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A DESCRIPTION OF SATISFACTORY PRINCIPAL LEADERSHIP FROM THE PERSPECTIVE OF TEACHERS

The University of North Carolina at Greensboro Ed.D. 1984

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A DESCRIPTION OF SATISFACTORY PRINCIPAL LEADERSHIP FROM THE PERSPECTIVE OF TEACHERS

by

Richard W. Miller

A Dissertation Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
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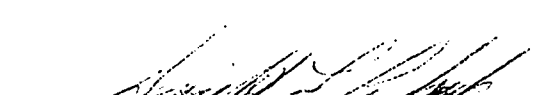

Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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Date of Acceptance by Committee

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MILLER, RICHARD WAYNE, Ed.D. A Description of Satisfactory Principal Leadership from the Perspective of Teachers. (1984) Directed by Dr. Dwight Clark. 74 pp.

The purpose of this research was to develop a description of satisfactory principal leadership from the perspectives of teachers. A review of the literature defined leadership as "the ordering and structuring of human activity, in relation to an identified purpose, as a function of the specific situation". One thousand elementary and high school teachers evaluated the performances of their principals by using the NEA Building Level Administrator Evaluation Survey. This Survey identified ten schools (seven elementary and three high school) which had at least 60 percent of their faculty participating in the Survey. These schools contained 224 teachers who rated their principals' performances as satisfactory. These teachers then used the Leadership Behavior Description Questionnaire-Form XII (LBDQ-XII) to describe satisfactory principal leadership for their respective principals. Follow-up interviews with five teachers from each of the ten schools were done to review the LBDQ-XII results and to have the teachers verbalize their perceptions of satisfactory principal leadership. The LBDQ-XII results were subjected to an ANOVA, a Frequency Distribution, and Respondent Interviews. In the Frequency Distribution, 80 percent of the teachers "often" or "always" included the following LBDQ-XII factors in the description of principal leadership: Representation, Initiation of Structure, Tolerance of Freedom, and Role Assumption. Tolerance of Uncertainty and Consideration were included by at least 79 percent of the teachers as "occasionally" or "often" descriptions. In the interviews, teachers described satisfactory principal leadership in terms of instructional leadership, interpersonal relationships, patience, and consistency.

CHAPTER 1

INTRODUCTION

Purpose

The purpose of this study was to develop a description of satisfactory principal leadership from the perspective of teachers. Almost no empirical base exists relative to teachers' perspectives on principal leadership. Moreover, the multitude of interactions which this writer has had with teachers during the past ten years, while working with the teachers' professional associations has indicated that teachers want some form of leadership in the schools. From this decade of interaction, it is also apparent that teachers are not totally unanimous on what kind of leadership they want or from where the leadership should come. This certainly agrees with what numerous social, psychological, and educational theorists have echoed about teacher ambivalence toward leadership of the public schools. Lortie (1975) asserted that teachers yearn for more independence, greater resources, and more control over key issues. Teachers want traditional educational leadership to use its authority to augment classroom activity, not direct it from a distance. Yet, teachers have been socialized into the profession to do as they are told and not challenge the traditional educational leadership. Glasser (1969) and Mosher and Purpel (1972) have further contented that teachers have foresaken leadership responsibility. They believe that teachers can lead if they choose to do so. Foshay (1977) probably most succinctly summarized the sentiments of all the writers when he stated

that teachers are "in a fix" because they have abandoned educational leadership. If teachers want elevated expectations for the schools, then teachers have to represent themselves with force, specificity, and clarity. Therefore, on the basis that there is little data available and that teachers and theorists are far from certain about satisfactory principal leadership, this study was begun.

General Problem Area

Many theoretical bases were available in the area of general leadership description. These leadership descriptions served as the beginning points for the description of satisfactory principal leadership, because giving meaning to leadership has intrigued the human mind for centuries. Through endless attempts at defining, the concept of leadership has been articulated in numerous ways. Surprisingly, however, with all the attention that has been afforded leadership description in general during the past forty years, very little attention has been given to the enumeration of the specifics of principal leadership, much less to satisfactory principal leadership as defined by teachers. Doctors, ministers, military personnel, and corporate executives have regularly had their respective types of leadership described by researchers, peers, and subordinates. However, no evidence of similar consistent efforts has appeared for principals' leadership descriptions.

Through this almost half-century of leadership research, leadership descriptions have taken several forms. Stogdill (1974), Bass (1981), and Yukl (1981) each suggested that any verbalization of

leadership will probably align itself within one of the following general categories:

1. A product of power
2. An exercise of influence
3. A product of power and influence different in each situation

It should not be assumed that all research and description of leadership neatly fit into one of the previous categories. A considerable amount of differentiation exists within any one category. Also, among these leadership categories, some authors' leadership definitions can easily be used in several places. This plural nature of the leadership descriptions shows that there are no mutually exclusive tendencies among leadership behavior descriptions.

It has only been within the last ten years that more than casual interest has been paid to understanding the leadership characteristics of public school principals. What the categories of Stogdill, Bass, and Yukl suggested to this writer was that no one set of descriptions for principal leadership exists. These writers also suggested that some of the human aspects of principal leadership defy quantification; therefore, a description of principal leadership is not fully verifiable through quantitative procedures.

Significance

The description and conceptualization of satisfactory principal leadership, from the teachers' perspective, represents a significant difference from existing data. Almost none was found containing this vantage point. McGeown (1979) and Barrett and Yoder (1980) strongly

emphasized the imperative need for ascertaining teacher opinions when any educational change is developed. McGeown asked principals and teachers to describe their role conception and expectation for self and others in the educational setting. His most striking finding was the magnitude of the discrepancies between principals' reported role behavior and the expectations expressed by teachers. This to him, at least, validated the need for teacher involvement.

Similarly, Barrett and Yoder's work centered around effectiveness training for principals based on teacher expectations. The two developed workshops on effective principal leadership after principals had had an opportunity to learn how their teachers perceived their leadership behavior. Obviously, to all three writers, meaningful school settings for both students and educators were enhanced by teacher involvement in role expectation and definition.

A second significant aspect of this study was its potential for adding to the body of information on principal leadership. This is particularly important when viewed in the brief continuum of consistent principal leadership data. Thus, this study attempted to describe the characteristics of satisfactory principal leadership as an addition to the data base. It started by asking teachers to evaluate the performance of their principals. Those who rated their principals as satisfactory were asked to describe what this rating included. This was done by a questionnaire and personal interviews. The obtained data was analyzed with particular attention being given to any similarities among the responses. It is believed, by this writer, that such a composite teachers' description of satisfactory principal leadership will

be a useful tool in the recruitment and development of principals as satisfactory leaders.

Assumptions

Two principal assumptions were made at the outset of this study. First, the seven elementary schools and three high schools in the final sample population are representative of school systems from small, piedmont North Carolina towns. Also, the teachers are representative of the typical teacher from their respective areas.

Second, teachers are vital to the success or failure of the educational institution. Their opinions are valid, and they want meaningful involvement with the system. What teachers have to say about satisfactory principal leadership and performance is important.

Limitations

Two principal conditions serve to limit the generalizability of this study. First, the samples from each school were not matched for size, race, socio-economic status, etc. Second, multiple testing of the data increased the probability of obtaining statistically significant results.

CHAPTER II

REVIEW OF THE LITERATURE

Leadership Definition

Leadership descriptions have encompassed almost every dimension of human activity. The previous leadership description categories of Stogdill, Bass, and Yukl certainly conform to this all-inclusive structure. Nonetheless, closer examination of these leadership categories revealed everything from broad generalities to specific attributes as leadership descriptions. Expansions of each of these categories also revealed how alike, yet different, these leadership descriptions were. These expansions are included in the following discussion.

Leadership as Power

Power leadership is not defined as a set of acquired traits. It is defined as the innate ability to demonstrate leadership. Specific behaviors necessary for power leadership's utilization were not defined (Gerth and Mills, 1953; Janda, 1963). One's innate abilities are the determinants of the amount of leadership power. Gerth and Mills only described power leadership as one leading more than he or she was led, even if such leadership is not intentional. For Janda, power leadership is also contingent upon a group member's perception that another group member has the power to prescribe behavior patterns for the former. Power leadership has both an active and passive nature. It incorporates perception, behavior, and group dynamics in its application. Power leadership only develops where innate leadership abilities are present.

Leadership as Influence

Leadership as an exercise of influence over others was more specifically defined by Nash (1929), Stogdill (1950), Shartle (1951), Tannenbaum, Weschler, and Massarik (1961), Cartwright (1965), Hollander and Julian (1969), and Kochan, Schmidt, and DeCotiis (1975). All of these writers believe that leadership is the development of deliberate actions for the achievement of influence. Nothing is left to chance or random selection as power leadership has suggested. Leaders using influence effect group and personal change, group activities, goal setting and attainment, and group behaviors. In addition, influence leadership utilizes group dynamics, communication methods, and the specific situation. This leadership form emphasizes the direct use of influence to produce results rather than letting the results eminate from the group without direct influence.

