A SURVEY STUDY TO INVESTIGATE EDUCATORS’ PERCEPTIONS
OF SUPERINTENDENTS’ LEADERSHIP PRACTICES
AND SCHOOL DISTRICT PERFORMANCE

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ABSTRACT

An organization’s success centers on its leadership. Critical in the field of education, Houston (2001) proclaimed it best when he declared that superintendents have an opportunity to profoundly affect children’s lives (Lashway, 2002b). Increasingly, empirical studies being conducted on leadership in education highlight the relationship between leadership behaviors at the district level and student academic achievement. Crucial in this age of accountability, as per the No Child Left Behind Act (2001), all children should meet proficient benchmarks. Children, schools and school districts should make adequate yearly progress in which leadership is vital. The purpose of this study was to investigate educators’ perceptions of superintendents’ leadership practices and school district performance. The data for this research were obtained electronically by using SurveyMonkey to send out the Leadership Practices Questionnaire, a survey acquiring data on superintendents’ leadership practices. The study participants comprised school administrators and schoolteachers. The study used an analysis of variance, and it was determined that there were no statistically significant differences between means of the groups. The findings suggest broader investigation of the variables.