LEADERSHIP SKILLS OF PRE-SERVICE TEACHERS AND CAREER TEACHERS: A QUASI-EXPERIMENTAL STUDY

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Abstract

This quantitative, quasi-experimental study examined the leadership skills of pre-service and career teachers to determine how education influences leadership skills when assessed by two valid and reliable leadership assessments. The general problem was some teachers leave the field of education, due to lack of effective leadership skills in managing the classroom to include practicing leadership power skills, organizational skills, and classroom management skills. This study has revealed the significance of how engaging in effectual leadership skill instruction by embracing leadership power skills and organizational skills, which may assist teachers remaining in the educational domain. The theoretical framework most closely related to this study was transformational leadership theory and concerned whether or not leadership skills can be learned. Three research questions were analyzed and the findings affirmed the second and third hypotheses. The summary of results determined most teachers were rewarding, legitimate, expert, referent, or coercive leaders. The findings suggested doctoral level research was successfully conducted; leadership skills can be learned and further research was recommended. The conclusion was hope was given to future students and future teachers who enroll in leadership training programs. Recommendations derived from this study included universities should require mandatory leadership classes be offered to most all students, especially educational students; continued professional development seminars to career teachers was encouraged in order to educate and support career teachers as they develop into successful leaders in their classrooms, communities, and throughout the United States.

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ABSTRACT

This quantitative, quasi-experimental study examined the leadership skills of pre-service and career teachers to determine how education influences leadership skills when assessed by two valid and reliable leadership assessments. The general problem was some teachers leave the field of education, due to lack of effective
leadership skills in managing the classroom to include practicing leadership power skills, organizational skills, and classroom management skills. This study has revealed the significance of how engaging in effectual leadership skill instruction by embracing leadership power skills and organizational skills, which may assist teachers remaining in the educational domain. The theoretical framework most closely related to this study was transformational leadership theory and concerned whether or not leadership skills can be learned. Three research questions were analyzed and the findings affirmed the second and third hypotheses. The summary of results determined most teachers were rewarding, legitimate, expert, referent, or coercive leaders. The findings suggested doctoral level research was successfully conducted; leadership skills can be learned and further research was recommended. The conclusion was hope was given to future students and future teachers who enroll in leadership training programs. Recommendations derived from this study included universities should require mandatory leadership classes be offered to most all students, especially educational students; continued professional development seminars to career teachers was encouraged in order to educate and support career teachers as they develop into successful leaders in their classrooms, communities, and throughout the United States.

Keywords: adult learning, classroom management techniques, higher education, leadership development, leadership skills, leadership training, organizational skills, pre-service teachers, quantitative studies, quasi-experimental design, and teacher education programs.

According to Ingersoll, Merrill, and Stuckey (2014), 41.3% of newly hired teachers leave the field of education within the first five years. The background of the problem was the principal occupation in the nation was at risk (Ingersoll, Merrill, & Stuckey, 2014) and the significance of the problem concerned the development of future teachers as leaders. The background and significance of the problem directs attention to how some new teachers’ careers are derailed before they have an opportunity to acclimate to their new teaching positions or become experienced leaders (Samuels, Lindsay, Watola, Walliser, & Reimer, 2013). This doctoral researcher evaluated two groups, to discover the contribution to existing research concerning how education influenced leadership skills among teacher trainees (the experimental group) and among the career teachers (the control group). Black (2005) confirmed that one of the most appealing research approaches was to evaluate two groups. Results of this study are publishable and recommendations have been made for future research on the benefits of leadership training for pre-service teachers and career teachers.

Another benefit of attaining the objective was the effect this research may have on newly hired teachers; this training may help teachers with their leadership power skills and organizational skills to remain in the field of education. According to Hanuscin, Rebello, and Sinha (2012), effective leadership power skills and organizational skills include classroom management techniques which promote student learning. The definitions of career teachers, leadership, and pre-service teachers were discussed, as collection of information was conducted face-to-face in a university classroom.

The surveys administered to the career teachers were given in the privacy of the researcher’s office. This quantitative, quasi-experimental research study incorporated the appropriate background, significance, problem, and purpose statements.

Pre-service teachers of Teacher Education Programs (TEPs) are those college students who will become teachers upon graduation and have been formally accepted into the TEP. The problem concerns the leadership skills of TEP students/pre-service teachers who may not be prepared to lead in the classrooms and stay in the teaching field. The purpose was to examine the leadership skills of pre-service and career teachers to determine to what degree the education for participants increased leadership power skills and leadership organizational skills. The nature of the study concerns leadership skills and ultimately the possible need of pre-service teachers to receive effective leadership training at the university level, in order to develop into successful classroom leaders in their educational careers.

