Charter School Principals' Perception on Transformational Leadership Practices

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ABSTRACT

The purpose of this study was to investigate charter school principals' perception on the transformational leadership practices in New York State. The data generating sample consisted of 44 charter school principals. Descriptive statistics and multiple regression were employed to analyze the data. The results were as follows: first, the transformational leadership practices of charter school principals were in the moderate to high categories, and the greatest gap was on Inspiring a shared vision leadership practice. Second, there were no statistically significant relationships between the leadership practices and the demographic variables of: gender, age, ethnicity, and level of education of principals. However, a positive relationship was found between both the Modeling the way and Encouraging the heart leadership practices and the educational level of charter school principals. Third, there was a significant relationship between the Inspiring a shared vision leadership practice of charter school principals and prior experience as a school principal.

Keywords: Charter School, Principal Leadership, Transformational Leadership, Education Reform, Autonomy and Accountability.

1. INTRODUCTION

In 1983, the historic report *A Nation at Risk* urged that "we must dedicate ourselves to the reform of our educational system for the benefit of all—old and young alike, affluent and poor, majority and minority" [1]. Goodlad articulated the tone of the report as "American schools are in trouble. In fact, the problems of schooling are of such crippling proportions that many schools may not survive" [2]. *A Nation at Risk* attracted the attention of the nation and profoundly changed the role and status of the system of public schooling in the United States.

Since then, charter schools have represented a relatively new and growing form of public education. Charter schools are referred to as a bipartisan reform effort, because charter schools seem to "protect public education as an institution and, at the same time, provide for fundamental reform and systemic restructuring" [3]. The American Federation of Teachers (AFT), a strong opponent of the charter school movement, admitted that charter schools became a part of the education landscape, and were supported by state and federal legislation.

Since Buddle [4] and Shanker [5] proposed and endorsed the concept of education by charter, those schools moved quickly from concept to reality. The first charter school law was passed in Minnesota in 1991, and it has been 14 years since the first school opened there in 1992. The Center for Education Reform (CER) revealed that as of November 2005, there were 3,617 charter schools operating in 40 states and the District of Columbia. Nationally, there were over one million students enrolled in charter schools for the school year 2005-2006 [6].

In general, as Lane stated, a charter school is different from a traditional public school in its degree of autonomy. Charter schools are free from many district, state, and union regulations or requirements, including those governing curricula, teaching methods, contracting for services and facilities, and the hiring of personnel. In exchange, charter schools are held accountable for student performance [7].

Although Wells et al. referred to charter schools as the "empty vessel" [8] of school reform, symbolizing different meanings to different people, Bierlein and Mulholland concluded that perhaps more than most reforms, charter schools forced educators to question the wisdom of conventional practices and might create the dynamics that would foster change within the entire school system [9].

In December 1998, the state of New York became the 35th state to enact a charter schools law, creating a wholly new approach to public education. Under the law New York State started with five charter schools in 1999 and reached a total of 100 charter schools by January 2006. According to the New York State Education Department (NYSED), during the 2004-2005 school year there were 61 public charter schools that served some 18,575 students, representing approximately one percent of all students in New York public schools.

Initial studies of charter schools revealed that principals' leadership was critical to the success of charter schools [10]-[12]. The success or failure of the charter school movement depended upon the quality of education provided by quality leaders. The high level of autonomy provided charter schools

with an interesting opportunity to examine educational leadership in a context in which bureaucracy was reduced, or in some cases, eliminated [13]. If the goal of the charter school movement is fundamentally to bring change into the educational system, the charter school principals' ability to help teachers articulate their deepest hopes is an essential step toward school success and the success of educational reform efforts.

The purpose of this study was to examine charter school principals' perception on the transformational leadership practices in New York State. Specifically, this study sought to answer the following research questions: first, what was the distribution of self-perceptions of principal leadership? Second, did a principal's gender, age, ethnicity, and level of education significantly predict self-perceptions of leadership practices? Third, did a principal's founding status, years of experience in the current position, prior experience as a school principal, and the number of reported work hours per week significantly predict self-perceptions of leadership?

2. REVIEW OF THE LITERAUTE

Research to date on charter schools had focused primarily on: the examination of state policy, issues of start-up and implementation, student populations served, teacher and parent satisfaction, authorizing process, funding, student achievement, and accountability. Few studies have examined the practices of principals in charter schools. Nevertheless, the existing small number of studies has revealed valuable findings to understand the practices of charter school principals.