Other influence leadership involves group processes where group efforts emerge through one or more persons in the group, not through deliberate actions. Cooley (1902), Mumford (1906), Blackmar (1911), Chapin (1924), Redl (1942), Knickerbocker (1948), Gibb (1954), and Sherif and Sherif (1956) all described group activities and interactions wherein leadership emerges without direct influence. These indirect leadership influence factors are the following:

1. The specific social setting
2. The control needs of the group
3. The polarization point of the group
4. The social needs of the group
5. The expectations of the group

In total then, this influence leadership is self-directed, not manipulated.

A more humane and socially acceptable influence leadership form is leadership as an exercise of persuasion. Again, this is an influence form, but persuasion leadership uses inspiration instead of coercion (Schenk, 1928). Emotional appeals are the chief influence instruments (Cleeton and Moser, 1934). Few proponents, however, are available to support this brand of persuasion as influence leadership.

In a similar vein, leadership by inducing compliance to one's desires suggests leadership by established moral standard. Munsen (1921) called this leadership "the creative and directive force of morale", while Moore (1927) used the terms "obedience, respect, loyalty, and cooperation" to frame it. Guidance, direction, and unity are additional descriptors used by Phillips (1939), Allen (1958), and Bennis (1959) for this moral leadership form. Yet, this influence leadership style is in constant jeopardy because there is little agreement on the meaning of its moral standard descriptions.

Leadership as a personality function was popularized by Bowden (1926), Bernard (1926), and Bojardus (1928) in its earliest stages. Later it was revisited by Stark (1977). Again, it is leadership as a function of influence. However, the influencing agent is the personality of the leader. There are not specific sets of descriptors to be developed. The primary leadership formulas are charisma and fortitude.

As the behaviorists grew in popularity and position, their influence in leadership description was felt. Briggs (1938), Jennings (1944), Hemphill (1949), and Jacobs (1970) all believe that leadership is a set of specific behaviors which can be managed and programmed for the desired results. Again, influence is present, but its form is that of

behavioral objectives. Expanding the idea of leadership as specific behavior are Cowley (1928) and Davis (1962). Both of these believe that leadership is specific behaviors toward goal achievement. Thus, leadership is not effective until specific behaviors have produced specific results. To Cowley and Davis specific behaviors alone are no longer sufficient as a form of leadership.

Situational Leadership

The final leadership category of Stogdill, Bass, and Yukl is situational leadership of human activity. Many of the writers who supported this leadership form included ideas contained in the other categories. Fromseth (1961), Fiedler (1967), Stogdill (1974), Bass (1981), Yukl (1981), and Purpel (1982) all contended that leadership succeeds or fails based on the situation. Situational leadership does involve personal interaction and expectation, attitudinal influence, subordinates' behaviors, and responsibility for and articulation of goals. It appears that situational leadership is the refined embodiment of all of its leadership predecessors. These writers suggest the illusive nature of leadership specifics. There are no "always" characteristics of leadership which, when present, would guarantee leadership success. What is apparent is that the situation generates a strong mandate for the needed leadership. There is also a strong probability that what characterized leadership in one situation would not characterize leadership in a different situation.

Composite Leadership Definition

The examination of these leadership expressions showed wide variation yet similarity of conceptual definitions both within each group

and among all the groups. Nonetheless, there are several terms which are common to many of the conceptual definitions. This suggests that some type of uniform leadership description is possible. These recurring leadership description components are as follows:

1. Group Interaction: individuals responding to others' actions
2. Individual Behaviors: actions of each group member
3. Achievement: attainment of goals or plans by group or individuals
4. Influence: actions by group members to effect actions of others
5. Situation: setting where actions are occurring

If these components were assembled, leadership could be described as the influencing of individual behaviors for group interaction and achievement in a specific situation. Stogdill (1974) stated that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. Nevertheless, after reviewing the general leadership literature, this writer will define leadership as the ordering and structuring of human activity, in relation to an identified purpose, as a function of the specific situation.

Principal Leadership Definition

The First Hundred Years

In the development of the American educational system, the teacher was the first professional necessary for the school's existence and adequate functioning. Whatever the tasks, the teacher was responsible for their execution, including any administrative necessities. However, as the schools grew, the multiplicity of responsibilities became unmanageable for the teacher alone. The need for some sort of teacher support

system had grown beyond the teacher and the school board (Campbell, Corbally, and Ramseyer, 1962).

Toward the end of the nineteenth century, the need for an administrative person to assist the teacher in the school's operation and maintenance of routine details was clearly manifested (Campbell et al., 1962). These early administrators would classify children, observe teachers, and keep records of examinations. There were few scholars available for employment as teachers, much less as administrators; therefore, school boards did not initially experience much success in their efforts to employ competent school administrators (Campbell et al., 1962). Motivated, however, by the need for competent school personnel, particularly administrators, the school boards developed an almost evangelical zeal in their recruitment efforts. It is not then surprising to find that at the end of the nineteenth century many of the early school principals were also ministers (Cunningham, Hack, and Nystrand, 1977).

After 1900, however, business began to influence the leadership role of the school principal. The principal as a business manager was a common occurrence. His concerns were primarily related to expenditure accounting and the operation of the plant. The lessening of concern for the people of schools, which this business orientation seemed to foster, resulted in considerable role conflict and ambiguity for the principal (Cunningham et al., 1977). Maintenance of the organization attempted to dominate any concern for people and their needs during this business management emphasis.

During the 1930's and 1940's, principal leadership began to change

in the direction of human relations and group dynamics. The importance of personal interactions was a central component of what came to be known as democratic administration. The implementation of this leadership framework included the evoking of each other's ideas, seeing the other's viewpoint, and integrating these viewpoints toward the accomplishment of a common goal which was relative to the schooling experience (Campbell et al., 1962).

As the 1950's and 1960's developed, behaviorism had replaced democratic tenets for principal leadership. Much of the work for the behavioral approach to principal leadership was developed outside the traditional educational research channels in the field of psychology. Since school administration had little in the form of theoretical bases for action and direction, ideas from other disciplines were not always given adequate evaluation before they were implemented en masse (Knezevich, 1969).

The late 1960's inaugurated the systems approach to principal leadership and description. This was a product of economic and biological theory which simply believed the whole was greater than the sum of its parts, and that change or modification in any one part had a direct impact on all the other parts. The systems approach afforded well defined boundaries and an array of goals for achievement. This approach helped to produce a set of procedures and an attitude toward viewing the functions of school principals in terms of a sophisticated conceptual framework and scientific analysis (Knezevich, 1969).

Therefore, the principalship grew out of the teachers' need for assistance in controlling nonteaching responsibilities. From organizing

and classifying roles the principalship grew into the business agent status with its emphasis on organizational maintenance rather than human relations. Similarly, behavioristic orientations did not prove to be lasting solutions for the evolving role of the principal either. Finally, the systems approach for principals promised to be the last frontier. Alas, however, its compartmentalization and specificity proved more than principal leadership could endure. The popularity of systems theory waned like the others, and left the principalship still searching for clear definitions of roles and expectations.

Beginning the Second Hundred Years

The 1970's produced no more definitive results on the leadership role of the principal than did the first hundred years. However, during this most recent decade four schools of thought arose to encompass the ideas of most theorists and researchers as to the roles of principals:

1. Autonomous/Right-to-lead
2. Risk-taking
3. Collaborating
4. Personal/Situational

The autonomous/right-to-lead group is represented by Morris (1981) and Heller (1974), who believe that principals must be autonomous, consistent, and able to recognize their right and ability to lead. With this school of thought, there is little middle ground. Principals either know and do their jobs or they are replaced. Such a philosophy seems somewhat harsh in a world where few actions or decisions are either all white or all black.

The risk-taking description is an almost natural outgrowth from

the right-to-lead description. It follows the idea that if people know where they are headed, they will not be bothered by the necessary risks along the way. Ingle (1977) did specific research on teacher satisfaction which revealed just that. Ingle's data showed that in high teacher satisfaction schools, divergence is valued by the principal. Similarly, Benjamin (1981) wrote that good principals do "rock the boat". They are willing to be accountable. He admonished that principals should be selected based on their effective instructional backgrounds and their sense of academic purpose. Thus, to these writers a satisfactory principal is willing to take risks for the cause of educational excellence.

Collaborating principals are the team players. Collaboration can be viewed as an almost exact restatement of earlier human relations models. Sergiovanni (1975) said that the effective principal knows and understands children and school programs, while at the same time acutely sensing the school's mission. But above all, Sergiovanni contended that the legitimate leadership role of the principal is to build quality of life in the school as an organization. Burgess and Dermott (1978) and Barger (1979) again use the terminology "human relations skills" and "shared decision-making skills", respectively, when defining effective principal leadership. Furthering this collaborative style, Hall (1982) stated that school program success is directly related to principals who take an active role in helping teachers. Therefore, collaborative principal leadership is framed as a helping relationship of shared decision-making which improves the quality of the educational setting.

The final principal leadership role is that of personal ability in a specific situation. This idea is a product of the Far West

Laboratory in San Francisco and is published in Five Principals in Action: Perspectives on Instructional Management, (1983). The following paraphrase best illustrates what is reiterated throughout the book on principal leadership:

> Searching for the model principal may be an exercise in futility. The best schools are run by principals who fit their perspective on schooling with how they manage everyday, often mundane, school functions. Good principals want to lead in a manner consistent with their own perspective, personality, and beliefs. Principals should be matched to situations and organizations. All principals must be willing and able to change when and where change is needed.

