# A TRANSFORMATIONAL LEADERSHIP HISTORICAL NARRATIVE: CROSBY DeWITT STAMPS

## **DAVIDSON ACADEMY PRINCIPAL 1924-1966**

by

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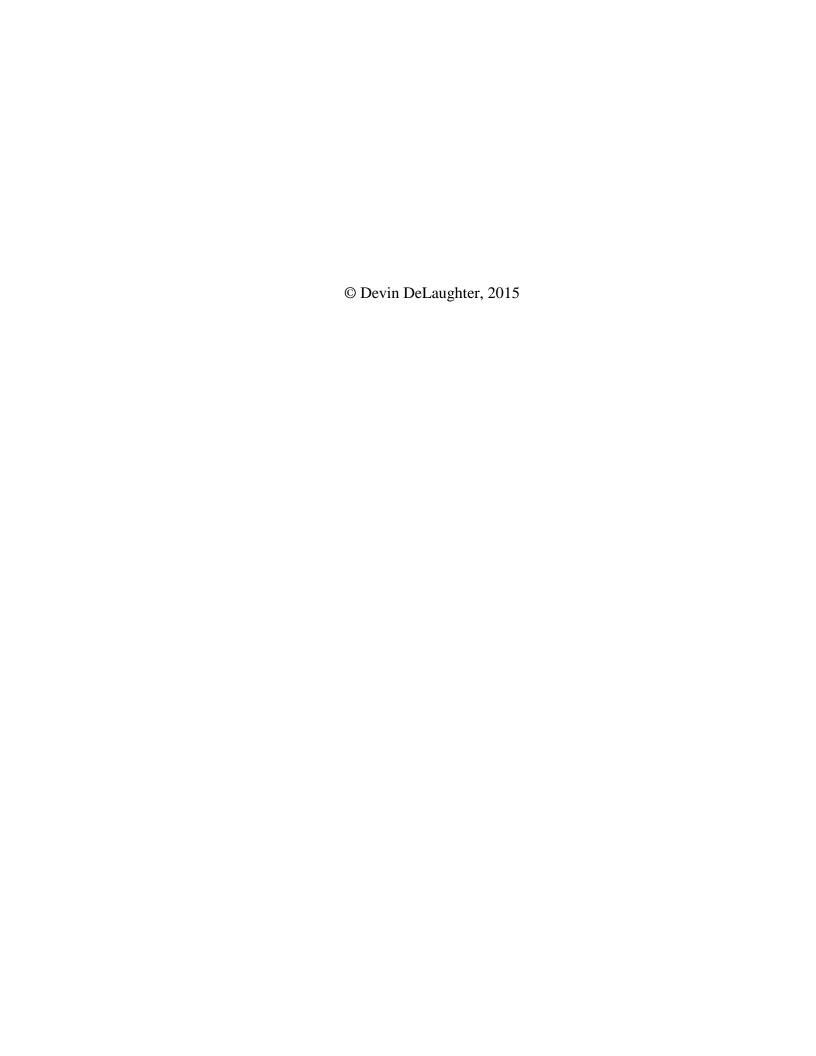
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#### **ABSTRACT**

The purpose of the current mixed-methods study was to investigate the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966. I also explored how those leadership behaviors influenced student academic achievement and the school culture at Davidson Academy. In the study, I utilized individual and focus group interviews to gain a deeper understanding of the operationalized transformational leadership behaviors of Professor Stamps as experienced by eight former students of Davidson Academy during the time of Professor Stamps' tenure as principal. In addition to semi-structured interview sessions, the researcher utilized the multifactor leadership questionnaire (MLQ 5x-Short) to determine the degree to which Professor Stamps operationalized transformational leadership behaviors compared to the nationally normed questionnaire developed by Bass and Avolio (2004). According to the research findings, Professor Stamps exhibited transformational leadership behaviors in each of the four key aspects. The findings provide valuable insight for educational leaders and future researchers as they continue to explore the interplay between leadership behaviors and organizational effectiveness.

*Keywords*: Transformational Leadership, Leadership Behaviors, Crosby DeWitt Stamps, Behaviors

## **Dedication**

"For everything that was written in the past was written to teach us, so that through the endurance taught in the Scriptures and the encouragement they provide we might have hope"

Romans 15:4 (NIV)

The research study is dedicated to my inner circle
my loving wife Tina, daughters Briana and Erica,
parents James and Gloria Johnson, grandmother Mattie Fowlkes,
brother Timothy DeLaughter, sister Charity DeLaughter,
and the countless mentors and friends
who encouraged me throughout this process.

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#### **CHAPTER 1. INTRODUCTION**

## A Nation in Need of Transformational Leadership

The education profession has been marked by considerable ferment as it has struggled to redefine itself in a post-behavioral science era. During this era of disarray, the historical foundation upon which the education profession was built has been drawn into question. Of great concern for education practitioners are the issues of the legitimacy of the knowledge base supporting school leadership and the appropriateness of programs for preparing future educational leaders (Murphy, 2002). Also, the responsibilities of the school principal are complex, challenging, disjointed, and often incoherent (Cook, 2014). The arduous task of meeting the needs of all students continues to challenge many educational leaders (Simpson, LaCava, & Garner, 2004). A growing concern for school leaders is the increasing level of poverty among their school communities. Poverty has the potential to create changes within the community by bringing about greater levels of diversity and increased instances of missed opportunity for families and children (Rojas-LeBouef & Slate, 2012). In many circumstances, schools are responsible for the nutritional, physical, and emotional needs of students whose families are in a state of turmoil. This situation places an added burden on educational leaders, especially when the school's own financial or personnel support is limited (Herbert, 2010).

Legislative mandates and current research literature on school quality consistently focuses on the school leader as the individual who is responsible and accountable for the continuous growth of students (Cook, 2014). The major concern among practitioners with this focus is the more complex society gets, the more sophisticated leadership in a school setting must become (Balyer & Ozcan, 2012). According to Rojas-LeBouef and

Slate (2012), the definition of school leadership effectiveness is being redefined by econometric modeling to evidence student achievement on standardized tests. While there are many reasons econometric frameworks have increased in popularity with community leaders and educators, it is clear the strength of such models lie in the quantifiable evidence of student learning. An evolving accountability system for schools and school leaders has focused on student performance outcomes and are gauged through emerging econometric models. In addition to these accountability measures, school leaders must also overcome the greatest challenge facing schools today in the form of multicultural learners. The needs of multicultural learners are on a scale never experienced in the history of America's public education system (Simpson et al., 2004). High public failures of trust in the business, political, and medical sectors, along with the current economic crisis, contribute to society's interest in new or redefined accountability structures (Rojas-LeBouef & Slate, 2012). The practice of helping others reach their full potential is at the heart of sustainable school leadership (Cook, 2012).

# **Background of the Study**

In the past six decades, leadership has been defined using many different classification systems. A working definition of leadership is a process whereby an individual influences a group of followers to achieve a common goal (Rosch & Kusel, 2010). Research findings indicate transformational practices result in academic success for students and attribute to leader effectiveness (Ergle, 2012). Transformational leadership is the ability to get people to want to change, improve, and be led. The theory of transformational leadership provides educational leaders with a leadership paradigm that includes accountability and student-centered instructional practices (Balyer & Ozcan,

2012). Transformational leadership is positively associated with a school's innovative climate. Leaders who exhibit transformational leadership behaviors are able to motivate followers to do more than expected in terms of extra effort and greater productivity. Leaders who are able to operationalize transformational leadership behaviors have the ability to change a teacher's professional practices by encouraging organizational learning, commitment, and efficacy (Balyer & Ozcan, 2012). Fenn and Mixon (2011) assert that transformational school leadership improved equity in education by producing positive effects on teacher job satisfaction, school effectiveness, and student achievement.

Transformational leadership behaviors help build school vision and establish school goals. Operationalized transformational leadership behaviors exhibited by the school leader provide intellectual stimulation. These school leaders are able to provide individualized support, model best practices, and demonstrate organizational values. Transformational leaders set high academic standards, create a productive school culture, and foster participation in the decision making process (Leithwood & Jantzi, 2000). Within a school setting, transformational leaders perform three basic functions. First, transformational leaders sincerely serve the needs of others, empowering and inspiring followers to achieve great success. Second, transformational leaders charismatically lead, casting a vision and instilling trust, confidence, and pride in the individuals working alongside the leader. In the educational world, transformational leaders help create an environment that is supportive and encouraging for students, teachers, and support staff. Finally, they embody a standard of intellectual expectation that ignites intellectual curiosity and stimulation for their faculty, teachers, and staff (Castanheira & Costa,

2011). According to research conducted by Balyer and Ozcan (2012), the most successful school leaders in the future should be transformational leaders.

#### **Statement of the Problem**

School leaders are required to develop the professional capacity of their followers, articulate and implement a vision for school improvement, and harness the energies of members of a staff towards a common set of goals (Cook, 2014). Among the many issues currently affecting the field of education is the absence of a nationally accepted set of curriculum and instruction standards. Another issue within the field of education and school leadership is the academic achievement gap between ethnic and socio-economic groups across the country. Academic assessment has become a formidable issue within the educational arena because of the lack of information concerning the exact skills needed for current students to be able to compete in a global economic marketplace. These issues within the sphere of influence for educational leaders suggest the exercise of effective school leadership should incorporate leadership behaviors that affect teachers, student support personnel, and the community (Cook, 2014). The development of quality, long term educational leadership best practices is essential to the continual growth of schools beyond the tenure of an individual in any particular school (Cook, 2014). A study by Thomas and Bainbridge (2000) determined being a school leader today is more challenging than ever. Issues related to accountability, increased academic achievement standards, and changing student demographics were a few of the criteria that placed increased demands on school leaders. Teachers, and their professional performance, are directly impacted by the leadership in their respective schools (Cook, 2014). Effective school leaders are critical and necessary for increased student academic

achievement to be realized in school districts (Simpson et al., 2014). According to Ergle (2012), student achievement is impacted by the support, promotion, and development of principals as instructional leaders. Research indicates school leadership and student outcomes are connected (Ergle, 2012).

There exists a school leadership gap that has resulted in a lack of guidance and direction for teachers, students, and communities. Education has always been a major component of the American dream (Ergle, 2012). Unfortunately, in recent years the education system has come under increased scrutiny. Parents complain about the declining quality of the schooling their children receive. Community leaders lament the lack of industry-ready graduates being produced by local schools. Scholars and educators worry about the performance of American students on international standardized tests. International academic achievement tests have consistently shown American students underperform in core subject areas, such as math and science, in comparison to their counterparts from Europe and Asia (Ergle, 2012). Wagner (2008) summed up the growing concern of educational institutions in his book *The Global* Achievement Gap by stating the problem with education is the future of the economy, the strength of the democracy, and perhaps even the health of the planet's ecosystems, depend on educating future generations in ways very different from how many were schooled in the past. To achieve these goals and overcome these concerns, schools need new transformational leaders (Cook, 2014).

The Tullahoma City School system in Tullahoma, Tennessee, has enjoyed an exceptional reputation for delivering quality educational experiences to their students. In order for the Tullahoma City School system to continue to provide an excellent

educational experience for all of its students, leaders within the system must exhibit transformational leadership behaviors. As stated in the parent handbook for Tullahoma High School, their mission is to provide an exemplary educational program that will provide students with the necessary knowledge and skills to be successful, productive citizen scholars. The mission of the Tullahoma City School System will be accomplished when students are academic achievers who demonstrate competency within measurable learning standards, clear communicators who can effectively transfer information by listening, speaking, reading, and writing, when they become responsible citizens who understand the roles and duties of community citizenship, and when they know how to improve the quality of life in their communities. Additionally, the mission of the Tullahoma City School system will be accomplished when students become complex thinkers as evidenced by their ability to apply academic knowledge in their attempts to solve complex, real world problems. Students must display creativity and maintain a high standard of performance by demonstrating excellence across the academic curriculum.

# **Purpose of the Study**

The purpose of the current mixed-method study was to explore the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966. The researcher also explored how those operationalized leadership behaviors influenced student academic achievement and the school culture of Davidson Academy, as experienced by eight former students of Professor Stamps.

#### Rationale

An examination of this kind contributes significantly to the new literature on educational leadership by providing scholars and practitioners with detailed, descriptive information about how the concept of transformational leadership is operationalized. This information can be particularly useful for current and future educational leaders within the Tullahoma City School system as well as educational leaders from school systems of similar size and demographic make-up, who are interested in increasing their effectiveness as leaders. This study can also be helpful to those who want to enhance organizational effectiveness. The information gained from this study can also provide educational leaders with insight about the "interplay between the person as a leader and the interactive organization that follows" (Levinson & Rosenthal, 1984, p. 6).

#### **Research Questions**

In order to determine the degree to which Professor Stamps operationalized transformational leadership behaviors in his role as principal of Davidson Academy, the following primary research questions were explored.

Research Question 1 (RQ1) From the perspective of former students of Davidson

Academy, what were the operationalized transformational leadership behaviors of

Professor C. D. Stamps during his tenure as principal of the school from 1924
1966?

Research Question 2 (RQ2) From the perspective of former students of Davidson

Academy, how did the operationalized transformational leadership behaviors of

Professor C.D. Stamps affect the academic achievement of students at Davidson

Academy?

Research Question 3 (RQ3) From the perspective of former students of Davidson

Academy, how did the operationalized transformational leadership behaviors of

Professor C.D. Stamps affect the school culture of Davidson Academy?

Research Question 4 (RQ4) To what degree did Professor C.D. Stamps exhibit

transformational leadership behaviors as determined by the multifactor leadership rater questionnaire (MLQ 5x Short)?

# Significance of the Study

The current study is significant to the area of transformational leadership within the field of education because it provides an investigation into the operationalized leadership behaviors of a historical leader. This will provide a blueprint for current and future educational leaders as they address the academic and social issues that confront them. The current study will show how operationalized transformational leadership behaviors had an impact on the lives of students and educational leaders. Additionally, the current research study will show the effectiveness of operationalized transformational leadership behaviors within a school system and how those leadership behaviors had an impact on the lives of former students and educational leaders. Specifically, the current researcher will examine the operationalized transformational leadership behaviors of a historic educational leader, Professor Crosby DeWitt (C.D.) Stamps, former principal of Davidson Academy in Tullahoma, Tennessee. The current study will provide research-based information to enrich the professional practices of current educational leaders by uncovering the life and leadership behavior of Professor Stamps.

#### **Definitions and Terms**

The key terms used throughout the study are briefly defined here. An expanded explanation of each term is presented within the study.

## **Full Range Leadership Model**

The full range model of leadership was developed to explain leadership styles including charismatic and inspirational in addition to avoidant laissez-faire leadership to broaden the scope of thinking about what constitutes leadership (Bass & Avolio, 2004).

#### **Idealized Influence Behaviors**

One of the four key aspects of transformational leadership which refers to the leader's ability to espouse a strong sense of purpose and the ability to consider ethical consequences (Bass & Avolio, 2004).

#### **Individualized Consideration**

Individualized consideration is one of the four key aspects of transformational leadership which refers to the degree to which leaders attend to the needs of followers and act as a coach or mentor (Bass & Avolio, 2004).

# **Inspirational Motivation**

A key aspect of transformational leadership refers to the degree to which the leader articulates a vision that is appealing and inspiring to followers (Bass & Avolio, 2004).

#### **Intellectual Stimulation**

Intellectual stimulation is a key aspect of transformational leadership which refers to the degree to which a leader motivates a sense of innovation and creativity by

questioning assumptions, reframing problems, and approaching old situations in new ways (Bass & Avolio, 2004).

#### **Multifactor Leadership Rater Questionnaire (MLQ 5x Short)**

The Multifactor Leadership Questionnaire is a 45-item Likert type survey that assesses the perceptions of the frequency of leadership behaviors by followers within an organization of a particular leader (Bass & Avolio, 2004).

# **Operationalized Transformational leadership**

Operationalized transformational leadership describes the leader's ability to provide idealized influence, inspirational motivation, individual consideration, and intellectual stimulation for their followers (Bass & Avolio, 2004).

# **Assumptions and Limitations**

Since the MLQ will be self-administered, all participants will answer all interview questions honestly and to the best of their abilities. It is assumed the amount of time that has passed since the research participants experienced the operationalized leadership behaviors of Professor Stamps will not have a significant impact on the recollection of research participants' responses related to their lived experiences as students at Davidson Academy. The researcher assumed that the research participants possess the ability to objectively and accurately assess the leadership behaviors of Professor Stamps post mortem. The Multifactor Leadership Questionnaire is designed to accurately assess the degree to which Professor Stamps operationalized the key aspects of transformational leadership behaviors. One limitation of the research study was the number of participants in the study.

#### **Nature of the Study**

The current research study utilized a mixed-methods study design to explore the operationalized transformational leadership behaviors of Professor C.D. Stamps as expressed through acts of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, all of which are key characteristics of transformational leadership behaviors. The research participants were asked to reflect on their experiences with Professor C.D. Stamps through individual interview sessions, focus group interview sessions, and the completion of the multifactor leadership questionnaire (MLQ 5x-Short). A mixed-methods research design was utilized to gain a deeper understanding of the complex nature of the leadership behaviors of Professor C.D. Stamps during his time as principal of Davidson Academy.

# Organization of the Remainder of the Study

Chapter 1 provided a general overview of the research study, including an introduction to the study, background information associated with the research study, an explanation of the primary research questions associated with the study, and key definitions within the study. Chapter 2 is a discussion of relevant research literature related to the study, and an investigation of the history of research in the field of leadership. The literature review includes a review of the literature in the fields of educational leadership, and what impact leadership has on student achievement and school culture. Next, the review of literature focused on transformational leadership theory, specifically the main components of transformational leadership: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Finally, the review of literature investigated the legacy of 20th century

leadership within the African American community. In Chapter 3, the researcher discusses the mixed-methods research design, target population and sample, instrumentation being utilized in the study, data collection, procedures, and data analysis. The researcher also discusses the credibility and trustworthiness of the data collection and analysis procedures. In the fourth chapter, the researcher examined the life and leadership of Professor C.D. Stamps within the context of the history of the city of Tullahoma, Tennessee, as well as within the structure of the Tullahoma City School system. Additionally, the current researcher examined the social setting and unrest of America from 1924 through the current political and social climate. Chapter 5 provides the results of the study, beginning with a biographical sketch of the research participants, including the major themes generated from the individual and focus group interviews. Chapter 6 provides a summary of the study and its findings, as well as an interpretation of the findings. Lastly, Chapter 6 addresses the limitations, implications, and recommendations for future research.

#### **CHAPTER 2. LITERATURE REVIEW**

#### Introduction

The review of literature is structured in such a way that the subtopics provide the reader with a greater understanding of the overall focus of the research study, namely the study of transformational leadership behaviors operationalized by educational leaders.

Due to their complex nature, operationalized best practices for educational leaders have been a challenge to understand (Rowe, 2007). When Albert Einstein was asked how he would save the world in one hour, he replied that the first 55 minutes should be spent defining the problem and the last five minutes solving the problem. Problem identification is not just the first step in decision making; it is arguably the most important step. However, problems and opportunities do not appear on the desks of educational leaders' desks as well-labeled objects. Instead, problems are presented to practitioners as opportunities for growth or teachable moments. In either case, the educational leader is faced with the task of raising the standard of academic performance for both students and teachers throughout a school or school district (McShane & Von Glinow, 2010).

The review of literature begins with a brief history of research focused on the study of leadership itself. This subsection of the literature review helps the reader gain a better understanding of the intended working definition of the term leadership as it pertains to the current research study. Once the reader has a strong foundation of the theoretical and practical definition of leadership, and how those definitions have evolved and shifted throughout history, the review of literature focuses on the concept of educational leadership. In this chapter, the reader will gain a better understanding of how

leadership theory has been operationalized within the field of education amid the complexity and changing nature of the field. While it is important to develop a theoretical foundation of leadership, both in general and with a focus on educational leadership, it is critical to observe how those operationalized behaviors have an impact on student academic achievement and school culture. The researcher then examines the impact of educational leadership behaviors within these very important areas of school life. With increased scrutiny being placed on the areas of academic achievement and school culture, as evidenced by engagement and efficacy, an examination into these areas will shed light onto the impact high quality leadership can have within a school or educational setting.

The second part of the review of literature specifically focuses on operationalized transformational leadership behaviors. First, the researcher examined the origins of the theory of transformational leadership. From its roots in the full range leadership model to its application in a wide array for industry, transformational leadership is one of the most studied leadership models (Bunch, 2013). The theory of transformational leadership behaviors has four distinct components. The first two components have origins within the theory of charismatic leadership. Idealized influence, defined as the leader's willingness to gain the respect and trust of followers, is essential for both charismatic leadership and transformational leaders (Hackett & Hortman, 2008). The second component of transformational leadership, which finds its origins within the theory of charismatic leadership, is the idea of inspirational motivation. Inspirational motivation refers to the leader's ability to arouse the spirits and enthusiasm of the followers by articulating a vision with confidence and eloquence (Hackett & Hortman, 2008).

The final two components in the theory of transformational leadership behavior are individualized consideration and intellectual stimulation. By providing individualized consideration, the leader acts as a coach or mentor to his or her subordinates in an effort to increase the level of performance. By providing intellectual stimulation, the leader fosters an environment where creativity and innovation become the norm and not the exception (Hackett & Hortman, 2008). The goal of this chapter is to provide context to the discussion of transformational leadership behaviors within the field of educational leadership. The subsections of this chapter allow the reader a liberal arts perspective on the concept of transformational leadership as a foundation for understanding the complex nature of leadership. The subsections are discussions of the components necessary to operationalize transformational leadership behaviors within the school arena.

# **History of Leadership Research**

Although the behaviors of transformational leaders are the central focus of this research study, some general conceptual background on leadership theory is useful to understand the idea of leadership within the context of an educational setting. According to Herndon (2007), leadership is about relationships. Burns (1978) noted leadership is one of the most observed and least understood phenomena in the history of human kind. Leadership is the skill of influencing others to work towards goals for the common good with character that inspires confidence (Hill, 2007). In the past six decades, leadership has been classified using at least 65 different classification systems and can be defined as a process whereby an individual influences a group of individuals to achieve a common goal (Rosch & Kusel, 2010). According to Azhakath (2012), researchers have found no human society in history devoid of a leader. Leadership is a multidimensional, complex

reality that includes key traits, abilities, skills, behaviors, and relationships. Of the many definitions of leadership, most are based on the researcher's viewpoint or perspective (Azhakath, 2012).

From a historical perspective, the term *leadership* does not appear in research or literature until the first half of the 19th century. The industrial revolution, which raised concern and interest for the affairs of the workers and followers within an organization, created the need for attention to be given to the idea of leadership and its effect on production and morale within the workplace (Azhakath, 2012). According to Bunch (2013), leadership is defined as the power or ability to lead other people. The initial theories of leadership emerged in the 19th century. Those theories espoused a top-down autocratic or hierarchical leadership approach. The historical context of leadership, specifically the traditional approaches of viewing leadership through the lens of various theories, such as military, great man, traits, and leadership behaviors, all represent a pervasive leader-centered approach. These theories have influenced leadership behaviors that aid the efficiency and productivity of the organization across a wide spectrum of organizational endeavors (Bunch, 2013).