The study included surveying 38 career teachers. The career teachers included 14 teachers from elementary schools, 12 teachers from middle schools, and 12 teachers from high schools; they were surveyed with the same survey instruments that were utilized with the pre-service teachers. The definitions and conceptual
framework were presented along with the collection, data analysis, and data presentation. In this section, the scope, limitations, and delimitations were also examined.

According to Sproull (2003), a quasi-experimental design lacks the full control of a true experimental design. Random assignment of participants is therefore not feasible and as much control as possible was attempted (Sproull, 2003). Shadish, Cook, and Campbell (2002) defined a quasi-experiment as one where units are not randomly assigned to conditions. Data analysis and data presentation for this study were calculated and presented through the use of the SPSS statistical program (Version 23) using a pretest and posttest control group design. This quantitative, quasi-experimental research study involved 38 TEP candidates, who were undergraduate TEP college students, and 38 career teachers from two public school systems within 25 miles of Memphis, Tennessee.

According to Vogt (2007), to better control unrelated variables, researchers include a control group, which receives no intervention. The control group in this study included 38 career teachers. The boundary of the study examined TEP candidates at one university in the South and 38 career teachers in the South. The experimental group participated in the intervention. The experimental group included 38 TEP pre-service teachers. The study analyzed the scores of 38 TEP candidates from pre- and post-assessments given to the experimental group upon implementation of a leadership activity led by this researcher. The delimitations concerned the ethnicity and gender of the participants, which were not analyzed as the general population of teachers in this area was 90 % female.

**METHOD**

Unlike a qualitative study that seeks to understand a primary phenomenon, this quasi-experimental research study expounded upon the leadership skills of the pre-service teachers (experimental group) and career teachers (control group) to determine if the education level (i/v) of the participants was a factor which might influence leadership skills (d/v). This section further examined the design of the research study and a summary of the methodology. An explanation of the research questions, data collection, reliability and validity was also presented. The specific problem concerned teachers were leaving their profession during their early years, as some did not receive needed classroom leadership training in their undergraduate Teacher Education Programs (TEPs) to include practicing classroom management skills, leadership power skills and organizational skills, which if those skills are not developed in the first few years, the problems are intensified for new teachers (Thomas, et. al., 2013).

A quasi-experimental design was especially needed and appropriate for this study. Vogt (2007) agreed that the quasi-experimental design does have some resemblance to a true experiment. According to Sproull (2003), a quasi-experimental design lacks the full control of a true experimental design; random assignment of participants is not feasible and as much control as possible should be attempted (Sproull, 2003). The results of this quasi-experimental study determined to what degree the educational level (i/v) of the participants influenced their leadership skills learned (d/v).

Researchers have utilized a pre- and post-test control group design extensively in educational settings, in order to evaluate the effectiveness of instruction (Fraenkel & Wallen, 2012). According to Posavac and Carey (2007), quasi-experimental approaches have advantages and disadvantages. One advantage of utilizing the quasi-experimental approach concerned that control for many biases are evident and quasi-experimental methods can yield highly interpretable results (Posavac & Carey, 2007). Another advantage was a variety of variables can be used (Posavac & Carey, 2007). The third and most significant advantage was that quasi-experimental data collection methods can be completed in a timely manner. As Posavac and Carey (2007) posited, two disadvantages to utilizing the quasi-experimental methods were the researcher did not have enough time to build a relationship with each participant and the researcher did not have the opportunity to ask open-ended questions.

According to Ingersoll, Merrill, and Stuckey (2014), 41.3 % of newly hired teachers leave the field of education within the first five years. The background of the problem was the principal occupation in the nation was at risk (Ingersoll, Merrill, & Stuckey, 2014) and the significance of the problem concerned the development
of future teachers as leaders. Unlike a qualitative study that seeks to understand a primary phenomenon, this quasi-experimental research design explained how the intervention influenced the experimental group (Cooper & Schindler, 2007). Thyer (2012) discussed the significance of a researcher selecting the best, most specific, and credible research method for their particular research study. A quasi-experimental design was found to be an extremely valuable choice for this doctoral researcher. This method and design directly align with the research problem and statement.

**Research Questions**

This section started with the research questions and hypotheses. As Cone and Foster (2006) agreed, research questions should suggest a relationship to be analyzed. The researcher utilized three research questions to guide the study. Quantitative methodology allowed for the association between variables. According to Aslam and Emmanuel (2010), researchable questions are imperative to any study. The hypotheses and null hypotheses for this research were driven by three major questions.

Q1: What effect, if any, does the amount of education have on changes in leadership skills from pretest to posttest for persons who experience a leadership-training program?

Q2: What difference, if any, in leadership power skills on the post-test is there for participants in a leadership training program?

Q3: What difference, if any, in leadership organizational skills on the post-test is there for participants not in a leadership training program?

