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An Exploratory Study of Teacher Empowerment and Technical Education in Kentucky

Lee Ann Wall
Western Kentucky University, eo@windstream.net

AN EXPLORATORY STUDY OF TEACHER EMPOWERMENT AND TECHNICAL EDUCATION IN KENTUCKY

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Neyil Spear, Director of Dissertation

Sherry W. Powers

Sherry Powers

Chas L. Pride

Charley Pride

11/28/12

Dean, Graduate Studies and Research Date

This dissertation is dedicated to the memory of my grandmother, who enjoyed learning

Allene Pike Curry

to my mother, from whom I get my source of determination

Lois Janes

to my husband, who gave me more strength than he knows

Garry Wall

to my son, who I hope will be inspired to dream big

Dustin Brockman

to my nephew, who I know will do many great things

Austin Curry

to my granddaughter, who is the joy of my life

Skye Bayge Brockman

to the One who directs my path

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"I know him, that He will command his children." (Gen 18:19)

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Educational Leadership Doctoral Program Western Kentucky University

The purpose of this study was to examine the relationship between teachers' perceptions of empowerment and principal use of power within career and technical education in Kentucky. The researcher posits that, with the continual process of educational reform, principals need to understand what empowers teachers to perform as additional expectations and responsibilities are being mandated.

The researcher used a mixed methods design to examine power bases that career and technical education teachers perceived were used by their principals to identify teachers' perceived empowerment, as well as influencers and barriers. Data were collected with a survey and two open-ended questions from teachers within area technology centers in the state of Kentucky.

The findings indicate that most teachers perceive themselves as operating from self-efficacy empowerment subscale, while their principals were using the legitimate power base. In addition, teachers determined that the power base of referent was related to the empowerment subscale of professional growth. This research identifies a relationship between teacher empowerment and principal power bases and suggests that principals know how to utilize leader power effectively, as it will affect student success and school effectiveness.

CHAPTER 1: INTRODUCTION

The nature of the relationship between the principal and teacher influences the capacity to enrich the lives of others while enhancing school effectiveness. Principals who empower work to build and cultivate relationships with teachers that promote mutual respect, shared purpose, collective decision making, collegial relations, and the desire for each other to be successful add value to the lives of others. Because of that relationship, it is important that teacher perceptions of their principal leader power bases be examined to ascertain the association they have to teacher empowerment. Teachers need to become more involved in their schools, and principals can utilize their leadership capacity to nurture relationships and empower teachers. Teacher empowerment has become of increased interest according to Scribner, Truell, Hager, and Srichai (2001), with education reform initiatives that emphasize greater teacher capacity, involvement, and accountability.

In the last century schools have functioned by utilizing a powerful vertical organizational and decision making structure to implement didactic change. Previously, information flowed into the school for the principal to utilize in making decisions, with the results cascading downward for teachers to implement into their classroom. Currently, with technological advances and educational changes, the information flow has significantly increased, challenging principals to make numerous decisions while then arranging time to share those decisions with teachers — making decisions independently has become exigent. Principals are compelled to share decision making with teachers, while building a sense of community in an effort to stay abreast of the

rapid stream of new information and organizational change forcing school structures to flatten (Leithwood,(2001).

A horizontal school structure is open in nature, permitting communication and interaction between principals and teachers while exposing principal leader power bases and teachers' perceptions, revealing transparency, while increasing or decreasing teacher empowerment. When teachers sense they are being treated with mutual respect, share in decision making, and are part of trustful relations, they perceive themselves as being empowered to make choices that positively affect others. When teachers are empowered, schools become enriched and vibrant places of learning; empowerment strengthens teachers and provides them with a sense of ownership (Niehoff, Moorman, Blakely, & Fuller, 2001).

Background of the Study

Empowerment.

Empowerment is a process utilized across multiple disciplines and addressed in the works of several scholars:

- Organizational (Hemric, Schools, Boone, Boiling Springs, & Shellman, 2010; Zimmerman, 1990; Zimmerman & Peterson, 2004)
- Psychology (Coble, 2011; Lintner, 2008; Short & Johnson, 1994; Spreitzer, Kizilos, & Nason, 1997; Zimmerman, 1990; Zimmerman & Peterson, 2004)
- Business (Lintner, 2008; Short & Johnson, 1994; Spreitzer et al., 1997)
- Healthcare (Bluestein, 2011; Coble, 2011; Lintner, 2008; Vickers, 2003; Zimmerman, 1990; Zimmerman & Peterson, 2004)

- Social issues (Kark, Shamir, & Chen, 2003)
- Education (Coble, 2011; Hemric et al., 2010; Kirgan, 2010; Kochan, Spencer, & Mathews, 1999; Short & Rinehart, 1992; Zimmerman, 1990; Zimmerman & Peterson, 2004)

Merriam-Webster Online Dictionary (2012) defines empowerment as to give official authority or legal power. Principals who empower are equipped to foster relationships with teachers while influencing them to participate in decision making processes of their school. When teachers are involved in making decisions, their morale, performance, satisfaction, and ownership positively influence school effectiveness. Teachers become acceptant, compliant, and develop a, "just doing a job mentality," when involvement is absent. Upon developing this mentality, teachers feel as though they are in constant struggle with self and others in an attempt to maintain humanity. Empowerment has its roots in education, as advocated by Freire (2004).

Empowerment does not give people power; it allows them to release the power, knowledge, and inspiration they already possess. Empowerment enables teachers to influence their school, which differs from power. Research identifies professional outcomes as teacher empowerment increases:

- Effectiveness (Short & Rinehart, 1992; Spreitzer, 1995; Spreitzer et al., 1997)
- Job satisfaction (Coble, 2011; Scribner et al., 2001; Seibert, Silver, & Randolph, 2004; Short & Rinehart, 1992)
- Morale (Coble, 2011; Sagnak, 2012; Stachowiak, 2011)

- Ownership (Blasé & Blasé, 1997; Lintner, 2008; Stachowiak, 2011; Terry, 1995)
- Improvements (Angelle, 2010, Coble, 2011, Lintner, 2008, Scribner et al., 2001)

When a principal negatively influences teacher empowerment, the structures of intellect that authorize the teacher to continue learning and share that learning with students are affected, decreasing student success and school effectiveness. Teachers in that scenario feel powerless, fall into the routine of going through the motions of teaching, and even may follow a checklist prescribed by the principal to subsist in the system. In return, teachers neither think independently nor search for new knowledge to share with students; they pass dull learning and routine knowledge on students while expecting less effort in the classroom. Teachers simply become workers putting in their time and collecting a paycheck (Freire, 2004).

An empowering principal communicates explicitly with teachers, as this is a key component in building and cultivating relationships. The relationship otherwise would become one of control and not empowerment. Freire (2004) emphasized communication as being significant in developing relationships as power transfers between principal and teacher. Through communication, a principal who empowers develops a collegial atmosphere while encouraging the sharing of thoughts and developing interconnectedness among teachers. When teachers are unified, they become a part of the decision making process and desire to be a productive part of the team. They realize a sense of freedom to believe they are teachers who impact other colleagues and the world for students (Freire, 2004.

Professional growth empowers teachers through opportunities of decision making and is well established in the United States and recognized by respected researchers. Teacher development is necessary to build a school's capacity through the combined breadth and depth of educational knowledge and skill of teachers (Lambert, 1998). When teachers are provided opportunities to collaborate and share information, respectful relationships are developed and leadership capacity within the school is enhanced. Teachers need to make decisions and become more involved in their schools, as teacher empowerment has become an important factor due to school reform (Coble 2011; Lintner, 2008; Melenyzer, 1990; Short & Rinehart, 1992; Terry, 1995) that impacts student success and school effectiveness.

Educational reform and empowerment.

Educational policy reform, as revealed by research, has implications for current and future educational change (Coble, 2011; Lintner, 2008; Mulford, 2003; Short & Rinehart, 1992). Kentucky legislators recognized in 1917 that the state desperately needed a technical skilled labor force to support economic growth. This awareness prompted the establishment of educational institutions identified as vocational schools to provide high school students with technical skills to obtain jobs and maintain a skilled labor force for business and industry within rural communities. However, vocational education has undergone many changes over decades of reform: (a) branches of government, (b) organizational leaders, (c) agency names, (d) curriculum modifications, and (e) budget cuts. These changes alter the original purpose for vocational schools, as well as roles of principals and teachers. Empowerment has been recognized as an important component of successful transition (Scribner et al., 2001).

Beneficial Outcomes. Change within the educational system is inevitable over time, as shifts occur due to changing political, economic, and social environments. During the 20th century, the educational period was known as the instructional paradigm and focused on various methods of "instruction." Currently, schooling is in the midst of the learning paradigm and focusing on "learning." With the headlines of many educational journals and websites discussing educational policy and reform, it is evident that US Secretary Arne Duncan desires to implement change in a "big" way in educational settings utilizing a hierarchical approach. However, schools are loosely structured and teachers are isolated in classrooms, thereby making systematic reform difficult to implement in a vertical structure (Elmore, 2000). The Secretary has identified inappropriate, drivers to affect changes within schools instead of reliance upon research to guide school reform and schools that have become successful. A "wrong driver" is a deliberate policy force that has little chance of achieving the desired result, while a "right driver" is one that achieves better measurable results for students (Fullan, 2011). In the past, policy has brought many "wrong drivers" to the current educational system, specifically to teachers. Some of these primary shortfalls include, low salary baseline, additional accountability measures with No Child Left Behind (NCLB), fewer resources, larger class sizes, budget cuts, additional paperwork, student behavioral issues, lack of parental support, and lack of time to focus on teaching all of these issues foster organizational stagnation and lack of teacher empowerment.

Current drivers leading to reform and failure in the educational system include (a) accountability and assessment; (b) individual teacher and leadership quality; (c) technology; and (d) fragmented strategies across the school versus integrated strategies in

the classroom (Fullan, 2011) that disregards the political, cultural, and human resource realities of schools. Educational leaders who have defined these drivers have overlooked the core component of educational change in our schools — teachers. Instead, they are implementing top-down corrective reform that is ineffective, while confining and controlling teachers. However, when teachers are included in the change process, they have more buy-in and an opportunity to empower results. Lieberman (2011) noted that real power to improve student achievement lies within teachers who need to be responsible and accountable for change to occur in the classroom. For reform to be successful, it must involve intentional social interaction in order to transform schools, with the principal and teacher developing relationships that contribute to a shared vision with common goals to guide the school in a mutually agreed upon course of action. When educational leaders, whether public or private, include teachers in the change process, they have an opportunity to empower teachers through individual and group collaboration, while combining the wisdom and knowledge of the faculty to build cohesiveness and capacity among the faculty while improving performance.

Empowering teachers to acknowledge ownership is an important factor in developing mutual respect, shared purpose, collective decision making, and collegial affiliation that influence school effectiveness. Bishops of the Third World stated, "If the workers do not somehow come to be owners of their own labor, all structural reforms will be ineffective . . . they [must] be owners, not sellers, of their labor . . . [for] any purchase or sale of labor is of a type of slavery" (Freire, 2004, p. 181). Therefore, principals must understand how teachers are influenced by their desires and expectations of success at work and how external factors influence their ideas and marginalize the implementation

of change. When reforming education, principals should communicate a clear and justified purpose as to why teachers need to change and to accept ownership.

Over the past two decades, the need to mend the tribulations of America that include poverty, social tensions, injustice, and violence has been channeled through many federal and state educational reforms directed toward students. In the last century, teachers focused on ways of effectively delivering instruction to increase student comprehension of material at high academic levels. Students are currently focusing on learning new information utilizing a variety of instructional methods to assist with college and career readiness. This type of reform has been not only federal, but state and locally mandated as well. Within the last 15 years, Kentucky has undergone three critical educational reform initiatives: No Child Left Behind Act of 2001 (NCLB), Carl D. Perkins Career and technical education Improvement Act of 2006, and Senate Bill 1 of 2009.

No Child Left Behind. The educational act of 2001, "No Child Left Behind" (NCLB), reauthorized the Elementary and Secondary Act (ESEA). This law dispersed power to congress for the purpose of ensuring that the needs of students lagging behind their peers would be met to provide an equal education (Darling-Hammond, 2006). NCLB is a standards-based accountability system that demands progress in student achievement by improving standards, testing, and accountability measures. This law expanded the involvement of the federal government in each state's decision making process regarding educational practice by establishing individual school benchmarks for 2014, while annually recording "Adequate Yearly Progress." Districts are given specific annual goals of desired improvement and expected to meet those goals through the

adaptation of teachers and curriculums. The desired improvement led to recommendations that every classroom have a highly qualified teacher and that states hold teachers accountable on the foundation of a standards-based evaluation of students. These obligations forced districts to allocate financial resources to meet the federally established goals (Sclafani, 2003).

Senate Bill 1. Senate Bill 1 was passed by legislators of the Kentucky General Assembly in 2009, and adding another layer of school assessment and accountability to career and technical education principals, teachers, and students. Senate Bill 1 put an end to the prior Kentucky assessment system known as the Commonwealth Accountability Testing System (CATS), which focused on student proficiency levels, changing it to the Unbridled Learning Assessment and Accountability Model that centers on college and career readiness. This educational model identifies five main measures in which students are expected to improve, while setting baselines to hold schools accountable for student progress: (a) student achievement, (b) student gaps in population, (c) student progress, (d) graduation rate, and (e) college and career readiness scores. Scores in these five categories are compiled, measured, and weighted, attempting to achieve a score of 100. The Unbridled Learning Assessment and Accountability Model is meant to provide a comprehensive evaluation of students, schools, and districts.

The phrase, college and career readiness, is being utilized by educators and legislators as an important component of secondary education and worthy of assessment. In the Unbridled Learning Assessment and Accountability Model, career and college readiness accountability is now weighted equivalent to the other four academic components. This is the first time that career and technical education has been

specifically included in the accountability model for Kentucky, with common core standards for technical education. The new common core standards will require technical teachers to reevaluate their current content and teach more in-depth academic and technical skills to prepare students for state required exams and industrial certifications.

These higher standards will compel principals to utilize their leader power in implementing reform initiatives, while being cognizant that career and technical education teachers are the key element in enacting new educational reform strategies in Area Technology Centers. Principals need to empower teachers to implement educational change. Kochan et al. (1999) noted that the stress felt by principals might be minimized by sharing their responsibilities with teachers to lessen demands and focus energy on improving instruction, enriching learning and teaching environments, and building support for schools in the larger community.

Carl D. Perkins. The Carl D. Perkins Act funds technical programs for specific occupations such as agriculture, welding, business, and health. This act widened the impact of instruction to all aspects of industry, broadened the curriculum, and provided equipment for many career and technical education programs. In addition, the Carl D. Perkins Act is responsible for changing the name of these schools from vocational schools to Area Technology Centers. These centers accommodate career and technical education programs and they, too, have experienced the effects of educational reform and restructuring. Area technology centers are supported through two major funding sources, state general fund appropriations and federal funds under the Carl D. Perkins Career and technical education Act of 2006, known as Perkins IV. This act amended the prior 1998 act to include vocabulary that reflected NCLB guidelines and restricted funding used for

specific projects. The primary purpose of this change was to develop both the academic and skill level of career and technical education teachers and students. The bill funded only projects that were intended to increase job placement for high school graduates, specifically non-traditional high school graduates, while including additional requirements for funding and project accountability (Carl D. Perkins, 2006). Additionally, the act required career pathways to be updated, linking academics and technical skills to prepare students for post secondary education and the workplace.

Principal as leader.

The career and technical education principal is the single guiding educational leader in the Area Technology Center, solely responsible for the operation of the school as there are no assistant principals or guidance counselors. Burns (1978) defines leadership as "…leaders inducing followers to act for certain goals that represent the values and the motivation — the wants and the needs, the aspirations, and expectations – of both leaders and followers" (p. 19). With career and technical education principals possessing the sole responsibility for the operations of Area Technology Centers, they must utilize leader power bases to empower teachers.

Principals who empower establish a vision for the faculty, build relationships through communication, and develop a team environment, while empowering everyone to become more responsible and successful and unleashing unseen potential and capabilities. When teachers perceive themselves as being empowered and included in the decision making process, they will act to change and impact education in classrooms and schools by obtaining professional growth and developing ownership of their classroom and school. According to Leithwood and Jantzi (1990), principals are an important factor

when implementing change and improving schools. With this in mind, this study will explore leader power bases that career and technical education teachers perceive are utilized by the principal to identify perceived empowerment, influencers, and barriers to empowerment, as well as principal professional development that may raise the level of empowerment among teachers.

Conceptualizing the Research Problem

In the last century, schools have operated by utilizing a powerful top-down organizational and decision making structure. Layers of continued educational reform initiatives and the overflow of information to be processed have required principals to share decision making with faculty in order to accomplish the tasks demanded by their position. This scenario is especially true for career and technical education principals, as they are the only administrator in the building. As principals engage staff, the vertical organizational structures of the school become more horizontal, with more staff becoming involved in the decision making process. Principals who empower establish a vision based on the values of the faculty, while building and cultivating individual relationships through communication; thus creating greater teacher capacity, involvement, and accountability.

Transformational Leadership Theory and Leader Member Exchange Theory

Transformational Leadership and Leader Member Exchange theories utilized collectively have been shown to demonstrate the phenomenon of teacher empowerment while enhancing school effectiveness. Transformational Leadership focuses on assessing teacher needs from a value, ethic, and long-term goal perspective, while increasing morality and motivation within the school — a value driven theory. In addition, Leader

Member Exchange theory centers on the development of a relationship with each teacher while building trusting relationships within the school — a relationship driven theory. These theories working together will provide the framework for principals and teachers to understand each teacher's values, ethics, needs, and wants, while creating stronger relationships and enhancing long-term school effectiveness.

The development of a relationship between principal and teacher, formed on both value and relationship theory, is necessary to develop collegiality, which enables principals to use leadership power bases to empower teachers to utilize their knowledge and skills in the decision making process and take ownership in performing their responsibilities. If teachers perceive they are excluded from the decision making process, then the principal attempts to impose his/her personal value system by instructing teachers on what they need to accomplish to implement change within the school. Teachers are expected to accept ownership and follow through with the changes desired by the principal. Communication with teachers is needed as the direction of the school is being determined so they know where to place their energy and can constructively accept ownership and answer potential questions posed by stakeholders. This integrated framework of Transformational Leadership and Leader Member Exchange can explain behaviors that impact interaction based on values and relationships to empower teachers to work beyond what is expected by the creation of unity through communication and relationship development.

Transformational leadership theory.

An in-depth literature review revealed that Transformational Leadership is an effective theory to consider when leading others and learning about individual behaviors

(Avey, Hughes, Norman, & Luthans, 2008; Burke, Stagl, Klein, Goodwin, Salas, & Halpin, 2006; Carioti, 2012; Dvir, Eden, Avolio, & Shamir, 2002; Gill, Fitzgerald, Bhutani, Mand, & Sharma, 2010; Kark et al.,2003; Moolenaar, Daly, & Sleegers, 2010). Aspects of teacher empowerment were found to be consistent with the concepts of Transformational Leadership (Avey et al., 2008; Carioti, 2012; Demir, 2008; Dvir et al., 2002; Gill et al., 2010; Kark et al., 2003; Kirgan, 2010). Transformational leaders motivate followers to work beyond what is expected by: (a) raising the level of awareness of the need to reach goals, (b) inspiring followers to work beyond their own self-interest for the group, and (c) elevating followers to attain higher order needs such as self-actualization (Burns, 1978). Elaborating on Burns' work, Bennis (1989) explained that transformational leaders achieve a mutual engagement by developing a vision for the organization, establishing trust among workers, and facilitating organizational learning. Additionally, Transformational Leadership has been identified as a style effectively utilized by principals to accomplish a variety of tasks, while providing a sense of teacher empowerment (Barnett 2005; Butz, 2011; Marks & Printy, 2003; Moolenaar et al., 2010; Mulford, 2003).

Transformational Leadership theory also offers a shared leadership approach in which decisions are made from both the top and the bottom. This approach is believed to increase teacher commitment, while increasing school improvement, because they can relate their actions to the vision of the school. Transformational Leadership has also been identified as having direct implications on change and improving school effectiveness when government reform efforts are utilized to make improvements (Leithwood & Jantzi, 2000).

Leader Member Exchange theory.