During the 1930s and 1940s, the great man theory re-emerged within leadership research (Bunch, 2013). Within the great man theory of leadership, espoused leaders were born not made (Bunch, 2013). The leadership theory emphasizing leadership traits represented a shift to the personality characteristics of leaders, especially those traits that helped to develop great men. Rosch and Kusel (2010) added that many believed these leaders were born with specific leadership traits and only great people possessed them. Similar to the trait approach in that it focused on the leader, the skills approach

emphasized skills and leadership abilities were not necessarily innate, but instead could be learned and developed. Leadership involves efforts by a leader to encourage and facilitate participation of others in making decisions that would otherwise be made by the leader alone (Yukl, 2006). Effective leaders understand how to balance pushing for change while at the same time protecting aspects of culture, values, and norms worth preserving.

The 1950s and 1960s ushered in a different leadership emphasis focusing on leadership behaviors. Literature of this era sought to explain what leaders do in order to generate the greatest impact on followers (Bunch, 2013). Antonakis, Cianciolo, and Sternberg (2003) define leadership as the ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organization of which they are members. Azhakath (2012) refers to the ideal leader as someone who demonstrates the ability to create an environment that encourages followers within the organization to stretch their capabilities and achieve a shared vision. The leadership behaviors emphasis emerged due to a growing disconnect within the research literature concerning the ideal ways in which to lead (Bunch, 2013). In the 1970s and 1980s, according to Bunch (2013), leadership theorists believed effective leadership depended on external variables, such as the environment, culture, and organizational structures.

In comparison to 20th century leadership, 21st century leadership is heading towards more collaborative leadership practices that will have a shared mission and vision. It will be oriented more towards the common good, with a more inclusive and global perspective (Azhakath, 2012). According to Yukl (2006), "there is no single 'correct' definition that captures the essence of leadership" (p. 8). Effective leadership

initiates, influences, and creates changes for the greater good in the lives of the individuals, schools, and communities (Rosch & Kusel, 2010). Leaders establish the conditions in which followers can be more productive, move innovative, more creative, and feel more in charge of their own lives (Azhakath, 2012). Leaders are people, in formal positions or not, who rise to the occasion and demonstrate extraordinary power to uplift people to a higher level of work and life. Leadership enhances motivation, improves upon the coordinated functioning of the organization, develops the aspirations of its members, and impacts the larger society (Azhakath, 2012). According to Vaill (1984), purposing is defined as the "continuous stream of actions by a leader that has the effect of inducing clarity, consensus, and commitment regarding the organization's basic purposes" (p. 91). Empowering is connected to purposing, when students or teachers are equipped with the ability to do what makes sense to them, as long as their decision-making embodies the shared values and ideals of their school or district.

Wherever there are human beings living together, there is leadership (Rosch & Kusel, 2010). The success or failure of leadership depends mainly on the person who takes the responsibility of leadership (Azhakath, 2012). First, vision provides the goal towards which the organization strides. A leader's vision provides the picture of what the organization or school can become. The leader's vision encompasses the leader's mental picture or image of a future that is better than the current state of the organization.

Second, vision represents the change and new direction of the organization. Third, a leader's vision must be grounded in values. Fourth, a leader's vision provides a road map that gives direction and provides meaning and purpose. Finally, a leader's vision represents a challenge to change things for the better. Visions imply change, which can

then challenge people to reach a higher standard of excellence. A leader's vision is like a guiding philosophy that provides followers with organizational meaning and purpose (Bunch, 2013). Vision is the picture that produces the leader's passion and drive for excellence as it allows the leader to envision the future of the organization or school (Azhakath, 2012).

According to Doohan (2007), mission comes from the Latin word meaning sent and a mission statement expresses what a group thinks it has been sent into this world to accomplish. Mission is a broad-based description that defines the outer parameters of organizational practices (Azhakath, 2012). Mission is the stadium in which one plays, while vision identifies the sport to be played in the stadium (Azhakath, 2012). The mission statement must be clear, challenging, and understandable by all within the organization. It must also be powerful enough to motivate and enthuse (Doohan, 2007). Kouzes and Posner (2002) assert that leadership is the work of transforming values into actions, visions into realities, obstacles into innovations, separateness into solidarity, and risks into rewards. Leadership within the 21st century encompasses each of the good qualities of the traditional theories of leadership that have been emphasized throughout history. Equipped with a passion-driven vision for the future and a clearly stated purpose for existing, leadership is complex and challenging, however it is needed in order to help others achieve a level of excellence that is difficult to see realized due to the complexity of external and internal factors associated with an increasingly global community.

#### **Servant Leadership**

Greenleaf (1970) first identified a form of leadership based on the relationship between leader and his subordinates called *servant leadership*. Greenleaf first coined the term servant leader in "The Servant as Leader," an essay he wrote after reading Hermann

Hesse's book, *Journey to the East*. The theoretical framework of servant leadership is founded on the principle that the leader needs to focus on others rather than his personal ambitions. The goal of servant leadership, according to Greenleaf (1970), is for the leader to drive everyone within the organization to meet the mission of the school and district. Additionally, servant leaders serve and meet the needs of others (Hill, 2007). Servant leaders have a heart to serve others within the organization rather than seeking to meet their own needs, self-interests, and agendas (Hill, 2007). The servant leader's focus is on developing relationships at all levels of the school or organization. Servant leaders work in teams and utilize the collective will of the team to enlist, convince, and involve others. The leader sets the tone for teacher morale, school climate, expectations of professionalism, and level of focus on student achievement (Hill, 2007).

According to Hill (2007), the first responsibility of a servant leader is to define reality for the school district or organization. Servant leaders are individuals who uphold what is best for all people, even if it may not be in the best interest of the leader. Benefits of servant leadership style includes the elevation of moral purpose. This moral purpose should deploy talents to pursue vision and purpose, based on the key values of the workforce and a supportive social architecture (Hill, 2007). Servant leaders can move followers to higher degrees of consciousness, such as liberty, freedom, justice, and self-actualization (Hill, 2007). A good school district is one in which the administration is supportive of instructional leaders, and those instructional leaders are focused on student success as defined by academic achievement. At the heart of servant leadership are the concepts of listening, mentoring, teaching, appreciating, and empowering.

Servant leaders give teachers and principals the freedom to act on the best interests of students, to hold everyone within the school or district accountable for student academic performance, to delegate authority, to relentlessly focus on student achievement, to develop a community of learners, and to give students and families academic options (Herndon, 2007). Servant leaders must possess the ability to transfer their knowledge onto increasingly larger groups of people at an progressively rapid rate within the school or district. Servant leadership is akin to systematic leadership in that it helps to foster community, aids in developing deep relationships, and provides for individual creativity and autonomy, while remaining focused on student achievement and academic performance. Servant leaders act to build the capacity of the school or district by placing issues of teaching and learning at the center of dialogue among the entire school community.

Leadership behaviors that model the mission and vison of the school are what shape the organization (Shaw & Newton, 2014). Servant leadership emphasizes increased service to others, a holistic approach to work, a sense of community being promoted, and the sharing of power in decision making. Servant leaders provide resources for teachers' professional learning. They engage educators in school leadership through collaboration with their colleagues, participation in shared decision-making, and the development of a shared vision. Servant leadership distinguishes itself from other forms of leadership because servant leaders focus on the followers within the organization.

Servant leadership is about providing purpose and direction for the constituents within the school community (Robinson, 2010). Delegation and empowerment are key

components of servant leadership. Servant leaders act as advocates for those they serve. Servant leaders ask themselves whether or not their followers are growing personally and professionally as a result of their leadership (Herndon, 2007). Servant leaders strive to improve the quality of relational connections throughout the organization. There is a correlation between a school district that utilizes servant leadership and their students' academic performance and school culture. Servant leaders must possess moral purpose, which is defined as acting with the intention of making a positive difference in the lives of the stakeholders of the school or district (Sheppard, Hurley, & Dibbon, 2010).

#### **History of Educational Leadership**

Hill (2007) suggested identifying the best possible leadership practices for superintendents, principals, and teachers helped to create more productive organizational cultures and retain employees. Historically, school leadership has adhered to the behaviorist's understanding of the relationship between leaders and followers.

Successful school leaders set direction by identifying and articulating a vision, fostering group goals, and establishing high performance expectations (Hill, 2007). School leaders influence the language, metaphors, myths, and rituals of a school, which are important factors in determining the culture of a school (Herndon, 2007). Complexity in terms of educational leadership behaviors means the ability to respond appropriately to the constants of change (Hill, 2007). When coping with constant change, schools and districts rely heavily upon leadership to withstand the tides of uncertainty.

According to Sergiovanni (1992), good leaders are those individuals who are able to get their subordinates to work together to achieve a common goal. Conversely, servant leadership focuses on purposing and empowering, while still helping the organization achieve measureable goals. Empowering is connected to purposing in that individuals

within the school community are able to do what makes sense to them, as long as their decision making embodies the shared values and ideals of the school community. Given this understanding of the expected behaviors of educational leaders, the primary role of the leader becomes that of leader of leaders.

Due to its complex nature, leadership has been a challenge to define and understand (Rowe, 2007), has been considered to be a highly valued phenomenon (Munro, 2008), and can be categorized into three approaches (Rosch & Kusel, 2010). The approaches are the trait approach, skills approach, and style approach. The research focusing on leadership has reiterated the essential nature of quality leadership to the growth and survival of any educational system (Rosch & Kusel, 2010). Research supports the notion that the quality of educational leadership exhibited within a school district will largely determine the success of the school district, with success being defined as meeting the expectations stated in the district or school mission statement (Wooderson-Perzan & Lunenburg, 2001). Along with the number of managerial skills required to lead effectively within the educational arena, quality educational leaders must possess anticipatory, visioning, value-congruence, and empowerment skills (Wooderson-Perzan & Lunenburg, 2001). Collins (2001) in his influential research, *Good to Great*, stated level-five leaders were those best suited to lead organizations.

Collins (2001) defined level-five leaders as those individuals who possessed the ability to build enduring greatness through a paradoxical blend of personal humility and professional will. These exceptional leaders, who forged their company to exceed the performance of competitors within the same industry, did so by exhibiting a number of distinct leadership behaviors. The first consideration for level-five leaders is individual

employee needs. In many cases, the leader's ability to show empathy and support for the individuals throughout their respective organizations allowed the leaders to build a rapport with the followers that non-level five leaders were not able to experience. This ability resulted in greater productivity throughout the organization. Second, level-five leaders were able to challenge the assumptions within the organizations that encouraged managers and followers alike to take calculated risks for the betterment of the organization. This focus on intellectual stimulation allowed the leaders to encourage levels of creativity and collaboration that were less evident in comparison organizations. Third, level-five leaders were able to articulate a vision that inspired and pushed followers to perform at a higher level than previously expected. These charismatic leaders were able to communicate effectively and consistently with followers in a way that was clear and consistent. Last, level-five leaders exhibited an ambition for the organization that gave followers a role model for exceptional ethical and moral behavior. These leaders exuded pride in the institution which helped them gain the respect and trust of the followers within the organization. Level-five leaders utilized these and other skills in order to align themselves with their followers, ultimately resulting in extraordinary performance results for the organization (Bass & Avolio, 2004).

According to Rosch and Kusel (2010), past research has been inconclusive in determining a consistent set of leadership traits that could differentiate leaders from followers. Research found that leaders differ from non-leaders based on drive, the desire to lead, honesty and integrity, self-confidence, cognitive ability, and their knowledge of the business (Rosch & Kusel, 2010). Leaders were either born with these traits, learned them, or both. The skills approach emphasized skills and leadership abilities that can be

learned and developed as opposed to being innate (Rosch & Kusel, 2010). Fenn and Mixon (2011) posited leadership depends on three personal skills: technical, human, and conceptual. These are different from personality traits. Fenn and Mixon (2011) also stated technical skill was knowledge about a specific type of work activity and included competencies in specialized areas, the ability to analyze, and the ability to use tools and techniques. Human skills included the knowhow and ability to work effectively with people. Technical skill dealt with knowing how to work with things, while conceptual skills dealt with how to work with ideas (Fenn & Mixon, 2011). He went on to explain that leaders with conceptual skills were comfortable talking about the ideas that shaped an organization, and they were able to put the company's goals into words followers could understand. In shifting the focus to the style approach, the study of leadership was expanded to include leader actions toward followers in diverse contexts. Future researchers who studied the style approach divided leadership into two different kinds of behaviors: task behaviors and relationship behaviors (Rosch & Kusel, 2010). Task behaviors consisted of those responsibilities requiring technical skills, whereas relational behaviors require emotional IQ. Regardless of the arena in which research has focused, results have proven that leadership is very important. From civic organizations to large public institutions, organizational leaders play a key role in the success of any endeavor.

From a practical perspective, the quality of leaders needed to lead is in short supply (Sanders, 2007). Never before has transformational leadership been more critical for society and for schools. Concerns about academic performance for educational institutions have mounted amid increasing complexities inherent within the educational arena. When educational systems, such as those in America, become as complex as they

currently are, the tendency of such systems is to gravitate towards fragmented silos instead of cohesive organizations. These times of great expectation, limited resources, and finite timelines call for leadership that will forge synergy and coherence. A number of advances have been made in the collective understanding of what leadership is. More importantly, research and practitioners alike have come to understand leadership as a process ultimately concerned with fostering change and the field of education is in a constant state of change (Harrison, 2011). Specifically within the educational arena, schools need transformational leaders (Harrison, 2011).

# Impact of Leadership on Student Academic Achievement

According to Fulmer (2006), the emphasis on student achievement has raised the level of expectations for teacher and students. Students are now expected to leave secondary school with the ability to succeed in a global economy by means of sound preparation for post-secondary learning, and are expected to have received industry-ready skills to participate immediately in the global economy (Fulmer, 2006). Leadership must be goal-oriented; thus, educational leaders must focus on student achievement as the primary goal of leadership (Herndon, 2007). According to Ergle (2012), student achievement is impacted by the support, promotion, and development of principals as instructional leaders. Research findings indicate operationalized transformational leadership behaviors resulted in higher levels of academic success for students (Ergle, 2012). Effective school leadership was critical and necessary for increased student academic achievement to be realized in a district. According to Fenn and Mixon (2011), operationalized transformational behaviors implemented by school leadership improved

equity in education by producing positive effects on teacher job satisfaction, school effectiveness, and student achievement.

According to Herndon (2007), leadership has an indirect effect on student achievement. Successful schools held higher academic expectations for students (Greb, 2011). Schools are faced with increasing levels of accountability as a result of high-stakes testing as outlined by the requirements of the No Child Left Behind Act of 2001 (2002). Not until the introduction of the No Child Left Behind Act of 2001 had school leaders been held accountable for the achievement of every student in his or her building (Herndon, 2007). Greb (2011) stated an effective school is one in which the conditions are such that student achievement data shows that all student groups evidence an acceptable level of mastery of those essential basic skills that are prerequisite to success at the next level of schooling.

The primary responsibility of the school principal is the role of instructional leader (Greb, 2011). Instructional leadership is a combination of five dimensions of the principal's role including defining mission, managing curriculum and instruction, supervising and supporting teachers, monitoring student academic progress, and promoting a high quality instructional climate (Greb, 2011). In order to promote a high quality instructional climate, educational leaders must develop sound learning environments (Krug, 1992).

Defining mission, from the perspective of the instructional leader, helps to frame the school's purpose. When this is accomplished, it creates the paradigm through which instructional decisions are made (Krug, 1992). Managing the materials being taught throughout the school day-the curriculum-in the broadest sense of the meaning involves

structuring academic programs so there is both vertical alignment between the grade levels and horizontal alignment among the various academic departments within the school (Greb, 2011). Supervising and supporting teachers means being a presence in the academic sphere of the school. The role of principal as supervisor and supporter means providing professional development that is research-based and user-friendly for the instructional professionals involved (Greb, 2011). Monitoring student progress is a process that involves interpreting and assessing all relevant data to produce criteria for instructional practitioners to meet the needs of the students in their classroom (Krug, 1992).

## **Impact of Leadership on School Culture**

Cavanagh (1997) said school culture is:

Manifest by the sharing of values and norms amongst teachers resulting in commonality of purpose and actions intended to improve the learning of students. The culture of the individual school is characterized by the perceived extent of participation in the interactive social process which develops, maintains, and transforms the culture. (p. 184)

According to Cavanagh (1997), school culture can be improved by encouraging participatory leadership, creating a shared vision and mission statement, encouraging collegiality, emphasizing collaborative teaching and learning, setting high expectations for student academic achievement and instructional practices, reinforcement, monitoring, and inquiry. Research literature continues to point to the connections between positive school climate and improved academic performance (May & Sanders, 2013). According to Sheppard et al. (2010), leadership behaviors that are transformational and inclusive in

nature have a positive influence on the level of the active participation of teachers in school leadership.

Under the guidance of transformational leaders, teachers collaborate with their colleagues at a greater rate of frequency (Sheppard et al., 2010). Shared decision-making and the development of a shared vision are also indicative of schools led by transformational leaders. According to Herndon (2007), school culture can be defined as learned assumptions that are shared by group members as they solve problems. School culture is a set of values, beliefs, feelings, and artifacts that are created, inherited, shared, and transmitted within one group of people that, in part, distinguish that group from others (Herndon, 2007). School cultures are networks of traditions and rituals that have developed over time as teachers, administrators, students, and parents work together to solve problems and celebrate accomplishments.

Herndon (2007) found principal leadership and student achievement have a direct relationship. According to May and Sanders (2013), school climate is a relatively enduring quality of the school environment that is experienced by teachers, students, and staff which affects their behavior and is based on their collective perceptions of behaviors in schools. Variables that affect school climate include social support, caring classrooms, committed teachers, and positive teacher student relationships (May & Sanders, 2013). School climate is a strong indicator of whether a school is moving in a positive direction or not (May & Sanders, 2013). Because individuals and their relationships are key factors in school cultures, it is critical to influence the culture at the individual and group level if leaders wish to change the school culture. A positive school culture is important

because it empowers teachers to feel optimistic about their work, and it allows students to become more academically motivated (Hill, 2007).

School climate affects teacher efficacy. A positive school culture is associated with higher student performance and motivation, improved teacher collaboration, and improved attitudes of teachers toward their job. Principals must create an atmosphere of trust and patience because teachers need to know their efforts are valued and appreciated (Hill, 2007). Principals need to build relationships and model the value of continual learning and the ongoing pursuit of success. Teachers need opportunities to collaborate and learn from each other. Establishing positive school culture and ensuring successful student achievement are two important aspects of a school leader's responsibility.

Servant leadership behaviors in combination with a strong school culture have a significant influence on student achievement (Sheppard et al., 2010). Servant leadership behaviors and student achievement have a direct relationship (Herndon, 2007).

According to Hill (2007), the operationalized leadership behavior exhibited by servant leaders has a significant influence on school culture and student achievement.

May and Sanders (2013) found a positive school culture is a fundamental component in school effectiveness and improved student academic achievement. To improve school culture, school leaders should create a shared vision for the school, and develop a feeling of community among the faculty and staff. Parent and student collaboration around important issues, such as school safety and discipline, also have the ability to empower school leaders to create a more positive school culture. Other effective tools to improve school culture include increased curricular support for teachers

and support staff, on site leadership coaching, and improvements to the quality and diversity of professional development opportunities (May & Sanders, 2013).

Effective leadership and improved school climate and culture have proven to be strong indicators of improved student academic success, according to May and Sanders (2013). Cook (2014) suggests school leaders should cultivate a culture of trust that embraces the job-embedded learning of collaborative work among school teams, effectively monitors best instructional practices, and meets and achieves the goals and expectations of the communities they serve. According to Cook (2014), the succession of leadership that is built into the culture of the school through collaboration, job-embedded professional development, and shared decision-making facilitates the continuation of leadership over time, improves the academic growth of students, and enhances the professional development of teachers. A strong school culture is an indication of a teaching and learning environment that recognizes the school as a village where all viewpoints are vital to the success of the school (Cook, 2014).

# **Transformational Leadership**

Regardless of the arena in which research has focused, findings have shown leadership is very important (Harrison, 2011). From civic organizations to large public institutions, organizational leaders play a key role in the success of any endeavor. Specifically within the educational arena, schools need transformational leaders. According to Bass and Avolio (2004), transformational leaders cause change in individuals and society. Transformational leaders are focused on developing and empowering followers to become leaders. Additionally, transformational leaders exhibit the ability to enhance the level of motivation, morale, and performance of followers. These efforts allow the leader to connect the individuals to the greater mission and vision

of the organization, and are solidified by the actions of the leader as he or she exemplifies the characteristics desired as a role model. In short, transformational leaders within the educational setting embody the behaviors of servant leaders as well as level-five leaders (Bass & Avolio, 2004).

Never before has transformational leadership been more critical for society and for schools. Concerns about academic performance for educational institutions have mounted amid increasing complexities inherent within the educational arena. When educational systems such as those in America become as complex as they currently are, the tendency of such systems is to gravitate towards fragmented silos instead of cohesive organizations. These times of great expectation, limited resources, and finite timelines call for leadership that will forge synergy and coherence. A number of advances have been made in the collective understanding of what leadership is. More importantly, researchers and practitioners have come to understand leadership as a process ultimately concerned with fostering change, and the field of education is in a constant state of change (Harrison, 2011).

By definition, transformational educational leaders are intimately engaged in the life and well-being of their students, faculty, and community leaders. Transformational leaders motivate others to do more than they originally intended, and often more than they thought possible (Bass & Avolio, 2004). Transformational leaders seek to inspire followers to commit to a shared vision and set of goals for the entire school and school system, and they challenge stakeholders to be innovative problem solvers both inside the classroom and within the community (Lauber, 2014). Transformational leaders are committed to developing the leadership capacity of their followers through intense

coaching and mentoring. In the lives of their students, faculty colleagues, and community counterparts, transformational leaders idealize influence, provide inspirational motivation, create intellectual stimulation, and give great consideration for individual needs (Lauber, 2014). According to Burns (1978), idealized influence is defined as a leader's behavior and the follower's attributions about the leader. Inspirational motivation refers to the ways by which transformational leaders motivate and inspire those around them. Individualized consideration represents the leader's continuing effort to treat each individual as a special person and to act as a mentor who attempts to develop his or her potential. Finally, intellectual stimulation represents the leader's effort to stimulate followers to be innovative and creative to define problems so that they can approach them in new ways (Bass & Avolio, 2004).

According to Balyer and Ozcan (2012), transformational leadership is the ability to get people to want to change, improve, and be led. Researchers have articulated several elements of transformational leadership behavior, including identification and articulation of a vision, fostering the acceptance of group goals, establishing high performance expectations, establishing appropriate models, establishing contingent rewards, and practicing management by expectation (Hackett & Hortman, 2008). The more complex society becomes; the more sophisticated leadership must become. School principals who exhibit transformational leadership behaviors frame their attitudes to move their schools forward. Operationalized transformational leadership behaviors within a school setting requires the capability to develop, communicate, and put in place a vision for school improvement that marshals the energies of disparate members of a staff around common goals (Cook, 2014). Leithwood and Jantzi (2000) assert that

transformational leadership has seven dimensions at schools: building school vision and goals, providing intellectual stimulation, providing individualized support, modeling best practices and organizational values, setting high academic standard expectations, creating a productive school culture, and fostering participation in decisions.