Preferred leadership powers were discovered as rewarding, coercive, legitimate, expert, or referent with the leadership assessment entitled “What’s My Preferred Type of Power” (Hinken & Schriesheim, 1989). Smith (2011) postulated effective leadership skills may be used on a daily-basis as teachers are required to make instantaneous decisions in their classrooms. Decision-making requires effective leadership abilities. Effective leadership skills may be the most vital skills to possess in order to thrive in the field of education (Ingersoll, 2012).

**Data Collection**

The exact steps followed for data collection included 40 pre-service teachers taking the pre-assessment on-site at a college campus classroom during the spring semester. The leadership intervention was taught within a three week time period and the following week 38 pre-service teachers (experimental group) completed the post-assessments. There were enough participants to successfully complete data collection. Each assessment was examined for completeness and readability by this doctoral researcher. Even with the two pre-service teachers dropping out due to inclement weather, there were enough participants. All participants took the same assessments. The 38 career teachers (control group) took the pre-assessment in this researcher’s quiet office. Each assessment was examined for completeness and readability by this doctoral researcher. There was not a leadership intervention or pre-assessment for the 38 career teachers. The career teachers were administered the same assessment one time. During this data collection process, data were stored in a locked cabinet in a room separate from the storage results of the study. All data collected will be destroyed by shredding after three years.

**Geographic Location**

The study was conducted on-site in a college classroom at a liberal arts university in the southern United States. The geographic location was Memphis, Tennessee. The classroom was on the college campus. College students from all areas of the United States and foreign countries attend this university. The career teachers were from two public school systems within 25 miles of Memphis, Tennessee.

**Instrumentation**

**Statistical Data on Reliability or Validity of Existing Instruments**
The two survey instruments were selected as they were closely aligned to teachers’ job description. These survey instruments were also the best fit for the research questions and that was why they were carefully chosen. Statistical data on reliability or validity of the existing instruments was provided through the original researchers who first utilized each assessment. The first assessment was “What’s My Preferred Type of Power?” (Hinkin & Schriesheim, 1989). This survey instrument was a good fit for this research study as the type of power a teacher has can have an effect on how she/he becomes an excellent leader or a poor leader in her/his classroom. The content validity examination was formally performed by “two independent panels of judges (Ns=37 and 42) following Schriesheim’s (1989) approach” (Hinkin & Schriesheim, 1989, p. 562). The two panels of judges then classified the ordered items into power categories based on the consistent set of construct definitions and 60% of the time both panels of judges selected the same categories (Hinkin & Schriesheim, 1989). This method proved content validity “having first been generated independently and then having been selected by two independent panels of judges as measuring the appropriate theoretical constructs” (Hinkin & Schriesheim, 1989, p. 562).

Hinkin and Schriesheim (1989) collected data from three diverse samples. The first sample (labeled Sample A) consisted of 251 undergraduate juniors and seniors from a large southern university. The second sample (labeled Sample B) included 375 full-time employees of a large southern psychiatric hospital. The third sample (labeled Sample C) consisted of 220 part-time MBA students from a medium-sized university in the South. The measures of power used in Sample A were the items which survived the content judging process described earlier (Hinkin & Schriesheim, 1989). Samples B and C were included, four items for each power base; “in all samples, the respondents were asked to indicate the extent of their agreement with the randomly ordered items” (Hinkin & Schriesheim, 1989, p. 562).

Three measures of satisfaction were used in the criterion-related validity analyses and the “coefficient alphas were .97, .84, and .84 for human relations, technical ability, and global satisfaction, respectively, in Sample A; .89, .90, .90 and in Sample B; and .91, .85, and .86 in Sample C” (Hinkin & Schriesheim, 1989, p. 562). Most empirical researchers of power do not include commitment in research studies; yet, a commitment scale was used to measure this construct (Hinkin & Schriesheim, 1989). This survey instrument has “coefficient alpha reliabilities of .90, .87, and .90 from Samples A, B, and C, respectively” (Hinkin & Schriesheim, 1989, p. 562). According to UCLA Statistical Consulting Group (2015), Cronbach’s alpha is a measure of internal consistency. Cronbach’s alpha will display how closely related a set of items are as a group; it is a measure of scale reliability. As Hinkin and Schriesheim reported with this assessment instrument, the levels of inter item correlation (Cronbach’s alpha) are almost all at an acceptable level. Hinkin and Schriesheim (1989) suggested Alpha values of 0.8 and above are desirable.

