

Public Abstract

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Title: DRIVEN OR DRAFTED: IS THERE A CONNECTION BETWEEN PRINCIPALS' MOTIVATIONAL FACTORS, LEADERSHIP STYLE APPROACHES, AND PERCEIVED EFFECTIVENESS?

The purpose of this qualitative study was to determine factors that motivate individuals to become principals, the connection of these factors to their leadership style approach (relationship and task behaviors), and their perceived effectiveness as leaders. Determining whether principal candidates were personally motivated, or driven, to become administrators or were encouraged, or drafted, by a supervisor could have a major impact on the leader's style approach and perceived effectiveness as a leader. Considering those findings will enable school districts to hire quality candidates and determine which leaders would best fit their schools depending on the schools' needs.

A qualitative study, utilizing questionnaires, interviews, and focus groups, was chosen to capture the stories of secondary principals—what motivated them to become principals and which leadership style approach they used. Also of interest was how each principal perceived his own effectiveness as a leader as well as how staff members perceived the effectiveness of their leader. Finding best fit placements for principals in specific schools will increase their effectiveness as leaders.

Five themes were identified related to task and relationship behaviors through analysis of the data. Teachers and principals identified two important task behaviors and two vital relationship behaviors. The task behaviors involved being visible and having high expectations; the relationship behaviors included demonstrating trust and value. The final theme was the need for a balance of task and relationship behaviors. Additional findings were as follows: (a) the principals believed the motivational factors of driven and drafted played definite roles in their choices to become principals, (b) both driven and drafted principals acknowledged the importance of doing both types of behaviors, (c) all principals believed there was a connection between their motivational factor and their style approach and, (d) there was a connection between the principals' emphasis on relationship behaviors and the teachers' perceptions of their effectiveness.

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