To have said that the most recent theorists and researchers on principal roles and leadership speak with one voice would be a misstatement. It does appear that the autonomous and risk-taking styles are closely related. Each of these leadership styles included specific ingredients which are necessary for their proper implementation. Sergiovanni and Benjamin named some of these necessary ingredients as knowledge of curriculum theory, student developmental theory, and personal educational philosophy and achievement. Other ingredients espoused by Burgess and Dermott and Hall are understandings of important technical and conceptual methodologies and changes. Moreover, Sergiovanni, Ingle, and Barger chose to add quality of school setting, divergence, and shared decision-making, although these appear more illusive and less definable than some of the earlier leadership components. There is no apparent conflict with any of the aforementioned principal leadership knowledge ingredients among the theorists and researchers. Yet Meyer and VanHoose (1981) stated that agreement on the recommended skills which should be practiced by principals in instructional and

administrative leadership of the schools is difficult to obtain. Probably, the Far West Laboratory's holistic approach to understanding and improving principal leadership is the most appropriate. This stand is further supported by an editorial from Education USA, (April, 1983), which contended that at least seven ingredients are important in principal leadership:

1. Understanding of school climate
2. Understanding of political theory and skills
3. Understanding of curriculum
4. Understanding of management theory and skills
5. Understanding of staff development theory
6. Understanding of allocation and utilization of resources
7. Understanding of research implications

An examination of individual, often unconnected parts of the leadership picture evolved to examinations of all the parts as a whole. Few judgments have been made by theorists and researchers as to which parts of the principal leadership are most important. The literature has revealed a genuine interest in identifying all the component parts rather than establishing "turf" and "pecking order" issues.

Summary

The literature of both general leadership and principal leadership moves from trying to define and separate individual behaviors to trying to describe the wholeness of all the behaviors. Both general and principal leadership have begun by only examining the human attributes of leadership behavior, but both have currently had to include numerous

situational attributes in any leadership description. Specifically, both areas of literature have said that any leadership implementation must match the person to the situation and the organization. The former idea that specific leadership characteristics can function effectively anywhere no longer seems applicable. The literature agrees that leadership must be versatile enough to provide different styles to meet varying environmental needs and demands.

CHAPTER III

METHODOLOGY

Initial Sample Population

The first step in attempting to describe satisfactory principal leadership necessitates the defining of the population from which the data are to be gathered. The sample population consisted of teachers in six piedmont North Carolina public school systems. These systems contain one or more small towns which are surrounded by suburban to rural counties. The major town in each of the counties fell within the twenty to thirty thousand population category, while the counties themselves had populations of approximately 100,000. Racial and socio-economic factors were assumed to be equal among the six school systems with product manufacturing and farming being the primary industries.

NEA Building Level Administrator Evaluation Survey

Initially, there were one thousand teachers from fifty-five schools in the six systems who composed the data base. All had expressed an interest and voluntarily agreed to participate in the administering of the NEA Building Level Administrator Evaluation Survey. This Survey had been field tested, revised, and verified as reliable during several years of pilot testing by NEA Research in various school systems across America. According to NEA Research (1981), the Survey validly measures the attitude of teachers and how they feel about a number of factors which have proven to be important characteristics in determining the

level of staff morale. All participating teachers and schools are assumed to be of equal demographic natures.

The Survey was administered in the fall of 1981. After each system reviewed the data analysis provided by NEA for local implication and utilization, a copy of the data analysis was provided for inclusion in this study. The data were reported by schools in the following fashion.

> The sixty-two item Administrator Evaluation Form is not reported item by item. Rather, the information from the individual items is grouped to provide eleven factors. Each item alone does not provide sufficient information in an attitude survey, but several items can indicate some trend of performance regarding a trait or procedure. In addition, sixty-two bits of information involve so many facets that it is impossible to review adequately the situation. Reducing this information to eleven factors allows for a more realistic appraisal of the findings. (NEA Research, 1981 Survey Results).

The eleven factors are the following:

1. Personal Characteristics
2. Developing Working Conditions
3. Organizing and Planning
4. Supportive Role
5. Developing a Professional Atmosphere
6. Managerial Role
7. Personal Relations With Teachers
8. Evaluative Role
9. Social Environment
10. Faculty Involvement in Administration
11. Community Relationships (NEA Research, 1981)

A score for each factor was determined depending upon the answer

to each of the 60 items. Values from one to four were assigned to each of the following possible responses:

1. Strong: exceeds the requirements of the position (value of 4)
2. Average: meets the requirements of the position (value of 3)
3. Weak: performs below the requirements of the position (value of 2)
4. Unsatisfactory: performs greatly below the requirements of the position (value of 1)

According to norms established by NEA Research's (1981) pilot testing, the scores by factor were then reported as means on the following scale:

1. 3.2-4 (indicates satisfaction with administration performance)
2. 2.4 but less than 3.2 (indicates potential problem area)
3. 1.6 but less than 2.4 (indicates problem existence)

A copy of the NEA Building Level Administrator Evaluation Survey is in Appendix A. The eleven factor scores are in Appendix B.

Revised Sample Population

At this point, the mean of all the factor means for each administrator was determined. This was accomplished by simply totalling the scores for all eleven factors and dividing by eleven. This composite mean score was then used as one of the factors for determination of inclusion or exclusion of each school in the final data analysis. As the earlier scale definitions illustrated, a composite mean score of 3.2 or better is the cutoff point for inclusion in the data base for satisfactory principal performance.

The second standard for the school to be included in the final data base was that at least 60 percent of the school's faculty

participated in the initial Survey. This figure was chosen because it would represent a clear majority of the faculty. This 60 percent figure further provided the six to ten subordinates which Stogdill (1963) indicated are necessary for the LBDQ-XII administration. It was assumed that this majority would be sufficient to compensate for any skewing of the results that any pro or con faction of the faculty may, as a whole, generate toward the principal. As an aside, the schools which met these two standards for inclusion in the final data base (60% and 3.2) actually had 73 percent participation of their faculties in the Survey.

After application of the aforementioned processes, the sample population was defined as seven elementary schools with 124 participating teachers and as three high schools with 100 participating teachers. All the other population demographics and assumptions remain as previously stated.

Leadership Behavior Description Questionnaire-Form XII

In the Spring and Fall of 1982, with this new population, the Leader Behavior Description Questionnaire-Form XII was used to describe satisfactory principal leadership. The Leader Behavior Description Questionnaire, often referred to as LBDQ, was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader to their group.

Before the LBDQ-XII was selected, several other instruments and researchers' works were reviewed. Likert Scales and Inventories, Myers-Briggs Scales, Blake and Mouton's Managerial Grid, and Vroom's Effective Leader Model were considered for utilization in this study. The major liability when the LBDQ-XII was used was its lack of ability to measure situational factors (Stogdill, 1974). However, the other instruments not only lacked this situational specificity, but they also lacked the extensive descriptions of the LBDQ-XII's twelve dimensions of leadership. Most of the others provided general leadership descriptions from personal viewpoints. The LBDQ-XII was developed specifically for subordinates' description of their superiors' leadership behavior.

Origin of the Scales

> The LBDQ grew out of work initiated by Hemphill (1949). Further development of the scales by the staff of the Ohio State Leadership Studies has been described by Hemphill and Coons (1957). Shartle (1957) has outlined the theoretical considerations underlying the descriptive method. He observed that "when the Ohio State Leadership Studies were initiated in 1945, no satisfactory theory or definition of leadership was available". It was subsequently found in empirical research that a large number of hypothesized dimensions of leader behavior could be reduced to two strongly defined factors. These were identified by Halpin and Winer (1957) and Fleishman (1957) as Consideration and Initiation of Structure.
>
> The two factorially defined subscales, Consideration and Initiation of Structure, have been widely used in empirical research, particularly in military organizations, industry, and education. Halpin (1957) reports that "in several studies where the agreement among respondents in describing their respective leaders has been checked by a 'between-group vs. within-group' analysis of variance, the F ratios all have been found significant at the .01 level. Followers tend to agree in describing the same leader, and the descriptions of different leaders differ significantly. (LBDQ-XII Manual, 1963)

Development of Form XII

It has not seemed reasonable to believe that two factors are sufficient to account for all the observable variance in leader behavior. However, as Shartle (1957) observed, no theory was available to suggest additional factors. A new theory of role differentiation and group achievement by Stogdill (1959), and the survey of a large body of research data that supported that theory, suggested that a number of variables operate in the differentiation of roles in social groups. Possible factors suggested by the theory are the following: tolerance of uncertainty, persuasiveness, tolerance of member freedom of action, predictive accuracy, integration of the group, and reconciliation of conflicting demands. Possible new factors suggested by the results of empirical research are the following: representation of group interests, role assumption, production emphasis, and orientation toward superiors.

Items were developed for the hypothesized subscales. Questionnaires incorporating the new items were administered to successive groups. After item analysis, the questionnaires were revised, administered again, reanalysed, and revised.

Marder (1960) reported the first use of the new scales in the study of an army airborne division and a state highway patrol organization. Day (1961) used a revised form of the questionnaire in the study of an industrial organization. Other revisions were employed by Stogdill, Goode, and Day (1963) in the study of ministers, leaders in a community development, United States senators, and presidents of corporations. Stogdill (1965) has used the new scales in the study of industrial and governmental organizations. Form XII represents the fourth revision of the questionnaire. It is subject to other revision (LBDQ-XII Manual, 1963).