The second assessment was “How Much Do I Know about Organizational Behavior?” (Rynes, Colbert, & Brown, 2005). This survey instrument was selected for this research study since it demonstrated how a teacher may or may not have great organizational skills needed to thrive in her/his classroom. These researchers also presented a follow-up research study in 2005 using the same control variables with responses from 959 participants (Colbert, Rynes, & Brown, 2005). The reliability estimate of .90 was used for each of the strategy and information search measures as these researchers discussed how the .90 reliability estimate prevented potential overcorrection (Colbert, Rynes, & Brown, 2005). “A test-retest reliability of .70 was also calculated” (Colbert, Rynes, & Brown, 2005, p. 323), by giving the assessment twice to 48 of the same participants within six weeks. The coefficient of stability was then utilized to correct for unreliability (Colbert, Rynes, & Brown, 2005). The “hypothesized measurement and causal models were tested using LISREL 8 with the covariance matrix as input” (Colbert, Rynes, & Brown, 2005, p. 314). A measurement model was estimated for the academic, human resource, and business latent variables which indicated “that the model fits the data well” (Colbert, Rynes, & Brown, 2005, p. 314). This assessment is reliable and valid as it was found to fit “the data well” (Colbert, Rynes, & Brown, 2005, p. 314).

As Vogt (2007) postulated, relationship analysis is used to examine the degree of relationship between variables. The means through which this study was accomplished involved the utilization of the two leadership assessments previously discussed. The assessments can be accessed through public domain via the internet.
Both groups were administered the same assessments. Only the TEP participants took the posttests after the training intervention.

According to Black (2005), if the assessments have been piloted and found relatively consistent across time; they are considered to be valid and reliable instruments. Two instruments of testing were offered to both groups. The first instrument (Appendix A) was “What Is My Preferred Type of Power?” (Hinken & Schriesheim, 1989, p. 561). This assessment was a multiple-choice assessment. The second survey instrument (Appendix B) was “How Much Do I Know about Organizational Behavior?” (Rynes, Colbert, & Brown, 2005) utilized true or false statements. The two assessments consisted of a total of 32 questions. The SPSS Version 23 software was used to analyze the assessments. Descriptive statistics were used to describe the sample and the variables, as appropriate to their level of measurement. Line graphs as well as percentages and cross-tabulations were also appropriate. Descriptive statistics can provide valuable information regarding examination of variables (Park, 2008). Inferential statistics were applied within certain parameters to reach conclusions and to employ related t tests.

Identification of Levels of Assessment on Each Instrument

The two survey instruments utilized were closely aligned to teachers’ job description. The first leadership assessment, “What’s My Preferred Type of Power?” was not a summed score. The score assessed if the participant was a referent leader, a legitimate leader, or an expert leader or perhaps the participant was a coercive leader. Transformational leadership was not assessed with this survey instrument. Variables were assessed on both pre- and post- assessments by utilizing the ordinal level of assessment. This survey instrument was a good fit for this research study as the type of power a teacher has can have an effect on how she/he becomes an excellent leader or a poor leader in her/his classroom.

The second leadership assessment, “How Much Do I Know about Organizational Behavior?” was a summed score using two decimal places after the true/false assessment. Summed scores were recorded into the data codebook and into the SPSS statistical program (Version 23). A binary level of assessment was utilized. The assessment of central tendency utilized the mean, median, and mode. The measures of variability utilized average deviation or range. This survey instrument was selected for this research study since it demonstrated how a teacher may or may not have great organizational skills needed to thrive in her/his classroom. Other leadership assessments have been overused, such as the Kouzes and Posner (2007) leadership assessments. The use of the selected two leadership assessments may bring new ideas to the forefront.

Data Analysis

This doctoral level researcher prepared ahead of time concerning the levels of risk by studying statistical analysis terms and reviewing five statistical resources to include comparing the size of what could be explained to the size of what could not be explained. If what could be explained was bigger than what could not be explained, the results were statistically significant. This study used the related t test to analyze the pre-test scores and post-test scores of the TEPs as well as to analyze the test scores of the career teachers. The t-test is a ratio of an estimate to a probable error (Vogt, 2007). Post hoc tests (See Table 1) are comparisons made after other statistical testing has been completed. This doctoral researcher applied the Bonferroni to post hoc multiple comparisons following rejection of a one-way ANOVA; the t test statistics are calculated using the pooled variance implicit in the ANOVA’s null hypothesis, rather than variance from the two specific groups compared for a single test statistic. (Vogt, 2007).

Table 1 ANOVA and Multiple Comparisons

<table>
<thead>
<tr>
<th>Score</th>
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<th>Score</th>
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<tbody>
<tr>
<td>Sum of Squares</td>
<td>df</td>
<td>Mean Square</td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Between Groups</td>
<td>8772.680</td>
<td>3</td>
<td>2924.227</td>
<td>3.081</td>
</tr>
<tr>
<td>Within Groups</td>
<td>68331.389</td>
<td>72</td>
<td>949.047</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77104.069</td>
<td>75</td>
<td></td>
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</table>
The analysis of variance was used to analyze the educational level of all participants. The two-way Analysis of Variance (ANOVA) is an excellent statistical approach to examine the data between two groups. ANOVA statistical test is one of the most relevant statistical tests for quantitative, quasi-experimental research studies (Pallant, 2003). This technique, Pallant (2003) suggested, allowed the individual and joint effect of two variables, one was independent and one was a dependent variable (See Table 2). The pretest-posttest single group design (See Table 3) analyzed the data descriptively and analyzed data using inferential tests, by use of the paired sample t test (Thyer, 2012).