Leader Member Exchange (LMX) in essence is the development of a dyadic relationship between the principal and each individual teacher. Principals who empower others need to know the skill set each teacher possesses and provide each with the necessary tools to develop those skills and enhance empowerment. This evaluation requires leaders to regard teachers individually, yet, fairly. A Leader Member Exchange scholar conceives that principals who understand concepts of LMX theory can develop distinct relationships between each follower to empower teachers and improve school effectiveness (Ngoma, 2011). Nahrgang, Morgeson, and Ilies (2009) state: "Considerable research has shown that workplace relationships have a significant impact on employee attitudes and behaviors" (p. 4).

Leader Member Exchange theory asserts that principals develop individual relationships, some of high quality and others of low quality, established on the foundation of trustworthiness. Members identified as being involved in high quality relationships are known as the "in group" and receive more support and autonomy in the job, while the low quality group, the "out group" receives less recognition and is more dependent on the leader in performing the job.

Research Problem

Secondary schools tend to resist reform changes (Hargreaves & Goodson,(2006), and career and technical education teachers are even more resistant to reform changes (Rojewski,(2002), as their focus is on proficiency in a skill level rather than proficiency on an academic test. However, Senate Bill 1 requires career and technical education teachers to include academic common core standards into their vigorous state

curriculums while continuing to prepare students to pass state accountability measures and industry certifications. Those teachers will need to be empowered by their principal to accept ownership, make decisions, and implement common core standards within their classrooms (Barth, 1990; Keedy & Finch, 1994).

Principals will need to utilize their leadership power to establish, develop, and implement methods that empower teachers to make decisions and take responsibility fot the content included within their curriculum. Area Technology Center principals are not able to possess expertise in all technical programs within their schools, deeming it necessary to empower teachers to make decisions, take ownership, and implement change. Therefore, it is essential for principals to gain an understanding of the relationship between principal power and teacher empowerment in order that organizational change will be more effective. (Hemric et al., 2010; Johnson & Short, 1998; Keedy & Finch, 1994; Lintner, 2008; Scribner et al., 2001; Short & Johnson,1994).

Lightfoot (1986) defined empowerment as exercising, "autonomy, responsibility, choice, and authority" (p. 9) and stressed the importance of empowering all educational partners. Short and Rinehart (1992) refer to empowerment as teachers taking responsibility for their own choices and decisions. The body of research is vague when addressing the relationship between career and technical education teacher empowerment and principal power bases. This study will provide insight into how career and technical education teachers perceive their level of empowerment based on their principal's use of power.

Purpose of the Study

This study seeks to explore to what extent career and technical education principals use their leader power bases to empower teachers within Area Technology Centers in the state of Kentucky. Principals possess leadership skills that empowers teachers to develop relationships consisting of shared respect, common purpose, group decision making, and friendly relations. The purpose of this study is to explore the relationship between career and technical education principal power bases and teacher perceived level of empowerment.

Rationale for the Study

The rationale for the study is to explore principal leader power and its subsequent influence on teacher empowerment within career and technical education. With career and technical education serving 129 Kentucky school districts and 20,122 high school students in 2011-2012, the relationship between principal power bases and teacher empowerment is worthy of consideration. Principals need to develop relationships that empower teachers to make changes within the classroom to achieve student success when change is necessary. The Kentucky Department of Education is finding it essential to make innovative reform decisions about curriculum in an effort to raise achievement levels and student success. The recent passage of Senate Bill 1 increases these levels and brings accountability for career and technical education to the forefront by improving student learning and holding teachers accountable for meeting performance benchmarks. Wahlstrom and Louis (2008) noted that school reform is concentrated on classroom teaching.

This study will consider the conceptual dimensions of teacher empowerment of decision making, impact, status, autonomy, professional growth, and self-efficacy as well as power base dimensions within a principal's control: reward, coercive, legitimate, referent, and expert. Since accountability levels are higher than ever for career and technical education, research is desired to determine if these teachers feel empowered by their principal to carry out their obligations as educators. This knowledge is important as empowered teachers seek out professional development and other opportunities that address situations that affecting their school life, and inevitably affecting student learning (Short & Rinehart, 1992). Additionally, professional development may need to be offered to principals if a connection is found to teacher empowerment, as principals influence the lives of teachers and students.

Research Questions

With the passage of Senate Bill 1 in 2009 requiring higher academic expectations for all students, there are several modifications are presented, with the foremost change being a new assessment and accountability framework. Increased accountability brings more responsibility for career and technical education principals, teachers, and students. With this in mind, teachers need a sense of empowerment to take ownership and make decisions within their schools and classrooms if they are to meet reform requirements (Scribner et al., 2001; Short & Rinehart, 1992; Terry, 1995). This study is necessary due to current reform and the scant amount of research on the topic of teacher empowerment and principal power utilization, specifically in career and technical education. The following research questions will guide this study:

1. What is the level of empowerment among career and technical education teachers, as measured by the School Participant Empowerment Scale?
2. What types of power bases are predominant among career and technical education school principals, as measured by the Rahim Leader Power Inventory?
3. What is the relationship between teacher empowerment and principal use of power bases?
4. What are additional factors teachers perceive as influences or barriers to their level of empowerment?
5. How can principal professional development possess more precision to raise the level of empowerment among teachers in the classroom?

Significance of the Study

Teacher empowerment has become of more interest as reform initiatives emphasize greater teacher accountability (Scribner et al., 2001). This study is significant for several reasons: (a) career and technical education principals could benefit from these findings, (b) results could provide a model of how empowerment builds relationships between principals and teachers, and (c) research findings may lead to more efficient and precise delivery of professional development to enhance teacher empowerment. If change is to be successfully implemented, principals need to explore various methods to learn how to empower teachers, providing them the resources they need to be forerunners for change.

Principals should be using his/her leadership power to empower teachers in successfully implementing change within their classrooms. Identifying what power bases

advance or delay empowerment for Career and technical education teachers could have a significant impact on principal practice. According to Barth (1990), the crucial element in moving schools forward is the relationship between principal and teacher. Principals need to learn about leader power bases and the role they play in influencing teacher empowerment and achieving desired school effectiveness and student success. This is a timely and relevant interest of research, as Wahlstrom and Louis (2008) noted that school reform is concentrated on classroom teaching.

Second, findings could provide a model on how principals could build relationships to empower teachers. Outcomes from this study could identify specific principal power bases that empower teachers and could identify for principals the most effective power bases to utilize empowering teachers to implement educational change. The power bases from which a principal operates affect relationships that subsequently influence teacher levels of empowerment and student success. When relationships between the principal and teachers are established and nurtured, the faculty can work cohesively and coherently in planning, problem solving, and decision making for the school. Principals need to learn to nurture relationships that empower teachers and build teacher strengths, while influencing the success of all students. Teachers need to possess a high level of empowerment in order to create relationships beneficial to school colleagues and also create a sense of contribution and growth in their professional lives (Lee & Low, 2010; Short & Johnson, 1994).

Third, research findings may lead to more efficient and precise delivery of professional development for principals, which would enhance teacher empowerment. Practices and/or potential areas of concern revealed through this study could be utilized

as future professional development opportunities for career and technical education principals. Researchers Goldring, Huff, Pareja, and Spillane (2008) developed an extensive professional development plan for principals to address critical gaps in knowledge. As principals and teachers are being held accountable for educational reform and students reaching benchmarks, the stakes are higher now than ever before for faculty to work together. Principals must have the ability to empower teachers, a skill necessary to improve educational organizations and increase opportunities for student success.

Conceptual/Operational Definitions

For the purpose of this study, the following terms are conceptually described followed by operational definitions.

Principal Power Bases: There are five sources of power available for principals from which to operate: coercive, reward, legitimate, expert, and referent (Raven, 2008). The Rahim Leader Power Inventory[1] (RLPI) designed by Rahim and Buntzman (1989) will be used to measure teacher perceptions of the type of power used by principals. The five types of power are as follows:

1. *Reward*: Power based on the perception that the principal will provide a reward for work well done
2. *Coercive*: Power based on the perception that the principal has the power to provide punishment
3. *Legitimate*: Power based on the perception that the principal may require change behavior and the employee is obligated to follow
4. *Referent*: Power based on the perception that the principal is a model to follow

5. *Expert*: Power based on the perception that the leader possesses knowledge
6. *Teacher Empowerment*: The chance, and confidence, to act upon one's ideas and influence (Melenyzer, 1990).

CHAPTER 2: REVIEW OF LITERATURE

The purpose of this chapter is to provide a review of the literature that addresses the theoretical foundations to explore how principals use their power bases to empower teachers. This literature review is not meant to be an exhaustive examination of the literature related to this study; but, rather, it is intended to illustrate the research guiding the research design and interpretation of key findings. This chapter is divided into several sections. The first is an introduction to educational change, and the second section is the progression of education reform since the early 2000s. These reform measures, over the last several years, have enabled principals opportunities to minimize a fraction of the educational hierarchal structure by empowering teachers to have input into how change should be implemented within the classroom and school.

The third section provides a historical description of career and technical education and is composed of two subsections, career and technical education principals and career and technical education teachers. The fourth section of the review addresses principals as educational leaders, and focuses on the role of the principal in the school and his/her impact on empowering teachers. Section five examines Transformational Leadership and Leader Member Exchange theory and their implications on empowerment.

The sixth section of this review examines teacher empowerment and is organized into five subcategories that encompass empowerment. The researcher presents for consideration relevant concepts, theories, belief paradigms, and frameworks from the professional literature that could aid principals and educators in public and private sectors to examine approaches taken to promote teacher empowerment. It is believed that

principals could improve their practice of teacher empowerment if they critically learned about their leadership power and its implications on teacher empowerment as it affects student success and school effectiveness.

Educational System and Reform

Introduction to educational change.

The educational system is complex and dependent upon many subsystems and elements interacting together to be successful. These subsystems give livelihood to the school organization through its exchange of energy among the different parts. Teachers interacting together within a school are dependent upon each other for behavioral and social interaction and exchange energy, thereby, creating a system difficult to change (Stachowiak, 2011). When education and procedures within the building are changing, principals must communicate a clear and justified purpose as to why teachers need to change from what they are currently doing to something new in the classroom. According to Stachowiak, change must take place in the core of instruction, as well as the subsystems that impact procedures and relationships; otherwise, teachers will not accept ownership and put forth the necessary effort to bring about and obtain the desired outcomes of student success and school effectiveness.

When a change occurs, instability is created that disrupts the organizational structure, affecting daily activity, employee relationships, and communication. Principals need to possess knowledge and skills to provide organizational stability, while building relationships to empower teachers in an attempt to understand how and why processes were completed to achieve results prior to making any modifications to school policy and procedures. When change takes place, principals need to focus on the importance of the

needs and wants of teachers while communicating and building relationships and providing decision making opportunities that empower teachers to look beyond themselves and concentrate on the good of the school. The principal should focus on providing opportunities for people to expand their knowledge, while managing and shaping the direction of the school's future (Mulford, 2003).

Educational change is stressful and unsettling; therefore, it is necessary to communicate with teachers while leading them into successful transition by providing additional time for learning and training to perform the job and teach content to alleviate some of the stress (Johnson, Harrison, Berg, & Donaldson, 2005). Principals should focus on empowering teachers through their values, ethics, and long-term goals, while developing individual relationship to obtain outcomes to prevent dysfunctional behavior and increase effectiveness in the organization. During periods of change it is necessary to holistically focus on individual and organizational needs in order to empower teachers, meet the needs required of change, and build relationships while empowering teachers to think for themselves in an effort to take ownership over their circumstances (Mulford, 2003; Zimmerman, 1990).

With the most recent reform experienced by career and technical education, Senate Bill 1, changes are adding to the responsibilities and accountability of the principala and teachers to prepare students both academically and technically to meet benchmarks and pass industry certifications. Many teachers perceive these reform measures as obstacles preventing the teaching of their craft to students. Furthermore, these changes are occurring while their programs are experiencing the largest budget cuts since the organization's origin. Career and technical education teachers may be

pessimistic, as they already are required to teach a rigorous state-mandated skills curriculum that currently fills the entire class period; they also are being asked to include common core academic standards. Those standards include academic knowledge students should retain to prepare them for college and career readiness, as well as meet accountability benchmarks. Teachers have to consider what skills can be eliminated from their curriculum for the inclusion of academic content, while continuing to provide students the knowledge necessary to pass state exams and industry certifications. Teachers need to feel ownership in their curriculum and learning environment. In response to the increased expectations placed on teachers, principals should use their leader power bases to empower teachers to build their capacity for making decisions and accepting ownership in implementing necessary changes. Barth (1990) noted that the relationship between the teacher and principal is vital if schools are to progress.

Due to the additional stress and pressure of change during educational reform, teachers need time to address and embrace change while being supported respectfully and professionally. According to Lintner (2008) and Manders (2008), teachers who are treated as professionals develop a sense of empowerment that encourages them to be independent learners to bring about change. "The rationale of implementing empowerment structures in school operations is to promote greater achievement through granting authority to those who know content and students well — the teachers" (Hemric et al., 2010, p. 38).

Whenever reform is necessary, it is essential that faculty be present at the table to ask questions, find common ground, and discuss necessary modifications and implications, as educational institutions do not function with homeostatic stability

(Darling-Hammond & Rothman, 2011). Principals need to communicate and develop relationships with all stakeholders in order to share information and resources to build a wealth of knowledge among the whole community, thus, enabling effective decision making.

Progression of Educational Reform

This section examines education reform in the United States, more specifically, the state of Kentucky dating back to the early 2000s. Education reform has changed the structures of schools by the transfer of decision making from the central office to the school level and, ultimately, the classroom level in expected efforts of school improvement. Three subsections discuss the most recent reforms that have affected Kentucky from the year 2000 to the present: (a) No Child Left Behind Act of 2001, (b) Carl D. Perkins 2006, and (c) Senate Bill 1. Education reform is about change, leadership, and improvement, which transcends into effectiveness and accountability. Scribner et al. (2001) argue that, if all students are to learn and perform, all teachers, including career and technical education teachers, must be empowered to successfully promote school reform to advance student learning.

No Child Left Behind

The U. S. Department of Education enacted Public Law 107-110, better known as the No Child Left Behind Act of 2001. This act was important to President George W. Bush, and he signed the law into existence on his first day in office. The President's priority for schools was to ensure that all students were given equal opportunities to achieve an adequate education in America, deeming that all students be proficient on state assessment by 2014. No Child Left Behind reauthorized the Elementary and

Secondary Education Act (ESEA), while bringing about accountability, giving more authority to states, offering parents choices on where their child could attend school, and utilizing research to make educational decisions that improve student achievement (Sclafani, 2003).

No Child Left Behind mandated research-based testing standards, while establishing freedom for states and districts to make decisions on curriculum and professional development that ensure student achievement. The law required that content standards be developed and directly linked to testing for specific grade levels. Core content standards were developed by each individual state and distributed via the internet to ensure teachers had immediate access to curriculum. Teachers were expected to teach the content on which that students would be tested and be accountable for the outcomes each year. As teachers began to utilize the internet to obtain curriculum materials, they were empowered to use technology and data in developing individualized instruction (Sclafani, 2003).

Some states have already moved forward in requiring additional testing and accountability measures for students, Kentucky being one of those states. Prior to NCLB legislation, Kentucky implemented the Kentucky Education Reform Act (KERA) in 1985, with a mission to provide all students a sufficient education. This law established several goals for educators while requiring in-depth curriculums, writing portfolios, school-based decision making, preschool programs, and a new accountability system known as the Kentucky Instructional Results System (KIRIS). Even though large sums of educational finances had been allocated to KERA, Kentucky decided to align the

system to meet the proficiency accountability measures put in place with NCLB and intended to be met by 2014.

One of the crucial accountability components of NCLB is the Adequate Yearly Progress (AYP) mandate, which requires schools to assess students and report data in an effort to verify that they are reaching outlined benchmarks. Schools receiving federal funds and failing to meet benchmarks two consecutive years were flagged as not meeting AYP goals and required for an immediate corrective action process consisting of interventions that would move the school toward AYP goals. The process consists of the school being placed into one of five tiers. In tier one, the school makes necessary changes; tier five schools are overtaken by the state or the agency that the federal government deems can transform the school. These intervention measures are stressful and disruptive because individuals who are unfamiliar to the teachers share best methods and practices of instruction in an effort to change behaviors that will move test scores to higher levels. However, technical teachers are concerned about teaching skills to move skill attainment to higher levels.

Carl D. Perkins

Carl D. Perkins was federal legislation enacted in 1984 as the Carl D. Perkins Vocational Act, later known as Perkins I, providing funding to vocational programs. Perkins I required the forming of councils and assessments for programs utilizing federal money. This law was amended in 1990 and became identified as the Carl D. Perkins Vocational and Applied Technology Education Act, later known as Perkins II. Funds were directly allocated to teach technical skill development and Tech Prep programs. Perkins II was amended in 1998 and became the Carl D. Perkins Vocational and

Technical Education Act of 1998, also known as Perkins III. This reauthorization emphasized preparinging students for the workplace and focusing primarily on student performance as well as professional development for teachers (Scott & Sarkees-Wircenski, 2008, as cited in Long, 2008).

The Carl D. Perkins Career and technical education Act of 2006, also known as Perkins IV, continued to provide funding to develop teachers and students. The primary focus in 2006 was to develop academic and technical skills of both secondary and postsecondary education students. The process of developing academics for students included:

(a) challenging standards to develop high skilled, high wage, and high demand careers in technical skill professions;

(b) linking high school and post secondary education programs for students;

(c) improving tech prep programs;

(d) using research and best practices that improve instruction within programs;

(e) promoting leadership and professional development for teachers, administrators, and counselors;

(f) developing partnerships between stakeholders of all schools impacted by career and technical education; and

(g) providing lifetime opportunities to learn skills to keep the United States competitive (Carl D. Perkins, 2006).

Accountability measures were implemented requiring career and technical education programs to meet performance measures. That included academic attainment, graduation rate attainment, and technical assessment as aligned with industrial

assessment. If a measure was unmet, schools would provide a corrective action plan specifically explaining procedures that will be used to meet required accountability measures the following year. Failure to reach accountability measures the following year could decrease, if not eliminate, funds for that school.

Collaboration among all stakeholders was an additional requirement of Perkins IV (Sturko & Gregson, 2009). Schools were required to identify stakeholders within their communities, build partnerships, and develop articulation agreements with postsecondary institutions. Perkins IV established the support and input from business, industry, and postsecondary schools to open lines of communication while forging a pathway toward student success.

Senate Bill 1

The 2009 Kentucky General Assembly passed Senate Bill 1, which added another layer of school assessment and accountability to career and technical principals, teachers, and students. Senate Bill 1 provides more structure to the already existing assessment and accountability framework by creating student learning plans. This educational model identified five target measures in which students were expected to improve, while setting baselines where schools would be held accountable for student progression: (a) proficiency on state exam, (b) growth plan for meeting ACT benchmarks, (c) gaps of overall population, (d) graduation rate, (e) and college and career readiness scores

College and career readiness is a phrase utilized by legislators and educators when accountability components are determined to be equally as important as the other four academic components. This measure brings more accountability for career and technical teachers and more responsibility for principals and teachers and will require teachers to

prepare students for state required exams, while ensuring that students acquire knowledge to attain industry certifications. These tougher accountability standards place principals in positions to utilize their leader power in directing reform, while bearing in mind that teachers are the key element in enacting new educational reform strategies.

These tougher accountability standards will require career and technical education principals to utilize their positions in directing reform, while keeping in mind that teachers are the key element in enacting new educational reform strategies. Kochan et al. (1999) noted that the stress principals feel may be minimized by reorganizing their responsibilities to lessen demands and focusing energy on improving instruction, enriching learning and teaching environments, and building support for schools in the larger community.

History of Career and Technical Education

According to veteran of career and technical education, Donnalie Stratton (personal communication, April 3, 2012), the concept for vocational education became a reality in 1917 with the Smith Hughes Act that provided training and teacher education in the areas of agriculture, trades, and industry. In 1938 Kentucky established the Mayo State Vocational school in Paintsville and the West Kentucky State Vocational School in Paducah; other schools were established in the 1940s by local boards of education to meet the war efforts. By 1962, the number had grown to 10 state schools in Madisonville, Owensboro, Bowling Green, Somerset, Hazard, Harlan, Belfy Pike, Millard Pike, Knox, and Union. After 1963 the growth of vocational schools rapidly expanded, as Congressman Perkins and Kentucky vocational education officials were

instrumental in developing the 1963 Vocational Education Act, which for the first time provided construction funds for vocational schools.

