

Public Abstract

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Title:Transformational Leadership and its Correlation to the Effective Placement of Completers of Area Career Centers in the State of Missouri

The study analyzed the correlation between the leadership style of directors and the placement of career education completers. Research constructs undergirding the study included: lack of research into the leadership of career centers, the changing mission of career education, and the call for transformational leaders in career education. The theoretical foundation for this study was the full range of leadership model and its application to the leadership of area career center directors. The study population consisted of a purposeful sample of 85 participants from 18 area career centers, consisting of directors, superintendents, and teachers. This quantitative research design utilized the Multifactor Leadership Questionnaire version (5X) developed by Mind Garden Inc. and administered on-line.

Study findings revealed that there was no difference between the leadership style of directors based on placement of career education completers. In addition, there was no statistical difference between the leadership rating for the director, by a self-rating or by their superintendents and staff. There was a significant difference discovered when the leadership styles of the directors were analyzed based on high or low placement schools. Transactional was discovered to have a negative correlation to placement in high placement schools and laissez-faire had a positive correlation to placement in the low placement schools. Finally, though the highest rated leadership style for the directors was transformational two of the sub-scales were negatively correlated to placement. In the cases from the low placement schools, both intellectual stimulation and individual consideration were negatively correlated to placement. Implications for this research were identified in the realm of professional development for directors, teacher leaders in career education, and leadership curriculum development for universities.