According to Bass and Avolio (2004), transformational leadership is a developmental leadership process in which a leader seeks to raise the moral aspirations of followers by capitalizing on competition and conflicts, accomplishing the mutual goals of both leader and those led, articulating a vision that moves followers to purposeful action, shaping values and educating by example, establishing the types of empathic relationships with followers that will ultimately make them leaders, and by building strong organizational cultures that embed within the organization the foregoing elements of leadership. Transforming leadership is dynamic leadership in that it often elevates followers to be actively involved as leaders themselves. As followers become involved, as their own levels of aspiration are raised to that of the leader, the followers become more self-directed and actualized. This leads the followers to play a significant role in the process of transformation for the school and school system. In this sense, leaders and followers become fused into a mutually bonded relationship where both "continuously transform each other and the organization to higher levels of motivation and performance based on higher standards of moral and ethical conduct" (Rost, 1985, p. 5). The ultimate test of this type of leadership is

its capacity to transcend the claims of the multiplicity of everyday wants and needs and expectations, to respond to higher levels of moral development, and to relate leadership behavior, its roles, choices, style, commitments— to a set of reasoned, relatively explicit, conscious values. (Burns, 1978, p. 46)

According to Balyer and Ozcan (2012), operationalized transformational leadership behaviors contribute to a school's innovative climate. They motivate followers to do more than they are expected to, in terms of extra effort and greater productivity. Transformational leaders exhibited the ability to improve teacher classroom practices, increase organizational learning, increase organizational commitment, and increase collective teacher efficacy (Balyer & Ozcan, 2012). Transformational educational leadership behaviors are operationalized through the leader's ability to provide individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Transformational leadership within the educational arena in the 21st century entails the ability of the leader to get people to want to change, improve, and be led. The responsibilities of the school principal are complex, challenging, disjointed, and often incoherent. The establishment of high-quality, sustainable transformational educational leadership is essential to the continual growth of schools beyond the leader's tenure at the school (Cook, 2014). Transformational leadership involves assessing associates' motives, satisfying their needs, and valuing them (Bayler & Ozcan, 2012). The practice of helping others reach their full potential is at the heart of operationalized transformational school leadership behavior that has the potential to become sustainable over extended periods of time (Cook, 2014).

#### **Idealized Influence**

According to Bass and Avolio (2004), transformational leaders encourage colleagues to view themselves in an idealized way. Transformational leaders wield much power and influence over the professional behaviors of those who follow them.

According to Hackett and Hortman (2008), idealized influence within the context of operationalized educational leadership behaviors is the leader's ability to act in an ethical manner, to gain the respect of others, to be trustworthy, to desire to earn credit with followers, to be selfless, and to consider the overall good of his or her subordinates ahead of self-interest. Followers identify with and want to emulate their leader when the leader exhibits idealized influence on his or her followers (Bass & Avolio, 2004). Idealized influence depends on whether or not the leader emphasizes the collective sense of mission, shares risk with followers, is consistent in actions, and communicates values and beliefs in addition to strategies and responsibilities. This leadership disposition is characterized by the leader's proclivities that guide particular patterns of thinking and action among the faculty, staff, teachers, and students within the school (Hackett & Hortman, 2008).

Transformational leaders exhibit idealized influence in a number of ways (Bass & Avolio, 2004). Transformational leaders instill pride in others and act in ways that build respect and credibility within colleagues and subordinates. Transformational leaders, who are socially-oriented and are willing to inhibit their use of power, gain greater levels of long term performance by developing a higher level of autonomy, achievement, and performance in those who follow them (Bass & Avolio, 2004). Transformational leaders encourage development among followers. Transformational leaders stimulate their followers to view the world from new perspectives, angles, and informational sources.

According to Greb (2011), idealized influence is defined as the leader's ability to model desired behaviors to their followers. When leaders exhibit idealized influence, their behaviors emphasize high moral conduct and ethical considerations. Leaders who

are able to operationalize the concept of idealized influence are able to consider followers' needs over their own. This behavior fosters a relationship between leader and follower that allows the follower to identify with the leader. This identification from the follower is evidenced by the way the followers emulates the behaviors of the leader. Transformational leaders exhibit idealized behaviors by speaking frequently about the most important values and beliefs of the organization, as well as their own personal values and beliefs. Other idealized behaviors operationalized by transformational leaders include their consideration of the moral and ethical implications of the decisions they make, both personally and professionally.

# **Inspirational Motivation**

Transformational leaders motivate those around them. They arouse team spirit, display optimism and enthusiasm, articulate a compelling vision, and express confidence that goals will be achieved. According to the theory of transformational leadership (Bass and Avolio, 2004), these attributes or behaviors are called inspirational motivation. Success in terms of operationalized transformational leadership behaviors from the school leader is defined as leading positive change related to student performance, curriculum outcomes, teacher outcomes, and improved school culture (Hackett & Hortman, 2008).

Specific transformational leadership behaviors include visiting classrooms daily, involving everyone in decision making, finding good things occurring and recognizing the successes, surveying the staff often, allowing experimentation, and finding workshops for teachers to attend. According to Cook (2014), legislative federal mandates such as the No Child Left Behind Act of 2001 and the current literature on school quality

consistently focus on the school principal as the individual who is responsible and accountable for the continuous academic growth of students. These operationalized transformational leadership behaviors expressed by the school principal help to have an impact on the performance of the faculty, teachers, staff, and students (Cook, 2014).

Because of the complexities of school leadership both now and in the future, Bayler and Ozcan (2012) stated the most successful school leaders in the future would be transformational leaders. In order to foster inspirational motivation, transformational leaders must promote collegiality among the school leadership, as well as the faculty, teachers, and staff. According to Sergiovanni (1992), building a strong sense of collegiality has a direct effect on the culture of the school. When collaboration is present, the teachers, students, faculty, and staff all feel empowered which allows an openness to change, an eagerness to learn, and an enthusiasm to grow as a school community.

Transformational leaders emphasize the importance of having a collective sense of mission (Bass & Avolio, 2004).

Transformational leaders characterize inspirational motivation by displaying enthusiasm, demonstrating optimism, communicating expectations, and creating a shared vision for the school or organization (Greb, 2011). Transformational leaders who operationalize inspirational motivation provide meaning and challenge to the work of their subordinates to inspire them to perform and create a sense of greater purpose (Greb, 2011). Transformational leaders achieve more than expected by igniting their school by focusing their subordinates' professional efforts through inspirational motivation.

#### **Individual Consideration**

The concept of transformational leadership behavior encompasses four distinct leadership characteristics, the first of which is individualized consideration. According to Hackett and Hortman (2008), the leader acts as a coach and mentor for individual followers, the leader creates new learning opportunities within a supportive climate, and the leader considers individual needs, abilities, and aspirations. Individual consideration implies paying close attention to the needs and interests of the members of the organization (Afshari, Baker, Luan, & Siraj, 2012). Leaders emphasize a collective sense of mission, shares risk with followers, is consistent in actions, and talks about values and beliefs. Bayler and Ozcan (2012) characterized individualized consideration as the leader's continuing effort to treat each individual as a special person and to act as a mentor who attempts to develop individual potential. Outside of the field of education, the idea that the leader should take on a mentor position with his or her subordinates has been a pervasive thought for a number of years.

In his widely acclaimed book, *Good to Great: Why Some Companies Make the Leap and Others Don't*, Collins (2001) states, in the business world, the executives who ignited transformations from good to great did not first figure out where to drive the bus and then recruit people to take it there. Instead, they first got the right people on the bus and then figured out where to drive it. As Collins articulated, the relationship between the leader and his or her subordinates is a crucial aspect in the prospects of producing great results, regardless of the industry within which one leads. In his examination of the best leaders in business, Collins found members of the great companies, who were being led by the best, level-five leaders, tended to become and remain friends for life.

Sergiovanni (1992) stated in order for leaders of the 21st century to be effective, individual consideration must be at the heart of their operationalized leadership efforts. If self-management is the goal, then the style and approach of leadership should drastically change within the school setting. The leader must determine how best to get the people to be productive through building meaningful working relationships. Principals, according to Sergiovanni, have a special responsibility within the school to help the faculty, teachers, and staff exceed their own expectations for what is possible. This can only be accomplished through individualized consideration paired with modeling and mentoring.

#### **Intellectual Stimulation**

According to Afshari et al. (2012), in order to operationalize intellectual stimulation among faculty members, teachers, and staff, the principal must stimulate followers' sense of innovation and creativity. Transformational educational leaders must solicit new solutions, question assumptions, and reframe problems (Hackett & Hortman, 2008). According to Heifetz and Laurie (1998), more and more companies are facing adaptive challenges. Changes in societies, markets, and technologies around the world are forcing companies to develop new and more innovative strategies to meet the demands of their customers. Transformational leadership has three basic functions (Hackett & Hortman, 2008). First, transformational leaders sincerely serve the needs of others, empowering and inspiring their followers to achieve great success. Second, transformational leaders charismatically lead, set a vision, and instill trust, confidence, and pride. Finally, transformational leaders aim to develop their followers' intellectual capacities (Castanheira & Costa, 2011). The arduous task of meeting the needs of all

students continues to challenge the most astute principals and closing the achievement gap has even gained national attention (Fenn & Mixon, 2011).

According to Herbert (2010), the No Child Left Behind Act of 2001 and the Race to the Top grant (American Recovery and Reinvestment Act of 2009) have brought about new challenges for schools and their leadership. Conclusions as to whether or not a school is a success are determined by high stakes tests and report cards. On top of that, many times schools are responsible for the nutritional, physical, and emotional needs of students and families. If personnel or financial support is lacking, this places an additional burden on the school. Transformational leadership creates intellectual stimulation by encouraging creativity and innovation in their followers (Greb, 2011). Often this is achieved by their willingness to abandon practices or systems of operating that are not as efficient as possible. Transformational leaders exhibit the ability to question assumptions and approach old situations in new ways. Transformational leaders are willing to take risks for the sake of long-term success (Greb, 2011).

# **Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire is a survey instrument used to measure leadership behaviors along the full range leadership spectrum (Bass & Avolio, 2004). The theory of the full range leadership spectrum was first introduced by James McGregor Burns in 1978 as his research focused on the different ways in which the leadership behaviors of politicians motivated constituents. In 1985, Bass and Avolio developed the original multifactor leadership questionnaire in order to measure the degree to which leaders exhibited leadership characteristics along the full range leadership spectrum (May & Sanders, 2013). The Multifactor Leadership Questionnaire has gone through a number of revisions as issues of validity have been addressed by researchers in a number of

fields. The current questionnaire is a common research instrument utilized in doctoral dissertations, master's theses, and various research projects (Orduro, 2012).

The current Multifactor Leadership Questionnaire (MLQ 5x Short) is a 45-item survey that utilizes a five point Likert type scale to measure the frequency of observed leadership behaviors (Orduro, 2012). The Multifactor Leadership Questionnaire has characteristics of 360-degree evaluation due to the ability of multiple raters at various levels within the organization to rate the frequency of leadership behaviors of a particular leader. The latest version of the multifactor leadership questionnaire measures operationalized leadership behaviors on nine leadership continua. Of the nine leadership scales identified on the full range leadership spectrum, five of the aspects relate to transformational leadership behaviors, three aspects pertain to transactional leadership behaviors, while the final aspect of the full range leadership spectrum relates to laissez faire leadership behaviors (Orduro, 2012). The Multifactor Leadership Questionnaire (MLQ) is the most widely used measure of transformational leadership behaviors (Orduro, 2012).

The Multifactor Leadership Questionnaire, known as the MLQ in its most recent edition, is a questionnaire that examines leadership factors to determine the extent to which an educational leader exhibits transformational leadership behaviors (Antonakis, Avolio, & Nagaraj, 2003). By determining the extent to which Professor Stamps exhibited transformational leadership behaviors, the researcher was able to gain a better understanding of the effects of the leadership accomplishments of Professor Stamps. The MLQ is a self-administered survey that contains 45-items using a five point Likert-like scale for raters. Scores on the MLQ range from *not at all* (0) to *frequently, if not always* 

(4). The MLQ can be administered electronically or manually using pen and paper (Bass & Avolio, 2004). Raters are asked to evaluate the frequency of observed behaviors on the part of the target individual (Orduro, 2012). The results generated from the MLQ are presented in the form of a mean and standard deviation score on each of the key aspects of the full range leadership spectrum. The final scores presented by the MLQ describe the frequency of observed behaviors in the following full range leadership key aspects, idealized influence (attributed), idealized influence (behaviors), inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management-by-exception (active), manage-by-exception (passive), laissez-faire (Bass & Avolio, 2004).

# 20th Century Leadership in the African American Community

According to Marable (1998), leaders are essentially individuals who have the ability to understand their own times, who can express and articulate programs or policies that reflect the perceived interests and desires of particular groups, and who devise instruments or political vehicles that enhance the capacity to achieve effective changes. Such was the case within the 20th century leadership in the African American community. Much can be learned about 21st century leadership within the African American community by examining more closely the ways leadership was expressed within the African American community in the 20th century. The social forces that define all historical conjectures create the opportunities or spaces for talented individuals to make themselves heard above others. The most successful leaders of the 1960s were those leaders who recognized that their role was to work themselves out of a job. They did not want to replace one dependency for another (Marable, 1998). The question at the heart of African American leadership in the 20th century was whether or not they could

devise a plan to utilize their collective resources to more effectively address the structural crises that manifest themselves in the hundreds of social and emotional problems that plagued the African American community.

Charismatic leadership within the Black community has been characterized as messianic leadership, which was embodied by the biblical characters of Moses and Joshua (Marable, 1998). Messianic leadership expressed itself as the ability to communicate programs effectively that, in some measure, represented the interest of most Blacks, while also constructing bonds of collective intimacy through appeals to the spirituality and religiosity among many African American people. Much can be learned about the role of leadership within the African American community in the 20th century by examining the behaviors of leaders such as Dr. Benjamin E. Mays (Marable, 1998). Not only was Mays an exceptional leader within the African American academic and religious community, he also provided guidance and direction to a generation of leaders who would go on to transform the world through their dedication to the Civil Rights movement. Mays most noted pupil was Reverend Dr. Martin Luther King Jr., a former student and mentee of Mays beginning with his time at Morehouse College (Marable, 1998).

#### Conclusion

This review of literature revealed a greater understanding of the overall focus of the research study, namely the study of transformational leadership behaviors operationalized by educational leaders (Creswell, 2015). Due to their complex nature, operationalized best practices for educational leaders have been a challenge to understand (Rowe, 2007). The review of literature provides the reader with a theoretical understanding of leadership as the definition has evolved. Servant leadership and

leadership within the field of education, which have foundational principals ingrained within the theoretical foundation of transformational leadership, are important theoretical concepts to ground the reader's understanding of key aspects concerning operationalized transformational leadership behaviors. The goal of leadership is to influence individuals and organizations positively. In the field of education, no two areas are more important for educational leaders than academic achievement and school culture. The review of literature provides an in-depth overview of the four key aspects of transformational leadership. Idealized influence, inspirational motivation, individual consideration, and intellectual stimulation are all important behavioral traits of transformational leaders. These theoretical foundations and an understanding of the influence of traditional leadership within the African American community allow the reader an understanding of the operationalized transformational leadership behaviors of Professor C.D. Stamps, given the complexity of the social and academic demands present during his tenure as principal at Davidson Academy.

#### **CHAPTER 3. METHODOLOGY**

#### Introduction

This chapter presents the design of the current study. The researcher utilized a purposeful sample of former students of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, from 1936-1966 to explore the operationalized transformational leadership behaviors of Professor C. D. Stamps, principal of Davidson Academy. This mixed-methods study explored the operationalized leadership behaviors of Professor C. D. Stamps as expressed through acts of idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, all of which are characteristics of transformational leadership behaviors.

Participants were asked to reflect on their interactions with Professor C. D. Stamps, both as principal and teacher. A mixed-methods research design was developed to gain a better understanding of the complex nature of the leadership behaviors of Professor C. D. Stamps during his time as principal of Davidson Academy.

According to Creswell (2015), educational researchers have begun to rely more heavily upon narrative research to investigate how educational leaders develop their leadership practices and beliefs. Narrative research design describes the experiences of individuals, while enabling the researcher to collect and tell stories about people's lived experiences (Creswell, 2015). Narrative research explores an educational research problem by gaining a better understanding of the experiences of the individuals directly involved in the situation. Clandinin and Connelly (2000) stated experiential narratives can be both personal and social in conveying the essence of the educational experiences

being studied. Narrative researchers collect stories from individuals and retell the participants' stories into a particular framework (Creswell, 2015).

# **Research Design**

The purpose of the current mixed-method study was to explore the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966, and how those leadership behaviors affected student academic achievement and school culture, as experienced by former students of the Davidson Academy. I also explored how those leadership behaviors influenced student academic achievement and school culture, as experienced by former students of Davidson Academy.

In order to determine the degree to which Professor Crosby Dewitt (C.D.) Stamps exhibited transformational leadership behaviors in his role as principal of Davidson Academy, the following primary research questions were explored.

# **Research Questions**

Research Question 1 (RQ1) From the perspective of former students of Davidson

Academy, what were the operationalized transformational leadership behaviors of

Professor Crosby DeWitt (C.D.) Stamps during his tenure as principal of the
school from 1924-1966?

Research Question 2 (RQ2) From the perspective of former students of Davidson

Academy, how did the operationalized transformational leadership behaviors of

Professor Crosby DeWitt (C.D.) Stamps affect the academic achievement of

students at Davidson Academy?

Research Question 3 (RQ3) From the perspective of former students of Davidson

Academy, how did the operationalized transformational leadership behaviors of

Professor Crosby DeWitt (C.D.) Stamps affect the school culture of Davidson

Academy?

**Research Question 4 (RQ4)** To what degree did Professor Crosby DeWitt (C.D.) Stamps exhibit transformational leadership behaviors as determined by the MLQ? According to Creswell (2015), a major assumption for mixed-methods research design is that the use of both quantitative and qualitative research methodologies provides a better understanding of the research problem and research questions. Mixed-methods research provides a better understanding of the research problem than either type of research methodology alone can provide (Creswell, 2015). Tashakkori and Teddlie (2009) suggested combining in-depth case studies with an instrument. This creates a new style of research and the integration of research methodologies within a single study. Qualitative data, such as that collected through semi-structured interviews, can provide actual words of the people involved in the study. This type of data offers many different perspectives on the research study topic, and also adds complexity to the overall story (Creswell, 2015). Quantitative data yields specific data that can be statistically analyzed. This allows the researcher to assess the magnitude of trends within the collected data (Creswell, 2015). From a quantitative methods perspective, the researcher used the MLQ to determine the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy. In addition to the multifactor leadership rater questionnaire, the researcher conducted semi-structured individual and small group interviews with former students of

Davidson Academy to better ascertain how the transformational leadership behaviors of Professor Stamps affected the academic achievement of the students and culture of the school.

Using a purposeful sample, the researcher utilized snowball sampling to identify former students of Davidson Academy to develop a better understanding of the central phenomenon. Purposeful sampling allowed the selection of participants who were likely to yield information-rich accounts with respect to the purpose of the study (Northcutt, 2013). According to Creswell (2015), snowball sampling allows participants to refer other potential participants to the researcher to add depth to the data. By utilizing both individual and focus group semi-structured interviews, the researcher was better able to add depth to the data gathered due to unfamiliarity between the researcher and the participants. The focus group setting added to the level of comfort and familiarity with each participant, which allowed for more meaningful information.

According to Groenewald (2004), in order for the researcher to arrive at certainty, anything outside of the immediate experience of the population must be ignored. In this way, the external world is reduced to the contents of personal consciousness. Realities are thus treated as pure *phenomena*, and the only absolute data from where to begin. Husserl (1964) named his philosophical method phenomenology, the science of pure phenomena. Within a phenomenological research study, the aim of the researcher is to describe as accurately as possible the phenomenon, refraining from any pre-given framework, but remaining true to the facts. Phenomenology attempts to illuminate the complexity of individual perception by probing into what Husserl (1964) has called the life-world of an individual through his or her inner experiences. Phenomenologists seek

to understand how individuals both experience themselves, and how they experience things external to themselves. Rather than examine the world objectively in a scientific sense, they examine the world subjectively from a perspective of an individual's own understanding and experience (Wagner, 2008). By exploring the life-world of an individual through his or her own perceptions, the phenomenologist discovers the meaning that he or she attaches to particular experiences (Creswell, 2015). According to Azhakath (2012), historical research is a process of systematically searching for data to answer questions about a past phenomenon for the purpose of gaining a better understanding of present institutions, practices, trends, and issues in education.

# **Participants**

The population for the mixed methods research study was made of former students of Davidson Academy, a school for Negro children and a member school of the Tullahoma City School system in Tullahoma, Tennessee, from 1936-1966. For the purposes of the current study, the sample utilized consisted of 10 former students of Davidson Academy. According to Creswell (2015), the number of people who participate in a mixed-methods study may vary greatly from one study to the next. In a typical qualitative research study, the number of participants can vary between one to 10 participants (Creswell, 2015). The number of participants is normally determined by the level of depth and complexity provided by the participants (Creswell, 2015). The researcher invited six potential research participants, the additional four research participants were determined using snowball sampling. This study incorporated an emergent design that allowed unanticipated questions and issues to be explored (Patton, 2002). Emergent design allows the design of the research to evolve as participants

identify new issues and concerns in the study (Flick, 2009). Phenomenology aims at gaining a deeper understanding of the nature or meaning of everyday experiences. Purposeful sampling provides an in-depth understanding of the phenomenon being examined. According to Flick (2009), purposeful sampling allows the researcher to select participants who are likely to yield information-rich accounts with respect to the purpose of the study. Snowball sampling uses participants to make referrals to the researcher about prospective participants who may add to the depth and richness of the data. Snowball sampling is consistent with emergent design by providing the researcher the opportunity to further examine issues that are raised in initial discussions. These referred participants provided more information-rich narratives to the study.

### **Instrumentation and Measures**

Given the nature of the study, the researcher was a primary instrument within the structure of the qualitative data collection phase of this study. It is common within a qualitative research study for the researcher to be viewed as an instrument (Northcutt, 2013). Given this belief, the background, transparency, and integrity of the researcher add to the credibility of the research study. The researcher is both an alumnus of the Tullahoma City School system and a current faculty member within the school system. In addition to 11 years of experience as an educator, the researcher has also served as an administrator (High School Assistant Principal and Director of Athletics). Prior to joining the faculty of the Tullahoma City School system, the researcher served as a teacher and administrator in two different private schools. As a new member of the faculty within the school system, the researcher brings a varied educational background to the current school system; the researcher has served as a teacher, coach, and

administrator in a number of private school systems. In addition to the professional connection of the researcher to the city of Tullahoma, the researcher serves as Youth Minister at Mt. Zion Missionary Baptist Church in Tullahoma. Mt. Zion is the same church where Professor Crosby DeWitt (C.D.) Stamps served as deacon for a number of years. While the current study was designed to add to the body of knowledge of operationalized transformational leadership behavior, the researcher also has a heart to better educate, equip, and encourage the leaders of the Tullahoma City School system, members of Mt. Zion Missionary Baptist Church, as well as the broader African American community. The rich legacy of transformational leadership continues within the Tullahoma community and surrounding area. Given this personal connection to the Tullahoma City School system and the city of Tullahoma, steps have been put into place to minimize researcher bias and to ensure the data collected accurately represents the thoughts and experiences of the participants in the study. To ensure credibility and trustworthiness of the data collected, member checking was used. According to Creswell (2015), sharing the transcription of interviews with participants helps ensure the thoughts and words of the participants are represented accurately. Each of the following data collection instruments is in the appendices.