The purpose of vocational schools was to provide high school students opportunities to train and learn skills on costly equipment in areas where employment opportunities were high and to maintain a skilled labor force for community, business, and industry. Vocational education is a behavior-based education system composed of performance-based hands-on skill objectives compiled of industry tasks to develop individual skill with project-based outcomes that make up the state educational curriculum. The vocational education curriculum affected students by providing knowledge and skills outwardly on the student (Doolittle & Camp, 1999), while utilizing individual mental capacities, thus preparing them to meet the demands of the industrial labor force.

There are 53 vocational schools, now identified as Area Technology Centers (ATC's), that accommodate areer and technical education programs throughout the state of Kentucky. The current vision programs is to serve high school students by enhancing and expanding career options that lead to postsecondary education opportunities as well as employment. A secondary role is to serve the needs and collaborate with local communities in economic development and training efforts through national recognition. ATC's operate under the branch of Kentucky Tech and are the first technical education system in the nation to become accredited through the Southern Association of Colleges and Schools (SACS-CASI). This accreditation requires that all 53 Area Technology Centers complete an extensive assessment biannual and develop school and program improvement plans to move forward. Continuous improvement plans are based on data

collected from student achievements federal performance indicators, and community involvement.

Career and Technical Education Center Principals

Career and technical education principals are required to complete the same educational programs and obtain the same instructional leadership credentials as elementary, middle, and high school principals. Many times these principals are outstanding CTE teachers who have shown leadership potential and who are willing to continue their education to acquire skills to develop their leadership talents and become a career and technical education specialist.

The job responsibilities of an Area Technology Center principal are to serve as the educational leader who promotes the success of all students by:

- Managing the development, articulation, implementation, and stewardship of a vision of learning shared by all stakeholders so they can have a voice in decision making and can share power in improving student learning.
- Cultivating, promoting, and sustaining a school culture and instructional programs beneficial to student learning and staff professional development to enrich the learning process and develop leaders.
- Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment, while promoting the success of all faculty and students.
- Collaborating with families and community members responding to diverse community interests and needs, while mobilizing community

resources in an effort to achieve dexterity to adapt to changes in educational environments to improve instruction.

- Acting with integrity and fairness and in an ethical manner.
- Understanding, responding, and influencing the larger political, social and economic, and legal and cultural context within our schools and communities.
- Developing strong relationships with business, industry, and postsecondary partners for school and student support.

Times have changed in career and technical education; all educational leaders now need to be able to synthesize and analyze data in preparing to make data driven decisions during reform. As technical education begins to focus on the effectiveness of programs, "educators need to be savvy about appropriate and inappropriate uses of evidence to indicate that a student, a class, a school, or a district is succeeding or failing, if only in self-defense" (Slavin, 2008, p. 3). Reform efforts focusing on accountability require teachers to think differently and be aware of their responsibility in being accountable to students and schools. Organization change is about leaders using their leadership power to empower teachers to behave and respond differently, which requires a change in underlying beliefs and assumptions about how things have been completed in the past and attempting new processes. Ascprincipals are overwhelmed with demanding changes, they alone can no longer complete all of the leadership responsibilities necessary to transform schools, therefore, communicating, sharing of decision making, and building relationships to empower teachers are necessary skills to develop an empowering approach to leading school change and achieving student success.

Career and Technical Education Teachers

Career and technical education teachers share content technical knowledge and provide a project for students to complete by hand, just as it would to be completed on the job. For example, in the automotive program, such as a brakes class, the teacher would provide students lectures necessary to become more familiar with the content knowledge about brakes and their replacement. Once the basic knowledge had been transferred, the teacher would then move students to the lab where a vehicle would be waiting for a brake repair. Students would work way through the process of troubleshooting, diagnostics, ordering parts, repairing, and rebuilding to fix the brakes. The lesson was complete once students had repaired the vehicle. Due to reform, teachers today are expected to instruct students on how to repair the brakes and prepare them with academic content to perform well on state exams and industrial certifications.

Career and technical education teaching methods permit students to simultaneously learn a skill, while using their hands to complete tasks in a real work environment. When automotive students manually to repair a set of brakes, they are actively involved in the learning process, and acquired knowledge is more authentic than listening to a lecture. Students begin learning at their knowledge level; as they build upon that foundational knowledge by using their hands to master concepts, they become more actively engaged and responsible for their learning.

As noted by Darling-Hammond and Rothman (2011), high quality teachers are those who know their content, transfer knowledge to students, are continuous learners, and are committed to school-wide effectiveness and improvement. Therefore, it is necessary that teachers be empowered to, know, believe, and claim that they are the ones

who hold the key to making a difference within their school. For the sake of the teacher, principals must learn to unleash the potential within every teacher — empowerment. Blasé and Blasé (2000) examined principal leadership behaviors that had a direct effect on teachers and instruction. The study included 800 elementary, middle, and high school teachers across the United States who responded to an open-ended questionnaire. The study revealed that teachers should be given more opportunities to improve their instruction through reflection and professional development. Principals should develop relationships with and among teachers to encourage unity and provide professional development opportunities (Marmor, 1987).

Principal as the Educational Leader

Principal roles in the last few years have evolved to include the responsibilities of managing, leading, and developing relationships with stakeholders to accomplish educational goals set forth by district, state, and national policies. School reform is being directed toward improving student achievement and accountability, which is bringing more attention to the role of educational leadership. Researchers argue that principals have an impact on teachers (Blasé & Kirby, 2008; Lintner, 2008; Manders, 2008). With accountability as the driving force of success, educational leaders are focusing more attention on instruction and instructional outcomes while analyzing data in an effort to make effective decisions regarding curriculum and instruction to empower teachers. Therefore, teachers need to be included in decision making, which empowers them, and gives a renewed sense of belonging as a contributing member of the school (Caprara, Barbaranelli, Steca, & Malone, 2006; Rice & Schneider, 1994).

In August 2012, the Kentucky Department of Education announced a projected seven to nine percent budget cut for 2013, which stresses the educational system even more as schools now operate on tight constraints and bare bone minimums. Principals are finding it necessary to be aggressive and resourceful, as teachers are dependent upon them to apply sound decisions in locating resources and maintaining staff allocations. Whenever a substantial change is necessary, it is essential that the leader have all stakeholders present at the table asking questions, finding common ground, and discussing necessary modifications and implications, since, educational institutions do not function with homeostatic stability. Therefore, it is important that educational leaders understand barriers that undermine their work when empowering teachers.

Many systematic barriers in education impede and slow change: funding, increased political attention, and the lack of best practices. Even though educational leaders are faced with obstacles by enduring and preserving, many can be overcome by communicating and empowering teachers to become more effective in practice (Stachowiak, 2011). Additionally, funding is a serious issue forcing principals to look at the bottom line when making many decisions; yet, by working together in making decisions, building strong alliances, and sharing resources among faculty, many schools have continued to move forward and make assessment gains. Furthermore, education is receiving a substantial amount of political attention because of accountability and assessment, which is forcing educational leaders to focus more on teacher decision making. During the school day teachers are teaching and have little time to observe other effective teaching methods; more opportunities need to be made available to allow

teachers to observe what others are doing within the classroom to engage students and meet accountability measures.

Students who will not meet the college ready measures need to focus on obtaining skills in career and technical education to prepare them to attain industrial credentials; i.e., their elective classes need to be focused in one program area to obtain skills to pass national certifications that identify them as career ready. Career ready students are more able to think and solve problems on the job (Vickers, 2003). Teachers need to identify practices that will help students to become successful in meeting career readiness measures and be provided systematic professional development to increase knowledge and skills. Principals need to empower teachers by supporting them in professional development opportunities, as teacher perceptions of their principal impact student success and school effectiveness.

Using the Principal Instructional Management Rating Scale (PIMRS) as the instrument of data collection, Hallinger (2008) reviewed the evolution of school leadership by focusing on methods used by researchers from 1983 to 2008,. The purpose of the study was to analyze research from the past 25 years that used the PIMRS instrument to examine patterns in principal methodologies. The study identified trends in research questions, analytical methods, application of theory, and how school principals employed their instructional leadership style.

When collecting data for the study, Hallinger (2008) identified that the PIMRS and self-reports from principals did not align with teacher perceptions. This led to the conclusion, for the purpose of research, that users of the PIMRS should rely more on the teachers' reports than on the self-reports of principals because principals seen themselves

as better than their teachers rated them. The researcher also reviewed studies in five general models to examine the relationship between instructional leadership and other variables in the studies.

Hallinger (2008) reported several distinct limitations. First, results failed to describe how scholars used PIMRS in studying principal leadership. Second, a limited number of academic and philosophy master's theses and doctoral dissertations existed in the 188 studies reviewed. The author indicated that instructional leadership remains an active topic of study among doctoral research, with PIMRS as a proven reliable means of collecting data; however, teacher perceptions should continue to be considered as the preferred method of collecting data for research and analysis. This study supports the use of the collection of teacher perceptions for this research.

Barnett, McCormick, and Conners (2000) studied leadership behaviors from the perspective of improving secondary schools and school reform in Sydney, Australia. Transactional and Transformational Leadership styles were studied in relation to teacher outcomes and school culture. The purpose of the study was to investigate the validity of the transformational and transactional leadership model and the school learning culture model at the school setting. Barnett et al. identified several key factors with respect to leadership style and school culture. First, the leadership styles consist of four constructs and were constant with conceptualization of transformational and transactional leadership on culture. Second, in practice, teachers did not distinguish between charisma, intellectual stimulation, and inspirational motivation. Third, teachers did not distinguish between Transformational Leadership behaviors, individual concerns, or transactional leadership contingent rewards.

Regarding cultural findings, teachers did not detect a difference between the learning culture at the corporate school level and the classroom level. Second, and of importance, positive teacher outcomes toward their jobs of extra effort, satisfaction, and effectiveness were established in relation to Transformational Leadership behavior of individual concern. Third, relationships were found to exist between the transformational and transactional leadership behaviors of the school principal with aspects of learning culture. Fourth, Transformational Leadership behavior of vision and inspiration had a negative association with intrinsic motivation for learning, as teachers had not been bought into the principal's vision. Last, significant interactions occurred among vision, inspiration, and active management by exception, with intrinsic motivation for positive learning outcomes.

The study by Barnett et al. (2000) included two factors affecting the limitations of research: reliance on teachers' common perceptions and views of transformational and transactional leadership behaviors with aspects of school learning culture. Within this research study, Transformational Leadership had apathetic implications on the development of teacher empowerment to influence student learning, while implying that Transformational Leadership alone had nominal influence in building teacher relationships for student success. Therefore, Transformational Leadership, which is value driven and focuses on teacher needs of a value perspective, is not effective alone to explain happenings that impact teacher relationships necessary for empowerment.

Barnett and McCormick (2003) investigated the relationship between principal and Transformational Leadership; their research was conducted by asking questions of educators about principals they perceived as having Transformational Leadership

qualities. Findings supported prior research, which identified that principals should build relationships and focus on individual teacher needs to succeed prior to building a vision and mission for the school. Principal and teacher relationships are the foundation of any educational progress. Transformational principals possess a vision for the school and rally teachers to work toward accomplishing the vision. This research supports the necessity of an interpersonal relationship between the principal and teacher before a vision and mission should be established for the school. Transformational Leadership theory focus on motivating others to work together to reach goals and less focused on building meaningful relationships with each teacher.

Toor and Ofori (2009) also examined leadership as associated with outcomes and organizational culture in Singapore. The study combined transformational and transactional leadership constructs with employee and employer satisfaction to investigate if ethical leadership was positively associated with Transformational Leadership, contingent rewards, and employer outcomes. Ethical leadership was significantly and positively associated with all components of Transformational Leadership. The results resonate with Burn's (1978) earlier concept of transforming leadership, what is now know as Transformational Leadership, in that he held the belief that leadership was a moral responsibility that raised ethical motives for leaders that followers could imitate within the school.

Thomas, Schermerhorn, and Dienhart (2004) stated, "In the leadership capacity, executives have great power to shift the ethic mindfulness of organizational members in positive, as well as, negative directions" (p. 1). Additionally, they deemed that leaders can use their power to establish ethical contexts of positive ethical behaviors and

employees will assume these behaviors, making them a part of the norms of the organization. This study revealed that ethical leadership and transformational leaders are associated in organizational settings, yet within educational settings, Transformational Leadership impacts are weakened. Despite that finding, this study calls attention to the fact that principals as leaders maintain the power to influence teachers and, in turn affect students in the classroom. Principals need to understand their leader power and be mindful of the implications on learning for both teachers and students.

In the study, "Measuring Principals Content Knowledge of Learning-Centered Leadership," Goldring, Huff, Pareja, and Spillane (2008) studied comprehensive professional development and how it would improve principals' skills in working with teachers and students. The research study identified professional development as essential in building principal knowledge and reshaping practice directly affecting faculty and their work environments as being a component of a transformational leader.

Goldring et al. (2008) developed an extensive professional development plan for principals to address critical gaps in knowledge. As principals and teachers are being held accountable for educational reforms and students reaching benchmarks, the stakes are higher now than ever before for staff to learn, share knowledge, and work together. Being an effective principal who empowers teachers is a skill necessary to improve educational organizations. Two significant outcomes were found: first, correlations between principal self-reports and teacher reports demonstrated weak to moderate relationships between expertise and practice, indicating that principals perceived themselves as better than teachers perceived them. Correlations between teacher surveys and principal scenario scores show greater contrast and higher correlations on the

outcome of professional development. Their research identified different levels of expertise between principal belief and teacher perception. In order to move schools forward, principals must continue to understand how they can empower teachers through their leadership and continue to learn about developing personal relationships with teachers and education in an attempt to empower others and improve teaching and learning (Lintner, 2008).

Marks and Printy (2003) completed empirical research studies that identified how Transformational Leadership and instructional leadership had implications in teaching. Additionally, they consequently conducted a quantitative research study investigating the concept of school leadership and its influence on school performance. Twenty-four elementary, middle, and secondary schools were selected nationwide to participate in an investigation of the effects of Transformational Leadership on the quality of teaching and learning. Marks and Printy found that instructional leadership had implications with Transformational Leadership and should be considered by principals. It is necessary that principals understand the power they possess, specifically referent and reward, used most by transformational leaders as these impact teacher empowerment (Kirgan, 2010). Hallinger (2003) stated, "In the 1990s, researchers shifted their attention to leadership models that were more consistent with evolving trends in education reform such as empowerment, shared leadership, and organizational learning" (p. 2), with Transformational Leadership being the primary model utilized to impact teacher quality and student success. Therefore, Transformational Leadership was researched in the following section to learn more about the components that would empower teachers and impact student success.

Transformational Leadership

The concept of Transformational Leadership has been studied in several fields such as military, business, and education, with each leader focusing on the developmental needs of the follower. The theory of Transformational Leadership was pioneered by Burns in 1978 and is founded on the concept that exceptional principals look to transform their teachers by encouraging them to acquire higher levels of thinking and knowledge that will enable them to become more effective and efficient in solving problems within their classroom and school. Burns based this construct of his findings in the literature of traits, leadership styles, leader member exchange, and his observations to assert that the leader considers the big picture and then communicates the vision to others; the leader fulfills member needs to succeed in an attempt to motivate them to work toward the vision through certain behaviors (Lowe, Kroeck, & Sivasubramaniam, 1996). The transformational principal inspires teachers to meet the vision through acquired knowledge necessary to implement reform, increase student learning, and do whatever is needed to move the school forward by increasing their self-efficacy and providing them with information, opportunities, responsibilities, and support.

Avolio and Bass (1988) expounded on the original work of Burns by establishing in their research that transformational leaders could motivate their subordinates, while terming transformational leaders as "value added" leaders. Shaw (2006) characterized value added as the transforming interaction between teachers and students to transform learning and stated that, "Work of some kind is done in the system to produce output. The system adds a 'value added' to the work in process" (p. 2). As such,

transformational leaders present their personal values that empower others to transform the organization (Stewart, 2006).

Leithwood and Jantzi (1990) noted that transformational leaders have specific priorities for staff development, teacher development, and solving teacher problems. Further research identified that Transformational Leadership focuses on redistributing the balance of power in the school. This focus illustrates the utilization of the talent and abilities within the school to accomplish a variety of tasks. According to Marks and Printy (2003,) this means that leaders motivate others to move beyond their self-interests, allowing them to focus on the good of others. Put another way, Tischler (2004) determined that transformational leaders were similar to that of entrepreneurs, as they could inspire commitment and capacity within an organization. Transformational Leadership, as utilized by principals, demonstrates the exchange of positive actions between principal and teacher, which is a component of teacher empowerment.

Leithwood and Jantzi (2000) studied six dimensions of Transformational Leadership leading to teacher job satisfaction and implications on effective educational reform: (a) building school vision and goals, (b) providing intellectual stimulation, (c) offering individualized support, (d) symbolizing professional practices and values, (e) demonstrating high performance expectations, and (f) developing structures to foster participation in school decisions. The research identified that transformational leaders have an impact on organizations. Furthermore, they noted that power and authority need not rest solely with the school principal and that Transformational Leadership could motivate teachers to have higher levels of commitment to the vision and goals, yet have only a slight impact on student outcome.

Further research by Leithwood and Jantzi (2006) produced findings revealing a positive relationship between Transformational Leadership and teacher commitment to school reform and job satisfaction. Four studies also reported significant positive relationships between Transformational Leadership and changed teacher practices (Lintner, 2008; Long, 2008; Hallinger, 2003, 2008; Stewart, 2006).

Focusing specifically on education, when the principal is transformational, the school will benefit as teachers move forward to raise their level of performance without compromising their beliefs. Transformational principals set high expectations for teachers, while transforming them to be leaders as well. Transformational Leadership has been shown to facilitate a sense of teacher empowerment (Melenyzer, 1990). Transformational Leadership focuses on people (Burke et al., 2006). A transformational principal is able to motivate teachers to strive for excellence without the use of force by inspiring them through their deep passion (Kirgan, 2010). Transformational leaders communicate a vision that inspires others to look beyond their self and to move to higher levels of performance (Avey et al., 2008). Additionally, Kark et al. (2003) suggested that Transformational Leadership empowers teachers, yet can make them dependent upon the principal for identification therefore, it is necessary for this research to consider an additional theory to build empowerment.

Transformational Leadership and Empowerment

Organizational research outcomes have associated the Transformational Leadership approach with employee empowerment (Avey et al., 2008; Dvir et al., 2002; Kark et al., 2003). Additionally, Avey et al. (2008) identified that Transformational Leadership, hope, efficacy, resilience, and optimism were linked to creating feelings of

empowerment and lead to employee engagement; data were gathered through survey research utilizing 341 workers. Findings indicated that, when employees were involved in their task, a level of ownership was developed and give them responsibility to make decisions. Dvir et al. (2002) found evidence that Transformational Leadership led to empowerment and to subsequent engagement in self-efficacy and independent thinking. They conducted an intervention study and found evidence that followers' perceptions of Transformational Leadership qualities in their principal led to a greater sense of empowerment. Both researchers identified self-efficacy as a relevant variable with Transformational Leadership and empowerment.

Kark et al. (2003) examined the direct effect Transformational Leadership had in empowering employees. Utilizing a large sample of bank employees, they found that transformational leaders connect with the self-concept of followers, i.e., that the value and belief system become aligned with that of the leader and elevated follower self-efficacy. Transformational leaders who keep the best interest of their followers at heart build employee empowerment. Research by Judge and Piccolo (2004) identified that Transformational Leadership style has a positive relationship with team performance. Avolio, Gardner, Walumbwa, Luthans, and May (2004) also found that Transformational Leadership led to follower empowerment and commitment**.** These research studies provide findings that Transformational Leadership is more effective in organizational settings with less impact in education settings. Furthermore, Lowe et al. (1996) ascertained that Transformational Leadership is less likely to evolve in organizations where politics is entrenched, such as schools, since leadership becomes limited to committee decisions.

Five external evaluators completed an evaluation in 2010 for a United States company operating in East Malaysia. They evaluated continued development for company stakeholders to examine leadership style, employee empowerment, and organizational committee to identify whether a relationship existed that might explain the company growth. The report was published in the scholarly *Business and Economics Research Journal* in February 2011. The purpose of the evaluation was intended to investigate whether employees were empowered to support organizational commitment through managers using Transformational Leadership styles. Three objectives were identified for this study: (a) investigate the relationship between Transformational Leadership and empowerment, (b) study the relationship between Transformational Leadership and organizational commitment, and (c) examine the mediating effect of empowerment in the relationship between Transformational Leadership and organizational commitment. Findings support the consideration that, when leaders employ Transformational Leadership style, employees are then empowered in decision making, thereby increasing their respective commitment to the organization.