### Table 2 ANOVA TEP Organizational Behavior Assessment ANOVA

<table>
<thead>
<tr>
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<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<tbody>
<tr>
<td>OBAPretest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.877</td>
<td>1</td>
<td>6.877</td>
<td>.038</td>
<td>.846</td>
</tr>
<tr>
<td>Within Groups</td>
<td>6443.333</td>
<td>36</td>
<td>178.981</td>
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</tr>
<tr>
<td>Total</td>
<td>650.211</td>
<td>37</td>
<td></td>
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<tr>
<td>OBAPosttest</td>
<td></td>
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<td></td>
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<tr>
<td>Between Groups</td>
<td>777.676</td>
<td>1</td>
<td>777.676</td>
<td>3.777</td>
<td>.060</td>
</tr>
<tr>
<td>Within Groups</td>
<td>7412.219</td>
<td>36</td>
<td>205.895</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>8189.895</td>
<td>37</td>
<td></td>
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</tr>
</tbody>
</table>

### Table 3 ANOVA Career Organizational Behavior Assessment ANOVA

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<tbody>
<tr>
<td>Sum of Squares</td>
<td>df</td>
<td>Mean Square</td>
<td>F</td>
<td>Sig.</td>
<td></td>
</tr>
<tr>
<td>Between Groups</td>
<td>3234.930</td>
<td>7</td>
<td>462.133</td>
<td>3.233</td>
<td>.011</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4288.333</td>
<td>30</td>
<td>142.944</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7523.263</td>
<td>37</td>
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</table>
The SPSS (Version 23) statistical program described the influence of the variables. According to researchers, such as Vogt (2007), Black (2005), Popham (2011), and Steinberg, (2011), a positive influence will be found when the dependent variable is affected by the independent variable. The dependent variable was the leadership skills gained and the independent variable was the amount of education of the participants. The results of the analysis of the pre- and post-tests answered the following research questions. Can leadership skills for the participants be learned and assessed and to what extent? Can preferred leadership powers of TEP candidates and career teachers be ascertained and to what extent? The research questions concerned: Will there be a strong or weak influence between the amount of education the participants had and their leadership skills gained?

Answers to the research questions were determined by running the SPSS (Version 23) in the statistical program for each question answered. Before the questions could be answered, all data collection had to be entered into the spreadsheets by hand. Before that occurred, each assessment had to be graded and coded by hand, which included over 114 total assessments to be scored by hand by this doctoral researcher. All assessments were objective. Each assessment was assigned a number grade. Each participant was assigned a number. Names were not used. A data codebook was utilized. Confidentiality and objectivity were maintained throughout this study. During this entire research process, the data codebook, including all the assessments, were stored in a locked cabinet in a room separate from the results of the study. All data collected will be destroyed by shredding after three years.

According to Triola (2014), the sampling method utilized should include a data collection method which is unbiased. The quantitative method and design used in this study was unbiased. After the data were collected, all data were kept securely under lock and key. During this entire research process, the data codebook, including all the assessments, were stored in a locked cabinet in a room separate from the results of the study.

Summary

This section analyzed methodology to every extent feasible. This quasi-experimental research study was extremely useful for examination of the influence of education on the leadership skills of pre-service and career teachers. Methodology and design were also significant. According to Posavac and Carey (2007), quasi-experimental approaches have advantages and disadvantages. Two advantages to utilizing the quasi-experimental approach concerned that control for many biases was evident and those quasi-experimental methods can yield highly interpretable results (Posavac & Carey, 2007). Another advantage was the variety of variables can be used and some are expected to affect the outcome and some may not affect the results (Posavac & Carey, 2007). The fourth and most significant advantage was that quasi-experimental data collection methods can be completed in a timely manner. Two disadvantages to utilizing the quasi-experimental methods concerned there was not enough time to build a relationship with each participant and the opportunity to ask open-ended questions was not appropriate for this study.

The work of Thomas, Herring, Redmond, and Smaldino (2013) suggested leaders, deans, professors, and university administrators should be prepared to revise and adapt to innovative changes in teacher training programs. Although qualitative method is an appealing method, that method might be used in another study at another time. This quantitative method was selected based on the time constraints involved. This research study employed a quantitative research method with a quasi-experimental design.

The lack of effective leadership training and leadership courses for TEP candidates presented a dilemma. According to Stein (2010), the failure to encourage teacher leadership may be the reason why national education goals have not been surpassed. Yet another reason concerned accountability reforms, which placed undue pressure on teachers and caused teacher turnover (Ingersoll, Merrill, & May, 2016). The quantitative, quasi-experimental research study added insight into existing literature and provided new concepts for possible changes for future educators. Leadership classes for pre-service teachers and professional leadership development seminars for career teachers could be welcomed and enhanced.