Wohlstetter and Griffin [12], in their study of 17 charter schools in three large cities (Boston, Los Angeles, and Minneapolis/St. Paul), found: (a) charter school leaders perceived themselves as having an "outlaw mentality," coming from outside the public school system or being willing to fight the status quo; (b) many charter school leaders had in common a sense of entrepreneurship in that they established linkages with resources outside the district to bring new ideas about teaching and learning into the schools; and, (c) charter school leaders in this study characterized school leadership as a collaboration between administrators and teachers, as teams working toward a shared mission.

Wells [10] conducted case studies of 17 charter schools in 10 school districts across California. One of Wells' findings, which was supported by Triant [14] in his study conducted in Massachusetts, was that charter schools depended heavily on strong and well-connected school leaders fulfilling roles not typically found in traditional public school settings. These roles included: networking outside the immediate school community to garner support for their schools, working outside existing structures in support of school goals, and encouraging others to take risks and try something new. The study also revealed that principals' roles in the charter schools varied and oftentimes, leadership was not dependent on the norms of instructional leadership as portrayed in the effective schools literature, going beyond or in lieu of the school-based collaboration and instructional support.

A study of 13 charter schools in Los Angeles found that although many stakeholders shared responsibility for decision-making, administrators played a vital leadership and facilitator role [11]. The study further showed that charter school principals were considered to be facilitators of change processes in sharing decision-making authority and information with their staff, while they were viewed as strong and proactive leaders in building school cultures and making inroads with local communities.

Keirstead examined charter school principal leadership using 455 schools across the country, representing about one-fourth of all charter schools in operation during the 1999-2000 school year [15]. Principals were asked to rank the degree of importance of various activities in their roles: managerial, instructional, transformational, and entrepreneurial. Three of this study's main findings related to the practices of charter school principals. These practices were: (a) charter school principals devoted the same amounts of time to transformational and instructional leadership activities; however, managerial leadership consumed a greater portion of their time; (b) principals of elementary schools reported lower than average transformational leadership activities, while principals of high schools reported higher than average transformational leadership activities; and, (c) a principal's status as founder or non-founder was important to his/her leadership role. In the study, principals who were also founders of their schools tested higher than average in each leadership domain as compared to non-founder principals.

Patterson conducted a study of transformational leadership practices with the LPI, comparing principals of charter schools to traditional public schools in Louisiana [16]. The key findings of the study suggested that both charter school principals and traditional public school principals in Louisiana possessed transformational leadership skills. In general, there was no difference between these two groups in the extent to which they practiced these behaviors. The study also indicated that these two groups believed that they possessed and practiced transformational leadership behaviors more frequently than the normative database of leaders.

Conners [13] studied to what extent leadership styles of Ohio community (charter) school principals varied with the type of chartering agency, during the 2002-2003 school year. The research found that there was a statistically significant variance between the mean transformational leadership score of charter schools through the Ohio Department of Education as compared to charter schools through local school boards. The study supported the view that transformational leadership tended to surface and worked best in a less bureaucratic structure.

3. METHODOLOGY

The population of this study included all public charter school principals in NYS during the school year 2004-2005. The charter schools used in this study included: elementary, middle, and high schools, for a total of 61. There were 32 schools located in New York City, 12 in Buffalo, four in Rochester, three in Albany, three in Syracuse, and one each in East Hampton, Kenmore, Lackawanna, Riverhead, Roosevelt,

Schenectady, and Troy. The invited sample comprised all elementary, middle, and high school principals (N=61) whose names were provided by NYSED. The responding sample was 48 (78.69%) and the data generating sample was 44 (72.13%).

Data for this study were collected through the use of one instrument along with a demographic data questionnaire in March through August, 2005. The instrument used was the Leadership Practices Inventory-Self (LPI-S). The demographic data questionnaire contained nine questions and was designed by the researcher. Both questionnaires were administered to the 61 charter school principals by mail.

The LPI-S consists of five scales: Modeling the way (MTW), Inspiring a shared vision (ISV), Challenging the process (CTP), Enabling others to act (EOA), and Encouraging the heart (ETH). The 30 statements to evaluate leadership behavior are evenly distributed to provide six responses for each of the five categories of leadership. The reliability coefficients for the LPI-S, as measured by Cronbach Alpha, range between .75 and .87 [17]. Validity of the LPI-S was strongly supported by factor analysis.