Melenyzer (1990) indicates that many values of teacher empowerment are coherent with the traits of Transformational Leadership and alleviate some of the bureaucracy and empower teachers to have input into the operation of the school (Leithwood & Jantzi, 1990). However, it is difficult in schools where politics are deeply rooted to develop Transformational Leadership. Therefore, "true Transformational Leadership requires employee empowerment, not employee dependence" (Lowe et al., 1996, p. 3). With this in mind, transformational principals could be more effective by building authentic relationships and defining those relationships using Leader Member

Exchange theory which characterizes the extent to which relationships are formed between principal and teacher — healthier relationships reflect better leadership.

Leader Member Exchange

Leader Member Exchange (LMX) theory originated in the study of socialization and the social exchange theory and has been studied for 30 years. Nahrgang et al. (2009) propose that the innermost facet of Leader Member Exchange theory is the unique reciprocal relationship that leaders can develop with their employees affecting attitudes and behaviors while negotiating their role within the relationship. LMX has been studied extensively in the organization and somewhat in educational settings. This section will share information in both organizational and school settings.

Leader Member Exchange consists of people categorized into two groups by relationships with the leader. Northouse (2006) refers to dyadic relationships as being a member of either the "in group," or "out group." The in group is relationships with employees of high quality, and the out group is low quality relationships with employees. High quality relationships as those in which the leader feels confident enough in the employees abilities to expand their job responsibilities, referred to as the "in group." These relationships are developed over time and through interactions and exchanges between the leader and follower. The quality of exchanges between the leader and employee develop over time and determine whether the employee will receive in group or out group status. The category determines the level of responsibility, decision making, and resources the follower receives from the leader.

Employees who have demonstrated themselves as desiring to be successful are more empowered by the leader and are classified as being a member of the in group and

given more job latitude, decision making opportunities, open communication lines, and funding consideration; these employees and the leader maintain a high quality Leader Member Exchange. Northouse (2006) relates a high quality Leader Member Exchange relationship as one with high levels of trust, respect, and commitment. On the contrary, out group members work within the requirements of their employment agreement while the leader provides support and assistance required by the position. Therefore, out group members do their jobs only to the point of what the job description requires and seldom volunteer to contribute additional time or energy to the job. High quality Leader Member Exchanges go beyond job descriptions, with leaders being influential, building relationships, and supporting the subordinate with greater autonomy and responsibility**.**

A study by Greguras and Ford (2006) measured followers' perceptions of their leaders, and the findings propose that in group status employees associate successful performance to their own abilities, such as effort and ability — meaning, they take ownership in their jobs. Becker, Halbesleben, and O'Hair (2005) completed a research study with federal fire fighters revealing that communication, when completed in a defensive mode, was reflective of low quality Leader Member Exchange relationships. The relationship between the principal and teacher must be of high quality to empower teachers to take ownership and make decisions that affect the classroom, student success, and school effectiveness.

Outcomes from a research study by Ilies, Nahrgang, and Morgeson (2007), comprised of many individual studies containing 9,324 subjects, revealed a moderately strong, positive relationship between subordinates with in group status and engagement in more citizenship behaviors at work. Specifically, the research supporting the LMX

theory indicates that subordinates with in group status had higher productivity, job satisfaction, improved motivation, and engagment in more citizenship behaviors.

Boies and Howell (2006) grouped 162 Canadian Armed Forces personnel in teams of five to observe group interactions. Highly developed LMX relationships were positively related to team effectiveness and negatively related to team conflict, while leadership influence was related to interpersonal procedure rather than stable personality traits. Additionally, the study investigated interaction beyond the Leader Member relationship in unique environments, and they were found to be significant for LMX theory development. Further, they suggested that Leader Member Exchange theory might explain interaction with team differences in predicting team outcomes. The researchers proposed that dyad relationships in schools are generally between the administrator and educator, but a dyad relationship also can exist between teachers.

Graen and Uhl-Bien (1995) revealed that high quality LMX relationships had absolute favorable outcomes for leaders, followers, and organizations. They suggested that interacting and understanding follower exchanges is important to identify principals of the leadership process and moving more followers into the high quality level relationships. Being convinced of the importance, these researchers proposed that leaders can and should be trained in how to develop high quality, meaningful, and trusting relationships with their followers. The initial relationship development discovered by researchers was that "managerial processes in organizations were found to occur on a dyadic basis, with managers developing differentiated relationships with direct reports" (p. 226). Therefore, they identified a three-phase process through which the leader and follower progresses through to develop high quality relationships. The process begins

with the first phase, which is that of the leader and follower coming together as strangers while they perform their duties within the organization, and the interaction and relationships are formal with clearly defined roles. During the second phase, the two become acquaintances with increased interactions and exchanges, the "getting to know you" stage. In the final phase, the mature partnership is developed to produce a high quality exchange relationship with reciprocated interactions and exchanges.

Criticism of LMX Theory.

Northouse (2006) outlines the major limitation to the LMX theory as being a general lack of development and somewhat deficient in providing details about how the interactions and exchanges are created. Another limitation of the LMX theory is that the primary focus is placed on leader member dyad relationship development with little consideration of how those relationships affect the whole group (Hogg, Martin, Epitropaki, Mankact, Svensson, & Weeden, 2005). With these findings, Transformational Leadership could be utilized to focus on whole faculty outcomes with Leader Member Exchange focused on building dyad relationships; collectively these theories may decelerate the effects of politics in schools, while empowering teacher and student success specifically during times of educational change and reform.

Leader Member Exchange and Empowerment.

Leader Member Exchange is an active theory characterized high quality relationships that continuously support employees in the professional growth process and engage leaders to continually plan and provide growth opportunities. Principals need to identify the strengths and weaknesses of teachers and provide the necessary resources to

support their efficiency and effectiveness in their job while developing empowering relationships. Ngoma (2011) states,

> The perceptual, behavioral, and cognitive processes underlying the nature of relationships that a leader establishes with two groups of subordinates — 'in-group' and 'out-group' — can be channeled towards an empowerment model that can enhance school effectiveness. (p. 12)

This is a transformational relationship identified by Northouse (2006), as it moves both members beyond their self-interest and focuses on the needs of the organization. Both Transformational Leadership and Leader Member Exchange theories movedd faculty beyond their self-interest; everyone makes adjustments to keep abreast of educational changes.

Transformational Leadership and Leader Member Exchange

Barnett et al. (2000) identified several components regarding the negative outcomes of transformational leaders in an educational setting; therefore, this research presents Transformational Leadership theory and Leader Member Exchange theory as two independent constructs, although together they can identify behaviors that could explain the phenomena of empowered relationships with principals and teachers. Principals identifying with behaviors of Transformational Leadership theory exhibit skills such as sharing information, providing opportunities, giving responsibilities, and support that provide individualized consideration to empower teachers; leaders also employing LMX theory focus on the development of interpersonal relationships with teachers. Tse and Mitchell (2010) argue that the behaviors of Transformational Leadership determine how followers develop and maintain the quality of LMX relationships with their leader.

Specifically, when leaders provide individualized consideration to their followers, their LMX relationships are strengthened. The followers feel a great sense of obligation because their leaders often act as mentors to coach them individually, and the leaders also are willing to accommodate their needs and wants. Together these theories identify behaviors that principals can utilize to support faculty social development and divergent thinking, while empowering teachers to work toward a vision as a collective team effort. When meaningful LMX relationships are of high quality between principal and teacher, the relationships among teachers will be conducive to team building.

Research completed by Wang, Law, Hackett, Wang, and Chen (2005) also concluded that Transformational Leadership supports high quality LMX relationships. These relationships are supported by influencing knowledge creation within teams, such as a school faculty, while focusing on teacher needs and wants in an effort to build capacity within teachers. In collaboration, these theories consist of behaviors that raise the expectation of conduct to focus on the needs of teachers while effectively and efficiently building communications and relationships. Principals should become the role model, establish the vision, act as the change agent, and shape the direction of the school, empowering teachers to follow while creating high quality relationships with each teacher and empowering them to want to work beyond job requirements. Both leadership theories create a congruent value system and include the leader and follower in the leadership process while emphasizing the necessity for the leader to possess the ability to effectively communicate and educate followers in learning their role within the organization.

Transformational Leadership and Member Leader Exchange theories mutually provide a sound educational theoretical framework in influencing and empowering teachers. According to Deluga (1992), LMX and Transformational Leadership theories are positively associated in developing relationships with teachers and making the determination that individual consideration and charisma of transformational leaders are positively related. More support comes from the research study of Gerstner and Day (1997), arguing the concept that developing relationships in Transformational Leadership is central to the process of developing and maintaining relations with individuals in the Leader Member Exchange (LMX) theory. An additional research study by Krishnan (2005) positively associated LMX theory to Transformational Leadership in the realms of developing mutual respect, trust, and an overall value of employee and employer relationships.

Differences between Transformational Leadership and LMX Theories.

Burns (1978) outlined key differences between LMX and Transformational Leadership theories. Primarily a value agreement between leader and follower must be considered when discussing Transformational Leadership. When a leader possesses power, he/she must have the opportunity to apply that power in order to influence others. Meanwhile, LMX theory contains behaviors that enable a leader to evaluate high quality exchange relationships between leader and follower without changing the values of followers. Transformational Leadership has been known to make teachers highly dependent upon the principal. LMX theory identifies the acceptance of rewarding teachers for good work, while Transformational Leadership disregards this practice.

Empowerment

Empowerment is not the concept of giving power to the people; empowerment is allowing people to release the power, knowledge, and inspiration they already possess. Empowerment is the process of providing the tools necessary for others to be efficient and effective in the desired outcome. Therefore, empowerment is the outcome of the relationship between those who perceive themselves as having power and those who perceive themselves as not having no power. Teachers who have no power become complacent, develop a "just do the job mentality," and feel as though they are not being true to self (Freire, 2004). Empowerment has been utilized to gain specific results:

- Effectiveness (Short & Rinehart, 1992; Spreitzer, 1995; Spreitzer, et al., 1997)
- Job satisfaction (Coble, 2011; Scribner et al., 2001; Seibert et al., 2004; Short & Rinehart, 1992)
- Morale (Coble, 2011; Sagnak, 2012; Stachowiak, 2011)
- Ownership (Blasé & Blasé, 1997; Lintner, 2008; Stachowiak, 2011; Terry, 1995)
- Improvements (Angelle, 2010; Coble, 2011; Lintner, 2008; Scribner et al., 2001)

When consolidating the concepts of empowerment, Hobbs and Moreland (2009) state:

> Empowerment is viewed as a process through which people become powerful enough to engage in, share control of, and influence events and institutions affecting their lives. In part, empowerment requires that people gain the

knowledge, skills, and power necessary to influence their lives and the lives of those they care about. (p. 1)

Zimmerman (1995) proposed that empowerment builds capacity an individual and is a process that consists of (a) assessing circumstances, (b) considering personally and/or professionally the need for transformation, (c) grasping the capability of gathering all the necessary pieces to transform, and (d) taking action to change the environments they impact. Empowerment concepts are being utilized in an effort to streamline the workplace so that employees have higher levels of morale, which in turn reduces turnover rate and increases productivity (Spreitzer, De Janasz, & Quinn, 1999).

Empowerment is the process through which an individual acquires skills to engage in their work, assign control, and influence settings affecting life (Hobbs & Moreland, 2009). Hobbs and Moreland identified empowerment as happening in phases: initiating, increasing, and sustaining. The first phase, initiating, happens with teachers during years 1 to 3 as they struggle to prepare lessons and practice classroom procedures to grow in confidence. The second phase, increasing, takes place during years 4 to 8 as teachers learn about opportunities for growth. The last phase, sustaining, occurs after year 9 when teachers feel a high level of self-efficacy. Empowerment leveled off by year 9 for the older teachers; indicating that different professional development should be offered to meet older teachers' developmental needs.

Recent educational reforms have caused the decision making process to become more inclusive of all stakeholders, while increasing the level of accountability. Principals need to be able to empower teachers to believe in themselves and to provide services for

their improvement, fostering the belief that they have the capacity to act upon their own capabilities while accepting ownership.

Teacher Empowerment

Empowerment has been recognized as a significant factor in successful school reform. Lightfoot (1986) defined empowerment as a chance to practice autonomy, responsibility, choice, and authority. Melenyzer (1990) stated, "Teacher empowerment is the opportunity and confidence to act upon one's ideas and to influence the way one performs in one's profession" (p. 1). The review of literature indicates that principals' effective use of leader power can empower teachers.

Hobbs and Moreland (2009) and Keedy and Finch (1994) conducted case studies to explore the sharing of power between high school principals and teachers. Data were collected through a series of interviews, with principals being asked about several components of the school: vision, mission, environment, and improvement strategies. Findings from these studies led to a four-step process of the sharing of power between the principal and teacher: (a) willfully sharing, (b) principal's vision implemented, (c) negotiation, and (d) roles united between principal and teacher, with each step working together to empower faculty. The willful sharing of power occurs when the principal expands the foundation of distribution of power among the faculty so they take ownership in the vision through the negotiation of what and how the vision can be attained. With this approach, the principal becomes more of a team member, with everyone working toward the same outcome. Positional power is realigned, and teachers are empowered to have input and affect decisions that are made within their school. This

process was utilized to bring stability back to the school by involving all members and making them accountable for their actions or lack thereof.

Keedy and Finch (1994) identified that neither the principal nor teachers were responsible, yet a team effort involved all parties desiring the best for the school. As teachers were empowered and became accountable for their roles, the principal acted as a catalyst for change and focused on school improvement. Researchers also noted that principals should understand the power they possess and how to utilize that power to empower teachers.

Hobbs and Moreland (2009) found six dimensions of empowerment identified by Short and Rinehart (1992) that include: decision making, professional growth, status, self-efficacy, autonomy, and impact. Autonomy was identified as a weak construct that required time to develop in order to make decisions. Decision making had an immediate effect on teacher empowerment. As teachers acquire more experience and knowledge, their level of self-efficacy increases; and they build confidence in the decision making process.

In their qualitative research study on teacher empowerment and principals that empower, Blasé and Blasé (2001) collected data from 285 teachers among elementary, middle, and high schools. These schools were practicing a shared governance model focused around the League of Professional Schools. The instrument utilized to collect data was an open-ended questionnaire asking teachers to supply information about how their principal empowered them and to provide an example of what took place for the empowerment to occur.

Findings revealed that principals should encourage independence by enabling teachers to make decisions about their curriculum materials, increase innovation by allowing teachers to provide experiments with students, and permit the use of a variety of materials within the classroom. These leadership practices empower teachers to make decisions that influence their classroom. Further, teachers indicated that trust in their professional knowledge and judgment was needed to be successful, i.e., that principals need to trust their teachers to perform the work necessary to allow students to be more successful.

School Participant Empowerment Scale (SPES) Instrument

The SPES instrument has been used in a variety of educational studies to explore the relationship between teachers and other organizational variables. Several studies have investigated teacher empowerment and principal use of power (Bogler & Somech, 2004; Coble, 2011; Hemric et al., 2010; Lintner, 2008; Scribner et al., 2001; Short & Rinehart, 1992).

Bogler and Somech (2004) examined the relationship between organizational commitment, professional commitment, and organizational citizenship behavior, while determining that teacher empowerment was positively related to individual and organizational variables. Researchers found that each component impacted school outcomes. Specifically, the study linked professional growth to organizational commitment and self-efficacy, while linking status to organizational and professional commitment, as well as decision making, self-efficacy, and status to organizational citizenship behavior.

In their ex-post facto study, Scribner et al. (2001) used the SPES to study teacher empowerment within career and technical education. Data were collected from 3,366 teachers. Findings revealed that teacher empowerment was equivalent among male and female and that meaningful decision making was significant for school improvement to happen.

Short and Rinehart (1992) explored relationships of the perceptions of teachers in the area of empowerment. Data were collected from 35 recovery reading teacher leaders, 141 reading recovery teachers, and 71 non-reading recovery teachers. Data were gathered through a survey identifying six dimensions of teacher empowerment: decision making, professional growth, status, self-efficacy, autonomy, and impact. Short and Rinehart defined empowerment as school faculty taking responsibility to solve their own problems. Findings suggest that schools where teachers were empowered had a higher level of job satisfaction. The authors suggested that policy makers should consider the reform they introduce, as it takes time to restructure the thinking of teachers in making decisions. Decision making is a key area of empowerment.

Dimensions of Teacher Empowerment

Decision Making.

This dimension refers to teachers being included in the decision making process that directly affects their jobs. Teachers must feel included in processes that affect the way they complete their responsibilities. Schools move forward when decision making is shared with teachers (Hemric et al., 2010; Lintner, 2008; Rice & Schneider, 1994). Coble (2011) identified that, when employees believe their input is valuable, they desire autonomy and to participate in decision making to allow them to implement empowered

behaviors for effectiveness. Hobbs and Moreland (2009) found that decision making had on immediate impact on teacher empowerment. When teachers know they will be included in decisions that directly affect them, mutual respect and trust develops between the principal and teachers. Research informs us that teachers should be included in the decision making process within their school, since they affect what happens in the school (Barth, 1990).

A study by Mulford (2001) on decision making (as cited by Mulford, 2003) at the secondary level found that, when teachers viewed the decision making process as positive, a higher degree of influence was perceived to be put forth. Mulford stated:

> Where decision making is perceived by teachers in the secondary schools as collegial, cooperative, and consultative and providing adequate opportunities for participation it will be more likely to lead to positive student perceptions about their school and teachers, as well as, perceptions about relationship and their own performance than where decision making is more top-down, executive or does not foster widespread teacher involvement. (p. 20)

If teachers are to be included in decision making, they need professional development to provide them the resources necessary to make informed decisions.

Professional Growth.

Teacher perceptions about the opportunities their school provides for them to grow and learn about their occupation defines professional growth. Many researchers have recognized teacher professional development as imperative (Coble, 2011; Terry,

1995; Tischler, 2004). In the Short and Rinehart (1992) study, they revealed that white female teachers considered participatory decision making, control over their daily routine, teaching competency, and opportunities for growth and development to be empowering aspects of their daily work life. By providing professional growth, principals can build a strong committed faculty respectful of each other and their profession.

Status.

Another dimension of teacher empowerment is teacher status, which refers to the sense of esteem and respect given by students, parents, community members, peers, and superiors to the teaching profession (Lintner, 2008). Teacher successes need to be celebrated to enhance status among the faculty and to build a sense of approved status (Short & Johnson, 1994).

Self-efficacy.

Self-efficacy refers to teachers' self-perception of their ability to share their skill and knowledge with students to help them learn. Bandura (as cited by Wang, 2011), defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of actions required to produce given attainments" (p. 36). Additionally, the research by Hemric et al. (2010) revealed the perceived level of self-efficacy in elementary teachers. The data suggest that principals who provide teachers with control over conditions that impact their work life will enhance trust, professionalism, collegiality, and collaborations among faculty, which may giving teachers opportunities to build self-efficacy. Short and Johnson (1994) recognized that a focus on improving teacher effectiveness was important since teachers who had power to control their job possesseed high levels of self-efficacy.

One's belief about his/her ability to perform a job can reinforce self-sufficiency, empowering teachers to be in control of their classroom.

Autonomy.

Professional Development

Principals desiring to make a difference within their schools need to be knowledgeable about Transformational Leadership and Leader Member Exchange theory to effectively establish a vision for the whole, while developing high level dyad relationships to empower teachers to grow and produce change, therefore, desiring to set new personal and professional growth opportunities. Lowe et al. (1996) suggested that Transformational Leadership training should likely utilize situational and interactive exercises when developing leaders. Graen and Uhl-Bien (1985) were convinced that principals could and should be trained in how to develop high quality relationships with teachers. Marks and Printy (2003) noted that principals can cultivate teacher leadership and shared instructional leadership through promoting professional development. During the increasing phase, years 4 through 8, Hobbs and Moreland (2009) learned that professional development opportunities had the most impact and inferred that educational systems offer professional growth opportunities that are generally sized to fit all teachers regardless of their length of employment.

The Carl D. Perkins Career and technical education Improvement Act of 2006 requires all career and technical education principals and teachers to obtain professional development each year, the minimum being 25 hours ,(Sturko & Gregson, 2009). Education reform delivers high expectations of accountability, requiring an innovative culture and vision essential in meeting requirements. Principals must possess the

capacity to establish and maintain dynamic schools, while empowering teachers to utilize educational strategies that will assist students in meeting benchmarks and school effectiveness. For principals to build their capacity to support teachers, they need additional training to meet the needs of their teachers. This may involve providing additional training and support to assist teachers in restructuring their curriculums and developing new habits. Blasé and Blasé (2000) determined that principals who felt teachers should be involved in the decision making process were more effective. Other studies indicate similar findings (Caprara et al., 2006; Melenyzer, 1990; Rice & Schneider, 1994; Short, 1998; Stachowiak, 2011).