# **Demographic Survey Questionnaire**

A personal history demographic questionnaire was the initial form of data collected from the research participants. The demographic questionnaire allowed research participants to provide biographical data. The instrument was developed by the researcher. Data collected from the demographic survey questionnaire was transcribed to form the participant biographical sketch. To ensure credibility, each biographic sketch

was member checked by the participant prior to completion of the research study.

According to Creswell (2015), this form of triangulation helps to corroborate evidence gathered from different sources.

## **Individual Interview Questionnaire**

Research participants were interviewed individually to gain an understanding of how they experienced the operationalized leadership behaviors of Professor C.D. Stamps during their time as students of Davidson Academy. In the individual interviews, questions centered on the four major components of transformational leadership behavior: idealized influence, inspirational motivation, individual consideration, and intellectual stimulation. The researcher utilized semi-structured emergent design during the individual interviews to allow for flexibility in the level of complexity and probing within each interview. Flexibility in the interview process allowed the researcher to continue in a semi-structured line of questioning and probing in the process of asking questions. To ensure trustworthiness, each biographic sketch was member checked by the participant prior to completion of the research study. To ensure credibility, each individual interview session was videotaped and transcribed. To ensure trustworthiness, the researcher followed the interview protocol as described in the research procedures.

### **Focus Group Questionnaire**

Participants were interviewed in small focus groups to gain an understanding of how the leadership behaviors exhibited by Professor C.D. Stamps affected school culture and student achievement during their time as students of Davidson Academy. During the focus group interviews, questions centered on the school culture and level of academic expectation placed on them as students at Davidson Academy. The researcher also utilized semi-structured emergent design during the focus group interviews to allow for

flexibility in the level of complexity and probing within each interview (Creswell, 2015). Focus groups are advantageous when the interaction among participants are likely to yield the best information (Creswell, 2015). To ensure credibility, each focus group session was videotaped and transcribed. The video and transcriptions were member checked by the participants prior to completion of the research study. To ensure trustworthiness, the researcher followed the interview protocol as described in the research procedures.

## Multifactor Leadership Questionnaire (MLQ)

Over the past two decades, the MLQ has been the principal means by which researchers have been able to differentiate highly effective leaders reliably from ineffective leaders within the fields of government, education, volunteer organizations, and the medical field (Bass & Avolio, 2004). The MLQ has been normed using 14 sample research studies, utilizing 2,154 participants since 1995 (Bass & Avolio, 2004). The MLQ has strong construct reliability measures ranging from .74 to .94 for each aspect along the full range leadership spectrum (Bass & Avolio, 2004). Each of the reliability measures for the key aspects of full range leadership including transformational leadership behaviors, exceeded standards for internal consistency as recommended in research literature. According to Orduro (2012), the validity coefficient for each of the nine leadership factors is .91. The MLQ has an acceptable construct validity measure based on initial and replication analysis (Orduro, 2012). The MLQ has strong external validity and has been utilized in a number of doctoral level research projects since 1995. A sample of questions from the MLQ can be found in Appendix A.

The MLQ focuses on leadership behaviors observed by others within the organization that transform individuals and organizations. The Full Range Model of Leadership was developed to explain leadership behaviors ranging from charismatic and inspirational to avoidant laissez-faire leadership to broaden the range of thinking about what constitutes leadership (Bass & Avolio, 2004). The Full Range Leadership spectrum measures leadership behaviors ranging from laissez-faire on the low end to transformational leadership on the high end. Bass and Avolio (2004) characterize laissez-faire leadership behaviors as avoidance of responsibility on the part of the leader. On the high end of the full range leadership spectrum, transformational leadership is characterized as those behaviors on the part of the leader that elicit higher order achievement and performance on the part of followers. The feedback generated by the MLQ rater form provides an individualized report that gives in-depth summaries of how often leaders are perceived to exhibit specific behaviors along a full range of leadership performance behaviors.

MLQ scores can help to account for the varying impact different leadership behaviors have on their colleagues and organizations (Bass & Avolio, 2004). Raters completing the MLQ evaluate how frequently, or to what degree, they have observed the focal leader engage in 32 specific behaviors. The current MLQ questionnaire contains 45 items that identify and measure key leadership behaviors shown in prior research to be strongly linked with both individual and organizational success (Bass & Avolio, 2004). A five point Likert scale for rating frequency of observed leadership behaviors is used in the MLQ. The number of raters evaluating a single leader has varied in size from three to

10. Currently there is no optimal size for the rater group when administering the MLQ rater questionnaire.

#### **Data Collection**

The researcher made initial contact with potential research study participants through interactions at church services conducted at Mt. Zion Missionary Baptist Church in Tullahoma, Tennessee. Once participants gave verbal agreements for consent to participate in the research study, the researcher delivered a Research Study Invitation (see Appendix B for the invitation), Consent to Participate (see Appendix C for the consent), Demographic Questionnaire (see Appendix D for the questionnaire), and MLQ Document (see Appendix A for the MLQ sample document). Each of these documents was hand delivered to the residence of the research participants following initial verbal agreement to participate in the research study.

Upon completion of the initial forms (Research Study Invitation, Consent to Participate, Demographic Questionnaire, and MLQ), participants were instructed to contact the researcher via cell phone to set up a time to move forward to the next phase of participation in the research study, the individual interview. All individual interviews were conducted at the studios of a local news station. The individual interview protocol was followed in each individual interview session. Each interview session was video recorded for transcription and documentary purposes. Each individual interview session was scheduled to last between 30 and 90 minutes. Once each of the individual interview sessions were transcribed by the researcher, participants were allowed to member check their interview transcription, the individual biographical sketch generated from the demographic questionnaire, and the individual interview to ensure credibility.

The final phase of participation in the research study was a focus group interview. The participants were gathered together with other participants, in groups no larger than five, at the same location of the individual interviews. The focus group interview protocol was followed in each focus group interview session. Once each of the focus group interview sessions was transcribed by the researcher, participants were allowed to member check their interview transcription to ensure credibility. Participation required a three-hour commitment, over the course of two days, to be interviewed (individual interview and focus group interview) at a central location.

### **Data Analysis**

Upon completion of the individual and focus group interviews, the researcher transcribed each of the video recorded individual interviews and focus group sessions.

Next, a content analysis was performed on the transcriptions to categorize the information based on key words or phrases used by research participants during the interview process. The interview data was organized, interpreted, and reported based on the issues raised through the discussion of both the sensitizing concepts and the additional concepts revealed through the emerging design. Issues were based on operationalized leadership behaviors illuminated by the participants (Patton, 2002).

Sensitizing concepts are the "categories that the analyst brings to the data" (Patton, 2002, p. 456). According to Patton (2002), "phenomenological analysis seeks to grasp meaning, structure, and essence of the lived experience of a phenomenon for a person or group of people" (p. 482). Phenomenological analysis was applied to the current study of the operationalized transformational leadership behaviors of Professor Crosby DeWitt (C.D.)

Stamps as experienced by former students of Davidson Academy, a member school of the Tullahoma City School system, Tullahoma, Tennessee, from 1936-1966.

The multifactor leadership questionnaire manual provides analysis instructions for users (Bass & Avolio, 2004). Following the completion of each MLQ form, the researcher analyzed each questionnaire using the MLQ manual to determine the frequency participants reported experiencing operationalized transformational leadership behaviors by Professor Crosby DeWitt (C.D.) Stamps.

## **Credibility and Trustworthiness**

Throughout the process of data collection and analysis, the researcher must ensure that the data is collected and interpreted accurately (Creswell, 2015). Validating the findings means the researcher determines the accuracy and credibility of the findings through strategic member checking and triangulation. Member checking is the process in which the researcher asks one or more of the research participants in the study to check the data for accuracy. The researcher in the current research study allowed all research participants to member check their individual transcript data prior to publication. According to Creswell (2015), this form of member checking provided triangulation, or corroboration of the data. The researcher ensured dependability of the data by admitting researcher biases given that the researcher is an active member of the Mount Zion Missionary Baptist Church where a number of the research participants attend church giving the researcher a close personal relationship with those participants, as well as acknowledging limitations of the study given the small number of research participants in the current study. By utilizing overlapping methods and in-depth methodological descriptions of the procedures, the researcher is better able to ensure trustworthiness (Creswell, 2015).

# **Ethical Considerations**

A Protection of Human Participants Application was submitted and approved by the Dallas Baptist University IRB. Research participants signed research study participation forms which approved the use of their names and information gathered in the demographic and individual and focus group interview sessions.

# CHAPTER 4. HISTORICAL AND SOCIAL CONTEXT ON THE STUDY Introduction

In the summer of 1892, a young man by the name of Homer Plessy became part of a movement that would forever shift the landscape of race relations in America. Plessy, in a deliberate act of civil disobedience, sat in the "Whites only" section of the East Louisiana Railroad instead of the "Colored" car of the train. For his willful disobedience to the social norms of American society, Plessy was subsequently arrested. This set of events in 1892 gave way to the landmark Supreme Court Plessy vs. Ferguson decision in 1896, in which the Supreme Court of the United States of America ruled separate but equal facilities would be the law of the land. Two years following the Plessy decision, Crosby DeWitt Stamps took his first breaths as a new born baby. Much like the life of Homer Plessy, this event became the start of a chain of events that would alter the landscape of a community for generations to come.

Within the scope of leadership practices, social, academic, and cultural influences have a profound impact on the perspective and level of effectiveness of leadership behaviors (Marable, 1998). This chapter outlines the life story of Crosby DeWitt (C.D.) Stamps through the lens of major social, academic, and cultural events that shaped the leadership behaviors of Professor Stamps. The first section of this chapter will outline important social and culture events that took place during the life of Professor Stamps. Tulsa, Oklahoma, according to historians of the 1920s and 1930s, stood as a major hub for commerce and economic development for the African American community. The levels of prosperity and growth experienced by African Americans during that time period encouraged and empowered them to challenge those negative stereotypes that

were pervasive against the African American community during the Jim Crow era of American history (Marable, 1998). During the same time period as the explosion of Black Wall Street in Tulsa, Oklahoma, another major shift was taking place within the African American community. Portions of New York began to develop as a hub of change within the African American community unlike any time prior to the 1920s (Ellsworth, 1982). Following World War I, the Harlem Renaissance was a time of cultural, social, and artistic rebirth. The Harlem Renaissance gave rise to great African American poets such as Langston Hughes and Zora Neal Hurston as well as educators like W.E.B. DuBois. These influential African Americans began to reshape the ways in which African American academics thought. This cognitive dissonance allowed for African Americans to rethink how African American children were educated, which would have a profound impact on Professor Stamps.

Roger Williams College in Nashville, Tennessee, stood as an academic institution with the mission to help students navigate the changing landscape of the African American community given the dissonance created by the events on Black Wall Street in Tulsa, Oklahoma, and in Harlem, New York (Ellsworth, 1982). The mission of Roger Williams College was to help African American students discover a passion and zeal for transforming the lives of the next generation of African Americans. At Roger Williams College, students were exposed to new ideas and ways of thinking. Students at Roger Williams experienced influential African American academics such as W.E.B. DuBois and Dr. Benjamin E. Mays. The ideas and practical example given to students by DuBois and Mays helped to shape how students of Roger Williams understood their roles as agents of change for social justice and academic empowerment.

In 1954, the Supreme Court, much as it had done in the Plessy case, made a ruling that would change race relations in the country. In the 1954 *Brown vs. the Topeka Board of Education* Supreme Court case, the separate but equal legal doctrine was struck down as unconstitutional, opening the door for the desegregation of public facilities, including schools. The Brown case gave way to the Civil Rights movement in America, led by Dr. Martin Luther King, Jr. The Civil Right Movement led to a series of events that took place through the southern region of America. From an educational standpoint, Clinton, Tennessee, became ground zero for educational reform in the southeastern region of the United States. In 1956, the "Clinton 12" became the first African American students to integrate a previously all-White high school in the south.

In view of this historical context, this chapter provides an overview of Professor Stamps' personal experiences as an educator. A brief description of the events that led to the founding of Tullahoma, Tennessee, as a stop over town along the railroad expansion from New Orleans, Louisiana, to St. Louis, Missouri, will be followed by an overview of the Tullahoma City School system from a historical perspective. Next, the section will be a discussion of the founding and development of Davidson Academy from 1924 through the integration of the Tullahoma City School system in 1966.

#### Tulsa, Oklahoma: Black Wall Street

Between 1890 and 1920, the region now known as Oklahoma experienced the highest rate of population growth in America (Ellsworth, 1982). Following the signing of the Emancipation Proclamation, Oklahoma was inhabited largely by American Indian tribes and African American families. The American Indian tribes came from forced immigration due to the mass relocation by European settlers in America, and the African American families were fleeing the southeast region of America as a result of their new-

found freedom (Ellsworth, 1982). Prior to the landmark freedom act by President Lincoln, a majority of the African American inhabitants in the region were indentured servants or were given as slaves to the Native Americans as compensation for the forced relocation enacted by the American government (Forrester-Sellers, 2000).

By 1900, there were 27 towns in the Oklahoma region in which African Americans composed a majority of the citizenry (Walker, 2014). In 1900, Tulsa's African American population made up just 5% of the city's population which totaled roughly 1,300 citizens (Ellsworth, 1982). Prior to being granted statehood in 1907, much of the region remained segregated (Forrester-Sellers, 2000). Many African Americans had fled the southeast region of the United States for areas in the west such as Oklahoma because of its reputation as a territory of hope and a place where African Americans could create spaces for economic prosperity following the American Civil War (Walker, 2014). Upon arrival in the Oklahoma region, many African American families began to start businesses and build homes on their land (Walker, 2014). In Tulsa, segregation was expressed by the southern portion of the city being designated for White citizens, while the African American citizens lived in the northern portion of the city. While some African Americans possessed the skills and resources to create their own opportunities, many worked as laborers and domestics or within the civil sector in the White, southern part of the city (Forrester-Sellers, 2000). Though these African Americans were allowed to work in the White section of town, they were not allowed to patron businesses in the southern part of the city (Forrester-Sellers, 2000). Because of segregation, most African Americans in Tulsa supported the Black-owned business district of northern Tulsa known as the Greenwood district (Walker, 2014). Because of this concentration of financial

resources and the growing population of skilled labor within the region, the Greenwood District of Tulsa, Oklahoma, soon became a bustling community of businesses and commerce for the African American community (Ellsworth, 1982).

As the Greenwood District of northern Tulsa continued to grow and expand, the area gained the name Black Wall Street (Walker, 2014). Like much of the Oklahoma region, the driving resource for the African American community of Tulsa was oil. By 1907, Oklahoma was the leading oil producing state in America (Walker, 2014). Spurred by the oil boom in the early 1900s, the population of Oklahoma continued to grow at an increasingly rapid rate. By 1910, the population of Tulsa had grown to over 18,000 citizens. With the help of the population boom, by 1915, the state of Oklahoma was producing over 300,000 barrels of oil per day (Walker, 2014).

By the end of World War I in 1918, and buoyed by the return of African American war veterans to the area, the Greenwood district of northern Tulsa boasted over 600 Black-owned businesses (Walker 2014). While visiting Tulsa in the early 1900s, Dr. W.E.B. DuBois was quoted as saying he had never seen a colored community so highly organized as Tulsa where the colored people had accumulated property, established businesses, and had made money in the oil industry (Walker, 2014). By the late 1910s, Tulsa was home to three African American millionaires. Among the 600 businesses were two African American run newspapers, two public schools, a number of banks and libraries, an airport owned and operated for the use of the African American community of Tulsa, 13 African American churches, one hospital, two barber shops, as well as an African American run post office (Walker, 2014). By 1921, the African American population in Tulsa had ballooned to over 11,000 people, nearly 10% of the population of

the city. In addition to the business explosion and personal wealth within the region,
Oklahoma boasted the second lowest African American illiteracy rate in the nation
(Walker, 2014). Due to its growing business community, Booker T. Washington,
founder of the Tuskegee Institute, coined the term "The Negro Wall Street" in reference
to the city of Tulsa (Forrester-Sellers, 2000).

#### Harlem Renaissance

In Harlem, New York, the emergence of public intellectuals, artists, and performers within the African American community provided a renewed sense of pride that would resonate across the country and the world (Nubukpo, 2014). Once relegated to the status of property or livestock, the Negro Renaissance represented a shift in the perceptions and attitudes towards African Americans. The 1920s gave birth to an exciting time of renewal and revival in American history (Nubukpo, 2014). The term renaissance signifies a renewal or revival (Nubukpo, 2014). Prior to this time period in American history, little had been evidenced in the field of art, music, literature, academia, or politics to validate the place of the African peoples in America. This renewal, redefined not only what it meant to be a Negro in America, but also what possibilities existed for equality for all people in America. The Harlem Renaissance helped change the perception of Negro people in American (Nubukpo, 2014).

Langston Hughes, a prolific writer during the Harlem Renaissance, was born in 1902 in Joplin, Missouri, the same year the Stamps family moved west (Davis, 1998). A defining set of experiences for Hughes that helped shape his views on the African American experience began with his opportunity to study abroad during his childhood (Davis, 1998). In addition to studying at Columbia University in New York, Hughes spent time in Mexico, Africa, and Europe. At the young age of 22, Hughes published his

American experience through literature. While Hughes witnessed a varied set of transformative experiences as a young man and writer, his career within higher education at Lincoln University, a historically Black college/university and at Columbia University, an Ivy League school, gave him a unique perspective that shaped his worldview (Davis, 1998). These diverse cultural experiences reshaped his own cultural paradigm, which in turn, allowed his works to reflect that shift (Davis, 1998).

Activist and author Zora Neal Hurston was born in January of 1891 in Notasulga, Alabama, the daughter of former slaves. During the Harlem Renaissance, she published her most popular work, *Their Eyes were Watching God*. In addition to her many literary interests and talents, she is acclaimed for her study of anthropology and folk history of African American people in the south (Davis, 1998). Her time spent at Howard University in Washington, DC, during the early 1920s was seminal in her development as a transformational literary figure within the African American community. Hurston developed relationships with other pivotal figures such as Langston Hughes, and at the height of the rebirth of the national perception of the African American taking place in Harlem, Hurston moved to New York to study anthropology at Barnard College under the direction of renowned anthropologist, Franz Boas. The presence of an African American woman as a leader within such a significant movement in American history was an important feature of the revival within the African American community (Davis, 1998).

W.E.B. DuBois is known as the first great African American academic (Stewart-Cain, 2003). Born in Great Barrington, Massachusetts, DuBois profited from living in a community that took great pride in delivering high quality educational experiences for the

children of the community. At a young age, DuBois displayed great academic acumen which afforded him important opportunities as a youth. In 1885, because of his demonstrated ability academically, the community of Great Barrington raised funds to send DuBois to Nashville, Tennessee, to attend Fisk University. Upon arriving at Fisk, DuBois quickly established himself as both a serious academic and an astute leader. He would go on to complete course requirements for his undergraduate degree in only three years. Following graduation from Fisk University in Nashville, Tennessee, DuBois matriculated to Harvard University (Stewart-Cain, 2003).

Prior to attending the University of Berlin in 1892, DuBois had earned undergraduate degrees from Fisk and Harvard Universities, as well as a Master's degree from Harvard University. It was during his time studying in Berlin that DuBois developed his theory of the talented tenth (Stewart-Cain, 2003). It was this theory, supported by his experiences as a young man in Massachusetts, which framed DuBois' belief that the top 10% of the African American community would be the group to lead the revival within the African American community. In 1896, DuBois became the first African American male to receive a doctorate of philosophy from Harvard University (Stewart-Cain, 2003). Through his personal and academic experiences, and his in-depth research of the African American community, DuBois quickly became the most respected African American scholar in the world (Stewart-Cain, 2003). Among his many positive contributions to the revival of the African American community during the time period of the Harlem Renaissance was his role in the development of the National Association for the Advancement of Colored People. DuBois devoted his life's work to the betterment of Black people throughout the world. His work, both academically and socially, helped

reshape the scope of possibilities for many African American people (Stewart-Cain, 2003).

# Dr. Benjamin E. Mays

Known as "The Last Great School Master," Mays' roles as college president and churchman were synergistic (Jelks, 2012). No other American college president, black or white, matched his intense moral commitment to or his eloquent demands for democracy and social justice during the twentieth century (Jelks, 2012). His constant building of coalitions for a fully inclusive society in both Black and White circles was unmatched among his peers (Jelks, 2012). In 1940, Mays was elected as the sixth President of Morehouse College in Atlanta, Georgia. In 1940, Morehouse College was regarded as the most significant college in the United States, dedicated solely to educating African American men. Dr. Mays was an advocate for Black churches becoming centers of civil rights activism. As a leader, Mays understood his success or failure depended not upon himself, but upon factors beyond his control. These factors included the confidence, moral support, and goodwill he would be able to evoke from the public, both locally and nationally.

Mays' leadership behaviors within the field of education served as a template for African American educators in the first three-quarters of the 20th century, due in large part to the recognition given to him from prominent Civil Rights leaders such as Dr. Martin Luther King, Jr. (Marable, 1998). Mays was born in 1894 in rural Epworth, South Carolina; Mays' parents were ex-slaves who worked as sharecroppers and tenant farmers (Jelks, 2012). Mays grew up in the Afro-Baptist Christian tradition, which was a mix between the Atlantic world's revivalist movement and the folk theology and spiritual

practices of African-inspired slave religions (Jelks, 2012). Mays saw this form of Christianity as a survival mechanism that enabled Blacks to endure social evils, rather than providing a way to change them. As a youth, Mays recognized southern racism was rooted in biblical literalism and Christian fundamentalism. He believed both White and Black religious ignorance contributed to the maintenance of the antidemocratic spirit that underpinned social justice.

Having grown up in this milieu, Mays felt called to ministry and higher education. His passionate vocational pursuit became the study of modern biblical scholarship and social justice. He attended Bates College in Lewiston, Maine. He later attended the University of Chicago School of Divinity, where he received a M.A. in New Testament Studies and a Ph.D. in Theology (Jelks, 2012). Dr. Benjamin E. Mays' scholarly interests focused on critical investigations of Black religious life and the history of African American academic institutions (Jelks, 2012). Mays served as Dean of the Howard University School of Religion from 1934-1940. Mays' work to transform the Howard University School of Religion into a premiere theological training center for Black clergy was left unfinished when he resigned to assume the Presidency at Morehouse College. Mays' goal for the Howard University School of Religion was to fashion it into a leading center of Black theological modernism. He also hoped it would become an institutional hub for thinking about nonviolent resistance to injustice, drawing inspiration from Mohandas Gandhi's campaign against British Imperialism in India (Mays & Burton, 2003).

Black religious intellectuals continued to function as vital public thinkers and educational leaders within the African American community well into the mid-20th

century (Jelks, 2012). African Americans did not abandon this tradition of following the intellectual and cultural lead of its clergy until well after it became socially acceptable within the larger White community. With the emergence of the pragmatic philosophy of John Dewy and the rigorous methods of the social sciences, African Americans leaned heavily upon clergymen as the source of intellectual guidance during much of the 20th century. Mays was ordained as a Baptist minister in 1921, and he served as a church pastor for three years. Mays represented the National Baptist Convention in international ecumenical forums, such as the World Council of Churches and meetings of the international YMCA. In 1944, Mays was elected vice-president of the Federal Council of Churches, today known as the Nation Council of Churches of Christ. In his dual roles as intellectual as well as churchman, Mays gave great consideration to the question of ethical leadership and social justice, with respect to the roles of institutions of learning and the church (Jelks, 2012).

