

Public Abstract

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Title:The relationship among principal leadership, school culture, and student achievement in Missouri middle schools

This study analyzed the impact of transformational leadership and school culture on student achievement. The population of this study consisted of 79 middle schools, defined as schools with a grade configuration of 6 through 8, within the state of Missouri. Quantitative data were collected from two instruments, the Principal Leadership Questionnaire (Jantzi & Leithwood, 1996) and the School Culture Survey (Gruenert, 1998), and analyzed to determine if (a) any zero-order or partial correlations existed among the factors of transformational leadership, school culture, and student achievement; (b) if any predictive linear relationships existed between transformational leadership and school culture; (c) if any predictive linear relationships existed between school culture and student achievement; and, (d) if any predictive linear relationships existed between transformational leadership and school culture in combination and student achievement.

When controlling for the percent of students eligible for free and reduced lunch (FR/L), transformational leadership and school culture correlated to student achievement. The Modeling, Goal Acceptance, and Individualized Support leadership factors predicted the Collaborative Leadership culture factor. The Goal Acceptance leadership factor and enrollment predicted the Teacher Collaboration culture factor. The Modeling, Goal Acceptance, and Intellectual Stimulation leadership factors predicted the Professional Development culture factor. The Intellectual Stimulation leadership factor and enrollment predicted the Unity of Purpose culture factor. The Goal Acceptance leadership factor predicted the Collegial Support culture factor. The Intellectual Stimulation leadership factor and FR/L predicted the Learning Partnership culture factor. The school culture factor of Learning Partnership and FR/L predicted communication arts achievement.