Summary

Principals are inundated with the new reform mandates and accountability requirements, making it impossible to make change happen (Angelle, 2010). Barth (1990) contended that reform has not been successful because it is being mandated outside of and away from the classroom where change should be occurring. Teachers become more empowered when their principal provides them opportunities to make choices that directly affect their classroom (Stachowiak, 2011)

Lambert (1998) posited that the key to school improvement is positive relationships at the school level, building collaboration, and teacher capacity. This discounts the notion that structure is a method of control and views structure as the opportunity to empower others. This collegiality provides a context from which teachers can improve their practice.

A shared vision benefits staff, students, and schools by fostering empowerment, communication, and unity while using colleagues to leverage improvement (Blasé &

Blasé, 2000, Leithwood & Jantzi, 2000; Mulford, 2003;). With complex issues facing schools, principals should be well informed about Transformational Leadership and Leader Member Exchange theories to consider the nature of relationships within their schools in order to identify significant shortfalls around professional proficiency. When principals identify needs for development, they can utilize their leader power to empower teachers to assume various leadership roles, participate in professional development, and become responsible for their development and take ownership in becoming better educators positively impacting student success. Therefore, it is necessary to continue to explore principal power bases and their relationship to teacher empowerment in an effort to develop a greater understanding of how principals affect teachers.

CHAPTER 3: METHODOLOGY

The researcher utilized both quantitative and qualitative methods when collecting and analyzing the data. For this study, data were initially gathered from career and technical education teachers via email using a qualtrics survey instrument that contained 73 Likert scale questions and 2 open-ended questions. The procedure employed is described as a mixed methods approach, as both qualitative and quantitative methods were used (Slavin, 2007). A mixed methods approach was used to gain a deeper understanding of factors that may positively or negatively influencing empowerment. As mentioned earlier in conceptualizing the research problem section of this document, "The rationale of implementing empowerment structures in school operations is to promote greater achievement through granting authority to those who know content and students well — the teachers" (Hemric et al., 2010, p. 37). Teacher empowerment is significant and a perception best studied using a mixed approach in an effort to conduct an in-depth study and analysis that may reveal any unknown factors affecting teachers' perceptions of empowerment. Slavin (2007) states, "The two methods together provide a triangulation, in which the findings of each enrich and informed the other" (p. 139).

Participants

The participants for this study were 67 full-time career and technical education teachers employed by KY Tech representing 41 of the 53 Area Technology Centers in the state of Kentucky. These secondary 9-12th grade teachers taught in one of the following program areas: automotive, business and office, carpentry, electrical technology, health science, information technology, tool and die manufacturing, welding, or woods technology.

Instruments

A Qualtrics link was emailed to the target population. The instrument incorporated two surveys to generate data: the School Participant Empowerment Scale (SPES) instrument (see Appendix A) and the Rahim Leader Power Inventory (RLPI) (see Appendix B). The School Participant Empowerment Scale designed by Short and Rinehart (1992) was used to measure teachers' perceptions of their level of empowerment and utilized a Likert-type scale with answers ranging from strongly agree to strongly disagree. The survey identified six subscales: decision making, professional growth, status, self-efficacy, autonomy, and impact. Ten items address the decision making construct; six address each construct: impact, self-efficacy, professional growth, and status. Four items address autonomy. The reliability of this survey is reflected in a Cronbach's alpha of .94. With each of the subscales, alphas were decision making (.89), impact (.82), autonomy (.81), self-efficacy (.84), professional growth (.83), and status (.86) (Short & Rinehart, 1992). Questions asked to gaint a deeper understanding of empowerment are identified in Appendix C.

The Rahim Leader Power Inventory (RLPI) designed by Rahim and Buntzman(1989) was used to measure teachers' perceptions of the type of power ulitized by principals and employed a Likert-type scale that measured principal power bases of coercive, reward, legitimacy, expert, and referent. Answers ranged from strongly agree to strongly disagree. The reliability of this survey reflected in a test-retest method identified reliabilities of the subscales to ranging from .77 to .91 and .70 to .86, respectively (Rahim & Buntzman, 1989).

Procedures

To obtain the sample, an e-mail was sent to the director of KY Tech, Dr. Dale Winkler, requesting his permission to invite each teacher to participate in the study by completing an on-line survey regarding the perceptions of teacher empowerment and principal power bases. He gave his permission (see Appendix D). Once permission was received, teachers at Area Technology Centers were sent an email with the URL link to an on-line survey that was prepared utilizing Qualtrics.

Data Analysis

Upon completion of the survey, the data were compiled the data into a file and analyzed using a statistical program to determine career and technical education teachers' level of empowerment, the power bases being utilized by their principals, the relationship between teacher perceptions of their principal's power bases and their level of empowerment, factors teachers perceive as influences or barriers to their level of empowerment, and how principals could be presented professional development to raise the level of empowerment among teachers. Data analysis was conducted regarding the following research questions:

Research Question 1: What is the level of empowerment among career and technical education teachers, as measured by the School Participant Empowerment Scale?

Research Question 2: What types of power bases are predominant among career and technical education school principals, as measured by the Rahim Leader Power Inventory?

With respect to research questions 1 and 2, the research employed descriptive statistics on the variables within each of the two surveys, School Participant

Empowerment Scale and the Rahim Leader Power Inventory. The researcher desired to examined the mean of each of their subscales.

Research Question 3: What is the relationship between teacher empowerment and principal use of power bases?

With respect to research question 3, Pearson Correlation, Regression Coefficients, and Coefficient of determination were utilized to exam whether principal power bases were significantly related to teacher empowerment and principal power bases.

Research Question 4: What are additional factors teachers perceive as influences and/or barriers to their level of empowerment?

Research Question 5: How can principal professional development possess more precision to raise the level of empowerment among teachers in the classroom?

Research questions 4 and 5 are qualitative and consist of two open-ended questions contained in the survey. The research used a qualitative method of inductive analyses to explore teacher responses to the open-ended questions employed to determine the factors that facilitate or obstruct empowerment, as well as input into how professional development could be provided to increase the knowledge level of teacher empowerment. Slavin (2007) stated, "The qualitative research approach demands that the world be approached with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (p. 124).

Limitations of the Study

In order to successfully conduct this study, the following limitations applied and are acknowledged. First, this study was limited to the 53 Area Technology Centers in

Kentucky housing only career and technical education programs. Therefore, conclusions cannot be generalized from the target population to other states. Second, this study was limited to career and technical education teachers and cannot be generalized to general secondary education contexts. Third, surveys are self-reported; therefore, the researcher has to assume the teacher completed the survey and is dependent upon the honesty of the respondent. The fourth, limitation was the possibility of research bias; the researcher is a principal in the KY Tech system.

Summary

This chapter outlines the methodology design of the study that focuses on obtaining data from career and technical education teachers in Kentucky. These teachers would provide the researcher with data that could be used to assess the level of empowerment among career and technical education teachers, identify the types of power bases used among career and technical education school principals, and reveal additional factors teachers perceive as influences or barriers to their level of empowerment.

Teacher empowerment has become of more interest with the passing of federal and state regulations holding career and technical educators more accountable for preparing students for college and career readiness. Implementation of educational change takes place at the classroom level. With this in mind, principals need to use their leadership power bases in ways that will empower teacher to implement change and influence student success.

Results from this study could identify potential principal power bases that may advance or delay teachers' perceived empowerment success in implementing change, provide a model of how empowerment builds relationships between principals and

teachers, and may lead to more efficient and precise delivery of professional development to enhance teacher empowerment. This empirical research study will add to the existing sparse body of literature and research on career and technical education in determining the relationship of principal power bases and teacher empowerment.

CHAPTER 4: FINDINGS

The purpose of this study is to analyze the relationship between teachers' perception of their empowerment level and principals' use of power bases. Specifically, the intent is to investigate perception of utilization of respective power bases and the extent of influence upon teacher empowerment.

Secondary schools tend to resist educational reform changes (Hargreaves & Goodson, 2006). Meanwhile, career and technical education teachers are often even more resistant to such changes, as they see their focus to be on technical skill level versus proficient scores on an academic test (Rojewski, 2002). Since the passage of Senate Bill 1 requiring more academic integration into the CTE curriculum, principals should take into consideration how they use their leader power to empower teachers in implementing change within their classrooms (Barth, 1990; Keedy & Finch, 1994). As Kentucky Tech begins to implement the mandated academic changes in Senate Bill 1 from top down, principals will need to empower teachers to have control over their curriculum to imbed these changes. This chapter communicates the findings of this research study and outlines data analysis to the primary research questions previously outlined.

Quantitative Statistical Data Analyses of Research Questions 1, 2, and 3

Descriptive Statistics

Sixty-seven secondary career and technical education teachers throughout the state of Kentucky participated in this research study. Demographic information by gender and number of years employed at the school where they are employed is presented in Table 1. The teacher population was 61% male versus 39% female; that corresponds well with the broader population of technical teachers. where a higher percentage of

males possess certifications and credentials to teach in areas such as automotive, welding, carpentry, and electricity.

Table 1

Demographic Information by Gender

Gender	Frequency	Percent
Male	41	61
Female	26	39
Total	67	100

Demographic information regarding the number of years teachers had been working in their current position is presented in Table 2. Of the 67 responses, 41.79% of teachers had been working in their current position between 6 to 10 years, while 22% had held their current position for 11-15 years. Of those who responeded had been employed 16-20 years, and only .01% had held their current position 21-25 years.

Table 2

Demographic Information of Participants for Years Employed

Years Employed	Frequency	Percent
1-5	17	25.37
6-10	28	41.79
11-15	15	22.39
16-20	6	8.96
21-25	1	1.49

Findings related to research question 1.

For research question 1, the researcher desired to determine the level of empowerment among teachers, as measured by the School Participant Empowerment Scale (SPES). Teachers responded based on a 5 - point Likert scale ranging from 1.00 to 5.00 (*strongly disagree* to *strongly agree)* to provide an overall perception of empowerment. Within the SPES, a higher number represents that teachers perceived themselves to relate with that empowerment subscale. Mean scores for teacher empowerment ranged from M = 3.07 to 4.23, self-efficacy, status, impact, autonomy, and decision making, respectively. Table 3 presents that teachers in general viewed their most empowered subscales as self-efficacy.

Table 3

Descriptive Statistics: Teachers Perception of Their Level of Empowerment

Subscale	N	Mean	Std. Dev.	Minimum	Maximum
Decision Making	67	3.07	.48	1.9	4.10
Professional Growth	67	3.91	.59	2.33	5.00
Status	67	4.11	.49	2.50	5.00
Self Efficacy	67	4.23	.39	3.17	5.00
Autonomy	67	3.22	.72	1.75	4.75
Impact	67	4.05	.44	2.67	4.83

Findings related to research question 2.

For research question 2, the researcher endeavored to determine what power bases teachers perceive their principals predominantly utilize, as measured by the Rahim Leader Power Inventory (RLPI). Teachers indicated on a Likert scale ranging from 1.00 to 5.00 (*strongly disagree* to *strongly agree)* to give an overall perception of principal power bases used. A larger number on the RLPI represents that teachers perceive their principals as operating from that power base. Mean scores for teacher perception of power bases ranged from M = 2.40 to 3.89, with the two highest subscales being reported as legitimate and referent and the two lowest being as coercive and reward. Table 4 represents that teachers in general viewed their principal as operating from legitimate (M = 3.89) and referent (M = 3.48) power bases subscales. Teachers reported that their principal did not operate from the reward power base.

Table 4

Descriptive Statistics: Teacher Perception of their Power Bases Their Principal Utilizes

Subscale	N	Mean	Std. Dev.	Minimum	Maximum
Expert	67	3.48	.88	1.50	5.00
Reward	67	2.40	.69	1.00	3.83
Referent	67	3.51	.96	1.00	5.00
Coercive	67	3.41	.60	1.80	4.60
Legitimate	67	3.89	.42	3.00	4.83

Findings related to research question 3.

With research question 3, the researcher investigated the relationship between teacher empowerment and principal use of power bases. Pearson Correlation coefficients analysis of the five power bases and six teacher empowerment subscales revealed 12 medium to strong linear relationships with statistical significance of $p < .05$. Specifically, the six strongest significant associations exist between referent and professional growth ($r = .77$), expert and professional growth ($r = .73$), legitimate and professional growth ($r = .59$), expert and decision making ($r = .56$), referent and decision making ($r = .55$), and legitimate and autonomy ($r = .49$). The stronger the correlation, the closer it will be positioned to the regression line. On the contrary, the power bases of reward and coercive showed weak to no relationship in all empowerment subscales. Both reward and coercive power bases had very weak relationships on any empowerment subscale, while reflecting two negative coefficients between reward and status (-.04), as well as coercive and autonomy (-0.07). Negative relationships identify that both variables move in the same direction, and the same is true for positive correlations.

Table 5 identifies the relationship between the paired variables overall. Taken as a whole, the data represent referent, expert, and legitimate power bases as having significant relationships to professional growth, decision making, and autonomy empowerment subscales, while neither reward nor coercive power bases were significant to any of the teacher empowerment subscales. Therefore, when principals utilize referent and expert power bases, teachers are empowered specifically in professional growth and decision making opportunities.

Table 5

Pearson Correlation: Principal Power Bases and Teacher Empowerment Subscales

Subscale	Decision Making	Professional Growth	Status	Self - efficacy	Autonomy	Impact
Expert	.56*	.73*	.38	.29	.31	.40*
Reward	.13	.00	-.04	.09	.13	.04
Referent	.55*	.77*	.48*	.39*	.27	.47*
Coercive	.01	.15	.13	.20	-.07	.20
Legitimate	.37	.59*	.34	.40*	.49*	.41*

Note: N = 67, $p<.05$.

Regression Coefficients analysis of the five power bases and six teacher empowerment subscales predicted six moderate to very strong influences between the set of variables identified in Table 6. Specifically, the two strongest influence changes exist in the power base of legitimate power and the empowerment subscales of professional growth and autonomy. Overall, legitimate power base has the largest regression coefficients in relation to all empowerment subscales indicating that, as legitimate power is utilized by principals, teachers' subsequent empowerment subscale increases the most, being the area in which principals possess the greatest influence. Both reward and coercive power bases had very weak influence on any empowerment subscale. Table 7 identifies the coefficient of determination among the variables of referent power and professional growth as .5909, expert and professional growth as .5386, and legitimate and professional growth as .3435. Additionally, expert and decision making were .3123, referent and decision making .3018, and legitimate and autonomy .2391.

Table 6

Regression Coefficients of Power Bases and Empowerment Subscales

Subscale	Decision Making	Professional Growth	Status	Self-Efficacy	Autonomy	Impact
Expert	0.303827	0.488682	0.209879	0.125505	0.251908	0.195635
Reward	0.091277	0.001766	-0.0275	0.049207	0.133737	0.027646
Referent	0.275218	0.471661	0.248222	0.156836	0.201187	0.213109
Coercive	0.0063	0.142508	0.103414	0.126213	-0.07847	0.142152
Legitimate	0.420689	0.809496	0.3944	0.368383	0.828783	0.416661

Table 7

Coefficient of Determination Power Bases and Empowerment

Subscale	Decision Making	Professional Growth	Status	Self-Efficacy	Autonomy	Impact
Expert	.3123	.5386	.1413	.0817	.0951	.1562
Reward	.017	.0000	.0015	.0076	.0162	.0019
Referent	.3018	.5909	.2329	.1503	.0714	.2183
Coercive	.0000	.0212	.0159	.0383	.0043	.0382
Legitimate	.1391	.3435	.116	.1636	.2391	.1647

The linear regression findings are visually represented in the following figures. These graphs display the diverse directional association amid the five power bases and empowerment subscales. The steeper the trend line, the more influence the independent variable (power base) has on the dependent variable (empowerment).