RESULTS
A summary of the study as well as an explanation of the implications, limitations, and significance to the field of education were provided. Recommendations based on the findings were also included as well as study limitations. The results of the data analyzed were fully examined and discussed. The outcome may help to solve the problem of how to better prepare future teachers.

The general problem addressed in this quantitative, quasi-experimental research study was that new teachers were leaving the field of education within the first five years (Ingersoll, 2012). According to the most recent review of literature, Moore (2016) postulated that teacher turnover rates are high in this nation. Every citizen who has a child or grandchild in a public school should be extremely concerned about the educational system in this nation. As mentioned in the literature review, educational policies change every four to eight years. Leadership training programs may offer a solution to the problem of keeping teachers employed.

The works of Moore (2016) further expounded upon how the Springfield Public School District lost 31 percent of their new teachers by the end of their first year in 2003 and 70 percent left after their third year. This nation is in an educational crisis (Moore, 2016). Bleakness was more than apparent for these educators, their students, and their community (Moore, 2016).

Another recent review revealed that the essence of the Green and Munoz (2016) research study found that new teacher job satisfaction correlates with preparedness, leadership, and independence. Understanding what contributes to job satisfaction and teacher retention should be enough for school administrators to insist that changes take place (Green & Munoz, 2016). Effective leadership skills are required in order to maintain control of the students in the classroom and to increase student achievement (DuFour, DuFour, & Eaker, 2008).

Leadership assessments were needed and were carefully examined in this research study. The two survey instruments utilized were closely aligned to teachers' job description. These survey instruments were the best fit for the research questions and that is why they were carefully selected. Initially, when the data collection was planned, Dr. P., the primary gatekeeper, stated TEPs were all age ranges. When data were collected, the experimental group (the TEPs), were found to be younger students and fell into only two age groups. With only two groups of TEPs, the ANOVA could not be used and a Table of Means could not be configured for the Organizational Behavior Assessments. Thus, the validity of this research study is not as strong as if both the career and the TEP participants had fallen into equivalent age groups. However, the ANOVA could be used for the power skills assessments.

As Ingersoll (2012) discussed this critical issue, when teachers leave the field of education within the first five years, employers have to spend billions of dollars to rehire and retrain new teachers. Teacher turnover causes the nations’ kindergartners to the seniors in high schools to suffer terribly (Moore, 2016). Teachers with experience and teachers without experience are leaving the education field because they lack successful leadership skills to include classroom management skills (Lewis, Roache, & Romi, 2011).

Moore (2016) found that many new teachers were overwhelmed in their classrooms without strong leadership skills. Some of these new teachers cried out daily to their teaching coaches stating they wish someone would have told them how challenging the students and parents would be (Moore, 2016). Some new teachers expressed feelings of exacerbation, guilt, and a general sense of failure as they resigned without notice (Moore, 2016). The importance of effective leadership training in their undergraduate Teacher Education Programs (TEPs) cannot be overemphasized. Useful classroom management skills, leadership power skills, and organizational skills are mandatory, if those skills are not developed in the first few years, the problems are intensified for new teachers (Lewis, Roache, & Romi, 2011). The population, in general, should care about this large national problem (Moore, 2016). Employers of teachers, university professors, TEP college students, and the parents of the teacher trainees must care about future teachers becoming successful leaders.

The focus of this quantitative, quasi-experimental research study was to test through statistical analysis any differences with pre- and post-test scores after a leadership intervention by this researcher to 38 TEP students and any differences with the 38 career teachers. The career teachers did not receive the leadership training intervention. The major objective of statistical analysis was to determine if any significant differences existed...
and to what degree. Each research question was answered again under the Conclusions.

One of the study limitations, might be an impact limitation; this study was in one region of the United States, the South. Even though the study has strong design and excellent statistics, the regional focus was on one university and two school districts. The study is still strong, despite its conduciveness to incremental findings. Opening the action research challenge up to other universities could transform leadership programs in other parts of the United States. According to Lewin (1946), action research is often embarked upon by teachers, social workers, and psychologist, in order to improve their own careers.

**CONCLUSION**

Teachers and educational administrators throughout the United States may read this research study and request additional training to learn effective leadership skills through their teaching coaches and professional development workshops or seminars. Teachers must be encouraged to remain in the educational field and to strive to become excellent leaders in their classrooms (Moore, 2016).

This quantitative, quasi-experimental research study analyzed three research questions. Research question one presented as: What effect, if any, does the amount of education have on changes in leadership skills from pre-test to post-test for persons who experience a leadership training program? Hypothesis one was not affirmed.