According to Marable (1998), Mays understood his position of institutional leadership gave him greater influence than other leaders because of the combined influence of the Black church and the Black educational establishment in the 20th century. He developed an approach to theology and education that brought the resources of mind and spirit to bear upon vital social issues that could sustain a democratic faith. This faith inspired generations of Black Christians to persevere in the struggle for liberation and the transformation of American society (Mays & Burton, 2003). Mays' philosophy of education centered on six guiding principles. The first, education was more than a professional certificate; the educated man should be radical. A radical person, according to Mays, is a person who thinks for himself and who gets at the root of

an issue. Second, an educated person was open-minded. Mays felt it of great importance to always learn and to seek out new knowledge. The third mark of an educated person was the courage of conviction. The fourth mark of an educated man, according to Mays, was restlessness. He would continually urge his students to never become complacent or satisfied. The fifth mark of an educated person was appreciation for all values and all knowledge. Dr. Mays was a strong proponent for the liberal arts. His final principle of an educated person was his sensitivity to social and economic injustices (Mays & Burton, 2003).

In comparison to his contemporaries within the realm of African American leadership in the 20th century, Dr. Mays' educational philosophy struck a middle ground between Booker T. Washington, who advocated industrial training, and W.E.B. DuBois, who promoted classical or liberal arts education (Jelks, 2012). Mays tried to exemplify ethical leadership in his civil rights actions by joining the national NAACP's efforts to gain the right for Black people to vote. Additionally, he participated in the 1942 Durham Conference. At this conference, Black southern leaders came together to make an appeal for goodwill from the southern political establishment, and to address racial economic and educational funding disparities. In addition, Mays was a key contributor in the 1943 creation of the United Negro College Fund. Mays resolved to stand for what was just and fair, and he deliberately shaped Morehouse College as an incubator for critically engaged leaders. He stated that Morehouse provided a community above the fray so its students could thoughtfully and objectively examine themselves and the world around them. He expected Morehouse men to achieve distinction. He demanded they make their mark in all areas of their endeavors through hard work and dedication to the academy and to

society (Jelks, 2012). Mays' embodiment of Black manliness, characterized by integrity, nobility, and eloquence, pulled his male students toward a larger vision of both their humanity and what they could accomplish. Mays' leadership signified the position to which civically engaged Black men might ascend in American society. His concerns about leadership went well beyond the walls of Morehouse College. The central problem facing Black people, according to Mays, was how to create and sustain ethical leadership. He contended that the problem of effective leadership was partially due to the absence of moral fortitude, integrity, and courage. These leadership characteristics, which he attempted to nurture in his Morehouse College students, were the same leadership behaviors needed throughout America (Jelks, 2012).

# **Roger Williams College**

In 1864, missionaries from the northern region of the United States founded the Negro Baptist College in Nashville, Tennessee (Lovett, 1999). The school was founded to educate and train local Baptist pastors for leadership in Christian ministry and in teaching. The school's founder was a White pastor from Massachusetts named Reverend Daniel W. Phillips. The first classes were held in the basement of the First Colored Baptist Church. In 1866, the board of trustees decided to change the name to the Nashville Normal and Theological Institute. The school admitted students who could prove they had obtained at least a fourth grade education in reading, writing, and mathematics (Lovett, 1999). Because of the popularity of the institute and the rapidly growing enrollment, Reverend Phillips eventually resigned his post as pastor to devote himself entirely to the growth and development of the Nashville Normal and Theological Institute.

In 1883, the school again decided to change its name to gain better national recognition. The school was renamed Roger Williams College (Lovett, 1999), and in 1884, the college began to offer masters degrees. Unfortunately, following commencement ceremonies in 1905, much of the campus was burned to the ground by an arsonist. After the 1905 school year, the school was shut down. In the spring of 1907, a group of local African American clergy, led by Reverend William Haynes, began a campaign to reopen the school. Reverend Haynes served the community as Lead Pastor of Sylvan Street Baptist Church and head of the Negro Baptist Association in Nashville. Because of the persistence of Reverend Haynes, Roger Williams University reopened its doors in the fall of 1908, under the leadership of its first African American President, Reverend William Haynes (Lovett, 1999).

In the fall of 1909, one year after its reopening, Roger Williams College offered programs for elementary, secondary, normal, and industrial program students (Lovett, 1999). By the time of Crosby DeWitt's arrival on campus in the late 1910s, Roger Williams University boasted over 500 alumni. During Professor Stamps' time at the university, enrollment began to decline sharply. By 1922, enrollment had fallen to just 159 students and only 12 faculty members. In the summer of 1927, the board of trustees began serious discussions about a merger with the Howe Institute in Memphis, Tennessee. On July 12, 1927, the board of trustees decided to approve a merger with the Memphis school that would move the school to a campus in the western portion of the state. In December of 1929, the remaining faculty and students of Roger Williams University relocated to Memphis to merge with the Howe Institute forming LeMoyne-Owen College (Lovett, 1999).

## Brown vs. Topeka Board of Education

In his 1955 address at the 21st annual meeting of the Southern Historical Association in Memphis, Tennessee, Dr. Benjamin E. Mays spoke about the moral aspects of segregation. In his address, Dr. Mays stated whenever a strong, dominant group possess all the power (political, educational, economic), makes all the laws, writes all the constitutions, interprets those constitutions, collects and holds all the money, distributes all the money, determines all policies, and then plans and places heavy burdens, grievous to be borne, upon the backs of the weak, that act is immoral. It was these sets of constraints the Supreme Court decision in the 1954 landmark trial, *Brown vs. the Topeka Board of Education*, was intended to remedy. By improving the educational opportunities of all children, specifically African American children, the highest court in the land hoped to reverse the discriminatory practices across the country, many of which had been enacted following the Supreme Court's ruling in Plessy vs. Ferguson.

According to Dr. Mays, segregation was immoral because it inflicted a wound of inferiority upon the souls of African Americans, of which millions of Negro people would never be cured (Marable, 1998). He believed the May 17, 1954 decision of the Supreme Court, and all of the other decisions against segregation, were attempts on the part of the courts to abolish a great wrong which the strong, White Americans had deliberately placed upon the backs of the weak, African Americans. According to Dr. Mays, many African Americans desired segregation to be abolished because of the legal stigma of inferiority segregation placed on African Americans. In its decision that concluded segregated schools were inherently unequal, education policy and the educational experiences of millions of African American children would be altered

(Reber, 2003). With this ruling, the Supreme Court provided a platform for lower courts to require states make substantial plans for expedient desegregation of public schools (Reber, 2003).

## The Clinton 12: School Integration in the South

In the fall of 1956, two years after the Supreme Court ruled separate but equal educational facilities were inherently unequal, school desegregation came to the south (Adamson, 1994). In 1952, a small group of citizens in the town of Clinton, Tennessee, in the northeast corner of the state, just 18 miles from Knoxville, filed a lawsuit on behalf of the African American citizens of the town over the lack of high school education options in Anderson County. The United States District Court in Knoxville heard the case, with Judge Robert L. Taylor presiding. In his ruling, Judge Taylor sided with the Anderson County school board stating attending a high school designated specifically for Negro students in a neighboring county was not a violation of the Plessy vs. Ferguson, separate but equal statue (Adamson, 1994).

Following the Supreme Court ruling in the *Brown vs. the Topeka Kansas Board of Education* case in 1954, the United States Court of Appeals, Sixth Circuit, reversed an earlier ruling involving the Anderson County school district. This ruling allowed for Anderson County to become the first integrated school system in the south (Adamson, 1994). In January 1956, Judge Taylor order the Anderson County school board end legalized school segregation. On Monday, August 26, 1956, 12 high school students entered Clinton High School in Anderson County, Tennessee, as the first African American students to attend a predominantly White public high school in the state of Tennessee and the southern region of the United States. Under the watchful protection of the National Guard, the Clinton 12—Jo Ann Allen, Bobby Cain, Theresser Caswell,

Minnie Ann Dickey, Gail Ann Epps, Ronald Hayden, William Latham, Alvah J.

McSwain, Maurice Soles, Robert Thacker, Regina Turner, and Alfred Williams—became
the first African American children to attend school at a previously all White high school
in the state of Tennessee (Adamson, 1994).

# **Biography: Professor Crosby DeWitt Stamps**

Henry B. and Fannie A. Stamps met and were married in April of 1893 in Winchester, Tennessee, where they began a family that would grow to include four children: Julia, Rebecca, Spurgeon, and Crosby Stamps. Born October 12, 1898, Crosby DeWitt (C.D.) Stamps was born just a few miles from the Davidson Academy in Tullahoma, Tennessee, where he would later serve as principal and transformational leader for both the school and the community. In October 1902, just a few days before Crosby's fourth birthday, Henry and Fannie decided to move their young family west to Sallisaw, just 95 miles southeast of Tulsa. A teacher by vocation, Henry utilized his skills as a carpenter to build a two story home for his family. On their land, the Stamps family had a small farm. They raised poultry and cultivated a large garden that provided food for the family year round. As the family transitioned to life in Oklahoma's Indian country, Fannie Stamps worked as a domestic. She assisted in making ends meet by working for several prominent White families in the area doing laundry and other jobs (J. Davison, personal communication, May 15, 2015).

In 1920, young C.D. Stamps returned to his roots in middle Tennessee as a student at Roger Williams College in Nashville, Tennessee. According to his official academic transcript from Fisk University, Crosby DeWitt Stamps attended Roger Williams College to obtain both his high school diploma and Bachelor of Arts degree.

Professor Stamps received his high school diploma from Roger Williams College in June of 1920, and his undergraduate degree in May of 1924. In the spring of 1924, Professor Stamps traveled to Tullahoma, Tennessee, with a Roger Williams College performing arts group. The superintendent of the Tullahoma City School System, F. E. Rannick, identified him as a potential leader, and while still on that visit, Professor Stamps was offered the position as the first principal of the Tullahoma Negro Grade School. In addition to his academic studies at Roger Williams College, Professor Stamps continued to exhibit characteristics of a life-long learner by earning 27 credit hours in the graduate department at Fisk University in Nashville, Tennessee (P. Northcutt, personal communication, January 9, 2015).

While a student at Roger Williams College, Professor Stamps met his future wife, Miss Della Mae Jamison of Gallatin, Tennessee. Della Mae Stamps was born July 23, 1900 to William and Virginia Jamison. Mother Stamps, as she was affectionately known by her former students, was one of six children. Mother Stamps began her formal education at Kansas Community Elementary School where she completed the eighth grade. Later, as a student attending Roger Williams College in Nashville, Tennessee, she met Crosby DeWitt Stamps. Wed on December 31, 1924, Mother Stamps joined her husband at the Tullahoma Negro School in Tullahoma, Tennessee, as a teacher. During her career as a classroom teacher, Mother Stamps taught students in grades ranging from early elementary through high school. Though Professor and Mother Stamps never had biological children, they did adopt three children, son James Royce, and daughters Johnnie and Marcia Smith. In addition to her numerous leadership responsibilities, including her roles as Sunday School Superintendent at Mount Zion Missionary Baptist

Church and Board of Trustee member, Mother Stamps served on the Tullahoma Daycare Advisory Board. She was also a member of the Coffee County Tennessee Retired Teachers Association and a member of the Eastern Stars. Former Mayor of Tullahoma, Joseph Ervin, declared that each year, December14 would be "Della Mae Stamps Day" in honor of her four decades of service to the children and community of Tullahoma, Tennessee (P. Northcutt, personal communication, January 9, 2015).

In addition to Professor Stamps' numerous accomplishments on behalf of the students of Tullahoma, Professor Stamps articulated a vision for Davidson Academy students that all Negro students could academically accomplish as much as their White counterparts, if only given the proper resources, encouragement, and opportunity. With this set of beliefs, Professor Stamps began to transform Davidson Academy from a school that taught students for only seven months per year to a school whose students attended school the customary nine months per year. In his time as principal at Davidson Academy, Professor Stamps helped to increase enrollment from 64 students in 1924, to over 200 students in 1964. In 1937, Davidson Academy graduated its first class consisting of four students. By 1964, Davidson Academy was one of the best equipped schools in the Tullahoma City School System, second only to Tullahoma High School. Professor Stamps continued attending classes at both Fisk University and Tennessee State University, even while thriving in the position of principal and teacher at the Tullahoma School for Negro Children (P. Northcutt, personal communication, January 9, 2015).

Professor Crosby DeWitt (C.D.) Stamps retired from the Tullahoma City Schools

System prior to the start of the 1966 school year, two years after the Tullahoma City

School System began the process of racial integration. Upon Stamps' retirement,

Tullahoma mayor, Floyd Mitchell, declared June 8 to be "Stamps Day" in Tullahoma, Tennessee. Professor Stamps passed away on March 14, 1969 in Tullahoma, Tennessee. At the time of his death, he was survived by his devoted wife, Della Mae Stamps, and his two daughters, Johnnie Stamps and Marcia Stamps. In addition to his immediate family, Professor Stamps was survived by his brother Spurgeon (S.M.) Stamps, the first African American football coach in the Tullahoma City School System. S.M. Stamps served as the head football coach at Davidson Academy for a number of years, prior to moving into an administrative role at the Negro School in McMinnville, Tennessee (P. Northcutt, personal communication, January 9, 2015).

#### History of Tullahoma, Tennessee

The history of the establishment of the State of Tennessee dates back to the Treaty of Paris in 1763 (McMahan, 1983). Prior to the signing of the Treaty of Paris, the British, French, and numerous groups of American Indians made the land between the Mississippi River and the Alleghenies a battle ground. In the Treaty of Paris, the British were granted the land known today as the Southern Middle Tennessee region including modern day Coffee County. In 1796, the State of Tennessee was established as the 16th state in the newly formed Americas. Following the establishment of the State of Tennessee, Davidson, Sumner, and Tennessee counties were established. Coffee County was founded in January of 1836, when the General Assembly passed an official act taking land from the previously established counties of Franklin, Bedford, and Warren. Coffee County was named in honor of General John Coffee a former soldier and colleague of President Andrew Jackson (McMahan, 1983).

Tullahoma is located near the Highland Rim in the south central region of the state (McMahan, 1983). The town was founded following the War of 1812, by a group

of prominent Tennesseans including General William Moore, former soldier alongside Andrew Jackson (Pyle, 1985). The town of Tullahoma was in large part established due to the expansion of the railroad system in America (McMahan, 1983). The stopover town along the railroad between Chattanooga in the southern border of Tennessee and St. Louis, Missouri, became a popular rest stop for railroad workers and travelers (Pyle, 1985). According to Martinez (1969), the most prominent event in the history of Tullahoma, Tennessee, was the establishment of the railroad system connecting Chattanooga, Tennessee to St. Louis, Missouri.

During the Civil War, Tullahoma played a prominent role in the strategic plans, for both the Northern and Southern troops, due to its proximity to the Mississippi River and its access to the railroad system (Pyle, 1985). General Braxton Bragg and his Southern troops made Tullahoma a stronghold for the south during the early stages of the war. The strategic position of Tullahoma afforded General Bragg a significant advantage against their Northern counterparts. Tullahoma was known as "Bragg's Clearing" following the battle at Stones River in Murfreesboro when the Southern troops were defeated. This defeat happened on the same day as the passage of the Emancipation Proclamation, a mandate by President Abraham Lincoln that freed slaves (Martinez, 1969).

The first elected officials of Tullahoma, Tennessee, took office in 1857 with the election of a Mayor and Board of Aldermen (Martinez, 1969). Many families living in Tullahoma, Tennessee, in the early 1900s worked agricultural jobs on small farms. The typical Tullahoma family owned slaves. While large slave-owning estates were rare in the Southern Middle Tennessee region, slave ownership in Tullahoma was typical as

evidenced by 1,085 slaves registered in 1840 (Martinez, 1969). Most White families in Tullahoma owned one to two slaves (Martinez, 1969). By the mid1850s, slave ownership in Tullahoma had increased 16% (Martinez, 1969). By the 1940s, the population of Tullahoma had grown to just over 2,000 citizens. The establishment of Tullahoma in the 1800s gave way to the establishment of military facilities in the area such as Camp Forrest, a Federal Army training camp used to train and deploy troops during World War II (Pyle, 1985).

## History of the Tullahoma City School System

Like many states, Tennessee showed very little interest in the use of public funds for the establishment of educational institutions for local children (McMahan, 1983). In 1882, the state of Tennessee began enforcing taxes on citizens to be used to create a state office of the Superintendent of Schools (Martinez, 1969). The early schools founded in Tullahoma, Tennessee, were small private schools (McMahan, 1983). During much of the 1800s, the only school in Coffee County Tennessee was located in Manchester, Tennessee (Pyle, 1985). The first record of an educational institution in Tullahoma, Tennessee, was the result of an individual by the name of Mrs. Witherby Aydelott (McMahan, 1983). According to historians, Mrs. Aydelott's school was established in 1853 (Pyle, 1985). There is no record of any formal schools in operation in the city of Tullahoma prior to, or during, the Civil War. In 1866, the city of Tullahoma passed a charter for the development of public educational institutions. The first municipal school for White children opened in the fall of 1886. This inaugural school was known as the Tullahoma Public Graded School. Shortly after the charter established public schools for White children in Tullahoma, the city purchased land to develop a school for the Negro children of Tullahoma. The first school for Negro Children in Tullahoma was built in

1898 (Pyle, 1985). By 1901, the city of Tullahoma had a total school enrollment of 330 (McMahan, 1983).

In 1924, Professor Crosby DeWitt Stamps accepted the principal position at the Tullahoma Negro Grade School (Martinez, 1969). The original building consisted of three-rooms that accommodated 64 students in first grade through sixth grade. In 1927, the first remodel was completed, which allowed Professor Stamps to add seventh eighth, ninth, and 10th grades to the school facility (Martinez, 1969). That same year, an auditorium and additional classrooms were added to the Negro school facility. Mr. C. R. Davidson, Mayor of Tullahoma, made a donation in the amount of \$1,000 to the Tullahoma Negro Grade School for the purchase of seating for the new auditorium. In 1927, due to his concern for the education of the Negro children of Tullahoma, Mr. Davidson received the honor of having the school renamed after him (McMahan, 1983). Prior to 1935, Davidson Academy was a joint county and city Negro school. In the fall of 1935, the superintendent of the Tullahoma City School System, Robert E. Lee, helped bring Davidson Academy under the sole leadership and direction of the Tullahoma City School system.

## Davidson Academy: Tullahoma School for Negro School

In 1898, land was purchased by the Tullahoma City School System, with approval by the school board, to be used to build a school for Negro children (Martinez, 1969).

Originally constructed in 1898 as a three room school house, Davidson Academy grew to include 21 classrooms, a gymnasium, a library, an art building, and cafeteria (P. Northcutt, personal communication, January 9, 2015). A facility this size was unheard of at the time for a Negro school. Two dates stand out in the history of Davidson Academy. In May of 1937, Frank Christman, Jr., Thelma Davidson, Mary Francis Harris, Jimi R.

Whittaker, and Ulyess Wilhoite became members of the first graduating class of the former Tullahoma Negro Grade School. The second important date in the history of Davidson Academy came in May of 1964 when the final class of graduates completed commencement ceremonies. The idea of a school for the Negro children of Tullahoma first came to fruition in the late 1800s. At the time of Professor Stamps arrival in the fall of 1924, The Tullahoma Negro Grade School functioned as an educational institution for Negro children in grades first through sixth grades (P. Northcutt, personal communication, January 9, 2015). Under the tutelage of Professor Stamps, the 64 elementary students who matriculated to the school in the fall of 1924 experienced the first of many innovations on behalf of the educational expectations for the Negro children of Tullahoma (Martinez, 1969).

In his first year as principal of Davidson Academy, Professor Stamps convinced the school superintendent, F.E. Rannick, to allow his students to attend classes for nine months, which was customary for White schools, instead of the seven month scheduled school year expected of Negro children in Tullahoma. Following the extension of the school calendar in 1924, Professor Stamps then set into motion a plan that would continually improve the educational experiences and expectations for the Negro students attending Davidson Academy (P. Northcutt, personal communication, January 9, 2015). In 1925, Professor Stamps led the first physical renovation of Davidson Academy as classrooms were added to accommodate the addition of seventh through 10th grades. Following the physical expansion of the school, Professor Stamps sought accreditation for the school. Though few schools for Negro children had achieved accreditation in the state of Tennessee in 1925, Professor Stamps understood its importance. Professor

Stamps was eventually able to secure accreditation for Davidson Academy. Another turning point for the school was when a local family mortgaged their home in order to purchase a school bus. They wanted to expand the educational opportunities for Negro students throughout the Southern Middle Tennessee region, and felt a school bus would give students from more rural areas an opportunity to attend Davidson Academy (Martinez, 1969).

In the spring of 1937, Davidson Academy celebrated the high school graduation of its first group of students. Following the landmark graduation, Davidson Academy experienced a number of advancements. As student enrollment continued to grow, the school building also continued to grow and expand (P. Northcutt, personal communication, January 9, 2015). Even through World War II, physical expansions of the facility continued. In addition to the expansion of classrooms, Davidson Academy added a library, gymnasium, indoor restrooms, and an auditorium. In 1960, six classrooms and additional restrooms were added, along with a modernized cafeteria, a kitchen, a medical clinic, a lounge, and an office. The 1960 Davidson Academy expansion cost in excess of \$250,000.

The final class of students to graduate from Davidson Academy completed their studies in the spring of 1964. Following commencement ceremonies, the Tullahoma City School system announced the discontinuation of the ninth through 12th grades at Davidson Academy. Student integration was to begin in the fall of 1964. Following the transfer of the high school students of Davidson Academy, students in the seventh and eighth grades were transferred to other schools within the Tullahoma City School system. The facility was then utilized for the education of sixth grade students within the district

as well as students with severe special needs (P. Northcutt, personal communication, January 9, 2015). Professor Crosby DeWitt (C.D.) Stamps' final year in the Tullahoma City School system was 1966. At the time of their retirement, both Professor and Mrs. Stamps had served the Tullahoma City School system for over four decades.

#### Conclusion

Leadership development is a process influenced by many factors (Bass & Avolio, 2004). For educational leaders, a number of important factors including social, cultural, as well as professional, have a profound impact on the quality of preparation (Bass & Avolio, 2004). In many instances, the quality of one's leadership ability is determined during times of trial and tribulation. Since the mass integration of public education following the industrial revolution in America, change has precipitated the field of educational leadership. Often within the field of educational leadership, the only constant is the certainty of change. Educational leaders are required to have the ability to think quickly on their feet and to anticipate change both from within as well as outside the walls of the school building or school district (Bass & Avolio, 2004).

In this chapter, the reader was presented with details of the social, educational, and cultural influences that impacted the leadership tenure of Professor Crosby DeWitt Stamps as principal of Davidson Academy in Tullahoma, Tennessee. Beginning with his birth in the Jim Crow south, to his family's journey west to seek greater opportunity in Indian Territory in the region now known as Oklahoma, Professor Stamps' early years were characterized by contrasting and long-lasting cultural and social experiences. The influential ideals being championed in the works produced during the Harlem Renaissance and the economic and social boom of the Black Wall Street era of Tulsa, Oklahoma, exposed him to greater possibilities for the African American people. Those

formative experiences propelled Professor Stamps to pursue an education at Roger Williams College in Nashville, Tennessee, where Professor Stamps would be influenced by leaders of exemplary character and quality. Two of these people were Dr. Benjamin E. Mays, then president of Morehouse College, and Dr. John W. Works Jr., then President of Roger Williams College.