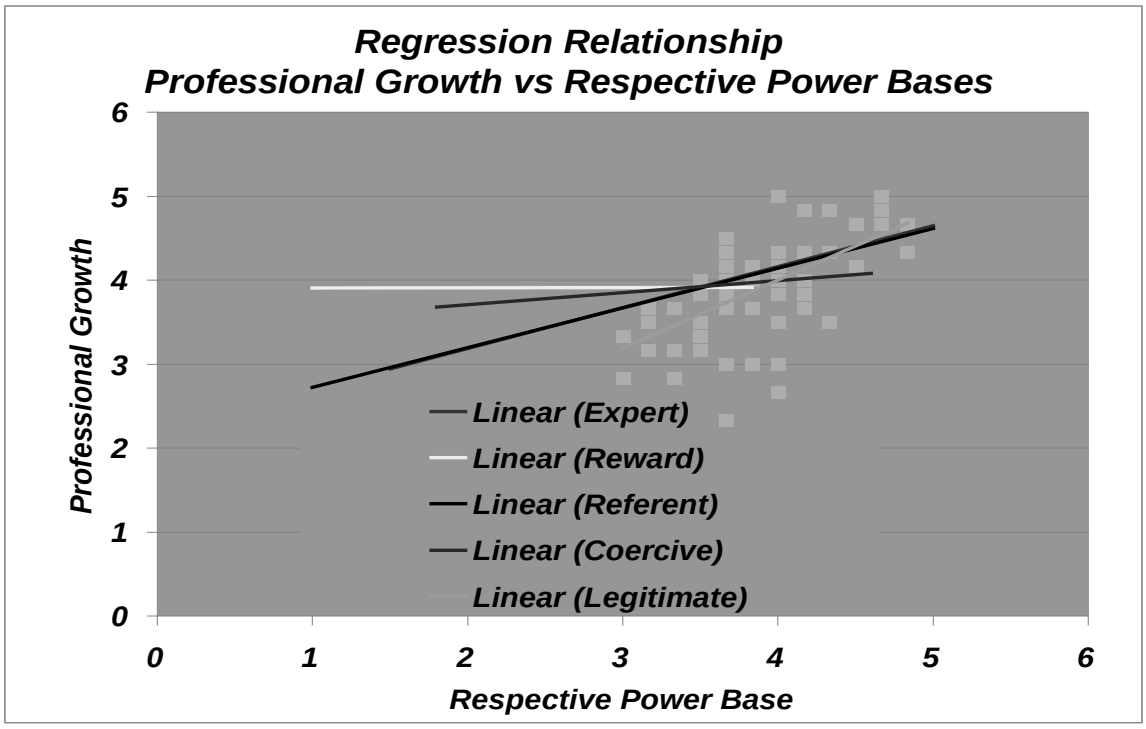

Figure 1. Regression for Professional Growth vs. Respective Power Bases

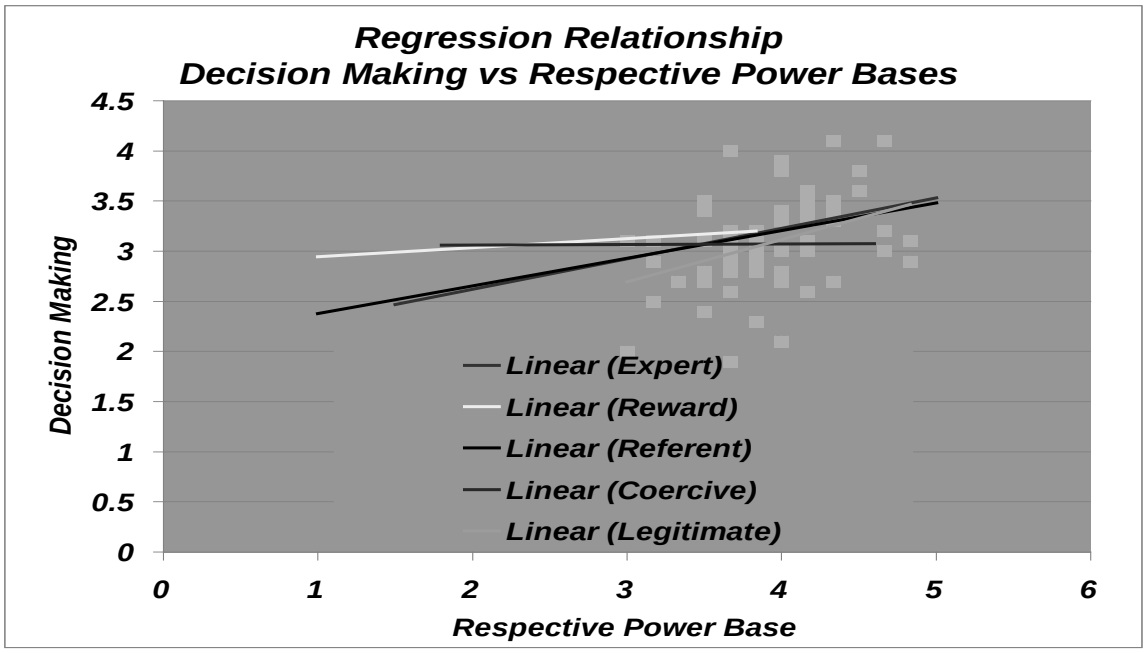

Figure 2 Regression for Decision Making vs. Respective Power Bases

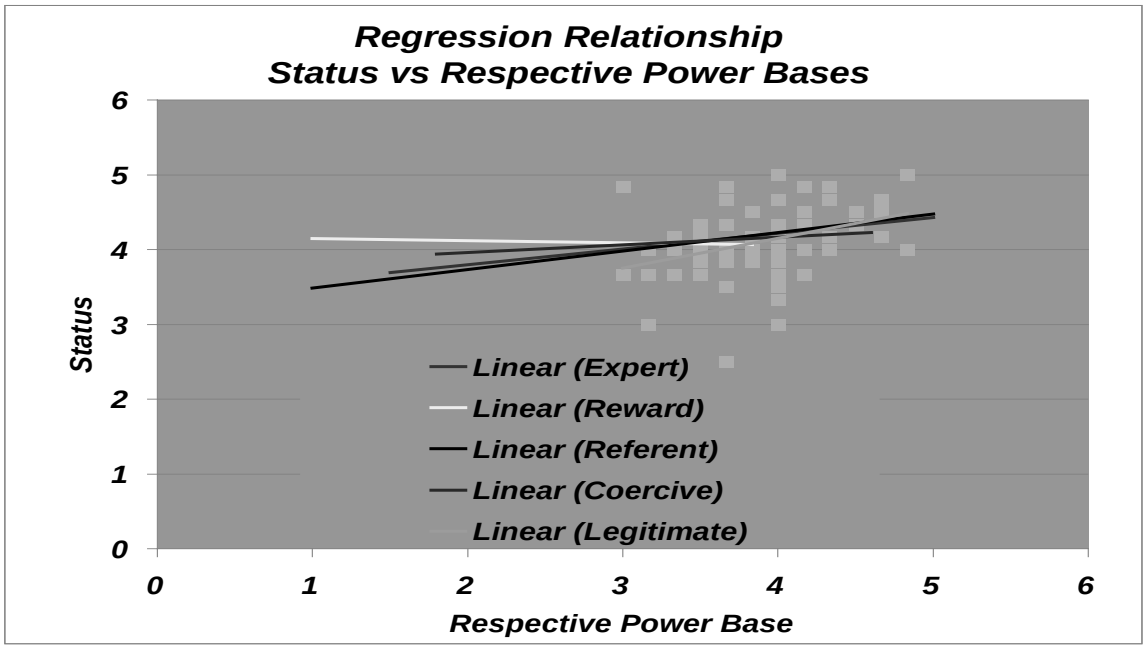

Figure 3. Regression for Status vs. Respective Power Bases

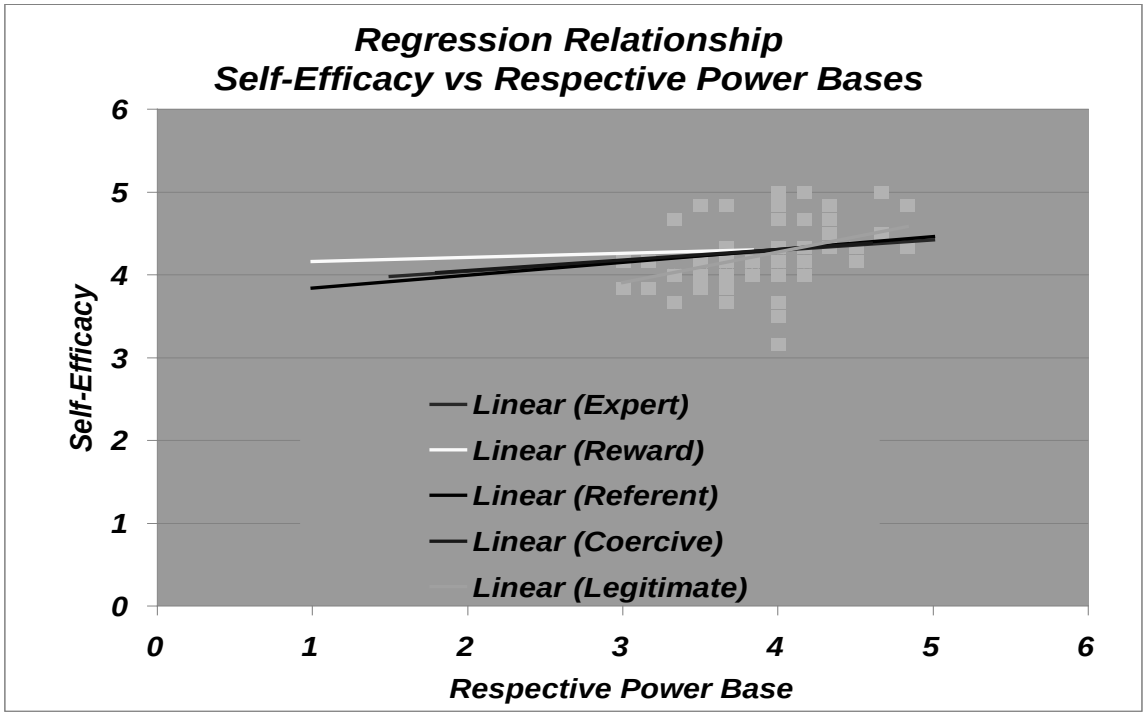

Figure 4. Regression for Self-Efficacy vs. Respective Power Bases

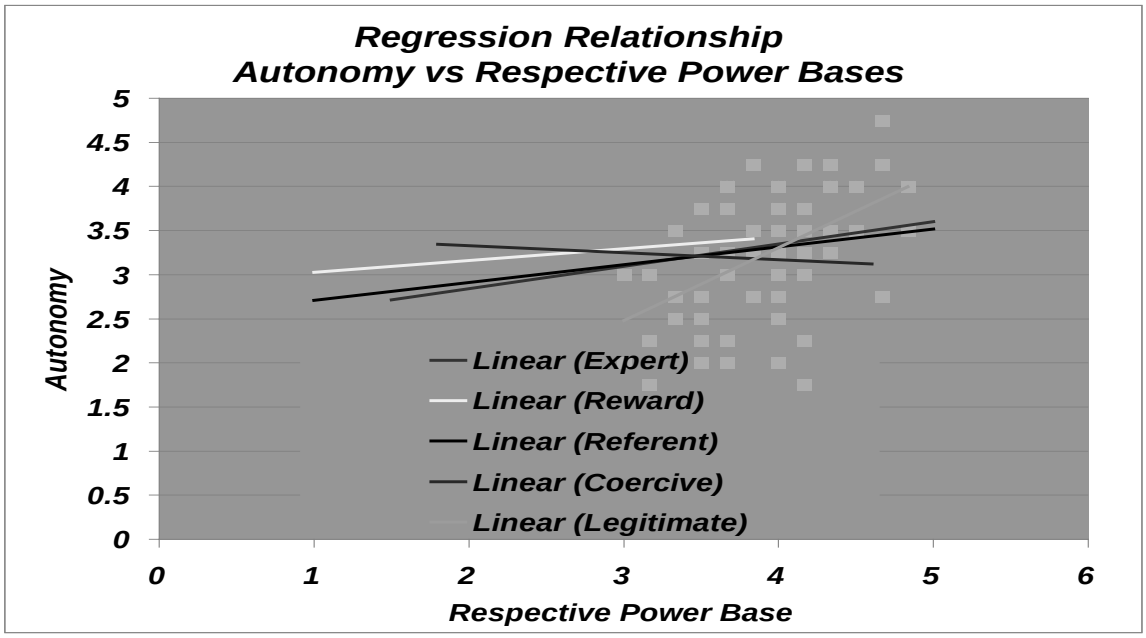

Figure 5. Regression for Autonomy vs. Respective Power Bases

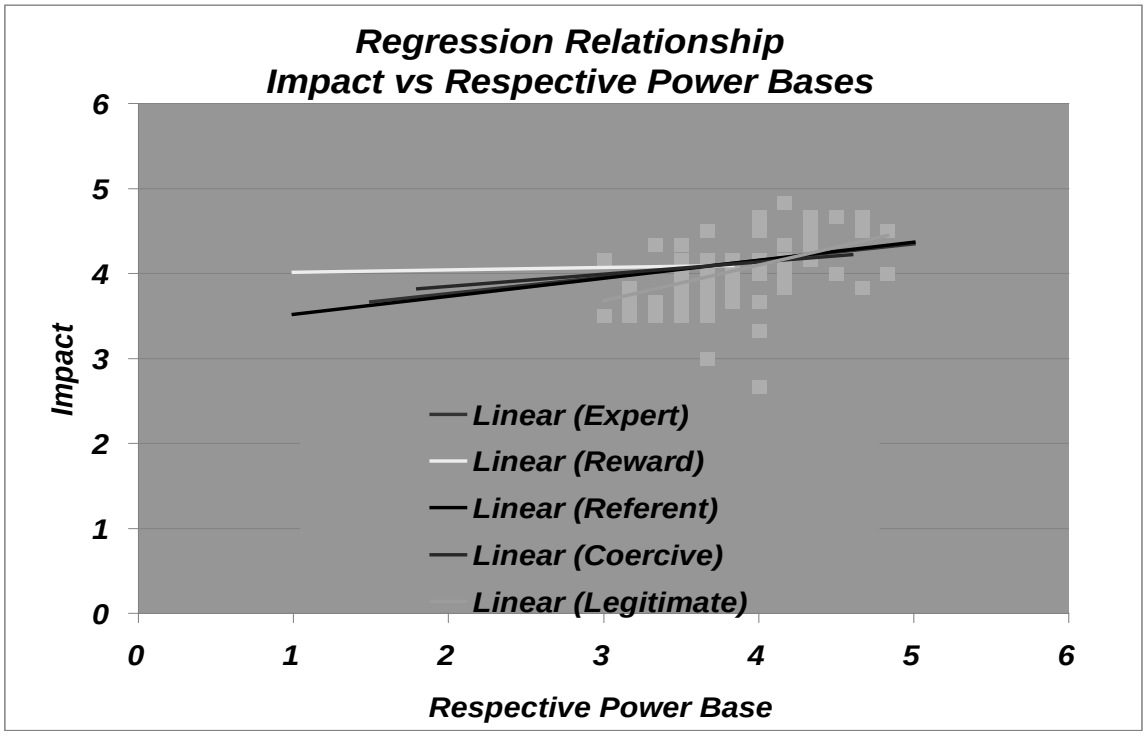

Figure 6. Regression for Impact vs. Respective Power Bases

Qualitative Statistical Data Analyses of Research Questions 4 and 5

In addition to completing the Rahim Leader Power Inventory and the School Participant Empowerment scale, teachers were asked to respond to two opened-ended questions to provide a deeper understanding into teachers' perceptions. In completing the coding process, teachers' responses to the open-ended questions were compiled and reviewed to become familiar with the data. Second, each question was categorized into a coding system to compare teacher responses that served as codes for the analysis. Priori codes consisted of the 11 themes already identified, 6 themes from the School Participant Empowerment scale, and 5 themes from the Rahim Leader Power Inventory in and attempt to discover patterns within responses. For every response that was coded, the research compared it with all other texts already coded to ensure that the coding was consistent and to permit the consideration of possible alternative coding.

Using the coding system, teacher responses were coded into the theme inton which they most appropriately fit based upon key words in context. For example, if in response to the question, "What other limitations to teacher empowerment do you feel exist but were not included in the survey?" the response was, "Lack of planning time," that response was categorized into the autonomy theme since it affects the belief that teachers feel they should have certain control over elements of their job. Additionally, this item was compared to other items within the theme to ensure consistency. This process was followed for each response.

Findings related to research question 4.

Research question 4 focused on determining what additional factors teachers perceived as influences and/or barriers to their level of empowerment. The six subscales

of the School Participant Empowerment Scale – decision making, impact, status, autonomy, professional growth, and self-efficacy – were utilized as the priori themes.

Decision Making. Teachers need to be included in the decision making process in order for reform and change to take place within the classroom. The subscale "decision making" indicates degree to which teachers perceive they are included in making decisions that affect their work. Therefore, administrators and teachers should have collaborative discussion on procedures to implement change within the classroom. When decision making is collaborative, school progress occurs (Hemric et al., 2010; Lintner, 2008; Rice & Schneider, 1994). Essentially, teachers feel valued when given the opportunity to include their input when making decisions. When teachers know they will be included in decisions that directly affect them, mutual respect and trust are developed between the principal and teachers. There were three teachers who responded: "I have little to no control, or the daily schedule that I determine for each class as part of instruction running the club organization, being able to participate in supervising and training students in clubs, choosing the teachers own teaching method, if it has been proven effective and just having a say over the daily running of ones classroom" and "Teachers should not be asked to work without getting paid. If they voluntarily desire to perform without pay it is their decision, but to be required to work without pay is wrong at many levels." All decision making comments identified barriers to teacher empowerment.

Professional Growth. Bogler and Somech (2004) recognized that professional growth was an indicator to teacher organizational commitment and influencing, while increasing teachers' level of self-efficacy. The "professional growth" subscale informs

the researcher of the level teachers perceive that the school in which they work and the principal for whom they work provide opportunities to learn and grow in their profession. Only two respondents had negative comments: "Lack of adequate training to modify for and accommodate students with IEP or 504 plans," and "I feel the KY Tech system is shorting teachers ability to improve in their professions and develop new innovative lessons and/or reflect on previous lessons because of this." Based on the comments provided, teachers did not perceive empowerment.

Status. The subscale "status" reflects the perceived level of esteem, respect, and admiration received from individuals that teachers meet during their profession, such as other teachers, students, parents, and principals. Three comments made by teachers and had a negative tone: "Being a state run school we should be treated as a part of the local district instead we are treated as a "dumping ground" for the local high schools and the vast majority of the students who come here want to learn but the local schools don't recognize what we are capable of producing"; "Being under the control of the state of Kentucky and them not being able to figure out if we are state employees or state teacher"; and "We are an investment for our future economical state, open your eyes and come visit a few ATC's."

Self-efficacy. Short and Johnson (1994) recognized that a focus on improving teacher effectiveness was important, since teachers who had power to control their job had high levels of self-efficacy. The "self-efficacy" subscale reflects the perception teachers have about their ability to share their skill and knowledge to guide students to learn. There was one comment about self-efficacy: "I try to teach my trade to high school juniors and seniors but are seldom sent students who have the mental or physical

attributes to do the job. I feel (bias?) that if this school is made available to the local district schools, then the principal and counselors at the district schools should be on board with what we accomplish here. Instead, the schools actually look down on our students, saying that they are not smart enough to go to a 4-year college. I teach a highly technical skilled trade and am held accountable for 'end product'. The vast majority of the students who come here want to learn but the local schools don't recognize what we are capable of producing." These qualitative data support the reported quantitative finding in question 1: "What is the level of empowerment among Career and technical education teachers as measured by the School Participant Empowerment Scale? Revealing self-efficacy, teachers have high levels of self-efficacy.

Autonomy. The "autonomy" subscale refers to the perceptions teacher have about the control they have over elements of their job such as scheduling, disciplining, and planning. The responses to autonomy were: "I feel like one of the main areas of emphasis should be on including some type of planning time either daily or weekly. With all the extra duties that a teacher has, the lack of time to appropriately prepare for instruction makes the real job of teaching and preparing student a real challenge"; "I must teach a rigorous curriculum….there is no room for wavering from it. In the vocational education system, there are times when certain criteria MUST be taught about the specific vocation that are not covered in the curriculum. There needs to be some time appropriated in the curriculum for these 'specific to vocation area' criteria"; "I have little to no control, or to the daily schedule that I determine for each class as part of instruction"; "Lack of Preparation/Planning time by ATC teachers. Continually adding additional responsibilities/requirements on staff;" and "I would like to know when the

students will be held accountable for their actions and we need better discipline methods for those who can not follow the rules." Another teacher conveyed, "Running the club organization, being able to participate in supervising and training of students in Clubs, Choosing the teachers own teaching method, if it has been proven to be effective, and just having a say over the daily running of ones classroom"; "There is very limited time for planning my daily tasks, I must arrange my day to provide some independent work for my students that will allow me to work on other assigned tasks due to my job on top of lesson planning. They are asking more and more and not giving us time to complete it"; and "There is no money for textbooks and hardly any for the supplies that is needed to teach a vocational type class."

Impact. Teachers desire to make a difference in the lives of their students and in their school, the subscale "impact" conveys the perception that teachers believe they make a difference. Teachers identified two negative toned responses to fit the impact subscale. One teacher stated, "Funding is so low that students are not able to print projects due to not being able to afford ink for the printer. These students that we are teaching are entering the work force of furthering their college education. These are assets to our community and state not a burden of unemployment. I feel that more focus should be on helping these students stay abreast of current technology and equipment by providing adequate funding instead of cutting programs and money. We are an investment for our future economical state, open your eyes and come visit a few ATCs."

Additional teacher empowerment themes.

Two additional themes that evolved did not fit into the priori themes: budget and lack of administrative support.

Budget. Over half of the respondents made a comment about budget, and every comment was negative. These responses were: "Adequate funding to support technical programs"; "Limitations of yearly raises"; "Budget constraints on teaching what needs to be taught"; "Budget"; "Funding so low that students are not able to print projects due to not being able to afford ink for the printers"; "Another issue may be budgets and the disbursement of supply money. At my school, teachers have a voice, although not final say, in classroom a supply budgets"; "Lack of funding to run our programs"; "Like administration, we are strongly limited by budgetary constraints"; and "Very limited budget." Another teacher responded, "We are expected to provide opportunities to students for participation in student organizations without any budgetary support. For example, take students to regional and state leadership conferences and have to raise money to pay for school bus. If this were a sports team going to regional or state competition – the sports team doesn't not have to raise their own funds to provide transportation for students." A teacher commented, "We are required to do more and more with less and less." In addition, another teacher wrote, "Not enough funding for programs and salary"; and "there is no money for textbooks and hardly any for the supplies that is needed to teach a vocational type class."

Lack of Administrative Support. Teachers responded about the lack of support they were receiving from their principal. Some of those comments were: "Carrying through with school rules and then not backing you as an instructor"; "Effective communication skills of supervisors (written, verbal, staff meetings (timeliness)/Consistency of supervisors/Availability of supervisors"; "The current evaluation system is over inflated like most grades"; "Lack of adequate disciplinary

actions for students with behavioral and attendance issues." Another teacher responded, "To remove students that are disrespectful or disruptive."

This qualitative data is revealing by providing additional perceived barriers to teacher perceived level of empowerment and a deeper knowledge of categories that evolved within teacher responses. These data provide insight into processes and procedures principals could implement within their schools to empower teachers.

Findings related to research question 5.

Research question 5 sought to identify how professional development for principals could become more precise in raising the level of teacher empowerment in the classroom. Teachers were asked what other limitations existed that principals were responsible for imposing but were not included in the survey. The five subscales of power identified on the Rahim Leader Participant Inventory were utilized as the themes to analyze these data: expert, legitimate, referent, coercive, and reward.

Expert. The subscale "expert" power reveals the perception teachers have about their principal's knowledge and expertise. Teacher comments were: "I don't think principals have the proper ability to reward good behavior or to discipline poor performance"; I feel that our principal makes our job more difficult by withholding deadlines and not being in the building as often as he should"; "In the KY Tech system, principals have no influence whatsoever on our salaries." Another teacher responded, "Developed relationships with middle schools, post-secondary institutions, school board officials are important to be guided by principals to foster a positive collaborative effort for team approach. Necessary leadership and professional growth opportunities to promote unity among faculty and focused VISION for yearly goals/accomplishments that

are only measurable and achievable with the support of all teachers on faculty." An additional comment was, "When my principal ignores or is complacent about the performance of other teachers in our building it promotes feelings of, 'why should I care strive to be all I can be for my students.' "

Reward. The subscale "reward" power is based on the perception teachers have about the ability of their principal to reward work for a job well done. Three comments were made: "In the KY Tech system, principals have no influence whatsoever on our salaries"; "I don't think principals have proper ability to reward good behavior or to discipline poor performance"; and "The survey made mention of a principal possibly having the authority to give raises, bonuses, or promotions. If this were true it would be a huge motivational tool for teachers to keep pushing forward knowing that there is an even more reward to look forward to when students succeed."

