

Public Abstract

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Graduation Term:FS 2012

Department:Educational Leadership

Degree:EdD

Title:THE INFLUENCE OF GENDER, EXPERIENCE, AND RETENTION ON TEACHER PERCEPTIONS OF PRINCIPAL LEADERSHIP STYLE, QUALITIES AND JOB SATISFACTION

The basis of this study was to give each of three different school districts one of the three different surveys. A step-by-step timeline of the process this researcher used up until data collection is included to be helpful for others in analyzing this study and replicating it. This quantitative analysis explored perceptions teachers have about their principals leadership styles, transformational qualities, and job satisfaction as may be influenced by gender, years of experience and retention. Surveys were given from an online survey website to participating schools. Data was then collected and analyzed. Seven research questions attempted to answer questions from the actual surveys using three researcher-added independent variables and subscale breakdown scores. The intent of this meta-analysis was to help clarify and add to the existing depth of knowledge. A variety of statistical analyses were used to determine if differences existed between the independent variables relating to summary statistics, significances, and subs-scale breakdown. The three independent variables, added by this researcher, in many cases show differences in perceptions and subscale breakdown information

The main findings of this study indicate:

1. Gender of principal influences teacher perceptions.
2. Teacher Years of Experience influences their perceptions.
3. Retention of teachers is important for school districts regarding cost.