During his time as principal of Davidson Academy, Professor Stamps utilized his early experiences and influences to guide the school. He transitioned the institution from a tiny three-room schoolhouse to a modern educational facility, with an exceptional record of training young Negro children throughout the Southern Middle Tennessee region. By helping his students navigate through times of civil unrest, Professor Stamps equipped the students of Davidson Academy with the tools they needed to become productive citizens. The desegregation of schools in the Tullahoma City School system began with the integration of Negro students within the majority White school district in the fall of 1964 (Martinez, 1969). While strides had been made on behalf of the students within the district in 1964, it was a few more years before the school district integrated its faculty and staff. With the exception of Professor and Mrs. Stamps, it was not until 1966 that the Tullahoma City School system hired its first African American faculty members. Professor and Mrs. Stamps remained as teachers at Davidson Academy following school desegregation in 1964. In 1969, Mr. W. C. Cooper, former football coach of Tullahoma High School, was assigned as principal of the new school that served sixth grade students, both Black and White, and students with special needs (Martinez, 1969).

Figure 1 shows the chronology of social, cultural, and academic events throughout the personal and professional life of Professor Stamps that influenced the leadership paradigm and operationalized behaviors.

Crosby Dewitt Stamps Born	1898	
Stamps family moves to Oklahoma	1902	
	1910	Alack .
Proffessor Stamps Attends Roger Williams College	1920	
Professor Stamps accepts position as Principal of Tullahoma Negro Grade School	1924	
Tullahoma Negro School Renamed Davidson Academy. School gains accreditation	1927	
1st Graduating Class of Davidson Academy	1937	line of Imp
	1940	oortant Hist
	1954	
	1956	
\$250,000 Renovation of Davidson Academy	1960	on sudene course sidor la sidea sidor la sidor la sidor la sidor la sidor la sidor la sidor l
Tullahoma City School system integrates	1965	r. stood
Professor and Mrs. Stamps Retire from the Tullahoma City School system after 42 years of	1966	

Figure 1. Timeline of historical events.

Within the scope of leadership practices, social, academic, and cultural influences have a profound impact on the perspective and level of effectiveness of leadership behaviors (Marable, 1998). This chapter outlined the life story of Crosby DeWitt (C.D.) Stamps through the lens of major social, academic, and cultural events that shaped his leadership behaviors during the time he served as principal and leader of Davidson Academy in Tullahoma, Tennessee.

#### **CHAPTER 5. RESEARCH FINDINGS**

#### Introduction

The purpose of the current mixed method study was to explore the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966. The current researcher also explored how the leadership behaviors of Professor Stamps affected student academic achievement and school culture, as experienced by eight former students of the Davidson Academy. This chapter is an overview of the data collection process, a description of the interview setting, brief biological sketches of the research participants, and the findings gathered from interview sessions with the eight research participants.

#### Overview

The researcher utilized a purposeful sample of former students of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, who attended from 1936-1966. The intent was to explore the operationalized transformational leadership behaviors of Professor C.D. Stamps, principal of Davidson Academy. The researcher used snowball sampling to identify eight former students of Professor C.D. Stamps who agreed to participate in the current research study. This mixed-methods study explored the operationalized leadership behaviors of Professor C.D. Stamps, as expressed through transformational leadership behaviors: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation. Participants were asked to reflect on their interactions with Professor C.D. Stamps, both as principal and teacher. A mixed-methods research design was developed

to gain a better understanding of the complex nature of the leadership behaviors of Professor C.D. Stamps during his time as principal of Davidson Academy.

#### **Data Collection Process**

Contact was made with potential research participants during the summer of 2015. Initially, the researcher identified 10 potential research participants through snowball sampling. Each of the 10 potential research participants was contacted, in person or via telephone call, to extend the invitation for participation. Potential research participants were informed during the initial conversation with the researcher they would be asked to reflect on their interactions with Professor Stamps, both as principal and teacher during their time as students at Davidson Academy.

Once potential research participants expressed interest in the current research study, each person was hand-delivered an Invitation to Participate in the Research Study form. This form gave potential research participants an overview of the scope and sequence of the research study. In addition to the Invitation to Participate in the Research Study form, potential research participants were given a Participant Consent form, Individual Demographic Survey form, and the Multifactor Leadership Questionnaire (MLQ). Potential research participants were instructed by the researcher to initiate contact with the researcher if any concern arose about the information involving their participation in the research study. If no concerns arose, potential research participants were asked to contact the researcher by phone upon completion of the forms to schedule a time to conduct their individual interview session.

Nine of the 10 invited research participants completed all of the necessary forms for participation. One potential research participant was unable to arrange time to participate in the study. A final potential research participant completed each of the

forms, but later requested to not participate in the interview sessions and asked to be removed from the current study altogether.

Prior to scheduling individual interview sessions, the researcher arranged to conduct all interview sessions. Once contacted, the researcher arranged for two interview sessions to be held at a local television station in order to utilize the audio and video equipment at the studio. Research participants were informed they would be participating in an individual interview session which would last between 30 and 90 minutes as well as a focus group interview session prior to the individual interview session. Both the individual and focus group interview sessions were clustered on the same date as the individual interview session for each research participant. Personal experiences in the form of narrative data can be both personal and social in conveying the essence of the educational experiences being explored (Clandinin & Connelly, 2000). For this reason, the two focus group interview sessions were conducted prior to the individual interview session. By conducting focus group interview sessions immediately preceding the individual interview session, the researcher hoped to stir the memory of the research participants by utilizing the collective experiences of the focus group (Creswell, 2015).

As instructed prior to the beginning of the data collection process, research participants were reminded that individual and focus group interview sessions were video and audio recorded for transcription purposes. Each of the interview sessions was video recorded using the video and audio equipment and personnel provided by the Tullahoma Channel 6 News studio. The first set of interviews involved three research participants. Four additional research participants were included in the second set of interviews. One

research participant was unable to arrive in time to join the second set of focus group interviews, but was able to be present for the individual interview.

Once all participants arrived, the owner of the television studio informed the research participants of the interview process from a technical perspective. The researcher conducted the focus group interview protocol. The interview protocol is in Appendix E. The research participants were informed of the purpose of the research study as well as their right to terminate participation in the research study at any time. The research participants were again informed the focus group interview session would utilize a semi-structured emergent design, meaning in addition to the scheduled interview questions, the researcher would ask follow up questions based on the responses given by the participants to add depth and richness to the interview (Creswell, 2015). Prior to the start of each individual interview session, the researcher conducted a similar interview protocol to ensure participants were informed concerning their rights as research study participants. The individual interview protocol is in Appendix F.

Throughout the process of data collection and analysis, the researcher must ensure the data is collected and interpreted accurately (Creswell, 2015). Validating the findings means the researcher determines the accuracy and credibility of the findings through strategic member checking and triangulation. Member checking is the process in which the researcher asks one or more of the research participants in the study to check the data for accuracy. The researcher allowed each of the research participants to member check their individual transcript data prior to publication. According to Creswell (2015), this form of member checking provided triangulation, or corroboration of the data. The researcher has attempted to ensure dependability of the data by admitting researcher

biases and assumptions, as well as acknowledging limitations of the study and by triangulation of the data. By utilizing overlapping methods and in-depth methodological descriptions of the procedures, the researcher is better able to ensure trustworthiness of the data (Creswell, 2015).

Following each interview, the researcher transcribed the interview session.

Because research participants had given written consent, the researcher did not use pseudonyms. To ensure credibility, each research participant was given a copy of their biographical sketch, individual interview session transcript, and focus group interview session transcript for member checking. None of the research participants requested any changes or additions to their interview transcripts.

# **Process of Data Analysis**

The analysis of qualitative data involves engaging in a spiral process that mimics a cyclical pattern as opposed to the more linear approach most often seen in quantitative data analysis (Creswell, 2015). In general, the analysis of qualitative data follows three broad steps within a detailed process or pattern. The process involves preparing and organizing data from various sources such as field notes, video and audio recordings, and images. After data has been organized for analysis, the researcher reduces the data into themes or categories through a process of coding. During the data collection process, when utilizing individual and focus group interviews, it is important to record the words or phrases of the participants verbatim (Yin, 2011). Within the analysis of coding or condensing the data, the researcher identifies text segments or key terms which are labeled to create categories. The final step in the qualitative data analysis process involves representing the data in the form of narrative summaries, charts, graphs, and tables (Creswell, 2015).

The first step in the qualitative data analysis process required the researcher to organize the data. This step required data from various sources and forms be converted into text files such as documents and spreadsheets in an electronic format. For the current research study, the researcher transcribed approximately 20 hours of video and audio data, in addition to artifacts from Professor Stamps and Davidson Academy. The researcher used video recordings for taking notes to add depth and additional insight into the individual and focus group interviews (Creswell, 2015).

The second step in the qualitative data analysis process required the researcher to reduce the data into themes or categories called codes (Creswell, 2015). According to Miles, Huberman, and Saldana (2014), the most important aspect of this step is for the researcher to read the transcriptions in their entirety several times. Creswell (2015) suggests the researcher immerse themselves into the materials through the process of rereading in order to identify the details imbedded within the data. As the researcher identifies recurring and important text phrases and key terms, the researcher in qualitative data analysis will often generate between 10 to as many as 25 codes (Creswell, 2015). Coding is defined as reducing data into meaningful segments, then assigning names for those segments (Creswell, 2015). As codes begin to emerge within the analysis process, the researcher details the codes through creating short phrases that highlight the key concepts and ideas from the data (Yin, 2011). The reflective passages created in the coding process aid the researcher in developing summary notes of the data. Coding involves aggregating the transcript data into smaller categories of information. At this point in the process, Miles et al. (2014) suggest the researcher develop metaphors from the summary notes to help solidify the main ideas and the context from which those

codes arose. Codes can be the information the researcher expected to find before conducting the study, or can represent unexpected information that arises during the analysis process (Creswell, 2015).

From the codes generated by the researcher in the data analysis process, the researcher develops themes. Generally, the themes represent clusters of codes previously generated in the analysis process. In most cases, codes are condensed into at most 10 themes (Creswell, 2015). Themes provide an interpretation in light of the views of perspectives given in the review of literature. Accounting for the frequency of each code is an important consideration for researchers to identify in the analysis process. The current research study generated less than 100 pages of transcription data.

The final step in the qualitative data analysis process involves interpreting the data in order to represent the data in narrative summary form, charts, tables, and graphs (Creswell, 2015). From the themes generated in the data analysis process, the researcher developed detailed descriptions of the themes. The researcher considered both frequency of key terms and text phrases in addition to expected patterns of response from research participants. For the current study, 16 themes arose in the data analysis process that pointed towards a more transformational leadership orientation for Professor Stamps. The 16 themes identified in the current research study were the result of the chain of evidence built through the spiral process of data analysis (Creswell, 2015). The themes for the current research study are represented in the demographic data, tables, and narrative description of the research findings presented in this chapter.

## **Demographic Data**

During the interview process, the researcher divided the research participants into two groups based on age. The first focus group interview session consisted of research participants who attended Davidson Academy during the time period prior to 1950. The second focus group interview session involved research participants who attended Davidson Academy after 1950. One research participant did not complete high school at Davidson Academy. Two additional research participants did not graduate from Davidson Academy due to the integration of the Tullahoma City School System following the 1964-1965 school year. Tables 1 and 2 indicate the age and attendance duration at Davidson Academy. Additionally, Tables 1 and 2 indicate the alumni status of the research participants. Students who graduated from Tullahoma High School following the integration of the Tullahoma City School system are indicated with an asterisk.

Table 1

Focus Group #1-Age, Grades Attended, and Alumni Status

Focus Group #1	Age	Grades Attended	Graduate
Peggy Northcutt	84	K-12	Yes
Lena Hatcher	92	K-10	No
Bill Crutchfield	88	K-12	Yes

Table 2

Focus Group #2-Age, Grades Attended, and Alumni Status

Focus Group #2	Age	Grades Attended	Graduate
Lonnie Norman	74	K-12	Yes
Lamont Snipes	67	K-9	*No
Vivian Hill	68	K-11	*No
Emma Terry	68	K-12	Yes

*Note.* \*Indicates that the research participant graduated from Tullahoma High School following the integration of the Tullahoma City School system.

Seven of the eight research participants went on to attend either a two-year or four-year college following their departure from Davidson Academy. Many attended college later in life as adults. Intellectual stimulation, a key aspect of operationalized transformational leadership behaviors, involves encouraging students to pursue academic goals beyond what may have been previously expected (Creswell, 2015). Table 3 indicates the higher education attainment of the research participants.

Table 3

Higher Education Attainment by Research Participants

Participant	Attend College	College Graduate	Advance Degree
Peggy Northcutt	Yes	No	No
Lena Hatcher	Yes	No	No
Bill Crutchfield	Yes	No	No
Lonnie Norman	Yes	No	No
Lamont Snipes	No	No	No
Vivian Hill	Yes	Yes	Yes
Emma Terry	Yes	Yes	Yes
Jackie Duncan	Yes	No	No

Individual consideration, a key aspect of operationalized transformational leadership behaviors, explains the leader's understanding of the individual needs and abilities of the students. Transformational leaders will then encourage students to pursue activities that are conducive to their individual strengths. Athletic events and activities within the fine arts are specialized activities within a school that promote individual talents and abilities (Bass & Avolio, 2004). Each of the research participants were active participants in extra-curricular activities while attending Davidson Academy.

Participation in extra-curricular activities is a strong sign of a healthy school culture.

Generally, high participation rates in extra-curricular activities signals a strong sense of community and belonging among students in a particular school (May & Sanders, 2013).

Table 4 indicates the involvement of the research participants in fine-arts and athletics at Davidson Academy.

Table 4

Participation in Extra-Curricular Activities while attending Davidson Academy

Participant	Fine Arts	Athletics
Peggy Northcutt	Yes	Yes
Lena Hatcher	Yes	Yes
Bill Crutchfield	Yes	Yes
Lonnie Norman	Yes	Yes
Lamont Snipes	Yes	Yes
Vivian Hill	Yes	Yes
Emma Terry	Yes	Yes
Jackie Duncan	Yes	Yes

Idealized influence is a key aspect of operationalized transformational leadership behavior that utilizes the leader's charisma and positive demeanor to help students develop the confidence to pursue loftier personal goals (Bass & Avolio, 2004). Each of the research participants went on to fulfill Professor Crosby DeWitt (C.D.) Stamps' mission and vision by becoming productive citizens within their communities. Table 5 identifies the profession of the research participants.

Table 5

Primary Career/Profession

Participant	Profession	Additional Profession
Peggy Northcutt	Teacher	
Lena Hatcher	Teacher	
Bill Crutchfield	Teacher	
Lonnie Norman	Skilled Laborer	Mayor of Manchester
Lamont Snipes	Skilled Laborer	Coach
Vivian Hill	H.R. Professional	
Emma Terry	Teacher	Insurance Agent
Jackie Duncan	Information Technology	Alderman/City Council

## **Research Participant Biographical Sketch**

The research participants were selected because of their rich and dense quality of information of the operationalized transformational leadership behaviors exhibited by Professor Crosby DeWitt Stamps. Each of the participants attended Davidson Academy for at least one school year prior to the integration of the Tullahoma City School system, ranging from 1936 through 1964. They provided a wide variety of experiences at Davidson Academy and with Professor Crosby DeWitt (C.D.) Stamps. Two of the research participants were not only alumni of Davidson Academy, but also had children who attended and graduated from Davidson Academy. In addition to the expansive time period encompassed within the collective group of research participants, a number of participants attended both Davidson Academy and Tullahoma High School following integration in 1964. The experience of being a student at both high schools gave many of the participants a more nuanced perspective of the leadership behaviors of Professor Stamps. Participants were interviewed using a semi-structured emergent design.

#### Mr. Jackie Duncan

Mr. Jackie Duncan is a 1963 graduate of Davidson Academy. A native of Tullahoma, Tennessee, Jackie was born in November 1945 at the Camp Forrest Army Base. He is the son of Paul and Mabel Duncan. While Mrs. Duncan served as a domestic most of her adult life, Jackie's father worked at the local Coca Cola bottling plant. Shortly after graduating from Davidson Academy, Mr. Duncan began his career in the information technology field as a data manager, eventually serving as a senior associate engineer. Prior to beginning his professional career, Jackie attended both Tennessee State University, in Nashville, Tennessee, and Motlow State Community College in Lynchburg, Tennessee. Today Mr. Duncan serves as a County Commissioner

and City Alderman for the City of Tullahoma. In addition to his civic responsibilities, Mr. Duncan has enjoyed a career as an author and poet. Mr. Duncan currently lives in Tullahoma where he serves as a deacon at Mt. Zion Missionary Baptist Church.

## Mrs. Peggy Northcutt

Mrs. Peggy Northcutt began attending Davidson Academy in 1936 as a primer grade student. During her time as a student at Davidson Academy, Mrs. Northcutt served as an office assistant and student leader. Following her graduation, Mrs. Northcutt would go on to further her education at Fisk University and Tennessee State University. Mrs. Northcutt spent a majority of her professional adult life in education, a decision heavily influenced by Professor and Mrs. Stamps. Mrs. Northcutt spent 28 years as a classroom teacher at the lower grade level. She also wrote for the local newspaper as a columnist focusing on the African American community in and around Tullahoma. Mrs. Northcutt hosted a local radio show, one of the first African Americans to serve in that capacity in the area, and is the unofficial historian for the African American community in the Tullahoma area. Her passions for Davidson Academy and her relationship with the Stamps family gave her a unique perspective on the history and heritage of Davidson Academy and the African American community in the Southern Middle Tennessee region. Today, Mrs. Northcutt lives in Tullahoma and remains an active member of Mt. Zion Missionary Baptist Church in Tullahoma.

#### Mrs. Vivian Hill

Mrs. Vivian Sims Hill was a member of the first integrated graduating class of Tullahoma High School. Prior to graduating from Tullahoma High School, Mrs. Hill attended Davidson Academy. Mrs. Hill's parents were Mr. Richard Sims, who worked as

a brick mason and laborer in Tullahoma and Mrs. Mildred Sims, who worked for the Life Care Center of Tullahoma. Both of Mrs. Hill's parents moved to Tullahoma after being born and raised in South Pittsburgh, Tennessee. Mrs. Hill was born November 2, 1947 and has been a lifelong resident of Tullahoma. Mrs. Hill has one sibling, a sister, Selena Bernice Sims. While a student at Davidson Academy, Mrs. Hill lettered as a member of the basketball team and participated in creating the school newsletter. Following graduation from Tullahoma High School in 1965, Mrs. Hill went on to attend both Tennessee State University and Middle Tennessee State University. Mrs. Hill graduated from Tennessee State University in 1969 with a Bachelor's degree in Business Administration, and earned a Master of Business Administration (MBA) degree from Middle Tennessee State University in 1977. Mrs. Hill spent a majority of her professional career working in the Human Resources department of the Arnold Air Force Base in Tullahoma. Mrs. Hill, now widowed, is retired and continues to reside in Tullahoma.

#### Mr. Lonnie Norman

Mr. Lonnie Norman currently serves as the mayor of the City of Manchester, a neighboring town to Tullahoma in Coffee County. Mayor Norman is a lifelong resident of Manchester, Tennessee. He was born in March of 1941 to Mr. Jim and Mrs. Matilda Norman, both of Manchester. Mayor Norman is a 1959 graduate of Davidson Academy. The Norman family demonstrated a considerable dedication to education as Mayor Norman and his three siblings, Oscar, Carl, and Zeda Norman all attended Davidson Academy. While attending Davidson Academy, Mayor Norman was active in a number of sports and extracurricular activities. Following graduation from Davidson Academy,

Mayor Norman worked at the Arnold Engineering and Development Center located at the Arnold Air Force Base. Currently, Mr. Norman is serving his second term as mayor of Manchester, Tennessee.

## Mr. Lamont Snipes

Coach Lamont Snipes, as he is known throughout the city of Tullahoma, attended Davidson Academy through his freshmen year in high school, at which point the Tullahoma City School System was integrated. Coach Snipes was born in 1948 to John Snipes, a railroad worker in Tullahoma, and Virginia Snipes who worked for the Wilson Golf Plant, also in Tullahoma. Coach Snipes had two siblings who also attended Davidson Academy prior to integration. Coach Snipes is a lifelong resident of Tullahoma. He excelled as a member of the basketball and football teams at Davidson Academy. Following integration, Coach Snipes became a member of the Tullahoma High School basketball program. Following graduation from Tullahoma High School, Coach Snipes worked for over four decades as a Test Facility Craftsman Pipefitter (lead) at the Arnold Air Force Base. In addition to his work as a pipefitter, Coach Snipes served as a basketball and softball coach in the Tullahoma City School System. Coach Snipes has been married for 28 years to Mrs. Glenda Darlene Snipes. The couple has two daughters. Even after retirement from the Air Force base, Coach Snipes continued to work within the Tullahoma City School system as the Head Bowling coach at Tullahoma High School.

## Mrs. Emma Terry

Mrs. Emma Louise Terry is a 1964 graduate of Davidson Academy, the final graduating class of the historic school. A native of Fayetteville, Tennessee, Mrs. Terry

was born on March 21, 1947 to Mr. Emmett and Mrs. Estelle Terry. Emmett Terry, Sr. worked as a railroad laborer, while Mrs. Estelle Terry served as a domestic. Mrs. Terry has three siblings, Minnie Sue, James, and Emmett, Jr. Two of Mrs. Terry's siblings were also graduates of Davidson Academy. During her time as a student at Davidson Academy, Mrs. Terry participated on the school's basketball team and the cheerleading squad. Mrs. Terry was elected by her peers as Homecoming Queen. Following graduation from Davidson Academy, Mrs. Terry attended Tennessee State University in Nashville, Tennessee, where she received her Bachelor of Science degree in 1968. Mrs. Terry followed up her stellar academic career at Tennessee State with a 30-year career in the education profession as a classroom teacher in the state of Michigan. Within her 30-year teaching career, Mrs. Terry served as a school librarian. In 1974, Mrs. Terry completed her Master of Arts Degree from Western Michigan University. Following retirement from teaching, Mrs. Terry returned home to Tullahoma where she currently serves as a funeral assistant and insurance agent.

#### Mrs. Lena Hatcher

Mrs. Lena V. Hatcher attended Davidson Academy from kindergarten through 10th grade before leaving school to join the work force. Mrs. Hatcher is a native of Tullahoma, Tennessee, and has served as an usher at Mt. Zion Missionary Baptist Church in Tullahoma since she was a little girl. Mrs. Hatcher's parents, Mr. Simon P. and Mrs. Laura H. Williams, served the Tullahoma community with Mr. Williams working on the local railroads while Mrs. Williams worked as a stay-at-home mom. Mrs. Hatcher is one of three children in her family who attended Davidson Academy. Her sisters, Willene D. Hatcher and Jeanette B. Southern, both attended Davidson Academy. Following her time as a student at Davidson Academy, Mrs. Hatcher served 23 years as a staff member at

Snow White Laundry, followed by a two-year stint as an employee of the State of Tennessee. Today, Mrs. Hatcher, 92 years old, continues to function as an usher at Mt. Zion Missionary Baptist Church, all the while enjoying retired life.

