Public Abstract

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Title:A COMPARISON OF THE LEADERSHIP STYLES OF ADMINISTRATORS IN CHARGE OF SCHEDULING IN MISSOURIS SECONDARY SCHOOLS

The need for educational leaders who can effectively implement change in their schools has never been greater. Due to No Child Left Behind legislation and other demands for reform and accountability, schools must meet strict educational standards or face serious consequences. Schools must find leaders that are willing and able to face these challenges by successfully initiating change in their schools.

Bass and Avolio's (2004) constructs of transformational, transactional, and laissez-faire leadership were essential in identifying various leadership behaviors in this study. The Full Scheduling Leader Questionnaire was used to gather demographic, descriptive and open-ended response data from 195 superintendents in the state of Missouri. The data was analyzed using Cronbach's alpha reliability coefficients, mean subscale scores, independent sample t-tests, Pearson correlations, frequencies and percentages.

Comparisons were made regarding various leaders' willingness to change or not change their school's scheduling system to initiate change. Additionally, informative results were found regarding the rationale of educational leaders regarding why they chose to change or not change their school's scheduling system. Finally, various questions were raised regarding the years of experience that scheduling leaders had in their position and whether that amount of experience allowed successful implementation of a new scheduling system.

Findings indicated many leaders are including as many people as possible in a collaborative process to find and implement solutions. It is hoped that a group of collaborative leaders working together to find solutions holds the keys that will unlock the academic gates leading to greater student success and achievement.