Referent. The "referent" subscale is based on the perception that the principal is a model for teachers to follow. There were three comments that fit this subscale, and two were positive: "In my experience principals have proven to be an excellent resource to both myself and instructors around me"; "Our principal does a good job." The negative comment was, "I feel that the principal should be one that is there when the school opens and not be the first to leave. We need a leader, one that goes the extra mile to promote the school and students in a positive manner. We lack that type of leader when you try to find them and never know they have left…no communication in this school."

Coercive. The subscale "coercive" refers to power based on the perception that the principal has power to punish the teacher by exercising control of what happens within the school. Raven (2008) stated, "a threat of rejection or disapproval from someone we

value highly can serve as a source of powerful coercive power" (p. 3). One comment was, "Discipline Actions."

Legitimate. The power subscale "legitimate" is a power based on the perception that the principal has the power to influence and control behavior. Two teachers commented: "I feel that our principals makes our job more difficult by withholding deadlines and not being in the building as often as he should" and "When my Principal ignores or is complacent about the performance other teachers in our building it promotes a feeling of 'why should I care or strive to be all I can be for my students' "; "The local school principals feel that can override any decisions that our principal makes"; and "They should follow through on discipline and he does not."

Additional power theme.

Only one additional power theme emerged that did not fit into the prior themes and named the KY Tech system. Teacher responses were directed toward items outside the control of the principal, reflecting responses more toward organizational control.

KY Tech System. As a state agency, the KY Tech system is comprised of policies and procedures that all principals and teachers are required to follow. Certain responsibilities are placed upon teachers beyond the principal's control. Teachers made four comments regarding items controlled by the system: "Professional opportunities are few and far between. Most are very boring and don't help me as a teacher"; and "KY Tech instructors are responsible for completing a program assessment each year without adequate time. It is a major point of conflict. I agree that it is important, but the bulk of the load falls on teachers who have little extra time anyway. It is perceived to be just something else we are required to do by Frankfort by a great many instructors." Two

additional negative comments were: “Endless paperwork that is required that does not improve the quality of instruction in the classroom”; and “Not being treated fairly by the state of Kentucky with equal monetary adjustments.”

Summary

This chapter presented quantitative and qualitative findings based on five research questions regarding teacher perceptions about their principals’ power bases and their level of empowerment. Descriptive statistics were presented to provide insight into the demographic information, teachers’ perceptions of their level of empowerment, and their perception of the power base their principal utilized. A Pearson Correlation was presented to determine whether principal power bases were significantly related to teacher empowerment. In addition to what was presented on the School Participant Empowerment Inventory and the Rahim Leader Power Inventory, qualitative statistical data analyses was employed to gain a deeper insight into what influences and/or barriers exist to teacher empowerment and principal power bases, while attempting to discover how principal professional development could be delivered to raise the level of empowerment among teachers in the classroom. The open-ended responses to questions 4 and 5 informed and extended understanding to the survey data.

Through the process of collecting and evaluating data, this researcher can conclude that teachers perceived they were empowered in the subscale of self-efficacy and perceived their principal operated utilizing legitimate power, while referent and expert power bases had a significant impact on professional development and decision making. Relative to teacher responses, an additional conclusion can be reached that they did not perceive empowerment in any subscale. The quantitative and qualitative data

from this study suggest that teachers could be more empowered and principals could utilize leader power to empower them.

The findings from this research could be used by principals to study the power bases that advance and/or delay career and technical education teachers' perceived empowerment, while improving relationships between principals and teachers. As a result, this understanding may lead to a desire for more efficient and precise professional development to enhance teacher empowerment. Chapter 5 will discuss and reflect upon the results and findings of this research study.

CHAPTER 5: SUMMARY AND CONCLUSIONS

The purposes of chapter 5 are to reflect upon the findings of this research study and to present discussion and conclusions from data provided by Kentucky career and technical education teachers. This chapter also will address recommendations for future research and professional development that could be provided to improve relationships between principals and teachers.

By the implementation of Senate Bill 1, increased demands of accountability were added to career and technical education principals and teachers. These demands include five target measures where students are expected to improve, while setting baselines to hold schools accountable for student progression: (a) proficiency on state exams, (b) growth plan for meeting ACT benchmarks, (c) gaps of overall population, (d) graduation rate, and (e) college and career readiness scores. These higher accountability standards require principals to utilize their positions to implement reform, while possessing the knowledge that teachers are the key element in enacting new educational reform strategies.

The primary purposes of this research study were to gain insight into career and Technical Education teacher perceptions of the types of power bases used by their principal and subsequent influence upon teacher empowerment. Additionally, the research sought to gain insight into other factors teachers perceived as influences or barriers to their level of empowerment and how professional development could be provided to principals in an attempt to raise their awareness of empowerment among teachers. Presented are the results and findings from the research study providing

empirical evidence to the following research questions concerning principal power bases and teacher empowerment:

1. What is the level of empowerment among career and technical education teachers, as measured by the School Participant Empowerment Scale?
2. What types of power bases are predominate among career and technical education school principals, as measured by the Rahim Leader Power Inventory?
3. What is the relationship between teacher empowerment and principal use of power bases?
4. What are additional factors teachers perceive as influences or barriers to their level of empowerment?
5. How can principal professional development possess more precision to raise the level of empowerment among teachers in the classroom?

Discussion and Conclusion of the Findings

Discussion of findings related to research question 1.

Research Question 1: What is the level of empowerment among career and technical education teachers, as measured by the School Participant Empowerment Scale?

Results from the descriptive analysis regarding the distribution of means based upon the responses provided by career and technical education teachers on the School Participant Empowerment Scale (SPES) indicated that teachers view their most empowered subscale as self-efficacy with respect to status, impact, professional growth, autonomy, and decision making, respectively. These results suggest that teachers perceive their highest level of empowerment to reside in their ability to share their skills

and knowledge with students to help them learn. In addition, it is important to mention that 41.79% of the respondents were males who had either owned their own business or worked in business and industry prior to becoming teachers. Therefore, many career and technical education teachers were successful owners or employees prior to becoming teachers and acquired a proficient set of skills in the technical trade in which they were employed, explaining why they are confident with their ability to share what they know with students. Thus, initially when hired teachers have a high level of self-efficacy; however, as business and industry task evolve and teachers are in the classroom, they can become out of touch regarding what changes are taking place in industry. Therefore, in order for them to stay abreast of changes and have high levels of the empowerment subscale self-efficacy, they need to be given opportunities to attend training that affects the technical skills they teach each day. Short and Johnson (1994) recognized that a focus on improving teacher effectiveness was important, since teachers possess had power to control their jobs had high levels of self-efficacy.

Findings from this research aligned with other studies identifying that self-efficacy was linked to creating feelings of empowerment (Avey et al., 2008). Additionally, Dvir et al. (2002) found self-efficacy associated with empowerment and Transformational Leadership. Both researchers acknowledged self-efficacy as a significant subscale with Transformational Leadership and empowerment. Additionally, Kark et al. (2003) in their research study identified that self-efficacy was elevated when the leader was using transformational leadership behaviors and connected with the self-concept of follower so that the value and belief system become aligned. Teacher self-efficacy is dependent upon the perception of effective leadership. Further analysis

reveals that these findings also validate the research of Hobbs and Moreland (2009), which identified empowerment as happening in the phases of initiating, increasing, and sustaining. The last phase, sustaining, occurs after year 9 and it is during this phase teachers feel a high level of self-efficacy. This finding is consistent with Table 1, which identifies that a high percentage of career and technical education teachers responding to the survey, 41.79%, have been teaching from 6 to 10 years.

Principals need to sense the importance for teachers to maintain high levels of self-efficacy; otherwise, teachers will become complacent and develop a "just doing the job mentality." Avoiding the development of complacency can be accomplished when teachers are given the opportunity to grow professionally. Principals need to provide opportunities for teachers to attend professional development related to teaching, as well as professional development related to learning skills to maintain their technical skill. Technical training generally is expensive; therefore, principals need to set aside training dollars in the budget to enable technical teachers to attend business and industry training.

Additionally, teachers need to understand that complacency affects the way they interact and identify with student success. An effective leadership perception can be developed when principals nurture individual empowerment relationships with teachers and teachers feel as though they are in the in group where individual relationships are developed as identified within the Leader Member Exchange theory.

The conclusion can be made that, based on results from this study, career and technical education teachers are most empowered in the empowerment subscale of self-efficacy. Therefore, they are confident in their ability to teach students their technical knowledge and skill. Additionally, the results align with previous studies that support the

theoretical framework of Transformational Leadership and Leader Member Exchange for this research study.

Discussion of findings related to research question 2.

Research Question 2: What types of power bases are predominate among career and technical education school principals, as measured by the Rahim Leader Power Inventory?

Based upon the responses provided by Career and technical education teachers on the Rahim Leader Power Inventory (RLPI) results from the descriptive analysis of the distribution of means, indicated that teachers perceived their principals as operating from the power base subscale of legitimate with regard to referent, expert, coercive, and reward, respectively. A principal's position inevitably possesses power, as he/she is the sanctioned authority of the school and responsible for leading and managing. This suggests that teachers perceive their principal to work from the power base legitimate and that the principal may require behavior to change since he/she is the leader; therefore, the teacher is accountable to follow. This identifies that teachers in this study are respectful of their principal because they hold the position of leader and not necessarily because the power has been earned. Additionally, the data reveal principals in this study did not utilize reward power i.e., principals did not reward work well done. This finding supports the finding of Short and Johnson (1994) that, although principals are the sanctioned authority, they do not have the power to provide teachers rewards for work well done.

These findings reflect those of several other studies identifying that legitimate, referent, and expert power bases were positively associated with subordinate compliance,

whereas reward and coercive power had a negative effect (Rahim & Buntzman, 1989). Additionally, they concluded that referent power was associated with subordinate satisfaction. Another study by Short and Johnson (1994) identified a relationship between high teachers' perceptions of their level of self-efficacy and their principals' levels of legitimate power, as in this study. They identified, "The positive affect for teachers associated with the legitimate power possibly has some impact on the affective dimensions of Self- Efficacy and Impact" (p. 16). Furthermore, this study also supports the work of Natemeyer (as cited in Vickers, 2003), as he reviewed several previous research studies revealing that legitimate power bases were generally ranked highest and were most successful when working with subordinates.

Career and technical education teachers who perceive their principals to operate from a legitimate power base are respectful of the idea that principals have the final say about what happens within the school. Teachers would more likely have this mentality, as they have been employers in business and industry settings where the norm was for owners, supervisors, and bosses to have the final say in what happens within the organization. Therefore, teachers who sense the principal as sharing power, "legitimate power," have a tendency to demonstrate a higher level of self-efficacy (Short & Johnson 1994). As such, career and technical education principals need to empower teachers through open communication and cultivate relationships to perceive themselves as being a member of the in group: effecting their level of self-efficacy. Additionally, Freire (2004) acknowledged that the transfer of power between principal and teacher begins with communication.

Principal referent power, the second rated power base, influences teacher empowerment, as they respect the principal and desire to follow their lead, which provides the opportunity for principals to cultivate relationships by promoting mutual respect, shared purpose, collective decision making, and collegial relations to increase school effectiveness. As a result, principals and teachers build relationships around the same interests — education being one of them. The more that principals and teachers identify and build relationships with each other, the more influence the principal will be able to exercise through leadership with teachers and the more teachers will desire to follow. As the saying goes, "They don't care how much you know until they know how much you care."

Discussion of findings related to research question 3.

Research Question 3: What is the relationship between teacher empowerment and principal use of power bases?

Human behavior is difficult to predict: therefore, the use of Bivariate Correlation and Regression was utilized to evaluate the degree of relationship and to identify the strongest power bases of empowerment by accounting for variance and squared correlation. This research revealed that subscales of empowerment are associated with dimensions of principal power when principals operate from referent and expert power bases, teacher empowerment subscales of professional growth, and decision making influenced. Thus, principals who have expertise and are exemplary in their daily tasks empower teachers to develop professionally and make decisions that affect their daily work environment.

Regression analysis for each dependent variable identified the expected direction of the effect that variable was having, i.e., coefficients measure how strongly each power base causes an effect with each dependent variable. There were six positive moderate to very strong influences between the set of variables. Positive coefficient means that the power base and empowerment subscale changed in the same direction. The two strongest influence changes exist in power base legitimate with professional growth and autonomy empowerment subscales. Legitimate power base has the largest change in relation to all empowerment subscales, indicating that teacher respect legitimate power according to the authority of the position. Legitimate power exists in supervisor-subordinate relationships, as power is given automatically due to the chain of command. A principal, simply due to position, possess legitimate power; and teachers understand the need to maintain order within schools. Without legitimate power, pandemonium would occur within our schools, negatively influencing student success and school effectiveness.

Regression analyses on independent variables were completed to evaluate the strength of each influence by the squared correlation coefficient identified that cause and effect exist between referent and professional growth ($r = .77$) ($r^2 = .5909$); thus, 59% of professional growth variance is directly accounted for by referent power. Expert and professional growth ($r = .73$) ($r^2 = .5386$) reveals that 55% of professional growth is directly accounted for by expert power, and legitimate and professional growth ($r = .59$) ($r^2 = .3435$), indicating 34% of professional growth is accounted for by legitimate power. Additionally, expert and decision making ($r = .56$) ($r^2 = .3123$), and referent and decision making ($r = .55$) ($r^2 = .3018$) indicate that 31% and 30% of decision making is accounted for by expert and referent power, legitimate and autonomy ($r = .49$) ($r^2 = .2391$).

respectively. Medium to strong positive directional change was found between other power bases, indicating legitimate power alone is not enough influence to empower teachers.

Referent and expert powers are needed to influence professional growth and decision making empowerment among teachers. Therefore, legitimate power is given with title, providing a platform to utilize the power bases of referent and expert. Referent power guides and supports, while expert power is utilized to share knowledge with faculty. All three power bases operating together empower teachers, particularly when teachers feel they are supported through professional development and decision making. Career and technical education teachers are the professionals in their given field of automotives and welding within the building; therefore, they must have specific professional development to stay abreast of the changes in business and industry, while being required to make specific decisions that impact their program areas.

Legitimate power can be linked with the behavioral aspects of transformational leadership, as leaders utilize their position to role model, establish a vision, develop trust, define high expectations, and provide a supportive climate (Northouse, 2006). However, due to bureaucracy within our schools, Transformational Leadership theory alone does not encompass the relationship building behavioral components necessary to develop teacher empowerment. When combining the behavioral aspects of Leader Member Exchange Theory individual high quality in group relationships can be developed over time through interactions and exchanges between the principal and teacher, affecting student success and school effectiveness. Together these theories identify behaviors that

principals can use to support faculty social development and divergent thinking, while empowering teachers to work toward a vision as a collective team.

When given the opportunity to grow and decide what affects them, teachers will feel more empowered to improve their learning and implementing processes that improve their classroom. As teachers are offered professional growth opportunities and given opportunities to make decisions, the more elevated they perceive their principal as using referent and expert power bases. Additionally, this impacts teacher perceptions that their highest level of empowerment was self-efficacy, as they need professional development to remain effective. Furthermore, trust is an important component of referent power affecting cooperation and effective communication, elements that are foundational in teacher empowerment (Blasé & Blasé, 2001). Finally, it is necessary that principals understand the power they possess, specifically referent and reward power, that is used most by transformational leaders as they impact teacher empowerment (Kirgan, 2010).

These findings were consistent with those found in the Blasé and Blasé (2001) study that revealed teachers perceived their principal to be effective when they were provided and encouraged by their principal to attend professional development opportunities. Bogler and Somech (2004) identified professional growth as a significant indicator to teacher organizational commitment and influencing, while increasing ones self-efficacy. Bogler and Somech concluded that principals understood and knew the needs of their teachers.

Results from this study suggest that career and technical education teachers are more empowered in professional growth and decision making when their principals utilize referent and expert power bases. The conclusion can be drawn that career and

technical education teacher perceptions, decision making, and professional growth have a strong relationship with expert and referent power base subscales. In addition, results indicate that teacher empowerment is directly linked to the relationship between the principal and the teacher.

Discussion of findings related to research question 4.

Research question 4: What are additional factors teachers perceive as influences or barriers to their level of empowerment?

Career and technical education teachers indicated on the open-ended question that they did not perceive to be empowered in any of the six subscales of empowerment: decision making, impact, status, autonomy, professional growth, or self-efficacy.

Decision Making. Teachers indicated a lack of empowerment in decision making when they were not included in decisions that involved their classroom, such as class schedules, daily instruction, and student organizations. When teachers are not included in the decision making process, mutual trust and respect are negatively influenced: and teachers perceive themselves as not being empowered, but just doing what they are told. Teachers who are not empowered become complacent, develop a "just do the job mentality," and feel as though they are not being true to self (Friere, 1993). However, when principals and teachers make decisions collaboratively, students are successful and schools are effective (Hemric et al., 2010; Lintner, 2008; Rice & Schneider, 1994). Analysis from question 3 identified that, when principals utilize referent and expert power, teachers are more empowered in decision making; therefore, principals need to be made more aware of the characteristics of referent and expert power bases and how to lead within those dimensions. In the Hobbs and Mooreland (2009) research decision

making was revealed to have an immediate effect on teacher empowerment. As teachers acquire more experience and knowledge, their level of self-efficacy increases, and they build confidence in the decision making process.

Professional Growth. Teachers indicated a lack of empowerment in professional growth, as responses indicated they lacked training to work with special need students and they were not provided sufficient opportunities for professional growth to improve in their technical profession. However, question 3 identified that teachers were empowered in professional growth when their principal operated from referent and expert power bases. Sending teachers to industrial professional development and training can be very costly and will become a larger concern as budgets continue to be reduced. Darling-Hammond and McLaughlen (1995) stated, "The literature on professional development suggested that on-going, collaborative professional development within the context of the workplace is necessary for significant change to occur in teacher's practice" (p. 3). Professional development is specifically important to career and technical education teachers, as the technical skill they teach continuously advances to meet needs and demands of business and industry. Therefore, technical teachers need opportunities to grow professionally and stay abreast of changes in their field.

Self-efficacy. Teachers with high levels of self-efficacy take control and are effective in their classrooms. The self-efficacy subscale identifies teacher perceptions about their ability to share their skills and knowledge with students. Responses indicated that it was difficult to share knowledge with students when they are unprepared mentally or physically to learn, yet teachers are still held accountable. Data from question 1 identified that career and technical education teachers viewed their most empowered

subscale as self-efficacy; therefore, teachers are confident in their ability to teach their skill yet, receive students who lack the mental, emotional, and educational ability to learn the skills they teach. For example, in the past when students were unable to obtain "book knowledge," they were sent by the local district to the "vocational school" to learn a skill. Now that reform has passed and career and technical education teachers are being held accountable for their students to pass state exams and obtain industrial certifications, they are concerned.

Status. To determine the level of empowerment among teachers, "status" was identified as being the second highest empowerment subscale; yet, responses on open-ended questions indicated teachers were not empowered in the status subscale. If teachers perceive a lack of respect and appreciation for what they do from others around them, they perceive low levels of empowerment. Teachers identified that being an employee of an Area Technology Center (ATC) carried a negative status, since the schools are operated by the state and not by local districts. This results in different treatment for teachers, and their school perceived as a "dumping ground." Additionally, a comment was made that ATC's are not necessary for the future economic development of the state. Career and technical education teacher have a lack of integration into the larger districts and, thus, feel less empowered when making decisions with the high school staff.

Autonomy. The "autonomy" subscale refers to perceptions teacher have about their control over elements of their job such as scheduling, disciplining, and planning. Career and technical education teachers identified they had little control over the students they received, a lack of planning time, a lack of discipline methods, and limited money to

purchase items needed for the classroom. Coble (2011) noted that, when employees believe their input is valuable, they desire autonomy and to participate in decision making to provide them with the opportunity to implement empowered behaviors for effectiveness. When teachers feel a lack of control over their daily job tasks, they develop a "just doing a job" mentality.

Impact. Impact refers to teachers' perceptions that they affect the lives of those around them and their control over organizational outcomes. Teachers responded with negative comments regarding funding and the mental and physical capacity of students that are sent to ATC's. Impact deals with the outcomes of how teachers performed and were satisfied and effective at their job (Spreitzer et al., 1997). When teachers want to make a difference, they are focused on areas of growth, become risk takers, make learning relevant, and develop creative lessons. For teachers to develop their careers and adjust to reform initiatives, they need to be aware that they make a positive impact on the students and schools they serve. Therefore, when impact is evident, principals should share that knowledge with teachers.