Research question two presented as: What difference, if any, in leadership power skills on the posttest is there for participants in a leadership training program? According to the statistical data presented in 4, the post-test scores of the TEP participants significantly improved and clearly indicated the TEP participant’s leadership power skills were significantly enhanced. Reflecting on this analysis, the results provided a gain in advanced leadership skills. There are no other possible alternative explanations for the improved scores other than the leadership training intervention, which proved very successful for enhancing leadership power scores. Hypothesis two was supported. This outcome could solve the problem of how to better prepare future teachers through leadership training programs; most TEPs leadership power skill scores improved after the intervention.

Research question three presented as: What difference, if any, in leadership organizational skills on the post-test is there for participants not in a leadership training program? According to the statistical data previously discussed, the test scores of two of the groups of career teachers, the 31- 35 year old age group and the 46-50 year old age group, presented advanced leadership skills. Hypothesis three was affirmed. This outcome might also explain why some career teachers leave the educational field; career teachers under 31 years of age have not mastered advanced leadership skills.

The analysis of the results was important, but possibly not as important as the recommendation that leadership development courses should be taught to career teachers on the job as well as to undergraduate pre-service teachers (TEPs). According to the last two hypotheses, this research study confirmed teaching leadership skills to any college or career age group proved to be a valuable experience for many who actively participated. The outcome for the first research question indicated further research was necessitated.

**Implications**

One of the foremost implications of this research was to seek publication in a leadership journal or an educational journal. Second, with its publication, comes possible education for others. When the administrators of colleges and universities are aware of how appropriate leadership skills can enhance graduation rates for TEPs and keep those new teachers from leaving the profession, they may want to mandate that their colleges and universities include several leadership classes as a graduation requirement. After publication of this research study, this doctoral learner intends to teach leadership training seminars and professional development to teachers throughout the United States.

Even though the study has strong design and excellent statistics, the strong regional focus was on one university in the South and not on every university offering TEPs in the United States. The study was
nevertheless strong, but the unfortunate reality concerning new teachers leaving the field of education within the first five years (Ingersoll, 2012) was disheartening, and especially to those new teachers who lost their jobs, to their families, and to the administrators of the school districts who hired them. Implications to leadership within the school districts may have been greatly affected as those new teachers may have given up opportunities to become effective leaders not only within their classrooms, but also within their communities. According to DuFour, DuFour, and Eaker (2008), professional learning communities thrive with good leaders. Without good leaders in the school culture, students’ work is not enhanced and students are not learning at their highest levels (DuFour, DuFour, & Eaker, 2008).

Teachers have to be successful leaders in the classroom in order to increase student success rates (DuFour, DuFour, & Eaker, 2008). The implications to leadership globally are enhanced if teachers become good leaders in their classrooms and communities. Without useful and enlightened research, such as this research study, the much needed changes in colleges and universities may not occur. New teachers may hope they can learn the essential leadership skills in the small group teacher development seminars, which most career teachers have limited opportunities to attend. Intended changes to college curriculum concerning mandatory undergraduate leadership training classes could provide new teachers the essential leadership skills they need to thrive and remain in the educational field.

Recommendations

Although the teaching experiences of each participant could have been a valid variable for this study, this doctoral researcher focused on the education level of the participants in the control group and those in the experimental group. A future recommendation would be to use the teaching experiences for each participant, which might be an excellent qualitative study.

This doctoral researcher was obligated to give all teachers hope across America. One of the major recommendations was to college administrators; they should modify the curriculum for college graduation to include a minimum of two leadership courses. Properly prepared college graduates, especially teachers, need to thrive as leaders in the classroom. According to Rynes, Colbert, and Brown (2005), as well as Kouzes and Posner (2007), leadership skills can be learned.

Black (2005) postulated if sufficient evidence has been provided to other social scientists to accept each research question as proof, that proof is enough for Black (2005). This study has questioned existing leadership theories, and more evidence is needed to prove that leadership skills can be learned, even though many researchers agree with Kouzes and Posner (2007). Numerous recommendations, such as enrollment in leadership training classes/programs, relative to increasing leadership skills among pre-service teachers, would be helpful in moving forward in the increasingly changing field of education.

Another recommendation is specifically to design leadership classes for TEPs. These teacher leadership classes can be designed to focus on all the major concerns, new teachers’ experiences, and how to implement successful leadership strategies in the classroom. For example, learning how to talk to parents about challenging issues, practicing effective classroom management skills, modeling excellent communication skills, examining appropriate time management skills, as well as analyzing successful leadership power and organizational skills, would enhance student achievement and help teachers to stay in the education field.

Yet another significant recommendation is to replicate this study in other parts of the United States. This problem was not limited to the South. By using the same survey instruments, but with different samples and/or populations, a researcher might discover where effective leaders are most vital. This type of quantitative, quasi-experimental study would be useful to utilize in the future for any action researcher. One question which might be raised concerns how can career teachers learn the most effective leadership skills, which are essential for successful classroom management, if they did not participate in leadership classes in their college coursework? Another query which could be raised from this examination, could include to what extent do leadership skills assist participants in maintaining their jobs in other careers besides teaching? Excellent leadership skills are needed in all careers. Future research is recommended to explore all these questions.
Summary

This section clearly identified the outcomes, implications, study limitations, and recommendations of this research study. The outcomes were discussed for each of the three research queries. Implications were discussed and recommendations were proposed. Another outcome of this research was that graduates of universities who successfully complete leadership courses may have the leadership skills essential to continue in the field of education.