Stogdill (1963) gave the following definitions to the LBDQ-XII.

1. Subscale: Each subscale is composed of either five or ten items. A subscale is necessarily defined by its component items, and represents a rather complex pattern of behaviors. Subscale definitions and expansions follow. The number preceding each item indicates the item's sequential position in the LBDQ-XII.

2. Representation: Speaks and acts as the representative of the group, factor 1. Representation is defined by the following items from the LBDQ-XII:

1. Acts as the spokesperson of the group.
11. Publicizes the activities of the group.
21. Speaks as the representative of the group.
31. Speaks for the group when visitors are present
41. Represents the group at outside meetings

3. Demand Reconciliation: Reconciles conflicting demands and reduces disorder to the system, factor 2. Demand Reconciliation is defined by the following items from the LBDQ-XII:

51. Handles complex problems efficiently
61. Gets swamped by details
71. Gets things all tangled up
81. Can reduce a madhouse to system and order
91. Gets confused when too many demands are made of him/her

4. Tolerance of Uncertainty: Is able to tolerate uncertainty and postponement without anxiety or upset, factor 3. Tolerance of Uncertainty is defined by the following items from the LBDQ-XII:

2. Waits patiently for the results of a decision
12. Becomes anxious when he/she cannot find out what is coming next
22. Accepts defeat in stride
32. Accepts delays without becoming upset
42. Becomes anxious when waiting for new developments
52. Is able to tolerate postponement and uncertainty
62. Can wait just so long, then blows up
72. Remains calm when uncertain about coming events
82. Is able to delay action until the proper time occurs
92. Worries about the outcome of any new procedure

5. Persuasiveness: Uses persuasion and argument effectively; exhibits strong convictions, factor 4. Persuasiveness is defined by the following items from the LBDQ-XII:

3. Makes pep talks to stimulate the group
13. His/her arguments are convincing
23. Argues persuasively for his/her point of view
33. Is a very persuasive talker
43. Is very skillful in an argument
53. Is not a very convincing talker
63. Speaks from a strong inner conviction
73. Is an inspiring talker
83. Persuades others that his/her ideas are to their advantage
93. Can inspire enthusiasm for a project

6. Initiation of Structure: Clearly defines own role, and lets followers know what is expected, factor 5. Initiation of structure is defined by the following items from the LBDQ-XII:

4. Lets group members know what is expected of them
14. Encourages the use of uniform procedures
24. Tries out his/her ideas in the group
34. Makes his/her attitudes clear to the group
44. Decides what shall be done and how it shall be done
54. Assigns group members to particular tasks
64. Makes sure that his/her part in the group is understood by the group members
74. Schedules the work to be done
84. Maintains definite standards of performance
94. Asks that group members follow standard rules and regulations

7. Tolerance of Freedom: Allows followers scope for initiative, decision, and action, factor 6. Tolerance of Freedom is defined by the following items from the LBDQ-XII:

5. Allows the members complete freedom in their work
15. Permits the members to use their own judgment in solving problems
25. Encourages initiative in the group members
35. Lets the members do their work the way they think best
45. Assigns a task, then lets the members handle it
55. Turns the members loose on a job, and lets them go to it
65. Is reluctant to allow the members any freedom of action
75. Allows the group a high degree of initiative
85. Trusts members to exercise good judgment
95. Permits the group to set its own pace

8. Role Assumption: Actively exercises the leadership role rather than surrendering leadership to others, factor 7. Role Assumption is defined by the following items from the LBDQ-XII:

6. Is hesitant about taking initiative in the group
16. Fails to take necessary action
26. Lets other persons take away his/her leadership in the group
36. Lets some members take advantage of him/her
46. Is the leader of the group in name only
56. Backs down when he/she ought to stand firm
66. Lets some members have authority that he/she should keep
76. Takes full charge when emergencies arise
86. Overcomes attempts made to challenge his/her leadership
96. Is easily recognized as the leader of the group

9. Consideration: Regards the comfort, well-being, status, and contributions of followers, factor 8. Consideration is defined by the following items from the LBDQ-XII:

7. Is friendly and approachable
17. Does little things to make it pleasant to be a member of the group

27. Puts suggestions made by the group into operation
37. Treats all group members as his/her equals
47. Gives advance notice of changes
57. Keeps to himself/herself
67. Looks out for the personal welfare of group members
77. Is willing to make changes
87. Refuses to explain his/her actions
97. Acts without consulting the group

10. Production Emphasis: Applies pressure for productive output, factor 9. Production Emphasis is defined by the following items from the LBDQ-XII:

8. Encourages overtime work
18. Stresses being ahead of competing groups
28. Needles members for greater effort
38. Keeps the work moving at a rapid pace
48. Pushes for increased production
58. Asks the members to work harder
68. Permits the members to take it easy in their work
78. Drives hard when there is a job to be done
88. Urges the group to beat its previous record
98. Keeps the group working up to capacity

11. Predictive Accuracy: Exhibits foresight and an ability to predict outcomes accurately, factor 10. Predictive Accuracy is defined by the following items from the LBDQ-XII:

9. Makes accurate decisions
29. Seems able to predict what is coming next
49. Things usually turn out as he/she predicts
59. Is accurate in predicting the trend of events

12. Integration: Maintains a closely knit organization; resolves inter-member conflicts, factor 11. Integration is defined by the following items from the LBDQ-XII:

19. Keeps the group working together as a team
39. Settles conflicts when they occur in the group
69. Sees to it that the work of the group is coordinated
79. Helps group members settle their differences
99. Maintains a closely knit group

13. Superior Orientation: Maintains cordial relations with superiors; has influence with them; is striving for higher status, factor 12. Superior Orientation is defined by the following items from the LBDQ-XII:

10. Gets along well with the people above him/her
20. Keeps the group in good standing with higher authority
30. Is working hard for a promotion

40. His/her superiors act favorably on most of his/her suggestions
50. Enjoys the privileges of his/her position
60. Gets his/her superiors to act for the welfare of the group members
70. His/her word carries weight with superiors
80. Gets what he/she asks for from his/her superiors
90. Is working his/her way to the top
100. Maintains cordial relations with superiors.

A copy of the LBDQ-XII is in Appendix C.

Score Tabulation

The individual teachers' ratings were recorded and tallied according to the LBDQ-XII Record Sheet, provided in Appendix D. Twelve totals for each teacher's responses were provided by this operation which in turn served to define the twelve subscales of the LBDQ-XII.

The LBDQ-XII scores have the following translations:

1. 0-13 = Never
2. 14-24 = Seldom
3. 25-34 = Occasionally
4. 35-44 = Often
5. 45-50 = Always

Analysis Techniques

Analysis of Variance

The following ANOVA's were performed after the scores were adjusted to form a uniform comparison base; i.e., those factors' scores containing only five response items had their total score multiplied by 2 to establish a uniform data comparison base for computer utilization.

1. All teachers' responses
   a. Collapsed across factors
   b. Collapsed across schools

c. Schools by factors

2. All elementary school teachers' responses
   a. Collapsed across factors
   b. Collapsed across schools
   c. Schools by factors
3. All high school teachers' responses
   a. Collapsed across factors
   b. Collapsed across schools
   c. Schools by factors

The ANOVA's had the potential of showing where significant differences do or do not exist in the description of a satisfactory principal within a school or across all schools, as well as within one factor or across all factors. In schools or factors where no significant difference was found, inclusion of the school and/or factor data in the final description of satisfactory principal leadership would have been appropriate.

Frequency Distribution

A frequency distribution of the data (see Appendix E) was performed in the following manner:

1. All teachers' responses by factor
2. Elementary teachers' responses by factor
3. High School teachers' responses by factor

The frequency distribution is a descriptive statistical method which establishes what percentage of the teachers responded in each of the answer categories.

Interviews

Personal interviews were performed by this researcher with five teachers from each of the ten schools. The five teachers from each school were randomly selected from those who had responded to the LBDQ-XII.

Variables

Independent Variables

First Variable. The first independent variable operating in this research was organizational setting. This was specifically defined as either an elementary school faculty and principal or a high school faculty and principal meeting the sample demographics which were enumerated earlier.

Second Variable. A second independent variable utilized in this study was principal performance evaluation as defined by the NEA Building Level Administration Evaluation Survey. This Survey established 3.2 or above as the mean factor score necessary for indicating teacher satisfaction with principal performance.

Third Variable. A third independent variable was the 60 percent initial faculty participation level in the NEA Survey which was a prerequisite for participation in the LBDQ-Form XII.

Fourth Variable. The fourth independent variable integral to this study was each individual principal's leadership behavior descriptions as determined by the LBDQ-Form XII.

Dependent Variable

The dependent variable in this research was the compiled description of satisfactory principal leadership from all the teachers' perspectives.

CHAPTER IV

RESULTS

Analysis of Variance

The ANOVA's for all teachers, for elementary teachers, and for high school teachers, respectively, all produced the following data:

1. A highly significant main effect for school was found in each grouping at the $p < .001$ level. This translated into the conclusion that the schools were not equal to each other. There are differences among both elementary and high school teachers, when grouped totally or by grade level, which make the comparison of their respective descriptions of principal leadership impossible to evaluate as a single school body of data. The ANOVA did not define any of these differences.