The LPI Scoring 3.0 software was used to generate the raw scores for each LPI domain. The SPSS 13.0 for Windows was used to analyze the data and test the associations among the variables at p<.05. The study contained one distributive and two relationship research questions. The data analysis used descriptive statistics for research question 1, and multiple regression analyses for research questions 2 and 3.

Table 1. Charter school principals' demographics (n=44)

Variables	n	Percent
Gender		
Male	19	43.18
Female	25	56.82
Age		
Under 30 years	3	6.82
31 to 40 years	12	27.27
41 to 50 years	9	20.45
51 to 60 years	17	38.64
61 or older	3	6.82
Race		
African-American	16	36.36
Caucasian	23	52.27
Latino	5	11.37
Highest Level of Education		
Bachelor's degree	4	9.09
Master's degree only	19	43.18
Specialist's degree only	7	15.91
M degree & S degree	7	15.91
Doctoral degree	7	15.91
Principal as a Founder		
Yes	22	50.00
No	22	50.00
Number of Years in Principal's Position at the School		
Less than one year	6	13.64
One to two years	9	20.45
Two to three years	4	9.09
Three to four years	8	18.18
Four or more years	17	38.64
Prior Experience as a School Principal		
Yes	26	59.09
No	18	40.91
Number of Years of Prior Experience as a School Principal		
Less than 2 years	3	11.54
2 to 4 years	10	38.46
5 to 10 years	7	26.92
Over 10 years	6	24.08
Number of Hours a Week that Principal Devoted to the Job		
40-49 hours	4	9.09
50-59 hours	12	27.27
60 or more hours	28	63.64

4. RESULTS AND DISCUSSION

4.1 Results

The findings were presented based on the data collected in both predictor variables.

4.1.1 (Research Question 1) What was the distribution of self-perceptions of principal leadership practices as measured by the LPI-S?

Table 2 presented the LPI-S descriptive statistics comparing NYS charter school principal leadership practices against a norm group provided by Kouzes and Posner (2003d). Among 44 participants, the average MTW score was 50.45 (SD = 5.65, range: 38-60), ISV scores averaged 50.36 (SD = 5.52, range: 36-60), CTP scores averaged 49.61 (SD = 5.47, range: 37-59), EOA scores averaged 51.70 (SD = 4.26, range: 43-59), and the average ETH score was 49.68 (SD = 6.22, range: 36-60). These mean values were each above the 60th percentile of the norm group of Kouzes and Posner (Fig. 1).

Table 2. Descriptive statistics comparing leadership practices to a norm group

Leadership Practices	N	Mean	Min	Max	SD
MTW					
Charter School	44	50.45	38	60	5.65
Norm Group		47.02			7.10
ISV					
Charter School	44	50.36	36	60	5.52
Norm Group		44.34			8.79
CTP					
Charter School	44	49.61	37	59	5.47
Norm Group		46.12			7.22
EOA					
Charter School	44	51.70	43	59	4.26
Norm Group		49.40			6.42
ETH					
Charter School	44	49.68	36	60	6.22
Norm Group		47.06			8.20

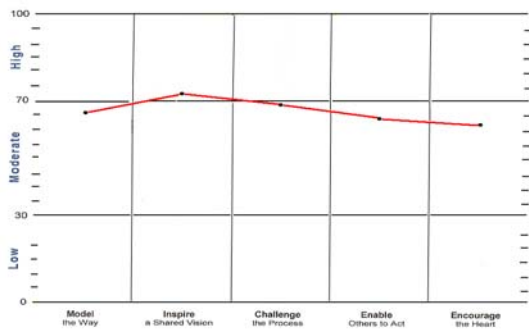*Note*: Norm Group descriptive statistics provided by Kouzes and Posner.

Fig. 1. Percentile ranking of charter school principals

Based on the LPI-S mean raw scores, the leadership behavior most frequently practiced by the charter school principals was EOA (51.70) followed by MTW (50.45), ISV (50.36), EHT (49.68), and CTP (49.61). Using percentile ranks, these charter school principals reported more frequent engagement than the normative group for all leadership practices. The gap between this sample of charter school principals and the national sample was the greatest for ISV.

4.1.2 (Research Question 2) Did a principal's gender, age, ethnicity, and level of education significantly predict self-perceptions of leadership practices as measured by the LPI-S?