## Mrs. Willie Mae Crutchfield

Mrs. Willie Mae Crutchfield is a 1946 graduate of Davidson Academy. A native of Tullahoma, Mrs. Crutchfield was born on August 23, 1927 in Tullahoma. Mrs. Crutchfield is the daughter of William and Alease Maupin. As a young girl, Mrs. Crutchfield's father worked at Dixie Flyer, while her mother worked at Snow White Laundry in Tullahoma, and served as a maid for local families. As a student at Davidson Academy, Mrs. Crutchfield participated in the school's Glee Club, Chorus, and ladies basketball team. After graduating from Davidson Academy, Mrs. Crutchfield attended Tennessee State University. She returned to the Southern Middle Tennessee region to complete additional course work at Motlow State Community College in nearby Lynchburg, Tennessee. Mrs. Crutchfield began her professional career at the Tullahoma Day Care where she served for 26 years. She married Mr. James Crutchfield, Sr. and the two were married for 46 years. The couple had six children, all of whom would later attend the Tullahoma City School system. Mrs. Crutchfield and her family have worshiped at Mt. Zion Missionary Baptist Church in Tullahoma for many years, where she currently serves on the Mothers' Board. Following her retirement from the Tullahoma Day Care, Mrs. Crutchfield served faithfully as a door greeter at the local Wal-Mart.

## **Research Findings**

In order to answer each of the primary research questions for this study, individual and focus group interviews were conducted. The research participants, eight former students of Professor Crosby DeWitt (C.D.) Stamps, provided a varied set of experiences from which the researcher was able to develop a strong understanding of the operationalized transformational leadership behaviors of Professor Stamps. In both individual and focus group interview sessions, the researcher sought to gain information from the perspectives of former students of Davidson Academy regarding the operationalized transformational leadership behaviors of Professor Stamps during his tenure as principal from 1924-1966. By analyzing the words of research participants verbatim, the researcher was able to develop a deep understanding of the thoughts and perspectives of the research participants (Yin, 2011).

## **Research Question 1**

From the perspective of former students of Davidson Academy, what were the operationalized transformational leadership behaviors of Professor Crosby DeWitt (C.D.) Stamps during his tenure as principal of the school from 1924-1966?

When asked about their experiences with Professor Stamps, with respect to the four major aspects of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individual consideration—seven major themes arose from the data analysis process. In the data analysis process, the researcher identified key terms and word phrases for the interview sessions to generate the theme data.

#### Idealized influence themes.

- Professor Stamps would go beyond self-interest for the good of the students of Davidson Academy.
- 2. Professor Stamps considered the moral and ethical consequences of decisions and encouraged students to do the same.

## Inspirational motivation themes.

- Professor Stamps spoke positively about the possibilities for the students' future accomplishments.
- 4. Professor Stamps expressed confidence that goals would be achieved for the students and the school.

#### Individual consideration themes.

- Professor Stamps spent time as a teacher and mentor for the students of Davidson Academy.
- 6. Professor Stamps considered each individual's needs and abilities.

#### Intellectual stimulation theme.

7. Professor Stamps taught different perspectives and approaches when solving problems.

## **Research Question 2**

From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor C.D. Stamps affect the academic achievement of students at Davidson Academy?

In response, research participants described their experiences and revealed the following findings.

- Professor Stamps raised the level of expectation from an academic perspective for the students of Davidson Academy.
- Professor Stamps monitored the academic progress of students at Davidson Academy.

## **Research Question 3**

From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor C.D. Stamps affect the school culture of Davidson Academy?

In response, research participants described their experiences and revealed the following findings.

- Professor Stamps encouraged participatory leadership among the faculty and staff of Davidson Academy.
- 2. Professor Stamps created programs to develop a set of shared rituals for the students and faculty of Davidson Academy.
- Professor Stamps emphasized the importance of taking pride in the facility at Davidson Academy as a source of pride for the community.

## **Research Question 4**

According to research participants, to what degree did Professor C.D. Stamps exhibit transformational leadership behaviors as determined by the Multifactor Leadership Rater Questionnaire (MLQ)?

In response, research participants described their experiences and revealed the following findings.

- Professor Stamps mean score of 3.48 on the multifactor leadership
  questionnaire indicated he exhibited idealized influence more than 60% of the
  MLQ population.
- Professor Stamps mean score of 3.53 on the multifactor leadership
  questionnaire indicated he exhibited inspirational motivation more than 80%
  of the MLQ population.
- Professor Stamps mean score of 3.13 on the multifactor leadership questionnaire indicated he exhibited individual consideration more than 60% of the MLQ population.
- Professor Stamps mean score of 2.92 on the multifactor leadership
  questionnaire indicated he exhibited intellectual stimulation more than 60% of
  the MLQ population.

The following statements are the comments of the eight researcher participants in the current research study.

#### **Idealized Influence**

Operationalized transformational leadership behaviors are characterized by the leader exhibiting leadership behaviors within the four key aspects of transformational leadership (Bass & Avolio, 2004). Idealized influence is a key aspect of transformational leadership that is characterized by the leader putting the needs and desires of the school, faculty, and staff ahead of his own self-interest. Through the interview process, research participants expressed that Professor Crosby DeWitt (C.D.) Stamps exhibited idealized influence through statements involving character, role-model, community, morals, and standards. Professor Crosby DeWitt (C.D.) Stamps would go beyond self-interest for the

good of the students of Davidson Academy. During the interview process, each of the eight research participants used terms such as selflessness and integrity to describe Professor Crosby DeWitt (C.D.) Stamps approach towards others.

During his individual interview Mr. Duncan stated:

I can visualize him walking down the halls now. It seemed like he was always top of the day with a smile on his face, and his presence alone spoke to the level of pride and high expectation being placed on us. He had a very happy attitude and that just rubbed off on us all, I think, in a lot of ways. He always instilled in us a sense of pride that we have to do better, and that stuck with me for all my life and many of us. He expected us to do more than 100%.

Another research participant, Mrs. Terry, explained:

I was really proud of the fact that, once you attended Davidson Academy, you were very well prepared for life after school. I didn't realize that until my teen years. By the time I got to college, I could tell that that hard work and determination instilled in us by Professor Stamps was paying off.

Coach Snipes mentioned during the second focus group interview:

Professor Stamps and all the teachers always instilled pride in us. Professor Stamps was like a father to all the children. We knew that he was the principal but he was also like a father because he was a healthy and strong person.

In the interview process, six of the eight researcher participants indicated that Professor Crosby DeWitt (C.D.) Stamps considered the moral and ethical consequences of decisions and encouraged students to do the same. Mrs. Crutchfield stated:

We (the students of Davidson Academy) all had the mentality that we were going to stand for what was right morally and spiritually, because that's what was expected of us by our parents and by Professor Stamps. He (Professor Stamps) was an upstanding citizen. He was an outstanding leader. He was a man of integrity. He made you feel good about yourself. He carried himself upright and encouraged us to consider the consequences of our actions before we made decision.

## **Inspirational Motivation**

Inspirational motivation is another key aspect of operationalized transformational leadership behaviors that focus on the leader's ability to motivate individuals within the school to achieve a set of shared goals. In the analysis process to explore the degree to which Professor Stamps exhibited behaviors attributed to inspirational motivation (Bass & Avolio, 2004), the researcher scanned the data for terms or phrases such as future, goals, college, and achievement. Professor Stamps spoke positively about the possibilities for the student's future accomplishments. Mrs. Northcutt mentioned:

Professor Stamps was always moving the students of Davidson Academy forward. He was building your confidence. He was preparing you for the future. We actually had a club that emulated a fraternity and sorority, so that when we went off to college we would know how to participate. He built confidence, he gave encouragement, and he was always pushing.

During the first focus interview session, Mrs. Crutchfield stated:

He wanted all students, regardless of what grade you were in to achieve, from high school students all the way down to grammar school students. He would always talk about it. "You want to get ahead. You have to have an education."

He showed a lot of interest in the students. It wasn't just a job to him.

Mrs. Hill stated in the first focus group interview session:

They (the faculty at Davidson Academy) were sending us into the world and we would have to cope. The world doesn't owe you anything. That was what we were taught; the world doesn't owe you anything and you have to be prepared to be able to cope.

Mr. Norman mentioned during the second focus group interview session:

Most of the students wanted to be like Professor Stamps, they wanted to grow up to be like him. He talked to us quite a bit, as a group. He would always mention things we should do and how we should live our lives. He always talked to us about our future.

Professor Crobsy DeWitt (C.D.) Stamps expressed confidence that goals would be achieved for the students and the school, which according to Bass and Avolio (2004) is an indicator of the leader exhibiting behaviors associated with inspirational motivation. Mrs. Terry stated in her individual interview session: "Economically, we were all about in the same boat. My mother was a domestic. It didn't make any difference to us. Everybody was on the same playing field. They made us all feel equal." Mrs. Northcutt mentioned during her individual interview:

Professor Stamps taught different perspectives and approaches when solving problems. Professor Stamps spent time as a teacher and mentor for the students of Davidson Academy. Professor Stamps built all this confidence, and gave me a lot of opportunities; he was a mentor to many of us. He pushed me to help me

become what I did. I'm confident, I don't mind talking, and I stand for what I believe in. We were taught to respect our elders. He also taught us to respect one another and the property of other people.

Mrs. Terry mentioned in the first focus group interview session:

We were always told that we were special by Professor Stamps and all of our teachers and coaches at Davidson Academy. You are special because you are you. Because of Professor Stamps, I wanted to be a person children could look up to. I wanted to be like him.

#### **Individual Consideration**

From the standpoint of individual consideration, a key aspect of operationalized transformational leadership behavior, leaders must utilize their time mentoring and teaching faculty and students (Bass & Avolio, 2004). Each of the eight research participants recalled instances where Professor Stamps considered their individual needs and abilities during their interactions. Mrs. Crutchfield stated:

Well, they always kept up with what we were doing, and that's mainly because we all lived in the same area of town. Knowing what everyone was doing helped us realize how much bigger the Davidson Academy family was and how we fit into the bigger picture in the community. They (Professor and Mrs. Stamps) knew if someone was sick in our family, our family conditions and situations, and what was needed for each student. He wanted to make sure that they made it.

#### Mrs. Northcutt mentioned:

Professor Stamps had a personal relationship with everybody at Davidson

Academy and that included our parents and family members. He knew

everybody's name. Not only did he know our names, but he knew our families and that was a good thing because it reminded us that we were part of something bigger than ourselves. We were a part of something special at Davidson Academy.

#### **Student Achievement**

Operationalized transformational leadership behaviors have a positive impact on student achievement (Fenn & Mixon, 2011). In analyzing the degree to which Professor Stamps affected the academic achievement of the students of Davidson Academy, the researcher searched the research data for words or phrases concerning academic achievement such as academics, grades, college, graduation, and academic goals. Professor Stamps raised the level of expectation from an academic perspective for the students of Davidson Academy. Coach Snipes mentioned in the second focus group interview session:

The last thing he said to me was, the times are swiftly changing and you must be able to change with the times. That's why we were pushed so hard. He (Professor Stamps) taught us how to take nothing academically and build something out of it, something that we would be proud of.

## According to Mrs. Crutchfield:

He encouraged us to set our academic goals high and work to meet them. He taught us that there would be times when we would be knocked down but he encouraged us to get up and keep on pushing. Professor Stamps would tell the students, "You must be prepared academically so that when the door of opportunity comes open to walk through that door."

Professor Stamps monitored the academic progress of students at Davidson Academy.

Mrs. Hill stated, "They (the faculty at Davidson Academy) didn't let you move on to the next grade until you really understood the materials. All children were treated the with respect and dignity. Professor Stamps wanted each of us to succeed." Mrs. Terry mentioned:

I remember him saying to me, "You're going to go far. You have that potential and I expect you to do well." He said, "When you go to college, I expect to hear good things from you." I knew he meant it. You know some people say things and you know they don't mean it, but I knew he meant it. When he said, "I'll be expecting to hear good things about you, I knew he meant that."

#### **School Culture**

School culture is evidenced by values and norms between teachers and students, for the purpose of improving student learning (Cavanagh, 1997). To explore the degree to which Professor Stamps affected the school culture of Davidson Academy, the researcher analyzed the data for terms such as program, activity, and rituals. Professor Stamps encouraged participatory leadership among the faculty and staff of Davidson Academy. Mr. Norman mentioned:

They were decent people who lived by the things they were teaching us. They walked the walk, which reinforced the things we were being taught at home by our parents. The teachers at Davidson Academy expected you to work hard. We knew that the world didn't owe us anything, and the world wouldn't give us anything that we didn't work for. We were expected to be leaders.

Mrs. Hill stated, "The teachers wanted to make sure we had the same opportunities that other students had academically, that the other races had. He tried to make sure that we stayed on track." Professor Stamps created programs to develop a set of shared rituals for the students and faculty of Davidson Academy. Mr. Duncan stated in his individual interview session:

I have old pictures of old school dances where the parents got together at the school and they had little dances, kind of like a square dance. I forget the details about them because I was very young but my dad was an avid photographer and he took pictures of everybody, everywhere, and that something I thrive on now is going back and looking at those old pictures. I remember seeing pictures of them dancing in the school auditorium. That really stood out to me. I remember the school plays, that I have pictures of from my dad, with Professor Stamps right in the middle of all of it.

Mrs. Northcutt mentioned, "We actually had a club that emulated a fraternity and sorority: freshmen, sophomore, junior, senior club, so that when we went off to college we would know how to participate in a sorority or fraternity."

The conditions of the physical building and facilities of a school are important indicators of the level of pride and culture within the school (Herndon, 2007). Professor Stamps emphasized the importance of taking pride in the facility at Davidson Academy as a source of pride for the community. Mrs. Northcutt mentioned in her individual interview session, "We were told, 'This is your building, take pride in your building.' If we went through the hallways and there was a piece of paper on the floor, you don't just

pass it, you pick it up." Mrs. Terry mentioned during the first focus group interview session:

You didn't write on the walls at Davidson Academy, you didn't throw trash on the ground at Davidson Academy, you didn't walk on the front lawn at Davidson Academy because we were taught to respect and take care of things.

## **Multifactor Leadership Questionnaire**

The Multifactor Leadership Questionnaire (MLQ) has been the principle means by which researchers have been able to reliably differentiate effective leadership behaviors and ineffective leadership behaviors (Bass & Avolio, 2004). The MLQ has been utilized for over 25 years and has been used in research projects in over 30 countries (Bass & Avolio, 2004). According to the MLQ-5x Manual published by Mind Garden which the researcher obtained written consent to utilize, raters respond to the frequency or to what degree they observed the focal leader engaged in 32 specific behaviors (Bass & Avolio, 2004). The permission letter is in Appendix G. The multifactor leadership questionnaire is a five point Likert type scale rating the frequency of observed leadership behaviors. Each of the eight research participants completed the multifactor leadership questionnaire on Professor Stamps. The results for the multifactor leadership reflect the frequency of observed behaviors in comparison to a normed population (Bass & Avolio, 2004). The results indicate the leadership behaviors on a continuum from more *laisse*faire to more transformational. The MLQ Manal suggests comparing the average results in each key aspect of transformational leadership to the normed population (Bass & Avolio, 2004).

Professor Crosby DeWitt (C.D.) Stamps' mean score on the multifactor leadership questionnaire was 3.48 indicating he exhibited idealized influence more than 60% of the MLQ population. Based on the normed population results given in the MLQ Manual, Professor Stamps exhibited the idealized influence aspect of transformational leadership more frequently than 60% of the normed population of leaders. Professor Crosby DeWitt (C.D.) Stamps' mean score of 3.53 on the multifactor leadership questionnaire indicate he exhibited inspirational motivation more than 80% of the MLQ population. Professor Crosby DeWitt (C.D.) Stamps' mean score of 3.13 on the multifactor leadership questionnaire indicated he exhibited individual consideration more than 60% of the MLQ population. Based on the normed population results given in the MLQ Manual, Professor Stamps exhibited the individual consideration aspect of transformational leadership more frequently than 60% of the normed population of leaders. Professor Crosby DeWitt (C.D.) Stamps' mean score of 2.92 on the multifactor leadership questionnaire indicate that he exhibited intellectual stimulation more than 60% of the MLQ population.

Table 6 shows the mean and standard deviation for each of the four key aspects of transformational leadership on the Multifactor Leadership Questionnaire for Professor Stamps as rated by eight research participants. The mean scores for the four aspects of transformational leadership ranged from 2.92 (SD = 1.22) to 3.53 (SD = .56). The findings indicate the participants observed Professor Crosby DeWitt (C.D.) Stamps exhibiting operationalized transformational leadership behaviors at higher than the mean on three of four aspects of transformational leadership and at the mean in the remaining key aspect. Using the MLQ Manual (Bass & Avolio, 2004), Professor Stamps' mean score of 2.92 in the Intellectual Stimulation aspect placed his leadership behaviors in the

50th percentile of the normed population. Professor Stamps' mean score of 3.48 for Idealized Influence (Behavioral) placed him in the 60th percentile of the normed population. Professor Stamps' mean score of 3.53 in the Inspirational Motivation aspect of transformational leadership placed his mean score at the 80th percentile of the normed population according to the MLQ Manual (Bass & Avolio, 2004). In the Individual Consideration aspect of transformational leadership, Professor Stamps' mean rater score of 3.13 was in the 60th percentile of the normed population.

Table 6
Summary of Transformational Leadership Scores on the MLQ-5x (N = 8)

Leadership Aspect	Mean	Standard Deviation	Percentile
Intellectual Stimulation	2.92	1.22	50
Idealized Influence	3.48	0.72	60
Inspirational Motivation	3.53	0.56	80
Individual Consideration	3.13	1.11	60

*Note.* Instrument utilized a 5-point Likert scale ranged from 0 = Not at All to 4 = Frequently

## **Conclusion**

The purpose of this mixed-method study was to explore the degree to which Professor C.D. Stamps exhibited transformational leadership behaviors. Based on the interview responses from research participants and the results of the multifactor leadership questionnaire (MLQ-5x), Professor Stamps exhibited transformational leadership behaviors as defined by Bass and Avilio (2004). During his tenure as principal at Davidson Academy, participants experienced each of the four key aspects of operational transformational leadership behaviors. As a principal, Professor Stamps exhibited idealized influence behaviors, inspirational motivation, individual consideration, and intellectual stimulation.

# CHAPTER 6. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS Introduction

An examination into the leadership practices of an educational leader who exhibited transformational leadership behaviors contributes significantly to the literature on educational leadership by providing scholars and practitioners with a detailed, descriptive account of how the concept of transformational leadership is operationalized within a school setting. The information gained from the current study can also provide educational leaders with insight about the "interplay between the person as a leader and the interactive organization that follows" (Levinson & Rosenthal, 1984, p. 6). The current researcher was able to uncover the complexity surrounding the understanding of leadership effectiveness in a way that will benefit practitioners and researchers (Creswell, 2015). This chapter begins with a summary of the study. Following the brief summary of the current study, the chapter is a review of the research design and a brief summary of the findings. The next section of the chapter includes an interpretation of the results, shows limitations of the current study, and presents implications of the study for current educational leadership practitioners. The final section of the chapter includes

## **Summary of Study**

The purpose of this mixed-method study was to explore the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966. The researcher explored how those leadership behaviors influenced student academic achievement and school culture, as experienced by former students of Davidson

Academy. It is the belief of the researcher that an examination of this kind contributes significantly to the literature on educational leadership by providing scholars and practitioners with detailed, descriptive information about how the concept of transformational leadership was operationalized. The information gained from this study can also provide educational leaders with insight about the "interplay between the person as a leader and the interactive organization that follows" (Levinson & Rosenthal, 1984, p. 6).

A great concern for practitioners remains the legitimacy of the knowledge base supporting school leadership and the appropriateness of programs for preparing future educational leaders (Murphy, 2002). The responsibilities of the school principal are complex, challenging, disjointed, and often incoherent (Cook, 2014). Researchers have concluded operationalized transformational leadership behaviors result in academic success for students and attribute to leader effectiveness (Ergle, 2012). Transformational leadership is the ability to get people to want to change, improve, and be led. According to Balyer and Ozcan (2012), the most successful school leaders in the future will operationalize transformational leadership behaviors. High-quality, sustainable educational leadership is essential to the continued growth and development of schools (Cook, 2014). Researchers have concluded that school leadership and student outcomes are connected.

The current study contributes significantly to the literature on educational leadership by providing scholars and practitioners with detailed, descriptive information about how operationalized transformational leadership behaviors in a specific school setting positively affected students' academic performance and school culture. The

information presented in the research study will be particularly useful for current and future educators who are interested in increasing their effectiveness as leaders and practitioners. The current study provided a detailed description of the operationalized transformational leadership behaviors of Professor Stamps and how his former students experienced those behaviors.

The literature review associated with the current study focused on issues surrounding the operationalized transformational leadership behaviors within the educational setting. The structure of the literature review was organized into the following sections (a) brief history of leadership research, (b) servant leadership, (c) educational leadership, (d) the impact of leadership on student academic achievement, (e) the impact of leadership on school culture, (f) transformational leadership, (g) idealized influence, (h) inspirational motivation, (i) individualized consideration, (j) intellectual stimulation, and (k) 20th century African American leadership.

According to Creswell (2015), narrative research design describes the experiences of individuals, while enabling the researcher to collect and tell stories about peoples' experiences. Narrative researchers collect stories from individuals and retell their stories in a particular framework. The researcher utilized a mixed-methods research design for the current study. Mixed-methods research provides a better understanding of the research problem than either type of research methodology alone can provide (Yin, 2011). Researchers suggest the combination of in-depth case studies using an instrument that creates a new style of research, coupled with the integration of research methodologies within a single study, helps build an in-depth understanding of the phenomena (Creswell, 2015). In order to gain a better understanding of the answers to

the primary research questions, the researcher conducted semi-structured interviews, both with individuals and with focus groups. Additionally, the researcher utilized the Multifactor Leadership Questionnaire (MLQ) to determine the frequency of observed operationalized transformational leadership behaviors from Professor Crosby DeWitt (C.D.) Stamps. The questionnaire was administered to eight former students of Professor Stamps. In a typical qualitative research study, the number of participants can vary between one to 10 participants (Miles et al., 2014). The number of participants is normally determined by the level of depth and complexity provided by the participants (Creswell, 2015). To address issues of validity and reliability, triangulation through member checking was conducted. The primary research questions included:

- From the perspective of former students of Davidson Academy, what were the
  operationalized transformational leadership behaviors of Professor Crosby
  DeWitt (C.D.) Stamps during his tenure as principal of the school from 19241966.
- 2. From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor Crosby DeWitt (C.D.) Stamps affect the academic achievement of students at Davidson Academy?
- 3. From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor Crosby DeWitt (C.D.) Stamps affect the school culture of Davidson Academy?

4. According to research participants, to what degree did Professor Crosby

DeWitt (C.D.) Stamps exhibit transformational leadership behaviors as

determined by the Multifactor Leadership Rater Questionnaire (MLQ)?

In Chapter 4 of the current study, the researcher developed a social context for the reader
in order to provide the appropriate paradigm through which to understand the leadership
behaviors of Professor C.D. Stamps. The researcher also examined a number of
significant social, cultural, and academic experiences that had an effect on Professor
Stamps, and consequently, the leadership paradigm utilized during his four-decade tenure
as principal of Davidson Academy. Chapter 4 explored major social, cultural, and
academic issues that arose during Professor Stamps' life and tenure as principal of
Davidson Academy. Chapter 4 began with an examination of events that took place in
Professor Stamps early life such as his family's move from rural Southern Middle
Tennessee in the late 1800s west to the Oklahoma region.

