

**The Predictive Validity of Principals’
leadership styles on student achievement:
*A Mixed Method Approach***

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Agenda



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Why this topic

2

Research question

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Theoretical framework

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Research method and design

Population and sample/ Pilot study/ Data collection

5

Findings

Limitations/ Recommendations

Why this topic?

- The quality of education and satisfaction with public schools
- 21st century challenges raised accountability demand for the Azerbaijan public schools and of the elements is student academic achievement
- Society blame principals for poor results of public schools



“Leadership traits result partly from cultural norms and partly from the needs of the leadership job”

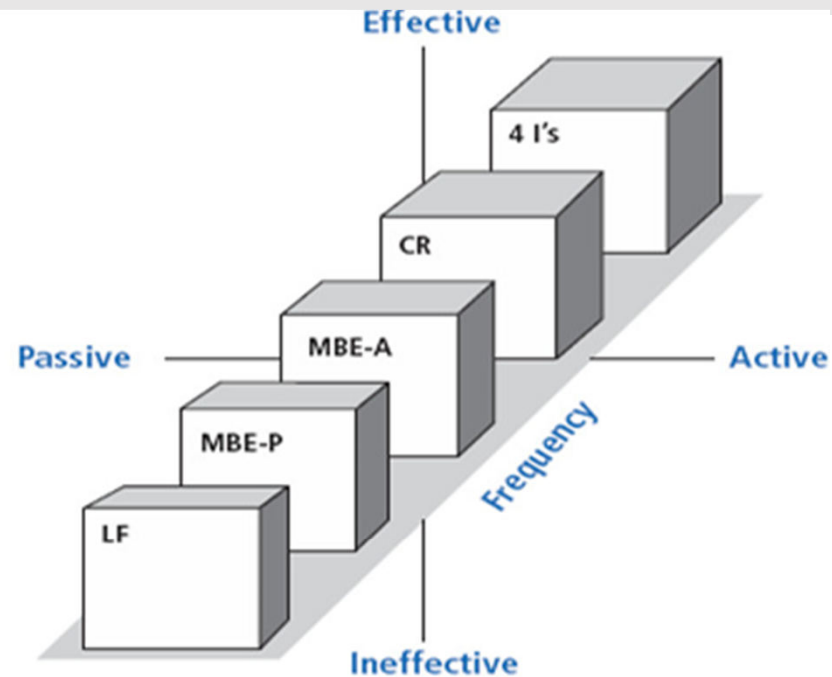
- Source of power
- Source of knowledge
- Expert
- Source of reward

“Effective leadership styles of participation common in the individualist West are questionable in the collectivist East. Asian managers heavily emphasize paternalistic leadership and group maintenance activities.” (Globe,2006)

To what extent is leadership culturally contingent?

Theoretical Framework

Components of Full Range of Leadership Model



LEGEND

Nonleadership

LF Laissez-Faire

Transactional

MBE-P Management-by-Exception, Passive

MBE-A Management-by-Exception, Active

CR Contingent Reward

Transformational 4 I's

Idealized Influence

Inspirational Motivation

Intellectual Stimulation

Individualized Consideration

Direct relationship framework

Student achievement

Passive-avoidant

Is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members

Transactional

Transactional leadership is a style of leadership that focuses on supervision, organization, and performance; transactional leadership is a style of leadership in which leaders promote compliance by followers through both rewards and punishments

Transformational

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders

Indirect relationship framework

Student
achievement

Extra Effort : is putting effort beyond expectation to accomplish task

Effectiveness: of leadership is leader impact on employees to perform to achieve positive outcomes.

Satisfaction: is employees' satisfaction with the leadership in the organization

Explanatory sequential design : The intention is to first use quantitative methods and then use qualitative methods to help explain the quantitative result in more depth (Creswell, 2015)

Quantitative

Phase 1

**Survey : Multifactor
Leadership questionnaire**

Developed by Bass & Avolio
(1994)

Sample Size - 137

Regression Analysis

Qualitative

Phase 2

**Face-to-face interviews based
on purposeful sampling**

Interview questions were broad
and open-ended

5 interviews

Focus groups with teachers

Descriptive statistics

FULL RANGE OF LEADERSHIP MODEL	MEAN	STANDART DEVIATION
Transformational Leadership	3,4	0,46
Transactional Leadership	3,6	0,4
Passive/Avoidant Leadership	0,88	0,62
OUTCOMES	MEAN	STANDART DEVIATION
Extra Effort	3,48	0,56
Effectiveness	3,44	0,54
Satisfaction	3,55	0,6