Additional Teacher Empowerment Themes. Two themes evolved that did not fit into the priori themes: budget and lack of administrative support. A majority of teachers had a negative response about budgetary constraints for their programs and the impact a tight budget had on student success. Additionally, administrative support was a theme that developed among teacher responses to indicate they were not being empowered. Teachers responded that the lack of administrative support in the areas of student disciple, effective communication, and timeliness of meetings had negative influences on their levels of empowerment.

Discussion of findings related to research question 5.

Research Question 5: How can principal professional development possess more precision to raise the level of empowerment among teachers in the classroom?

Principal use of leader power impacts the perception teachers have about their level of empowerment. In order for Senate Bill 1 measures to be implemented, principals need to understand how they can use their leadership powers to empower teachers. Barth (1990) identified that the reasons schools were not improving was due to the lack of concern for positive relationships among adults in our schools. Based on the responses provided on the open-response question, principal leadership capacity needs to be developed to strengthen the principals' skills and authority.

Expert. Expert subscale power reveals the perception teachers have about their principal's knowledge and expertise. Teachers responded in question three that expert power ranked second and has a strong relationship to professional growth; yet in the open-response questions, they did not perceive their principal to utilize expert power because of the lack of communicating deadlines and valuable information. Additionally, principals did not build relationships and utilize team approaches with staff and other schools within the district. Furthermore, teachers indicated that principals were not completing professional growth opportunities that promoted unity among staff. It is evident that teachers perceive their principal to be the leader, yet their power is limited and not utilized to build relationships. Goldring et al. (2008) stated, "simple knowledge is not enough: 'experts' in the field of educational leadership have both a rich knowledge of what they need to do in their jobs, and they are able to use and apply this knowledge successfully in their work" (p. 6). Principals need to continue professional development

to learn about changing components of their positions, particularly, since expert power was identified as being one of the two highest power bases having an impact on teacher empowerment.

Manders (2008) noted that, when principals take part in professional development, their knowledge grows and they can more effectively address issues affecting teachers within schools. Lintner (2008) stated, "Professional growth for principals involves acquiring the skills needed to perform roles effectively in the transition to shared decision making and in setting the stage for teacher empowerment" (p. 72). Principals Goldring et al. (2008) identified critical gaps in knowledge and professional development activities to empower teachers, a skill necessary to improve educational organizations and increase opportunities for student success. According to Whitaker and Moses (as cited by Lintner, 2008), "Top-down school reform is reactive, whereas internally motivated change stemming from teacher empowerment is creative and reflective which generates higher levels of professional growth, commitment, and performance" (p. 87). Professional development enables principals to continue to grow and learn as they need specific training about individual needs and weaknesses.

Referent. Referent power is based on the perception that the principal is a model to follow and to be trusted to make the right decisions. This power base and was identified by teachers as being one of the highest relating to empowerment scales, professional growth, and decision making. In order for referent power to be effective, principals need to develop relationships with teachers, as well as in group relationships with teachers in building a team. This was the only category where teachers responded with any positive comments identifying that principals did a good job. However, some

comments indicated that the principal needs to be the first to arrive and the last to leave, while communicating and going the extra mile to be an effective leader.

Coercive and reward. Coercive and reward power bases reflected the lowest significance to teacher empowerment, i.e., a principal's ability to utilize power to intimidate or offer incentives to alter behavior is not effective and is reflective of ineffectiveness. Furthermore, Raven (2008) identified that both coercive power and reward power require surveillance and determination for when the terms of fulfilling the requirement had been met.

Legitimate. Legitimate power of a principal identifies the amount of power to influence and control teacher behavior. Johnson and Short (1998) found a relationship with legitimate power, compliance, and empowerment, indicating that teachers are compliant to following the directions of a principal. Based upon the responses provided by teachers, results from the descriptive analysis on the Rahim Leader Power Inventory (RLPI) revealed that teachers perceived their principals as operating from the power base subscale of legitimate. Teachers embrace the legitimate power base and are reliant upon the principal to guide and direct them because the principal is the leader. Therefore, the principal should be highly prepared and needs professional development to learn how to empower teachers. Otherwise, teachers become complacent and develop a "just doing a job" mentality. The Carl D. Perkins and Technical Education Improvement Act requires the participation of career and technical education principals to acquire hours of professional development and that should be specifically utilized to empower the teachers they lead.

Additional Theme KY Tech System. The KY Tech system is a state agency with many policies and procedures that principals do not have the authority to eradicate. Teachers have certain responsibilities that are mandated by the state within their job title and beyond the principal's control. Career and technical education teachers identified that the state needed to provide more professional development opportunities, program assessment required too much time, paperwork was endless and they were treated unfairly, financially.

Implications for principal training.

The findings from this research can be utilized to empower teachers while identifying a need to provide career and technical education principals with professional development to educate them on the importance of having empowered teachers both inside the classroom and the school. The need for a principal to know how to utilize leader power effectively is an asset that will affect student success and school effectiveness.

Training a principal to know how to utilize their leader power capacity.

A difficult challenge for principals is to maintain the passion for leadership as the position is emotionally, mentally, and physically demanding. Therefore, complacency a tends to emerge as principals become inundated with their job tasks. When the task load becomes overwhelming, status quo develops contributing to teacher and student ineffectiveness. Contentment happens gradually, yet can be avoided by recognizing the situation and desiring to change behaviors. When principals recognize the need to change and are given tools and develop skills, they are effective at to empowering their teachers. These research findings indicate a need for principals to empower teachers;

therefore, to meet this need professional development needs to be provided that will teach principals how to utilize their leader power to empower teachers to be more effective. A question to be asked is, "Are you a principal because of the title and only operate with a limited amount of power, or do you want to add value to the lives of others?" Principals who desire to add value to the lives of others utilize legitimate power as a platform to employ referent and expert power. Therefore, principals need to understand the link between their power and their relationships with teachers and how important it is for successful teachers, students, and schools. The work matters, but the teachers get it done. This is the reason educational leaders who are addressing reform and instituting drives are missing the mark; they are focusing only the work. These individuals forget that the success of any school is comprised of the skills and knowledge of teachers.

The Kentucky Career and Technical Education System must develop an extensive professional development program to train principals to address critical gaps in leader power knowledge and reshape practice that directly affects faculty. The principal title alone holds leader power, yet, the ability to influence faculty will determine the amount of power that principals will possess through referent and expert power. Principals need to know that academic knowledge and training has prepared them professionally; however, there is a personal component of being a leader. To be an expert and referent principal, one has to learn how to build relationships with teachers to develop a commitment and passion for their position. Professional development needs to include the process of building relationships one teacher at a time through the use of the behaviors embedded in Transformational Leadership and Leader Member Exchange theory. It is important to know how to establish a vision for the school, bridge

communication gaps, and build relationships in an effort to create a mutually trusting school environment that empowers teachers.

The process of training principals to utilize their leader power begins with understanding the findings from this study. Understanding teacher perceptions will create a desire in most principals for professional development to develop knowledge of the skills needed to meet the needs of their faculty. Additionally, findings indicate that principal training is needed on how to communicate with teachers and share knowledge, specifically about the direction of the school, so teachers know where to place their energy and can constructively accept ownership. Principals need an awareness of the benefits when teachers are included in the decision making process. The sharing of power occurs when the principal expands the foundation of distribution of power among the faculty to enable them to take ownership in the vision through the negotiation of what it is and how the it can be attained. With this approach, the principal becomes more of a team member with everyone working toward the same outcome. Positional power is realigned and teachers are empowered to have input and affect decisions that are made within their school. This process will bring stability back to the school by involving all members and making them accountable for their actions or lack thereof.

If Kentucky Career and Technical Education is to remain a leading CTE organization within the United States, system change is needed. CTE principals across the state need a better understanding of leader power and its implications for teachers. Principals need to learn about their power bases and give teachers the authority to use the power they already possess to move themselves, students, and schools forward. With the modification of statewide policy on professional development, principals will have an

opportunity to potentially realize and desire to modify complacency behavior at the local level. Statewide implementation of professional development affecting principals will encourage a deeper and thoughtful purpose of the use of professional development. Specifically, as referent power identifies principals as role models for teachers, therefore, they need to be prepared and supported to face those challenges.

Principals should possess a sense of urgency regarding challenges faced by teachers with the new accountability guidelines requiring students to obtain higher skill and credential levels. Their task is to build capacity for leadership throughout the state and districts so all educators are prepared to make decisions, accept ownership, and implement change in the schools. The following recommendations for the state of Kentucky would create deep change within the Career and technical education schools.

The Department of Education and KY Tech need to develop an extensive professional development plan to provide principals the necessary training for the skills and knowledge to be better principals while empowering teachers to be better teachers. Professional development needs to be integrated into the system to focus on leadership powers that influence the teachers they lead and attach that to areas for improvement in the school. For professional development to be effective, it must be attached to an intrinsic purpose for developmental achievement. It should be considered from the position of coaching, not directing, otherwise it becomes just another training. Professional development needs to be focused on the intention of cultivation expert and referent leadership on an individual basis, i.e., the leadership development necessary for one principal may not be the need for all principals; therefore, professional development

needs to focus on specific areas of need per principal. Our principals have a wealth of professional knowledge, and they now need to develop personally.

1. CTE principals need to understand they are given legitimate power because of the position they hold and how that power provides the platform for other power bases to be developed.
2. CTE principals need to learn about behaviors in Transformational Leadership theory to support the legitimate power base they are given due to position and behaviors that are conducive to building meaningful relationships within Leader Member Exchange theory.
3. CTE principals should be trained on power bases and how teachers can perceive empowerment, since there is a relationship between the empowerment of teachers and their use of principal power.
4. CTE principals should be administered the Rahim Leader Participant Inventory Survey and use the information for individual professional development.
5. CTE principals should understand the empowerment subscales teachers possess, and specifically, self-efficacy and measures to cultivate self-efficacy among teachers.

An initial platform for this training is already in place with the Kentucky Association of Career and technical education Conference held each year in Louisville. Upon completion of the initial training ongoing webinar and follow-up trainings could be provided at fall and spring principal meetings. Additionally, the Carl D. Perkins and Technical Education Improvement Act requires the participation of career and technical

education principals to acquire hours of professional development; these hours should be specifically utilized for training that empowers and supports teachers.

Several benefits can be seen when principals change their leadership behaviors and think about power and principal empowerment. Times have changed in career and technical education; all educational leaders now need to be able to synthesize and analyze data to make data-driven decisions during reform. Furthermore, principals cannot possess expertise in all technical programs. The career and technical education principal is the single guiding educational leader in the Area Technology Center, as there are no assistant principals or guidance counselors; the principal is solely responsible for the operation of the school. Additionally, with principals possessing the sole responsibility for the operations of Area Technology Centers, they must utilize leader power bases to empower teachers. Principals need to feel that their superiors entrust them to make the right decisions at their school; and when they share power with teachers to make decisions, they will be supported. Principals need to sense trust from their supervisors to share that trust with teachers.

Organizational change is about leaders using their leadership power to empower teachers to behave and respond differently, which requires principals to change their underlying beliefs and assumptions about how things have been completed in the past and to attempt new processes. As principals are overwhelmed with demanding changes, they alone can no longer complete all of the leadership responsibilities necessary to transform schools. Therefore, communicating, sharing of decision making and building relationships to empower teachers are necessary to develop an empowering approach to

leading school change and achieving student success. When teachers are empowered, principals can focus more on their specific job duties.

Recommendations for future research.

This research study provided information from Kentucky Career and technical education teachers in regard to their perception of the power bases their principals utilize along with their perception of their level of empowerment. The following recommendations were determined from the limitations of the study and the expansion of research in principal power bases and empowerment.

1. This research study inquired about the perceptions teachers had about their level of empowerment and whether a relationship exists between teacher empowerment and principal power bases within Career and technical education in Kentucky. A recommendation for future research would be to examine a larger population, as the population in this study included only 67 respondents.
2. An additional recommendation would be to study a school with a principal who empowers teachers, one where student achievement and school effectiveness is present.

Summary

The purpose of this study was to examine the relationship between teachers' perceptions of empowerment and principal use of power within Career and technical education in Kentucky. The researcher used a mixed methods design to examine power bases that Career and technical education teacher perceived their principal utilized to identify teachers' perceived empowerment, as well as influences and barriers. Data were

collected using a survey and open-ended questions from teachers within 53 Area Technology Centers in the state of Kentucky.

The findings of Research Question 1 revealed that 67 career and technical education teachers were empowered in self-efficacy and status. The results of Research Question 2 exposed that teachers perception of principal power bases was legitimate and referent. The findings from Research Question 3 established that the relationship between teacher empowerment and principal power bases is significantly related to principal use of power, with the strongest relationships found between referent power and professional growth and expert power and professional growth. Results of Question 4 revealed an overall result of barriers to teacher empowerment. Themes that emerged from open-ended questions were depleted budgets, no planning time, and lack of communication that can be changed by only Frankfort. Results of Question 5 identified how professional development for principals could become more precise in raising the level of teacher empowerment in the classroom. The themes of expert, legitimate, referent, coercive, and reward were utilized. Overall, evidence was found that teachers' perceptions of empowerment and principal use of power within Career and technical education in Kentucky are significantly related.

The results of this study contribute to the literature by providing empirical data on insight into identifying important relationships among teacher perceptions of empowerment and commonly used principal power bases in Career and technical education in Kentucky. As Senate Bill 1 brings changes to the classroom, tensions will evolve at both local and state levels as career and technical education teachers begin to feel the urgency to make changes to meet the College and Career Readiness

Accountability Measures. Furthermore, research identifies that secondary schools have a tendency to resist education reform changes (Hargreaves & Goodson, 2006), while career and technical education teachers are often even more resistant to such changes they see their focus as being on technical skill level versus proficient scores on academic tests (Rojewski, 2002),. In order to empower teachers to meet this challenge, principals will need to be prepared to utilize more than just the legitimate power earned simply by the position to implement a structural educational shift in the curriculum and the program. Principals will need to be transformational while utilizing their referent and expert power bases. Therefore, it is essential to continue researching the relationship between principal power bases and teacher empowerment to learn more about student success and school effectiveness.

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APPENDIX A: School Participant Empowerment Scale

School Participant Empowerment Scale

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

___ 1. I am given the responsibility to monitor programs.
___ 2. I function in a professional environment.
___ 3. I believe that I have earned respect.
___ 4. I believe that I am helping kids become independent learners.
___ 5. I have control over daily schedules.
___ 6. I believe I have the ability to get things done.
___ 7. I make decisions about the implementation of new programs in the school.
___ 8. I am treated as a professional.
___ 9. I believe I am very effective.
___ 10. I believe I am empowering students.
___ 11. I am able to teach as I chose.
___ 12. I participate in staff development.
___ 13. I make decisions about the selection of other teachers for my school.
___ 14. I have the opportunity for professional growth.
___ 15. I have the respect of my colleagues.
___ 16. I feel I am involved in an important program for children.
___ 17. I have the freedom to make decisions on what is taught.
___ 18. I believe that I am having an impact.
___ 19. I am involved in school budget decisions.
___ 20. I work at a school where kids come first.
___ 21. I have the support and respect of my colleagues.
___ 22. I see students learn.
___ 23. I make decisions about curriculum.
___ 24. I am a decision maker.
___ 25. I am given the opportunity to teach other teachers.
___ 26. I am given the opportunity to continue learning.
___ 27. I have a strong knowledge base in the areas in which I teach.
___ 28. I believe I have the opportunity to grow by working daily with students.
___ 29. I perceive that I have the opportunity to influence others.
___ 30. I can determine my own schedule.
___ 31. I have the opportunity to collaborate with other teachers in my school.
___ 32. I perceive that I am making a difference.
___ 33. Principals, other teachers, and school personnel solicit my advice.
___ 34. I believe that I am good at what I do.
___ 35. I can play with my schedule.
___ 36. I perceive that I have an impact on other teachers and students.
___ 37. My advice is solicited by others.
___ 38. I have the opportunity to teach other teachers about innovative ideas.

APPENDIX B: Rahim Leader Power Inventory

Rahim Leader Power Inventory

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

1. My superior has a pleasing personality.
2. My superior can take disciplinary action against me for insubordination.
3. I approach my superior for advice on work-related problems because he(she) is usually right.
4. My superior can recommend me for merit recognition if my performance is especially good.
5. When a tough job comes up my superior has the technical 'know how' to get it done.
6. It is reasonable for my superior to decide what he(she) wants me to do.
7. My superior has specialized training hi his(her) field.
8. My superior is justified in expecting cooperation from me in work-related matters.
9. My superior can fire me if my performance is consistently below standards.
10. My superior does not have the expert knowledge I need to perform my job.
11. My superior can provide opportunities for my advancement if my work is outstanding.
12. I do not want to identify myself with my superior.
13. My superior's position entitles him(her)to expect support of her(his) policies from me.
14. My superior can suspend me if I am habitually late in coming to work.
15. My superior cannot get me a pay raise even if I do my job well.
16. My superior can see to it that I get no pay raise if my work is unsatisfactory.
17. I prefer to do what my superior suggest because he(she) has high professional expertise.
18. My superior has considerable professional experience to draw from in helping me to do
    my work.
19. I admire my superior because he(she) treats every person fairly.
20. My superior can fire me if I neglect my duties.
21. I like the personal qualities of my superior.
22. If I put forth extra effort, my superior can take it into consideration to determine my pay raise.
23. My superior's position does not give him(her) the authority to change the procedures of my work.
24. I want to develop a good interpersonal relationship with my superior.
25. My superior is not the type of person I enjoy working with.
26. I should do what my superior wants because he(she) is my superior.
27. My superior can get me a bonus for earning a good performance rating.
28. My superior can recommend a promotion for me if my performance is consistently above average.
29. My superior has the right to expect me to carry out her(his) instructions.

APPENDIX C: Open-Ended Questions

Research Question 4: What are additional factors teachers perceive as influences or barriers to their level of empowerment?

Research Question 5: How can principal professional development possess more precision to raise the level of empowerment among teachers in the classroom?

APPENDIX D: Dr. Winkler Permission

Thank you and you will be one of the first to have the opportunity.

Lee Ann

From: Winkler, Harry D (OCTE-FK)
Sent: Sun 3/4/2012 3:52 PM
To: Wall, Lee (OCTE-TP)
Subject: RE: Requesting your approval to survey Area Technology Center - Career and technical education Teachers

Dear Ms. Wall:

You may survey the teachers employed by the Office of Career and technical education. I would advise you to contact Mr. Wayne King in order to obtain an email list of the teachers in the 53 area technology centers.

Best wishes as you conduct your research. I look forward to reading your dissertation.

Sincerely,
Dale Winkler, Ed.D.
Executive Director - Career & Technical Education
Kentucky Education & Workforce Development Cabinet
20th Floor Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601
502-564-3055 PHONE
502-564-2241 FAX

From: Wall, Lee (OCTE-TP)
Sent: Friday, March 02, 2012 11:09 PM
To: Winkler, Harry D (OCTE-FK)
Subject: Requesting your approval to survey Area Technology Center - Career and technical education Teachers

Dr. Winkler,

As you know, I am working on an Ed.D degree at Western Kentucky University. I would like to conduct a research study that surveys all Area Technology Center Teachers. My topic, "An Exploratory Study of Career and technical education in Kentucky." I would be sending all teachers an on-line survey. The survey will identify the perception teachers have of their empowerment level and the perception of how the principal may impact their empowerment. My passion is Career and technical education and I believe the principal may impact the empowerment of teachers and could potentially do so with more precision.

Thank you for this consideration.
Lee Ann

APPENDIX E: IRB Approval Letter

A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

OFFICE OF COMPLIANCE

DATE:	March 12, 2012
TO:	Lee Ann Wall, Ed.D
FROM:	Western Kentucky University (WKU) IRB
PROJECT TITLE:	[318259-1] An Exploratory Study of Teacher Empowerment and Technical Education in Kentucky
REFERENCE #:	IRB12-222
SUBMISSION TYPE:	New Project
ACTION:	APPROVED
APPROVAL DATE:	March 12, 2012
REVIEW TYPE:	Exempt from Full Board Review

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Exempt from Full Board Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by an *implied* consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Paul Mooney at (270) 745-2129 or paul.mooney@wku.edu. Please include your project title and reference number in all correspondence with this committee.