

TITLE The Self-Perceptions of Principals' Transformational Leadership Practices

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OBJECTIVE The purpose of this study was to study the transformational leadership practices of principal participants to understand the phenomenon of transformational leadership within the setting of educational leadership.

METHODOLOGY

The population were school principals within the counties of Fairfield, Connecticut and Westchester, New York, and 101 (17% response rate) completed the LPI-Observer. Twenty-eight completed individual interviews.

KEY FINDINGS

Model was reported as the leadership practice most frequently used, followed by Inspire, then Enable, and then Encourage and Challenge.

The author recommends:

Consider transformational leadership to be an element of principal preparation programs and as a similarly crucial component to daily school life as instructional leadership and capacity (p. 193).