Direct relation analysis



2016

- Transformational – 0,13
- Transactional - *0,09
- Laissez-faire – 0,17

2017

- Transformational – 0,21
- Transactional - *0,08
- Laissez-faire – 0,6

Indirect relation analysis



Satisfaction

- Transformational –*** 0.0012
- Transactional – ***0,00018
- Laissez-faire – 0,38

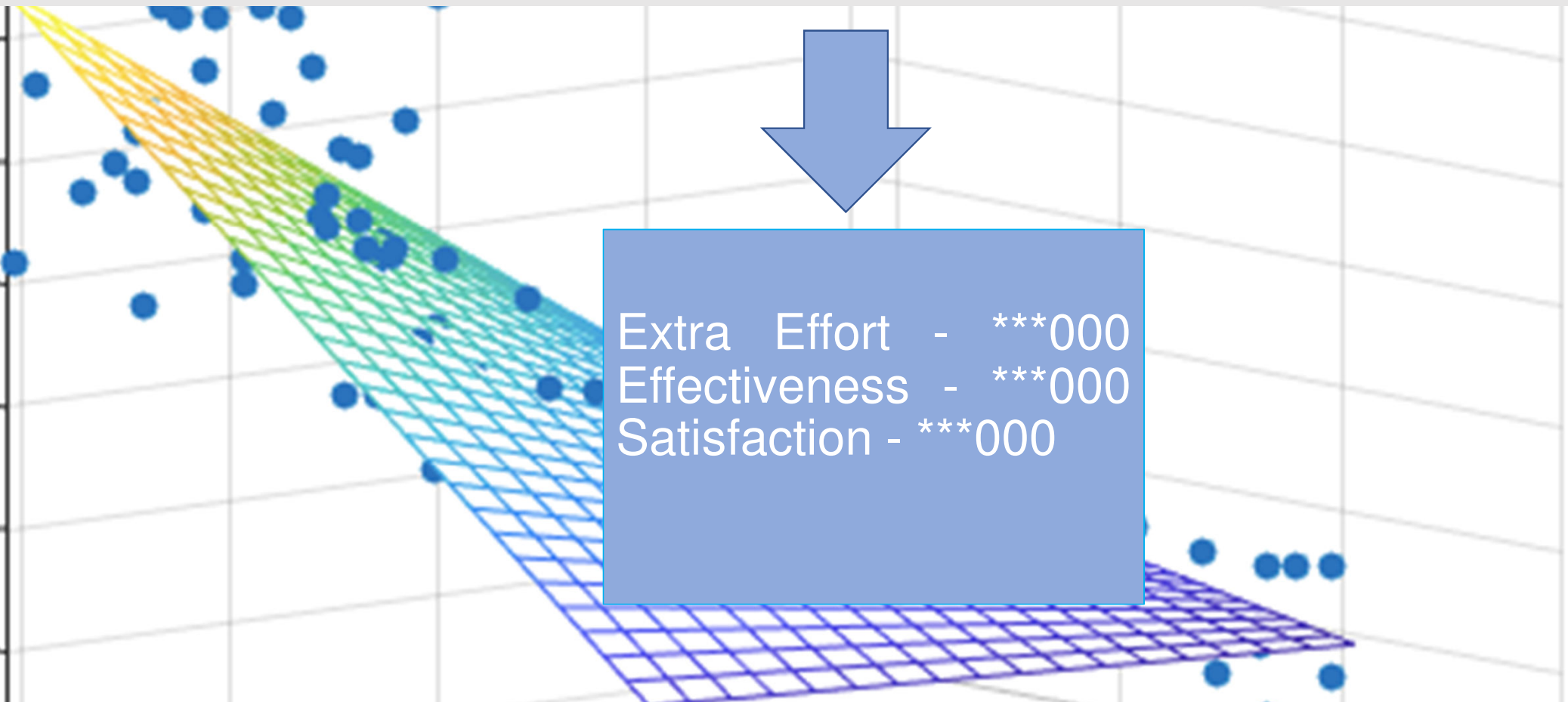
Effectiveness

- Transformational – ***0,0002
- Transactional – ***0,000008
- Laissez-faire – 0,97