2. A highly significant main effect for factor was found in each grouping at the $p < .001$ level. From this it can be concluded that all the LBDQ-XII factors were not equal to each other. Nothing existed in the LBDQ-XII literature to suggest any equal or unequal characteristic of the factors. The ANOVA findings suggested that factor-to-factor comparisons were not appropriate.

3. A highly significant interaction for school by factor was found in each grouping at the $p < .001$ level. This translated into the conclusion that when the body of data was examined as if it were one unit, not ten units, the same unknown interactions occurred as had been shown when school and factor interactions were looked at separately.

Frequency Distribution

Table I illustrates the percentages of responses to the LBDQ-XII factors. Since there was only one small response in the "never" category, the "never", "seldom", and "occasionally" responses were combined. Similarly the "often" to "always" categories were combined. It was believed that the respective combining of the individual elements did not significantly detract from or alter the data. Table 2 illustrates this combined data as well as the nine LBDQ-XII factors where at least 60 percent of the teachers responded with "often" or "always". 60 percent was chosen to be consistent with the participation level from the Survey. When this response level was elevated to 80 percent for "often-always", four factors were still included. 80 percent was an arbitrary choice which seemed appropriate. The four factors follow:

1. Representation (86.2%)
2. Initiation of Structure (94.6%)
3. Tolerance of Freedom (81.2%)
4. Role Assumption (81.7%)

This Frequency Distribution only partially agreed with work by Knoop (1981). Knoop has found that principals' leadership styles which are high on both Consideration and Initiation of Structure, as defined by the LBDQ-XII, have the most positive work outcomes for teachers. In this study however, only 56.2 percent of the teachers describing satisfactory principal leadership included Consideration in the "often-always" category, while Initiation of Structure was included as an "often-always" description by 94.6 percent of the teachers. In this comparison it seemed appropriate to equate Knoop's "high" with "often-always" from the Frequency Distribution.

Table 1

LBDQ-XII Frequency Distribution

Factor	Level	Never	Seldom	Occas-ionally	Often	Always
1. Representation	All			13.8	60.8	25.4
	Elem.			14.5	54.0	31.5
	H.S.			13.0	69.0	18.0
2. Demand Reconciliation	All		3.1	34.3	44.6	17.9
	Elem.			25.8	46.8	27.4
	H.S.		7.0	45.0	42.0	6.0
3. Tolerance of Uncertainty	All		9.4	41.9	44.7	4.0
	Elem.		16.1	37.1	42.0	4.8
	H.S.		1.0	48.0	48.0	3.0
4. Persuasiveness	All		.9	30.8	54.0	14.3
	Elem.		.8	21.8	53.2	24.2
	H.S.			43.0	55.0	2.0
5. Initiation of Structure	All			5.4	66.5	24.1
	Elem.			3.2	55.7	41.1
	H.S.			8.0	80.0	12.0
6. Tolerance of Freedom	All		3.1	15.7	63.3	17.9
	Elem.			12.1	64.5	23.4
	H.S.	1.0	6.0	20.0	62.0	11.0
7. Role Assumption	All		2.2	16.1	61.2	20.5
	Elem.			12.1	57.3	30.6
	H.S.		5.0	21.0	66.0	8.0
8. Consideration	All		4.5	39.3	39.2	17.0
	Elem.		4.8	33.1	41.1	21.0
	H.S.		4.0	47.0	37.0	12.0
9. Production Emphasis	All			44.6	53.6	1.8
	Elem.			27.4	71.0	1.6
	H.S.			66.0	32.0	2.0
10. Predictive Accuracy	All		1.8	32.1	58.5	7.6
	Elem.			16.9	71.0	12.1
	H.S.		3.0	52.0	43.0	2.0
11. Integration	All		4.9	29.5	46.9	18.7
	Elem.		1.6	20.2	48.4	29.8
	H.S.		9.0	41.0	45.0	5.0
12. Superior Orientation	All		.4	28.6	65.6	5.4
	Elem.		.8	31.5	58.8	8.9
	H.S.			25.0	74.0	1.0

Table 2

Combined LBDQ-XII Frequency Distribution

Factor	Level	Seldom-Occasionally	Often-Always	60%Often-Always	80%Often-Always
1. Representation	All	13.8	86.2	X	X
	Elem.	14.5	85.5		
	H.S.	13.0	87.0		
2. Demand Reconciliation	All	37.5	62.5	X	
	Elem.	25.8	74.2		
	H.S.	52.0	48.0		
3. Tolerance of Uncertainty	All	51.3	48.7		
	Elem.	53.2	46.8		
	H.S.	49.0	51.0		
4. Persuasiveness	All	31.7	68.3	X	
	Elem.	22.6	77.4		
	H.S.	43.0	57.0		
5. Initiation of Structure	All	5.4	94.6	X	X
	Elem.	3.2	96.8		
	H.S.	8.0	92.0		
6. Tolerance of Freedom	All	18.8	81.2	X	X
	Elem.	12.1	87.9		
	H.S.	27.0	73.0		
7. Role Assumption	All	18.3	81.7	X	X
	Elem.	12.1	87.9		
	H.S.	26.0	74.0		
8. Consideration	All	43.8	56.2		
	Elem.	37.9	62.1		
	H.S.	51.0	49.0		
9. Production Emphasis	All	44.6	55.4		
	Elem.	27.4	72.6		
	H.S.	66.0	34.0		
10. Predictive Accuracy	All	33.9	66.1	X	
	Elem.	16.9	83.1		
	H.S.	55.0	45.0		
11. Integration	All	34.3	65.6	X	
	Elem.	21.8	78.2		
	H.S.	50.0	50.0		
12. Superior Orientation	All	29.0	71.0	X	
	Elem.	32.3	67.7		
	H.S.	25.0	75.0		

The Frequency Distribution also indicated that all teachers agree on Tolerance of Uncertainty as a description of satisfactory principal leadership. However, this agreement was somewhere between "seldom-occasionally" and "often-always". Even though this factor did not attain the 60 percent or 80 percent "often-always" level, almost equal percentages of both elementary and high school teachers included Tolerance of Uncertainty as a 50 percent "seldom-occasionally" behavior and a 50 percent "often-always" behavior of satisfactory principal leadership. Consideration also showed this 50-50 division for high school teachers and a slightly lesser degree (40-60 percent) for elementary teachers. At a minimum, all teachers' response percentages suggested that Tolerance of Uncertainty and Consideration, as defined by the LBDQ-XII, are "occasionally-often" descriptions of satisfactory principal leadership instead of "often-always".

Four other LBDQ-XII factors, which achieved 60 percent "often-always" percentages among all teachers' responses, showed marked differences when elementary teachers and high school teachers were examined separately. Demand Reconciliation, Persuasiveness, Predictive Accuracy, and Integration were the factors. At least 74 percent of the elementary teachers described these factors as "often-always" behaviors of satisfactory principal leadership. On the other hand, high school teachers were approximately equally divided between "seldom-occasionally" and "often-always" when using these factors. High school teachers were consistent with their earlier Tolerance of Uncertainty and Consideration responses' percentages. The largest areas of disagreement between high school and elementary teachers involved Demand

Reconciliation, Production Emphasis, and Predictive Accuracy. Each of these has 36-38 percent fewer high school teachers than elementary teachers using them as "often-always" descriptions of satisfactory principal leadership.

Therefore, according to the Frequency Distribution, all teachers included Representation, Initiation of Structure, Tolerance of Freedom, and Role Assumption as 80 percent or better "often-always" descriptions of satisfactory principal leadership. However, when high school and elementary teachers' responses were evaluated separately, some differences were apparent for high school teachers relative to the four previous LBDQ-XII factors. High school teachers only included Representation and Initiation of Structure as 80 percent "often-always" leadership descriptions. Lowering the response percentage to 70 percent was necessary to include all four of the previous factors as high school teachers' descriptions of satisfactory principal leadership. At this level high school teachers also included Superior Orientation as an "often-always" description. When elementary teachers were examined at this 70 percent response level for "often-always" descriptions of the satisfactory principal, Demand Reconciliation, Persuasiveness, Production Emphasis, Predictive Accuracy, and Integration were also included as descriptions of satisfactory principal leadership. These differences between high school and elementary teachers' descriptions imply additional support for the ANOVA's conclusion that the schools are unequal as comparison bases. Moreover, the Frequency Distribution provided no information relative to the definition of the unequalness which appears to exist among the responses of high school and elementary teachers when separately describing satisfactory principal leadership.

Interviews

Individual interviews were held with five teachers from each of the ten schools. These were conducted at the school, at the teacher's home, or some other mutually convenient location. The interview was designed to function as a cross-check on the data which the LBDQ-XII had produced about the principal leadership in the respective schools. This writer believed that it was important for the teachers to know what had been collectively said about the school's principal. This seemed particularly important since the data described satisfactory leadership. Often in the schools the negative information drowns the positive; therefore, it was imperative to report the positive results to the teachers and principals. Secondly, reporting the LBDQ-XII data to the teachers helped to establish that the LBDQ-XII, in fact, said what the teachers thought. This allowed for any clarification or elaboration that a forced choice on the LBDQ-XII did not afford. It later proved that this additional information was often more useful than the LBDQ-XII data.

