

**A Meta-analysis of Research  
on the Influence of Leadership on Student Outcomes**

by

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Dissertation submitted to the Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

Doctor of Philosophy

in

Educational Research and Evaluation

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Summer 2001

Blacksburg, Virginia

Key words: School leadership, school effectiveness, effective schools,  
student achievement, instructional leadership

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(ABSTRACT)

Despite the fact that it is accepted that the role of the principal is central to the effectiveness of the school, the extent of that relationship remains a subject of continuing debate.

Utilizing the statistical analytical approach of the meta-analysis, the study synthesized the quantitative data on the subject to determine the degree to which the level of school effectiveness reflects the influence of the school leadership. The review of the quantitative literature identified 38 studies that met the criteria for inclusion in the meta-analysis, providing 339 effect sizes that formed the sample for the study.

The following research questions guided this study:

1. What empirical evidence is there to confirm or support the notion that there exists a relationship between leadership and school effectiveness
2. As identified in the quantitative analysis of the available research, what is the strength of the relationship between leadership and school effectiveness?
3. Based on empirical evidence, what aspects, dimensions or clusters of leadership behaviors relate to school effectiveness?

4. Related to the above, how do these dimensions compare in their relationship to school effectiveness?

The results indicated that there is a significant and positive relationship between school leadership and the level of school effectiveness, and that while all the leadership approaches yielded significant results, the instructional leadership behaviors of the principal registered the strongest relationship.

## ACKNOWLEDGEMENT

The completion of this dissertation represents the successful culmination of a journey that started many years ago. Like all long and arduous journeys, reaching the final destination necessitated support, both financial and moral, along the way. It is with this in mind that I express my sincere gratitude to the following persons.

My advisor, Dr. Jimmie Fortune, it could not have happened without him. To him I say thanks: thanks for the advice, the mentorship, and the confidence in my ability. It is true about Dr. Fortune; he takes you to the next level.

To Dr. Kusum Singh whose door, even when closed, was never locked, I say thanks for the various texts, the software, and encouragement. I will always remember the advice “there is only one way to complete the dissertation. You have to create that block of time and sit and do it.”

I thank Dr. Dave Hutchins and Dr. Peter Doolittle for their dependability and thoroughness in critiquing the draft of my work. To the other members of my committee I say thanks for the support. To Dr Jean Crockett, who at very short notice sat in for Dr. David Alexander, I extend my appreciation.

To my friends Dennis, Debbie and Joan, we will always be there for each other. To Ann Cheryl, Carol, Jenny and Carlyle, your prayers and good wishes were a constant source of moral support. To Cecile, I say thanks for the articles, the notes, and encouragement.

My family remains a pillar of unconditional support. To my father Irving, stepmother Anna, my sister Laurel, and my brother Linus, thanks for the moral and financial support. Your prayers and encouragement kept me going.

To my wife Emelda, and children, Mandisa and Kedra, you were all part of this journey. I could not have achieved this accomplishment without your love, understanding, willingness to sacrifice, and your support. Thanks.

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