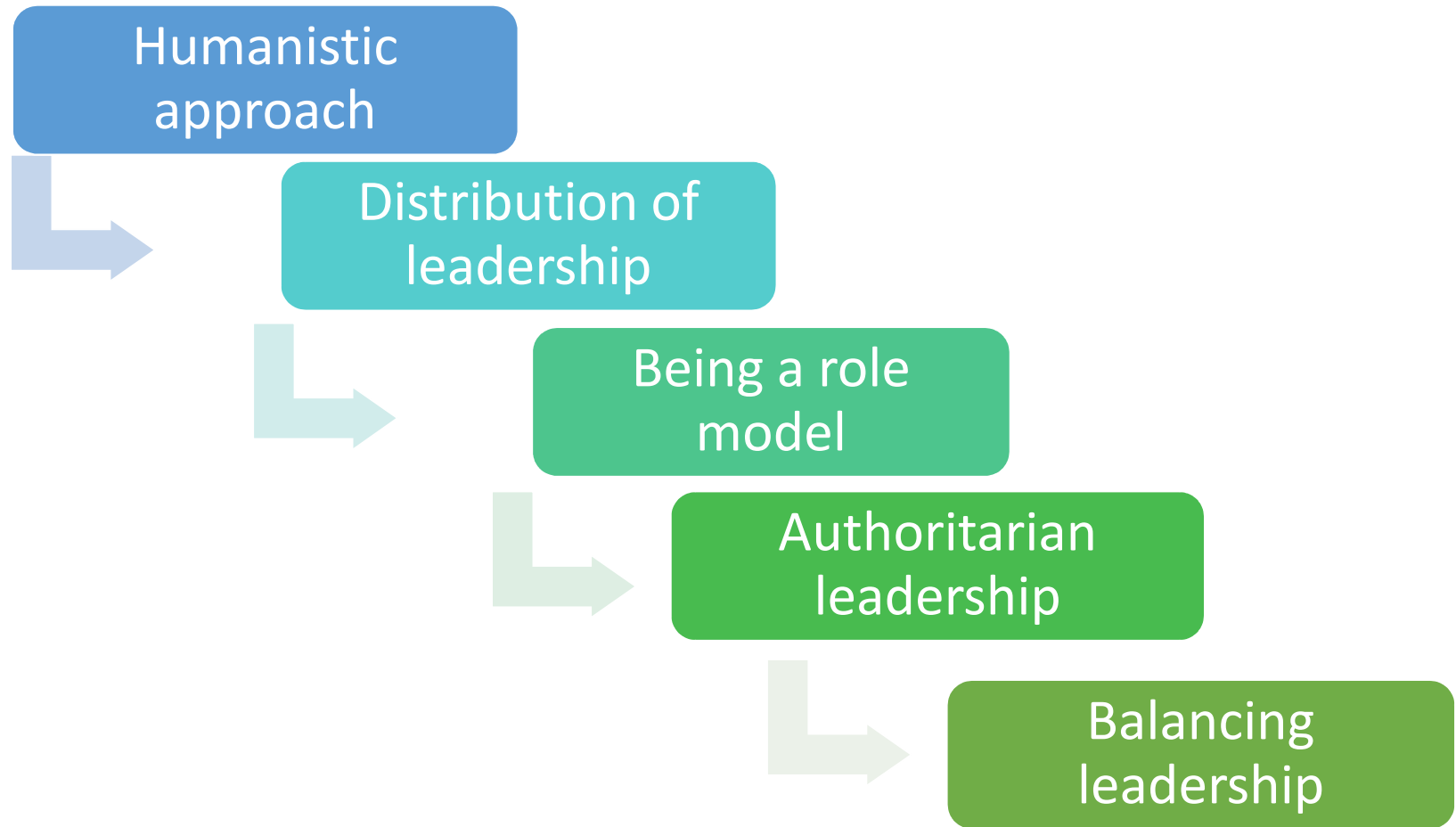
Extra Effort

- Transformational – ***0,000005
- Transactional – 0,47
- Laissez-faire – 0,62

Multiple linear regression details between Leadership style outcomes and student academic achievement (Indirect relation)






Findings – from interviews



Focus group-Findings



Conclusion

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- Transformational leadership only can develop transactional leadership but cannot replace it Bass (1998).
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- Interviews and focus group discussion demonstrated that principals' employing certain styles also depend on the context, in some cases the principal can motivate by sharing responsibilities, while in other it might not work, and in this case, rewarding can replace it.
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- Generally, results demonstrated that principals have an indirect effect on student academic achievement and principals impacts on student academic achievement through their interactions with teachers and school climate

*Thank
you*



Any Questions?