Since the LBDQ-XII was reported by school, no individual teacher's specific responses were discussed. The discussing of the compiled description of the school principal's leadership assisted in establishing a cordial interview setting. No one was placed in a position of having to defend his or her individual perceptions. During the interview the teachers reviewed the LBDQ-XII description of their principal, asked questions, and made comments. Then the teachers were asked if the LBDQ-XII leadership description of their principal was correct. Without exception, all fifty teachers agreed that the LBDQ-XII description

of their respective principal's leadership behavior was accurate. Specifically, the teachers felt individually that the composite description, created by their participating faculty members and themselves, conformed to their personal perceptions of the principal's leadership behaviors.

Next, the teachers were engaged in a discussion relative to their personal perceptions of satisfactory principal leadership. The teachers were encouraged to openly reiterate what they believed the characteristics of a principal should be for effective leadership of a school. During the interview process, all the teachers mentioned the following general characteristics as important parts of principal leadership:

1. Instructional leadership
2. Interpersonal relationships
3. Patience
4. Consistency

When pressed for more specific information about the meanings of the aforementioned principal leadership characteristics, a multitude of information was given. No teacher gave all the information contained in the following elaborations of the interviews. However, these compilations represent what was defined by all as satisfactory principal leadership.

In explaining instructional leadership as a part of satisfactory principal leadership, the teachers included the following activities.

1. Principals should understand the basics of curriculum theory.
2. Principals should know what they want instructionally when they tell teachers that they dislike the way the teachers are performing in the classroom.

3. Principals should both verbalize and practice their support for their faculty members.
4. Principals should understand that their leadership responsibilities extend beyond a clean facility and grounds or buses which operate safely and on schedule.
5. Principals should be willing for new instructional approaches to be tried as long as sufficient research and study accompany these new activities.
6. On occasion, principals should be able to recognize that the leadership of another educator may be more appropriate for the situation than their own abilities.
7. In consultation with the faculty, principals should anticipate and plan for school issues and concerns in advance if at all possible.
8. If rules and regulations are part of the principal's leadership style, then they should be clearly defined. Moreover, there should be uniform implementation of any such defined policies.

All teachers agreed that positive interpersonal relationships between faculty and principal are directly related to teacher satisfaction and performance. This statement agrees with earlier work by Burgess and Dermott and Knoop. The teachers believe that principals must have as strong a concern for the human element of schooling as they have for any other aspect of operating the school effectively and efficiently. The physical and psychological needs of faculty members must be adequately addressed and rectified, where possible, if proper

treatment of students is to occur. The teachers feel that a principal's ignoring of their concerns as individuals and as a collective group fosters the teachers' ignoring of similar needs on the part of the students.

Along this same line of interpersonal relationships, the teachers feel that if the principal treats the teachers as professional equals, even though they are in a hierarchical system, much can be accomplished toward enhancing the self-worth of the teachers. Further, the teachers believe that the enhancing of their self-worth has a direct relationship to their being able to enhance the self-worth of students. All the teachers contended that it is possible for the principal to be cordial, up-front, and approachable in the many responsibilities which affect teachers and students, without having to give up any leadership authority. In fact, the teachers believe that the greater the degree to which each of the aforementioned traits are exhibited by the principal, the greater ease the principal enjoys when confronted with the resolution of interpersonal conflicts and disputes among several different faculty members.

In discussing the amount of patience needed by the principal for satisfactory leadership of the school, all believed that the principal must have a sense of task accomplishment; however, this need should not override the principle of doing a job well. The teachers feel that the number of tasks completed is not always the best gauge of quality of work done. Thus, the principal should have a task orientation which is tempered with enough patience to allow teachers the time, resources, and support to do the task well, according to the verbalization obtained during the interviews.

Finally, and probably most emphatically stated by the teachers, was their expectation that their principals be consistent in their leadership behavior. The teachers went so far as to say that even if the principals exhibit the opposite characteristics from what the teachers want, the fact that they are consistent in these behaviors is more palatable than inconsistency. Obviously, the teachers find it difficult to follow fascillating leadership patterns. Indeed, it appeared that the teachers are more willing to accept consistently undesirable principal leadership than random and unpredictable leadership. This would also agree with Knoop's work which was referred to earlier.

All of these interviews lasted from one and one half to two hours. They were filled with numerous phrases or anecdotes which probably describe satisfactory principal leadership in the best manner. For example:

> Principals do not and should not play the middle of the road. If they do not know their position, then they cannot effectively run a school. Principals should work to clearly define their role so that the teachers can fully understand their position. (Elementary teacher, 1983)

It certainly appears that this teacher was almost parroting the work of Heller and Morris cited earlier in defining principal leadership. In all probability, it would have made little difference what type of principal leadership this teacher had experienced or described, because she spoke from a well defined position of her own. Another example follows:

> The principal should leave me alone to teach. When I need him, I want him to be there. I want him to deal with the myriad of organizational details which have little to do with my learning relationships with kids. I can do a good job for the kids, myself, and the principal when I am given all the time available to do what

> I do best, teach. If the principal will head off--defuse any unpleasant situations, I can survive.

This scenario does not exactly mesh with any earlier theorist's or researcher's work. However, the philosophy of the Far West Laboratory does parallel the sentiment of this passage; i.e., that the principal must often manage unexciting and routine details for the adequate functioning of the school organization. Effective management of such mundane functions frees the teachers to do a better job of teaching. As a final example:

> My principal maintains a very high profile in our school's community. Often, I think that this is to the chagrin of the superintendent. As a matter of fact, I often think that the principal's high community image helps him do difficult tasks which would be impossible otherwise. He's always out there in the streets speaking up for good things happening at school.

This last teacher certainly seems excited about the principal's public relations role. Obviously, a good job is being done by the principal in the area. There is nothing in the literature which gives support to this role; however, Representation was one of the LBDQ-XII factors referred to by this teacher during her elaboration.

A final interview product, which was voiced by half of the teachers, was the intimidation of faculty members from other schools who had initially participated in the NEA survey. None of the twenty-five interviewed teachers indicated that they had experienced any discouragement from the principal relative to their voluntary participation. However, they indicated that discussions with colleagues from schools who had only responded to the NEA Building Level Administrator Evaluation Survey revealed that various degrees of intimidation had been experienced. Maybe the apparent insecurity of those principals who

were not included in the description of satisfactory principal leadership after the initial Survey, can now be better understood. It is unfortunate that one's honest efforts to describe satisfactory principal leadership should result in the intimidation of teachers. Maybe this situation further indicates how strong the need is to understand principal leadership.

In summary, the interviews showed the following:

1. The LBDQ-XII is an appropriate representation of teachers' perceptions of satisfactory principal performance.
2. Teachers agree on four general leadership characteristics for satisfactory principal leadership.
   a. Instructional leadership
   b. Interpersonal relationship
   c. Patience
   d. Consistency

Summary

The ANOVA's demonstrated that the ten schools and the twelve LBDQ-XII factors, both individually and collectively, were not comparable to each other. Unspecified variables were present which made it impossible for the ANOVA's to indicate which schools or factors had similarities and differences.

The Frequency Distribution showed that at least 80 percent of the teachers answered "often-always" when describing satisfactory principal leadership with the following LBDQ-XII factors:

1. Representation
2. Initiation of Structure

3. Tolerance of Freedom

4. Role Assumption

The high response percentage of 94.6 percent of "often-always" on Initiation of Structure did agree with work by Halpin and Winer, Fleishman, and Knoop. There was also clear agreement among all teachers that Tolerance of Uncertainty and Consideration are "occasionally-often" descriptions of satisfactory principal leadership. Further, elementary teachers included five other LBDQ-XII factors at the 70 percent or better "often-always" level, while high school teachers include only one other factor. In addition to these disparities, there were three factors where high school teachers and elementary teachers strongly disagree in their response percentages. All this suggests that there are basic differences in the manner in which elementary and high school teachers describe their respective perceptions of satisfactory principal leadership. This study does not define these apparent differences.

The interviews established that the LBDQ-XII appropriately represents teachers' perceptions of satisfactory principal leadership. Also, the interviews established four characteristics of satisfactory principal leadership; i.e., instructional, interpersonal relationships, patience, and consistency.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The LBDQ-XII factor, Representation, was an appropriate description of satisfactory principal leadership. Representation occurs when the principal "speaks and acts as the representative of the group both internally and externally". With over 80 percent of the teaching profession composed of females, representation of teachers by a male may well be a product of years of sex-role stereotyping. This interpretation seems particularly viable when viewed in terms of the predominate number of males who are principals. These principals have experienced years of sex-role stereotyping on the opposite side of the gender issue. They may, in fact, still hold the belief that women need to be looked after; therefore, they either naturally assume the role or are naturally impelled there by female teachers who expect male leadership. This is also implied by the 86.2 percent of the teachers who answered that they "often-always" perceive Representation as a part of satisfactory principal leadership.

After the component items of the LBDQ-XII were re-examined, another reasonable explanation of the teachers' perspectives on this issue presented itself. That was that teachers want to effectively work in their classroom while someone else, presumably the principal, has the responsibility for conducting an effective public relations campaign. In reality, acting as the spokesperson, publicizing the activities,

speaking as the representative of the group to outside agencies--all are integral parts of a good public relations operation. Teachers desire to have the good news of education told. Within this factor of Representation, then, they believe that the principal is an appropriate apostle.

