showed a negative correlation with parental involvement.