According to Hanuscin, Rebello, and Sinha (2012), effective leadership skills included classroom management techniques which promoted student learning. Effective teacher leadership skills may provide a catalyst for change (Hanuscin, Rebello, & Sinha, 2012). As Kouzes and Posner (2008) pointed out numerous times, leadership skills can be learned. Leaders provide expertise, which promotes student learning (Hanuscin, Rebello, & Sinha, 2012). An educational graduate should be equipped as a leader, who can remain employed (Hanuscin, Rebello, & Sinha, 2012).

If these recommendations are implemented, hope is given to future students and future teachers. Ingersoll (2012) might agree that all of society should care about how teachers are not being effectively trained to become leaders. Leadership training programs are imperative for the success of prospective teachers and potential students. Learners want great teachers who will remain in the classroom (Moore, 2016). The essence of Moore’s (2016) expose was to amplify the importance of teachers, since there was once a teacher who taught each of us. Successful teachers model how to lead and thrive in life (Moore, 2016). This extensive examination of the leadership skills of pre-service and career teachers could strongly impact teacher turnover by preventing resignations or dismissals, as well as contribute to the development of the next generation of teachers as exceptional leaders in their classrooms, in their communities, and potentially around the world.

References


Appendix A

**What’s My Preferred Type of Power?** (Hinken & Schriesheim, 1989)

Your first name and last initial________________________ your age range-check one:

18-25 _____ 26-30_____ 31-35_____ 36-40_____ 41-45 _____ 46-50_____ 51-55_____ 56-60_____  

Your completed education level, check one:

______4 year degree, ______Master’s degree, or my other degree is called______(and how many years total ______)
Results will be kept confidential by this researcher.

**Instructions:** Respond to the statements by thinking in terms of how you prefer to influence others if you were the leader of the organization. Record your response with one of the following numbers: 1=strongly disagree

2=disagree

3=neither agree or disagree

4=agree

5=strongly agree

To influence others, I would prefer to:

1. Increase their pay level. _____
2. Make them feel valued. _____
3. Give undesirable job assignments. _____
4. Make them feel like I approve of them. _____
5. Make them feel that they have commitments to meet. _____
6. Make them feel personally accepted. _____
7. Make them feel important. _____
8. Give them good technical suggestions. _____
9. Make the work difficult for them. _____
10. Share my experience and/or training. _____
11. Make things unpleasant here. _____
12. Make being at work distasteful. _____
13. Influence their getting a pay increase. _____
14. Make them feel like they should satisfy their job requirements. _____
15. Provide them with sound job-related advice. _____
16. Provide them with special benefits. _____
17. Influence their getting a promotion. _____
18. Give them the feeling that they have responsibilities to fulfill. _____
19. Provide them with needed technical knowledge. _____
20. Make them recognize they have tasks to accomplish. _____

Appendix B

**How Much Do I Know About Organizational Behavior?** (Rynes, Colbert, & Brown, 2002)

Your first name and last initial____________________ your age range-check one:

18-25 _____ 26-30____ 31-35____ 36-40____ 41-45 ____ 46-50____ 51-55____ 56-60____

Your completed education level, check one:

______4 year degree, ______Master's degree, or my other degree is called______(and how many years total,____)

Results will be kept confidential by this researcher.

**Instructions:** Below are a number of statements about research findings in organizational behavior. If you were the leader of an organization, indicate how you would respond with True (T) or False (F) answer.

**False (F) answer.**

1. Leadership training is ineffective because good leaders are born, not made. ______
2. The most important requirement for an effective leader is to have an outgoing, enthusiastic personality. ______
3. Once employees have mastered a task, they perform better when they are told to “do their best” than when they are given specific, difficult performance goals.

4. On average, encouraging employees to participate in decision making is more effective for improving organizational performance than setting performance goals.

5. Teams with members from different functional areas are likely to reach better solutions to complex problems than teams from a single area.

6. There is very little difference among personality measures in terms of how well they predict an applicant’s likely job performance.

7. Being very intelligent is actually a disadvantage for performing well on a low-skilled job.

8. Companies that screen job applicants for values have higher performance than those that screen for intelligence.

9. Groups tend to arrive at decisions faster than individuals on simple tasks.

10. When negotiating with another person, it’s more effective to let the other person make the first offer because it reveals what the other person wants.

11. Employees who feel that they have been treated unfairly by their employers tend to steal more than employees who feel that they have been treated fairly.

12. A happy worker is not a productive worker.