The LBDQ-XII factor, Initiation of Structure, is an appropriate description of satisfactory principal leadership. Initiation of Structure means that the principal "clearly defines his/her role and lets followers know what is expected". This directly agrees with earlier LBDQ-XII research, previously cited, which states that a large number of leadership behavior dimensions can be reduced to the factors of Initiation of Structure and Consideration. Several of these studies have regularly used the phrases "defines own role", "clear expectations", "uniform procedures", "follows rules and regulations", clear assignments", etc. in discussion of what teachers want from 'good' or 'effective' principals. All of these phrases are parts of the ten component items of the LBDQ-XII subscale, Initiation of Structure. They also directly parallel what the individual interviews defined as consistency of principal leadership. Teachers believe that clear role expectations and uniform adherence to policies, rules, and regulations immensely assist the consistent behavior of all persons in the educational setting. This conclusion is particularly important since 94.6 percent of the teachers describe Initiation of Structure as an "often-always" behavior of satisfactory principal leadership.

The LBDQ-XII factor, Tolerance of Freedom, is an appropriate description of satisfactory principal leadership. Tolerance of Freedom

means that the principal "allows the followers scope for initiative, decision, and action". This factor utilizes phrases like "trusts members to exercise good judgment", "allows freedom to work", and "encourages initiative" to explain its meaning. These phrases are closely aligned with what the individual interviews described as "patience" and "interpersonal relationships". "Interpersonal relationships" have the particular tenet of enhancement of teachers' feelings of worth to self and the organization. The aforementioned phrases from the Tolerance of Freedom factor, usage of "trusts", "freedom", and "initiative" for individuals certainly implies worth and value placed on the individuals in the organization. "Patience" is also an implied necessity in a principal's leadership ability to allow all the freedom described by this LBDQ-XII factor. Since 81.2 percent of the teachers responded "often-always" to Tolerance of Freedom, they believe that the allowance of personal worth, initiative, freedom, and action are meaningful descriptions of satisfactory principal behavior.

The LBDQ-XII factor, Role Assumption, is an appropriate description of satisfactory principal leadership. Role Assumption means that the principal "actively exercises the leadership role rather than surrendering leadership to others". This certainly agrees with the earlier work of Heller and Morris. In addition, the factor has to relate to Initiation of Structure. The ability to assume and execute a specific leadership role must have as its predecessor a clearly defined role or roles. It is possible that satisfactory principal leadership can have well-defined roles, but have no one willing to assume them. Conversely, it seems impossible that satisfactory principal

leadership roles can be assumed to be implementable if the structure has not defined and initiated these roles. Some of the earlier teacher anecdotes support this reasoning. Teachers' defining Role Assumption as an 81.7 percent "often-always" satisfactory principal leadership behavior further supports this logic.

Although an 80 percent "often-always" response level was not achieved by the factors of Tolerance of Uncertainty and Consideration, there is strong similarity among the teachers' response percentages of these two factors. Tolerance of Uncertainty is a 79 percent "occasionally-often" response percentage for elementary teachers, while it is a 96 percent "occasionally-often" response for high school teachers. Consideration is a 74 percent "occasionally-often" response for elementary teachers, while it is an 84 percent "occasionally-often" response for high school teachers. The components of Tolerance of Uncertainty are somewhat similar to those from Tolerance of Freedom. Also, Tolerance of Uncertainty parallels the interview descriptions of satisfactory principal leadership in "patience" and "interpersonal relationships". The inclusion of Consideration in this same description mirrors earlier cited research.

A final conclusion is that teachers' perceptions are appropriate descriptions of satisfactory principal leadership. They have daily, first-hand experiences assessing the needs of the individuals and the organization. They have preparatory experiences from state-accredited institutions. Thus, teachers are in a legitimate position to appropriately describe satisfactory principal leadership.

Recommendations

Satisfactory principals must be actively involved with their faculties and their communities for effective leadership to develop. They cannot assume that good faculties and good community relations are unimportant. Principals must recognize and emphasize the teachers' worth and abilities. Teachers must be permitted to assist in the planning of the educational agenda if principals expect teachers to be a part of the educational leadership team. Principals must expect teachers to assume such roles. Teachers can use their abilities to impede or assist their principals in the development of their leadership in the community and in the school. Principals must accept teachers as professional equals even though positional inequality does exist. It will take a flexible principal and system to implement this professional parity as part of the commitment to the development of satisfactory principal leadership. It is through such teacher-principal partnerships, however, that the challenges to the continued existence of the educational institution will be successfully overcome.

Moreover, principals should not be afraid to enter into such partnerships. Instructional competence requires the involvement and cooperation of both teacher and principal. Student learning and achievement need all educational professionals in attendance on frequent and recurring time frames. The principal can no more forsake the classroom and expect satisfactory leadership to develop. Principals without instructional competencies cannot be leaders. They become like a walk in the moving surf: there are no directions, paths, or footprints to follow or to be retraced by others. Principals' survival includes competent teachers. Principals' satisfactory leadership must similarly include

competent teachers. Competent teachers will not develop without the presence of competent leadership from principals.

Satisfactory principals must also have clear understandings of what they and their jobs are all about. They cannot flounder in inability and confusion about role expectations. If the demands are too great, the principals must take the necessary steps to develop behaviors and abilities which assist in meeting the demands of the job. Principals with clear role expectations should not be fearful of decisions or decision-makers. All they will need is the willingness to collect all available data before decisions are made, then make the best decision. Leadership development will be contingent upon the principals' decision-making abilities.

Finally, satisfactory principals must be consistent in their behaviors. Teachers want some predictability from the leadership of principals. To this writer, by conjecture, there is a direct relationship between teachers' exhibition of consistent behavior with students and principals' exhibition of consistent leadership behaviors with teachers. Disorder from principals can serve to breed the same disorder for teachers. Quite possibly, the four leadership descriptions described by this study are the appropriate beginning points for the development of consistent principal leadership. They are not guarantees of successful leadership. They are guides for those who want to undertake the difficult and time-consuming task of improving principal leadership. Principals have teachers as their best potential allies in the development of satisfactory principal leadership.

As a practical approach, teachers can be leadership collaborators

so that the satisfactory leadership described herein for principals by teachers does not have to be the total responsibility of the principal. As a matter of conjecture, the leadership behaviors listed could either be shared by both teachers and principals (educators), or assumed by either. It seems important that leadership be present in the schools and educational setting, but which educator exercises leadership is not at issue. Therefore, this writer would recommend that all educators try to exercise every leadership behavior which has been described as being satisfactory to the principal. This certainly does not imply that the principal would become unnecessary. Rather, it means that satisfactory leadership of the educational setting by educators are imperatives. This is particularly true if educational excellence is to be a reality of the future educational experiences of both educators and students. To begin the development and implementation of educators as the leaders which teachers described, educators must be willing to take deliberate steps to change or modify their current nonleadership, sometimes unthinking behaviors.

Educators' wanting competent leadership have willingly boarded the bandwagons of fads and gimmicks which held promise for improvement of educational leadership. Sadly, many found themselves quickly disembarking from these bandwagons when the humanness of the educational setting appeared to have been lost or ignored by these new leadership cure-alls. What had worked well as industrial leadership often seemed to regularly deteriorate when applied to public education and educators. This breakdown can probably be traced to the differences in the amount of control a factory worker and an educator have over the

component parts of their respective operations. For the factory worker, if all the machine parts are properly aligned and oiled, if the power source is available, if the worker knows his or her job and is healthy--then there is a highly probable expectation that the product will be produced correctly. This same syllogism, when applied to public education, does not have the same high probability of correct results. Educators cannot control all the human variables which are indigenous to each human entity in the class. Obviously, this can explain the failure of so many business and industry leadership ideas when they enter public educational settings.

Educators need not bury their heads in the sand and lament that the improvement of educational leadership is hopeless. They need to look to themselves for the strength, courage, and competence to lead the profession and society into the twenty-first century with quality public education. In the public's eye, it may seem that there is incompetence and no leadership within the public school hierarchy; however, this is not true. Because of its availability and exposure to society, the leadership of public schools, from the classroom to the school board, is constantly being scrutinized by anyone who so desires for whatever motivation. What other institution or profession is subjected to such constant and open appraisal? Very few if any other professions are so accessible and open to public opinion. It is through the development of leadership that educators will find the strength and insight to lead themselves, students, and parents into meaningful educational experiences. The subsequent recommended activities will serve as the beginning point for the development of educator leadership.

First, educator leadership requires educator interaction with educator as well as educator interaction with self. This self-interaction includes the addressing of several very intense issues:

1. What do I believe about teaching?
2. What do I expect from myself as a person and an educator?
3. How do I behave as an educator?
4. How does my behavior affect others?
5. Can I change if I so choose?
6. What do I expect from others in the educational setting?

These questions do not exhaust all the potential issues a thorough self-interaction requires, but they are representative. Such an introspection cannot be effectively mastered in a brief time period. A self-analysis of this intensity should begin during the professional education experiences. Most likely, such questions should be part of the core of the educational program. Such introspection mandates an open-ended continuum. Self-interaction must be a continuous, lifelong process if effective and meaningful person-to-person interactions are the forerunners of legitimate educator leadership.