During this time period, growth and opportunity abounded for African Americans through the development of the Greenwood district in Tulsa, Oklahoma, known as Black Wall Street. Following his move back to Tennessee to attend high school and college at Roger Williams College, Professor Stamps experienced the transformative intellectual renewal developed during the Harlem Renaissance. Professor Stamps' time in Nashville at Roger Williams College provided him a strong intellectual foundation, as well as a sense of social responsibility. Professor Stamps was influenced by the leadership of Dr. Benjamin E. Mays, president of Morehouse College. During his time as principal of Davidson Academy, Professor Stamps' leadership practices were influenced by major social issues such as the landmark Supreme Court *Brown vs. Topeka Board of Education* 

case, and the integration of educational institutions in the south that took place in Clinton, Tennessee. Chapter 4 provided the reader with a brief history of Tullahoma, Tennessee, and the establishment of the Tullahoma City School system in order to help the reader gain a better understanding of what the professional life of Professor Stamps was like.

## **Summary of Findings**

The findings given illustrate common themes that emerged from responses by the research participants to the research questions asked during interview sessions. The findings of the current study included both a summary of the data collection process and brief biographical sketches of the research participants. Chapter 5 of the current study presented data gathered from the research participants concerning the primary research questions. Throughout the data analysis, the researcher uncovered 16 major themes centered around the four key aspects of operationalized transformational leadership behaviors. The research participants observed these behaviors in Professor Stamps during their time as students at Davidson Academy.

#### **Research Ouestion 1**

From the perspective of former students of Davidson Academy, what were the operationalized transformational leadership behaviors of Professor C. D. Stamps during his tenure as principal of the school from 1924-1966?

According to the results gathered from the research participants' interviews concerning the operationalized transformational leadership behaviors within the four key aspects of transformational leadership as defined by Bass and Avolio (2004), Professor Stamps exhibited transformational leadership behaviors in each of the four key aspects. Two major themes arose from the perspective of idealized influence. According to research participants, Professor Stamps would go beyond self-interest for the good of the

students of Davidson Academy. Research participants also stated Professor Stamps considered the moral and ethical consequences of decisions and encouraged students to do the same. In terms of inspirational motivation, Professor Stamps spoke positively about the possibilities for the students' future accomplishments. Professor Stamps also expressed confidence goals would be achieved for the students and the Davidson Academy. From the perspective of intellectual stimulation, the third key aspect of transformational leadership behavior, Professor Stamps taught different perspectives and approaches when solving problems according to eight of his former students at Davidson Academy. Professor Stamps spent time as a teacher and mentor for the students of Davidson Academy in addition to giving consideration for each individual's needs and abilities within the school. These traits characterize Professor Stamps operationalized behaviors within the individual consideration aspect of transformational leadership behaviors.

## **Research Question 2**

From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor C.D. Stamps affect the academic achievement of students at Davidson Academy?

The importance of student academic achievement cannot be overstated within the educational arena. Educational leaders must focus on student achievement as the primary goal of leadership (Herndon, 2007). Research findings indicated the transformational leadership practices of Professor Stamps resulted in the academic success of students and attributed to leader effectiveness. Two themes emerged during the analysis of data for the current study. According to research participants, Professor Stamps raised the level

of expectation from an academic perspective for the students of Davidson Academy. The second major theme from an academic achievement perspective was how Professor Stamps monitored the academic progress of students at Davidson Academy.

## **Research Question 3**

From the perspective of former students of Davidson Academy, how did the operationalized transformational leadership behaviors of Professor C.D. Stamps affect the school culture of Davidson Academy?

Prior to Professor Stamps' arrival at Davidson Academy, there was little culture to speak of. Most African American students within the county did not pursue education beyond the elementary or middle school levels. In the rare exception, those students who did have a desire to pursue high school education in Tullahoma prior to Professor Stamps' arrival did so away from home. According to Herndon (2007), school culture can be defined as learned assumptions that are shared by group members as they solve problems. School culture is defined as a set of values, beliefs, feelings, and artifacts that are created, inherited, shared, and transmitted within one group of people that, in part, distinguish that group from others (Herndon, 2007). A positive school culture is important because it empowers teachers to feel optimistic about their work, and it allows students to become more motivated academically (Hill, 2007). According to research participants, three major themes were uncovered during the analysis process for the current research study. First, Professor Crosby DeWitt (C.D.) Stamps encouraged participatory leadership among the faculty and staff of the school. Second, Professor Stamps created programs to develop a set of shared rituals for the students and faculty of

Davidson Academy. Last, Professor Stamps emphasized the importance of taking pride in the facility at Davidson Academy as a source of pride for the community.

## **Research Question 4**

According to research participants, to what degree did Professor Crosby DeWitt (C.D.) Stamps exhibit transformational leadership behaviors as determined by the Multifactor Leadership Rater Questionnaire (MLQ)?

According to Bass and Avolio (2004), the multifactor leadership questionnaire has been used in a number of fields to study transformational leadership behaviors. For over 25 years, the multifactor leadership questionnaire has been the principle tool used by researchers to differentiate effective leaders across a spectrum of fields. According to research, in comparison to other measures of leadership behaviors, operationalized transformational leadership behaviors had the strongest and most positive impact on the performance of subordinates regardless of field of expertise (Bass & Avolio, 2004).

By definition, transformational leadership is a process by which the leader exhibits the ability to influence the awareness of followers of what is most important. The MLQ focuses on individual leadership behaviors observed by followers within any organization. The MLQ assesses the perceptions of leadership behaviors from within the organization. The MLQ measures leadership components on the full range leadership spectrum. The MLQ is an individualized report that provides an in-depth summary of the frequency of the behaviors of the leader as perceived by members of the organization. The scale utilized by the multifactor leadership questionnaire measures the frequency of leadership behavior exhibited by the organizational leader as experienced by other members within the organization (Bass & Avolio, 2004). In comparison to the normed

population of the Bass and Avolio (2004) MLQ, each of the full range leadership behaviors is measured including the four key aspects of transformational leadership.

According to Bass and Avolio (2004) the nationally normed population consisted of 27,285 members. In comparison to normed population from the multifactor leadership questionnaire, research participants indicated Professor Stamps exhibited operationalized transformational leadership behaviors more frequently than 60% of the leadership population in each of the four key aspects of transformational leadership.

#### Limitations

Due to a number of factors, there are some limitations associated with the current research study. The first limitation was the number of research participants involved in the study. While the number of research participants in qualitative research design typically ranges from one to 10 participants, a larger participant pool might add depth to the data gathered (Creswell, 2015). A second limitation identified within the current study is the number of research participants who completed the multifactor leadership questionnaire. According to Bass and Avolio (2004), the number of raters for a particular leader has varied in size historically, and by increasing the number of participants, the researcher is able to understand more fully the leadership behaviors of an individual leader. Bass and Avolio (2004) suggest that members of an organization at all three levels of the organizational structure—subordinate, peer, and supervisory levels—take part in the research to gain a more robust perspective of the leadership behaviors of the leader. A third limitation of the study is the time between the lived experiences of the research participants and the current research study. Since Professor Stamps retired from the Tullahoma City School system in 1966, nearly half a century has passed since the

research participants had any form of interaction with Professor Stamps. Also, the age range of the participants brings into question the quality of recollection of the research participants. The final limitation of the current study involves generalizability. Because of the small sample size and population of the study, the results of the study may not be generalizable to other academic settings.

## **Implications and Recommendations**

As the research suggests, sustainable high quality leadership is a necessity for schools and school districts that face a myriad of challenges, both social and academic. By helping current and future educational leaders understand the impact of their leadership behaviors, leaders will become better equipped to lead well both now and in the future. It is imperative, given the correlation between academic performance and school culture, that leaders develop the ability to operationalize transformational leadership behaviors at the school and district levels

#### **Educational Leaders**

The results presented in the research study showed how the leadership behaviors of Professor Stamps were interpreted and experienced by eight former students during his tenure as principal at Davidson Academy in Tullahoma, Tennessee. As a young educational leader, Professor Stamps already possessed knowledge and life experiences that equipped him to lead Davidson Academy as its principal. The mission and vision Professor Stamps instilled in the students and faculty at Davidson Academy equipped them to achieve more than they previously expected. Prior to Professor Stamps' arrival at Davidson Academy, few African American students were afforded the opportunity to obtain a high school diploma in Tullahoma, Tennessee. Prior to infusing his passion for

learning into the minds of his students, few if any, had gone on to obtain college degrees. Prior to Professor Stamps' arrival, there had never been an African American mayor in Coffee County, as Lonnie Norman later became, nor had there been an African American presence in the academic, media, or political arenas of Southern Middle Tennessee, all accomplishments achieved by research participants in the current research study. Prior to Professor Crosby DeWitt (C.D.) Stamps' dogged determination to see the African American students of Tullahoma have an opportunity to participate in extra-curricular activities, there had never been an African American champion in the field of athletics or fine arts.

It was Professor Stamps' passion, determination, and drive that opened the door of possibilities in ways that had never been experienced for generations of African American students in Tullahoma. It was the presence of Professor Stamps that began the cycle of change in leaders outside the African American community, changing their perceptions of the ability and respectability of African American leaders in the community. Professor Stamps, through living out the four key aspects of transformational leadership behaviors, was not only able to increase the academic performance of the students of his school, but also alter the level of expectation throughout the community.

Today's educational leaders face both academic and social challenges similar to those experienced by Professor Stamps. When Professor Stamps began his career, the federal government had placed restrictive guidelines on educational institutions that made it almost impossible for educational leaders to help their students rise from their current state. Today, many educational leaders have expressed similar feelings regarding the

seemingly unrealistic expectations being placed on them without the benefit of the necessary resources. In order to meet these challenges, educational leaders should develop the skills to operationalize transformational leadership behaviors as Professor Crosby DeWitt (C.D.) Stamps did. These skills will allow educational leaders to encourage, empower, and equip the next generation of citizens in our country.

#### **Future Research**

Research focused on the field of educational leadership has a long history (Cook, 2014). As researchers continue to search for methods to enrich the professional practices of educational practitioners, the focus on the behaviors of these leaders will come into greater focus. The relationship between the leader's behaviors and the organizational effectiveness is a vital component in the discussion involving the future of leadership (Levinson & Rosenthal, 1984). Future research on the operationalized transformational leadership behaviors of other leaders in various social settings will help uncover best practices for educational leaders. Obtaining a high quality education has always been a major component of the American dream, and at the core of that process has always been high quality educational leaders (Ergle, 2012).

#### Conclusion

In conclusion, the purpose of the current study was to investigate the degree to which Professor Crosby DeWitt (C.D.) Stamps exhibited transformational leadership behaviors during his tenure as principal of Davidson Academy, a member school of the Tullahoma City School system in Tullahoma, Tennessee, during the time period of 1924-1966. It also explored how those leadership behaviors influenced student academic achievement and school culture, as experienced by former students of Davidson

Academy. The current study results provide an in-depth view of the operationalized transformational leadership behaviors of an educational leader as experienced by former students. The current study provided data that showed how the transformational leadership behaviors of the leader had an impact on the academic achievement and culture of the school he led.

In every sense of the word, Professor Crosby DeWitt Stamps was a transformational leader. According to the people closest to him, Professor Stamps was able to utilize the four main aspects of transformational leadership behavior to develop a school culture at Davidson Academy that made learning a priority and an expectation for the students. Today's leaders and educational practitioners face a complex and diverse set of challenges in their pursuit to provide a quality educational experience for their students. Research suggests that by operationalizing transformational leadership behaviors, academic achievement is improved and positive school cultures are developed. This historical narrative, focusing on the leadership practices of Professor Stamps, gives practitioners an in-depth look at how those behaviors were perceived by the students he taught and the meaning of those experiences. Given the familiar challenges and obstacles faced by today's leaders, current and future educational leaders and researchers would benefit greatly by gaining a better understanding of the key aspects of transformational leadership and implementing those behaviors with high frequency as Professor Stamps did for his students at Davidson Academy.

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### APPENDIX A

# **Multifactor Leadership Questionnaire Sample Questions**

For use by Devin DeLaughter only. Received from Mind Garden, Inc. on May 14, 2015

# MLQ Multifactor Leadership Questionnaire Scoring Key (5x) Short

My Name:	Name: Date:							
Organization ID	on ID #:Leader ID #:							
derived by sum left blank, divi	MLQ scale scores are a ming the items and divide the total for that so we four items, Extra Effort the total for t	iding by the numbe	r of items that maker of items answer	e up the sca <b>ed.</b> All of the	le. e lea	If ar	n ite ship	)
Not at all	Once in a while	Sometimes	Fairly often			entl		
0	1	2	3	ıt n	10t a	alwa 4	ıys	
	uence (Attributed) total/ luence (Behavior) total/		f Management-by-Ex Management-by-Exc		'			, '
*Inspira	ational Motivation total/	<b>'4</b> =	+Laissez-	faire Leader	ship	tot	al/4	
*Intelle	ectual Stimulation total/	<b>4</b> =			ffor	t tot	al/3	=/
*Individ	ual Consideration total/	/4 =	$\sim$	Effective	ness	tota	a1/4	=
# Contingent Reward total/4 =				Satisfac	ر ction	ı tot	al/2	=
-		$\bigcap$		<u> </u>				
Contingent Re	eward.	$\rho$		0	1	2	3	4
	I Stimulation			0	1	2	3	4
3. Mana	agement-by-Exception (Pass	sike		0	1	2	3	4
4.	Management-by-Exception	(Active)		0	1	2	3	4
	5. Laissez-faire Leaders	hip		0	1	2	3	4
	6. Idealia	zed Influence (Behavio	r)	0	1	2	3	4
	7. Laissez-faire Leaders	hip		0	1	2	3	4
8. Intellectual	Stimulation			0	1	2	3	4
	9. Inspirationa	al Motivation		0	1	2	3	4
	10. Idealized Influen	ce (Attributed)		0	1	2	3	4
<ol><li>Contingent Re</li></ol>	eward			0	1	2	3	4
12. Mana	agement-by-Exception (Pass	sive)		0	1	2	3	4
	13. Inspirationa	al Motivation		0	1	2	3	4
	14. Idealia	zed Influence (Behavio	r)	0	1	2	3	4
	15.	Individual Consideratio	n	0	1	2	3	4
Net st -!!	Once in a subtle	0	Fairly - 0					ied 🗲
Not at all	Once in a while	Sometimes	Fairly often		Frequently, if not always			

### APPENDIX B

## **Research Study Invitation**

Devin DeLaughter 100 LaSalle Lane Tullahoma, TN 37388 devin\_delaughter@hotmail.com

Dear Participant,

Thank you for your interest in my research study. As you are aware, currently I am a graduate student in the College of Education at Dallas Baptist University studying Educational Leadership K-12 in the Doctorate of Education program. Your participation in this research study will be a great help in my journey to successfully completing the requirements for my doctoral treatise.

From your perspective as a research participant, the research study will consist of a set of pre-interview questionnaires, individual interview session and a small focus group interview session. The focus group interview and individual interviews are structured to last no longer than two hours. During the interviews you will be asked about your experiences as a former student of Davidson Academy, with specific emphasis on your interactions with Professor Crosby DeWitt (C.D.) Stamps who served as principal and teacher from 1924-1965. During each interview session, I encourage you to speak openly and candidly about your experiences and perceptions concerning Professor Stamps as leader and educator. Following the interview sessions, additional questions may be asked of you as a participant. To ensure confidentiality for you and the other participants, every measure will be taken to ensure anonymity unless written consent is granted by you the participant, allowing the researcher to disclose your identity.

Your participation is this research study is completely voluntary and you have the right as a research participant to withdraw consent at any point. If you have any additional questions or concerns, please feel free to contact me at any time either electronically via email at devin\_delaughter@hotmail.com or by cell phone at (423) 400-2570.

Thank you for your willingness to participate in this study.

Sincerely,

Devin DeLaughter Doctoral Candidate Dallas Baptist University

### **APPENDIX C**

Consent to Participate in the Qualitative Research Study

#### **Researcher Information:**

Devin DeLaughter 100 LaSalle Lane Tullahoma, TN 37388 devin delaughter@hotmail.com

### **Research Supervisor:**

Dr. Kathleen Watts 3000 Mountain Creek Parkway Dallas, TX 75211 Drkathywatts@aol.com

#### Title:

A Historical Narrative of the Operationalized Transformational Leadership Behaviors of Crosby DeWitt (C.D.) Stamps.

### **Description:**

You are invited to participate in a treatise research study focusing on the leadership behaviors of Crosby DeWitt (C.D.) Stamps during your time as a student at Davidson Academy 1924-1965. This treatise, similar to a Doctorate of Philosophy Dissertation, is a requirement for receiving my doctorate in educational leadership at Dallas Baptist University. I hope to examine the operationalized transformational leadership behaviors of Professor Stamps in his role as principal and teacher at Davidson Academy, a member school of the Tullahoma City School System. You were selected as a possible participant for this study because of your knowledge of Professor Stamps and experience as a former student of Davidson Academy. You will be one of eight to ten participants chosen to participate in this study.

#### **Time Involvement:**

If you decide to participate in this research study, I (the researcher) will ask that you participate in an individual interview as well as focus interview. The individual interview will be conduct during the summer of 2015 in Tullahoma, Tennessee at a location to be determined. The individual interview will take no longer than one hour. Additionally, your focus group interview will be conducted on a separate day from your individual interview and will last no longer than two hours. Each interview session, individual as well as focus group, will be videotaped for the purposes of transcription and as part of a short documentary film that will accompany the research study. All participants will have the opportunity to review individual video transcriptions as well as the documentary film prior to publication.

#### **Risk and Benefits:**

The risks associated with this study will minimal and may be limited to some discomfort or uncertainty associated with the nature of the questioning of the research as some information may be personal and or related to adverse past experiences. The researcher cannot guarantee that the participants will receive any benefits from participation in the study.

Payments:

### **Participants Rights:**

Your participation is this research study is completely voluntary and you have the right as a research participant to withdraw consent at any point.

### **Confidentiality:**

Every effort will be made to ensure anonymity unless written permission is provided by you (the participant) to disclose your name.

### **Statement of Consent:**

I have read the information contained in this Participation Consent Form and have been given a copy of the form. I have had an opportunity to ask questions concerning the research study and have received satisfactory answers to all questions concerning my participation in this research study. I give my consent to participate fully in the research study.

Participant Name (Print)		
Participant Name Signature Date		
Researcher Signature		
Date		

### APPENDIX D

# **Demographic Questionnaire**

# **Description** (See Consent Form)

Name		Date:
Parents Name & Occupations:	Father's Name	Former Occupation
Place of Birth:	Mother's Name	Former Occupation
Did you live in Tullahoma If no	while attending D.A? ot, where did you live?	
Birth Date:		Current Age:
D.A. Graduation Year:	Do you still li	ve in Tullahoma? Y / N
Current State of Residence	: Past States of	Residence:
Marital Status:	_ If Married, for how lo	ong:
Post High School Educatio	n:	
Institution	Degree	Year
Current Occupation:		
Past Occupations:		

Did you participate in Extra-Curricular Activities as a student at D.A.? If so which activities?	Did you have any siblings who attended Davidson Academy: Y / N If so, how many & what were their names?	
		 :h

Did your academic experiences as a Student attending Davidson Academy prepare you well for life after high school?

# Appendix E

# **Focus Group Interview Protocol**

### **Opening Script:**

(Name of Participants), thank you for agreeing to participate in this research study. As I have mentioned before, this study seeks to explore the operationalized transformational leadership behaviors of Professor Stamps during his time as principal at Davidson Academy in Tullahoma Tennessee from 1924-1966.

You were selected to participate in this research study because you were a student at Davidson Academy. This interview should last about 30 - 45 minutes. Before we begin I wanted to make sure you are clear concerning your rights as a participant. First, there are no right or wrong answers, my goal is to get your perspective on Professor Stamps as a leader. Having said that, you have the right to decline to answer any question asked of you during this interview. Also, you have the right to discontinue your participation of this study at any time. If you choose to discontinue participation, none of the information provided will be included in the research study.

As stated in the Consent to Participate form, your identity will be revealed during the videotaped interview sessions. Data gathered during the interview sessions will be used in the accompanying documentary video film. For the purpose of transcription, please state your first name prior to answering each question. Lastly I ask that you speak clearly.

This semi-structured interview will use an emergent design, meaning that in addition to the scheduled interview questions, the researcher may follow up on responses given by the participants to add depth and richness to the interview.

Before we begin, do you have any questions? Let's begin...

### **Questions:**

#### **School Culture**

- 1) What did Davidson Academy mean to the African American Community in Tullahoma and the surrounding Middle Tennessee area?
- 2) What experiences did you have as a student at Davidson Academy that made you proud of your school?

### **Academic Achievement**

- 3) Did Professor Stamps stress the importance of doing well in school?
- 4) What was a typical classroom experience was like at Davidson Academy?
- 5) Were your parents engage in your academic experience at Davidson Academy?

# Appendix F Individual Interview Protocol

### **Opening Script:**

(Name of Participant), thank you for agreeing to participate in this research study. As I have mentioned before, this study seeks to explore the operationalized transformational leadership behaviors of Professor Stamps during his time as principal at Davidson Academy in Tullahoma Tennessee from 1924-1966.

You were selected to participate in this research study because you were a student at Davidson Academy. This interview should last about 30 - 45 minutes. Before we begin I wanted to make sure you are clear concerning your rights as a participant. First, there are no right or wrong answers, my goal is to get your perspective on Professor Stamps as a leader. Having said that, you have the right to decline to answer any question asked of you during this interview. Also, you have the right to discontinue your participation of this study at any time. If you choose to discontinue participation, none of the information provided will be included in the research study.

As stated in the Consent to Participate form, your identity will be revealed during the videotaped interview sessions. Data gathered during the interview sessions will be used in the accompanying documentary video film. For the purpose of transcription, please state your first name prior to answering each question. Lastly I ask that you speak clearly.

This semi-structured interview will use an emergent design meaning that in addition to the scheduled interview questions, the researcher may follow up on responses given by the participants to add depth and richness to the interview.

Before we begin, do you have any questions? Let's begin...

### **Questions:**

#### **Idealized Influence**

1) How did Professor Stamps help to instill pride in your school for you and your classmates?

### **Inspirational Motivation**

2) How would you describe Professor Stamp's character?

### **Individual Consideration**

3) How did Professor Stamps provide individual attention to you or other students at Davidson Academy?

### **Intellectual Stimulation**

4) Academically, how did Professor Stamps push students to think critically to solve problems or answer questions?

### APPENDIX G

## **MLQ Permission Document**

For use by Devin DeLaughter only. Received from Mind Garden, Inc. on May 14, 2015



### www.mindgarden.com

To whom it may concern,

This letter is to grant permission for the above named person to use the following copyright material for his/her research:

Instrument: Multifactor Leadership Questionnaire

Authors: Bruce Avolio and Bernard Bass

Copyright: 1995 by Bruce Avolio and Bernard Bass

Five sample items from this instrument may be reproduced for inclusion in a proposal, thesis, or dissertation.

The entire instrument may not be included or reproduced at any time in any published material.

Sincerely,

Robert Most Mind Garden, Inc.

www.mindgarden.com

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