

ABSTRACT

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Comparison Of The Transformational Leadership Practices Of Principals Of Charter Schools And Principals Of Traditional Public Schools In Louisiana

(Major Professor: D. Randall Parker)

The primary purpose of this study was to compare the transformational leadership practices of principals of charter schools and traditional public schools in Louisiana. A causal-comparative research design was utilized. All charter schools were asked to participate in the study, and a matched sample of public schools was selected for the comparison group.

Key findings suggest that charter school and traditional public school principals possess transformational leadership skills. However, there was no difference between the groups in the extent to which they practiced these behaviors. Teachers' perceptions did not differ from principals' self-reported practices. Personal and professional characteristics did not contribute to any differences in leadership practices of principals and contributed to only a few differences in teachers' perceptions.