This research question was investigated in hypotheses which corresponded to criterion variables: MTW, ISV, CTP, EOA, and ETH. Using gender, age, ethnicity, and level of education as predictor variables, the present findings failed to significantly predict self-perceptions of leadership practices in MTW, ISV, CTP, EOA, or ETH. However, two significant post hoc correlations were revealed. The overall multiple regression model accounted for 15% (adjusted $R^2 = .06$) of the variance in MTW scores, and 11% (adjusted $R^2 = 0.01$) of the variance in ETH scores (Table 3), although these were not statistically significant.

Table 3. Predictor variables on leadership practices

Leadership Practices	R	R^2	Adjusted R^2	SEM	F	df1	df2	p
MTW	0.38	0.15	0.06	5.48	1.66	4	39	0.18
ISV	0.26	0.07	-0.03	5.61	0.69	4	39	0.60
CTP	0.23	0.05	-0.04	5.59	0.56	4	39	0.69
EOA	0.22	0.05	-0.05	4.37	0.5	4	39	0.74
ETH	0.33	0.11	0.01	6.17	1.16	4	39	0.34

Note: SEM = standard error of the mean. * = $p < .05$.

The first coefficients from multiple regression were presented in Table 4. None of the predictor variables were statistically significant, as they were all $p > .05$ (Table 4). This finding suggested no obvious relationship between MTW scores and gender, age, or ethnicity of the principal. However, education trended toward statistical significance ($p = .09$), and post hoc Pearson Product-Moment Correlation revealed a statistically significant relationship ($r = +.33$, $p = .03$).

Table 4. Coefficients of predictor variables on MTW

Predictor Variables	SEM	Standardized Beta	t	p
(Constant)	3.24		13.30	0.00*
Gender	1.67	-0.04	-0.24	0.81
Age	0.80	0.20	1.30	0.20
Ethnicity	1.67	-0.02	-0.13	0.90
Education	1.01	0.27	1.73	0.09

Note: SEM = standard error of the mean. * = $p < .05$.

The second coefficients from multiple regression were presented in Table 5. None of the predictor variables were statistically significant, as they were all $p > .05$ (Table 5). This finding suggested no obvious relationship between ETH scores and gender, age or ethnicity of the principal. However, education trended toward statistical significance ($p = .07$), and post hoc Pearson Product-Moment Correlation revealed a statistically significant relationship ($r = +.32$, $p = .03$).

Table 5. Coefficients of predictor variables on ETH

Predictor Variables	SEM	Standardized Beta	t	p
(Constant)	3.65		11.82	0.00*
Gender	1.89	-0.03	-0.19	0.85
Age	0.90	0.06	0.39	0.70
Ethnicity	1.88	0.03	0.18	0.86
Education	1.14	0.30	1.89	0.07

Note: SEM = standard error of the mean. * = $p < .05$.

Using gender, age, ethnicity, and level of education as predictor variables, the present findings failed to significantly predict self-perceptions of leadership practices in MTW, ISV, CTP, EOA, or ETH. However, two significant post hoc correlations were revealed, indicating that both MTW and ETH may be associated with the education level of the principals. These findings suggested that higher education may be predictive of more frequent engagement in both MTW and ETH behaviors among charter school principals.

4.1.3 (Research Question 3) Did a principal's founding status, years of experience in the current position, prior experience as a school principal, and the number of reported work hours per week significantly predict self-perceptions of leadership practices as measured by the LPI-S?

This research question was investigated in hypotheses which corresponded to criterion variables: MTW, ISV, CTP, EOA, and ETH. Using the principal's founding status, years of experience in the current position, prior experience as a school principal, and the number of reported work hours per week as predictor variables, the present findings failed to significantly predict self-perceptions of leadership practices in MTW, CTP, EOA, or ETH. However, the overall multiple regression model accounted for 21% (adjusted $R^2 = 0.13$) of the variance in ISV scores (Table 6), and this was statistically significant, $p < .05$ (Table 6).

Table 6. Predictor variables on leadership practices

Leadership Practices	R	R^2	Adjusted R^2	SEM	F	df1	df2	p
MTW	0.28	0.08	-0.02	5.69	0.82	4	39	0.52
ISV	0.46	0.21	0.13	5.14	2.66	4	39	0.05*
CTP	0.22	0.05	-0.05	5.60	0.51	4	39	0.73
EOA	0.22	0.05	-0.05	4.37	0.47	4	39	0.76
ETH	0.18	0.03	-0.07	6.42	0.33	4	39	0.86

Note: SEM = standard error of the mean. * = $p < .05$.

Coefficients from multiple regression were presented in Table 7. Three of the predictor variables were not statistically significant, as they were all $p > .05$ (Table 7). This finding suggested no obvious relationship between ISV scores and the founding status, years of experience in the current position, or the number of reported work hours per week by the principals in the present study. However, prior experience as a school principal showed statistical significance ($p = .01$), and post hoc Pearson Product-Moment Correlation revealed a statistically significant relationship ($r = +.33$, $p = .03$).

Table 7. Coefficients of predictor variables on ISV

Predictor Variables	SEM	Standardized Beta	t	p
(Constant)	3.71		11.33	0.00*
Founding Status	2.08	0.21	1.09	0.28
Years of Experience in the Current Position	0.63	0.16	0.95	0.35
Prior Experience as a School Principal	1.81	0.45	2.74	0.01*
Reported Work Hours per Week	1.21	0.11	0.73	0.47

Note: SEM = standard error of the mean. * = $p < .05$.

Using the principal's founding status, years of experience in the current position, prior experience as a school principal, and the number of reported work hours per week as predictor variables, the present findings failed to significantly predict self-perceptions of leadership practices in MTW, CTP, EOA, or ETH. However, a significant correlation was revealed, indicating that ISV may be associated with prior experience as a school principal. This finding suggested that prior experience as a school principal may be predictive of more frequent engagement in the transformational leadership practice, ISV, among charter school principals.

4.2 Discussion

This study contributed to research on charter school leadership practices, and specifically added to the limited research data on charter school principals in. However, further discussion was offered in order to discuss the implications of these findings.

4.2.1 Charter school principal leadership practices and LPI-S scores: The finding that NYS charter school principals reported higher levels of engagement in all transformational leadership practices compared to the norm group included in Kouzes and Posner's database was not uncommon. Patterson [16] reported that the charter school principals' LPI responses

were significantly higher than the leaders included in Kouzes and Posner's normative database. Morris [18] and Stuart [19] also revealed similar results that the principals' LPI scores, on all five leadership practices, were generally in the moderate to high levels and were higher than those from the norm group.

It was surprising that NYS charter school principals' LPI scores were lower on all five leadership practices than those of charter school principals in Louisiana, according to Patterson [16]. It implied that further research is needed to compare principals' leadership practices from multiple states in order to determine if there were significant differences among these charter school principals and the schools they serve. More importantly, reasons for these differences across various regions of the country need to be explored.

The gap between this sample of charter school principals and the national sample was the greatest for ISV (Fig. 1). It suggested that forming a common vision among all stakeholders is important to NYS charter school principals. A vision and mission that is agreed upon by students, parents, and staff members defines a charter school. The uniqueness of a charter school's vision differentiates it from most other public schools.

In the charter school movement, the most typical reason given for founding charter schools was to seek to realize an alternative vision of schooling. Although the primary reason for founding charter schools, regardless of creation status, was to realize an alternative vision of schooling, a greater percentage of newly created charter schools (64%) sought to realize this vision than pre-existing public (44%) or private (39%) charter schools [20]. The U.S. Department of Education confirmed that however they originated, each successful charter school started with a clear mission, a unifying vision of what the founders or principals wanted students to know and be able to do, and why [21].

4.2.2 Charter school principal leadership practices and level of education: It was surprising to see that the principals who had a higher level of education practiced both the MTW and ETH leadership behaviors more frequently than those with a lower level of education. Kouzes and Posner [17] confirmed that LPI scores have been, in general, unrelated to various demographic characteristics such as age, ethnicity, and educational level. However, this study showed that there was a significant, positive relationship between the educational level of the principals in NYS and those leadership practices.

A classical national study conducted by Hyman, Wright, and Reed supported the finding, stating that "education produces large, pervasive, and enduring effects on knowledge and receptivity to knowledge" [22]. Kouzes and Posner stressed that perhaps the very best advice we could give all aspiring leaders was to remain humble and unassuming—to always remain open and full of wonder. The best leaders were the best learners [23]. As Sergiovanni emphasized, school success involves learning and leadership is learning. Learning builds the capacity of principals to know more about their work, to figure out how to create better pathways to success, and to improve their practice as a result [24].

For most school leaders, leadership does not arise from a sudden epiphany, and principals' leadership abilities do not

attain full capability at the end of their preparation program. It is crucial to note that principals may face different challenges at different phases in their careers, because moving from one status in life to another requires the learning of new knowledge, new skills, and new attitudes or values. In recent years, the connection between professional development and personal growth has been researched, and the researchers have concluded generally that the two cannot be separated. Restine suggested that transformative learning and professional development might be due more to inner experiences than to those experiences outside the person [25].

Modeling the way (MTW) is essentially about earning the right and the respect to lead through direct individual involvement and action. School principals should know that if they want to gain commitment and achieve the highest standards in the school, they must be models of the behavior they expect of others. To model the way, the first thing that leaders have to do is to know their voice and values: who they are. Therefore, to help principals find the foundation of this first leadership behavior—MTW—out of the five exemplary leadership practices, the personal growth practices mentioned above should be included in preparation programs and professional development programs for principals.

Encouraging the heart (ETH) means "employing a set of leadership principles and practices that … add up to a powerful force in mobilizing people to want to continue struggling for shared aspirations" [23]. ETH is the most important leadership practice, because it is more personal and positive compared with other forms of feedback, and because it can strengthen trust between leaders (principals) and constituents (teachers). However, according to Kouzes and Posner, ETH is one of the two most difficult leadership behaviors out of the five practices of exemplary leadership.

Having understood this point and knowing that this leadership practice cannot be delegated, it is surprising to see that there was a positive relationship between the level of education of NYS charter school principals and the Encouraging the heart (ETH) leadership practice. Hyman, Wright, and Reed suggested that education must be contributing to the skills, the ability to understand, the interest in serious information, and the habit of seeking it by outlining a cognitive map which the individual spends the rest of his life filling out and, to some extent, revising [22].

4.2.3 Charter school principal leadership practices and prior experience as a school principal: According to this study, there was a significant relationship between the ISV leadership practice of the charter school principals in NYS and prior experience as a school principal. Wohlstetter and Griffin [12] supported the finding, stating that the prior experience of those involved in drafting the charters appeared to affect the start-up process, in particular the transition from the dream of a school to an actual school. As principals acquired prior experience as a school principal, they acquired information about what happens, how things happen, and who makes things happen in the school.

According to Kouzes and Posner, Inspiring a shared vision (ISV) was the least frequently applied of the five practices of exemplary leadership. Therefore, the experienced principals

should benefit from the learning effect of their prior knowledge that enabled them to improve proficiency in ISV in particular. Furthermore, although Sergiovanni emphasized that a clear and strong vision was essential for obtaining support from all key stakeholders in a school, he cautioned school leaders that the vision should be presented in an invitational mode rather than a command mode [26].

It is important to note that the experienced principals are to be asked "not just to fine-tune the existing system but transform it into something else" [27] toward school improvement and school success. Their learning and professional development should rest in providing experiences that build on and refine prior experiences in the context of a professional community.

5. CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate charter school principals' perception on the transformational leadership practices in NYS. And the following conclusions were drawn: First, the leadership practices of charter school principals in NYS were in the moderate to high categories when compared to a normative database of LPI scores by Kouzes and Posner [17]. Using percentile ranks, these charter school principals reported more frequent engagement than the normative group for all leadership practices. The gap between this sample of charter school principals and the national sample was the greatest for Inspiring a shared vision behavior.

Second, in general, there were no statistically significant relationships between the leadership practices of charter school principals in NYS and the demographic (predictor) variables of: gender, age, ethnicity, and level of education of principals. However, a positive relationship was found between the educational level of the principals and two leadership practices, Modeling the way and Encouraging the heart. The results indicated that as the level of education of principals increased, the principals reported more frequent engagement in these transformational leadership behaviors.

Third, founding status, years of experience in the current position, and the number of reported work hours per week devoted to the job were not related to the leadership practices of NYS charter school principals. However, there was a significant relationship between prior experience as a school principal and Inspiring a shared vision. NYS charter school principals who had prior experience as a school principal were more likely to report higher levels of engagement in this transformational leadership practice.

Although the results of this study provided useful information regarding the transformational leadership practices of NYS charter school principals, the study only represented a beginning for the possibilities of future study. In recognition of this fact and some of the study's limitations, several recommendations for further inquiry are appropriate: First, researchers should replicate this study with a larger sample, including the rest of the 100 charter schools that were authorized to open by January 2006, in order to understand the leadership practices of all charter school principals in NYS. Second, this investigation used one model of transformational

leadership. The research could be replicated using another transformational leadership instrument to verify the findings of this study. Third, a similar study should be conducted to compare the leadership practices of charter school principals with those of traditional public school principals. Fourth, future research should attempt to establish a profile detailing the specific actions taken by charter school principals as they work with all stakeholders. Such a profile could be created utilizing case studies and other qualitative methods.

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