Second, educator leadership is contingent upon educators' acceptance of the individuals who are identified by their respective introspections. Efforts to deny the reality of such identities will be futile. The persons who are identified by self-analysis are those who will appear daily in the educator's usual and customary interactions. These identifications cannot be modified if they are not accepted as real. Moreover, if displeasure exists with these personal identities, then the educator may choose to change or modify behaviors

in order to effect satisfactory leadership. There can be no external imposition of the acceptance or the rejection of this redefined self. This can only occur by conscious choice on the part of the educator. As educators are aware of their personal selves and their professional selves, as well as the interaction of the two, then effective attempts can be made to use educator interactions in the development of leadership.

Third, educator leadership requires that educators accept the task of helping each other. Both intentionally and unintentionally, many educators have nurtured themselves and their profession as separatists reluctant to share anything with anyone, particularly colleagues. Administratively, the fostering of such separation makes the administrative need for control easy to accomplish. To use educators helping educators in creating leadership, educators will have to demonstrate a collegial spirit heretofore unknown to them. This collegial spirit will then serve as the foundation for a much needed educator support network. By establishing such a network, educator interaction and leadership will occur naturally. Out of this will then come an increased tolerance for individual differences, increased solicitation of varying opinions, and better analyses of educational needs. Specifically, this interaction and support network will enable educators to be leaders in the examination of a multitude of alternatives before final decisions are made. Therefore, by this exploration, better theoretical implementation will result. It will be this type of encouraged diversity which will produce one of the strongest educator leadership foundations.

To this same end of enhancement of educator leadership, educators who are experiencing a collegial support network will become less dependent on external directive and control. In all probability, these educators will be less tolerant of external attempts to manipulate them. This will be particularly perplexing to control-oriented administrations. However, educators will have developed their own internal capacities for self-direction and will be less susceptible to improper external control systems or leadership styles. Educators will have their own leadership control system, of which many administrations as well will become a part. This will enable them to forsake old leadership habits. Thus, educators' internal leadership systems will serve as a building block for the development and nurturance of more critical thinking among students, because educators will be thinking more critically as they exercise leadership in the educational setting.

Fourth, educator leadership must produce a real dissatisfaction with the educational status quo. Educators must be willing to take risks which are necessary to accomplish needed changes. Through encouragement of diversity, their leadership capabilities will emerge and provide the navigation skills for successful risk-taking. Educators will and must serve as leaders of the public schools' activities. They cannot accept the schools' legitimacy by imposition from anyone except themselves. Educator leadership will be a product of risks taken to enlarge, not institutionalize educators and students.

Fifth, if educators are to lead, they must be committed to the development of interaction among their profession and the community. Educators without commitment to themselves and to the cause of improving

educational experiences for all, will do no more than continue the paternalistic system. Commitment to self breeds commitment to others. It is hoped that a communal spirit of commitment to self and to public education will help educators to proact rather than react when exercising leadership.

Finally, along with all the previous activities, educator leadership efforts must exhibit tenacity. One attempt to develop leadership will not convince anyone of anything. For many educators, leadership is a foreign behavior which will need time and tenacity for proper development. Great resistance among the educator ranks will probably occur whenever the unknown of educator-determined leadership challenges the security of the current mindless, do-as-you-are-told school operation.

In summary, the first steps toward educator leadership begin by principals and/or teachers practicing the following behaviors:

1. A continuous introspection
2. An acceptance of the self identified by introspection
3. An acceptance of educators helping educators
4. A dissatisfaction with the educational status quo
5. Commitment to self and others
6. Tenacity

More importantly, if educators will lead first their personal selves, then their professional selves through the aforementioned interactions, there will be few applicable limitations to the leadership they can provide for improving public education.

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Appendix A

NEA Building Level Administrator Evaluation Survey

BUILDING LEVEL ADMINISTRATOR EVALUATION SURVEY

The BUILDING LEVEL ADMINISTRATOR EVALUATION SURVEY is a study of teacher attitudes and how they feel about a number of factors which have proven to be important considerations in determining the level of staff morale. Resulting data will be used by your association to identify trouble spots that need attention, to determine what can be done, and to improve personnel practices and staff relations.

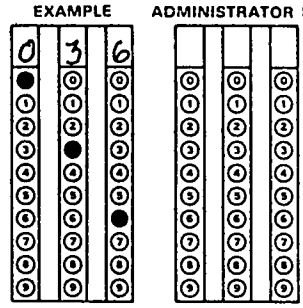
Please take some time to look over the survey. Now, take a few minutes to complete it. No reference will be made to individual respondents; the results will yield group data only.

- DO NOT STAPLE OR FOLD THIS FORM.
- Use BLACK lead pencil only (Number 2 or softer).
- DO NOT use ink or a ballpoint pen.
- DO NOT make any STRAY MARKS on the survey.
- Cleanly ERASE any answers you wish to change.
- MAKE heavy black marks that fill the circle completely.

FOR EXAMPLE: Ⓢ Ⓦ Ⓐ ●

Before you begin to answer the survey, please indicate your administrator number assigned to your school in the boxes provided at the top of the line of circles. Next, fill-in the numbered circles corresponding to each number you wrote in the squares. The administrator number is used for control purposes which permits the tabulation of the data.

EXAMPLE ADMINISTRATOR NO.



READING LEFT TO RIGHT USE THE FOLLOWING SCALE FOR ALL ITEMS:

S - STRONG: Exceeds the requirements of the position
A - AVERAGE: Meets the requirements of the position.
W - WEAK: Performs below the requirements of the position.
U - UNSATISFACTORY: Performs greatly below the requirements of the position.

Mark the lettered circle which in your opinion best describes your administrator's performance.

1. Provides creative leadership ..... Ⓢ Ⓦ Ⓐ Ⓤ
2. Provides for participation of faculty in decision-making ..... Ⓢ Ⓦ Ⓐ Ⓤ
3. Anticipates problems with prior planning ..... Ⓢ Ⓦ Ⓐ Ⓤ
4. Has rapport with faculty ..... Ⓢ Ⓦ Ⓐ Ⓤ
5. Helps teachers maintain a creative school environment ..... Ⓢ Ⓦ Ⓐ Ⓤ
6. Supervision is objective and fairly applied ..... Ⓢ Ⓦ Ⓐ Ⓤ
7. Is resourceful in coping with unexpected problems Ⓢ Ⓦ Ⓐ Ⓤ
8. Provides clear, consistent direction to the faculty Ⓢ Ⓦ Ⓐ Ⓤ
9. Teacher evaluation is based on adequate classroom observation ..... Ⓢ Ⓦ Ⓐ Ⓤ
10. Teachers are viewed as more important than office routine ..... Ⓢ Ⓦ Ⓐ Ⓤ
11. Backs teachers in student discipline cases ..... Ⓢ Ⓦ Ⓐ Ⓤ
12. Does all possible to lessen faculty non-teaching duties ..... Ⓢ Ⓦ Ⓐ Ⓤ
13. Shows a sensitivity for racial and ethnic differences ..... Ⓢ Ⓦ Ⓐ Ⓤ
14. Effectively encourages community support for the school ..... Ⓢ Ⓦ Ⓐ Ⓤ
15. Acknowledges teacher differences, especially those with creative approaches ..... Ⓢ Ⓦ Ⓐ Ⓤ
16. Utilizes financial resources available to improve instruction ..... Ⓢ Ⓦ Ⓐ Ⓤ
17. Assigns "extra duty" tasks fairly and equitably . Ⓢ Ⓦ Ⓐ Ⓤ
18. Praises the achievements of individual teachers . Ⓢ Ⓦ Ⓐ Ⓤ
19. Reprimands to teachers are given only after factual investigation ..... Ⓢ Ⓦ Ⓐ Ⓤ
20. Uses authority in a firm, consistent, but compassionate manner ..... Ⓢ Ⓦ Ⓐ Ⓤ
21. Assists teachers to increase competence and success ..... Ⓢ Ⓦ Ⓐ Ⓤ
22. Is firm in the use of authority ..... Ⓢ Ⓦ Ⓐ Ⓤ
23. Views the purpose of administration as supporting the instructional process ..... Ⓢ Ⓦ Ⓐ Ⓤ
24. Helps service personnel (clerical, custodial, etc.) in their role of supporting teachers ..... Ⓢ Ⓦ Ⓐ Ⓤ
25. Sees sound education as more important than satisfying educational critics ..... Ⓢ Ⓦ Ⓐ Ⓤ
26. Protects teachers from classroom interruptions . Ⓢ Ⓦ Ⓐ Ⓤ
27. Champions academic freedom ..... Ⓢ Ⓦ Ⓐ Ⓤ
28. Supports teachers in their professional judgments ..... Ⓢ Ⓦ Ⓐ Ⓤ
29. Encourages initiative and innovation by the staff ..... Ⓢ Ⓦ Ⓐ Ⓤ
30. Defends faculty against unwarranted attacks and criticism ..... Ⓢ Ⓦ Ⓐ Ⓤ
31. Faculty meetings are held only when needed ... Ⓢ Ⓦ Ⓐ Ⓤ
32. Faculty meetings are meaningful and of value to the teachers ..... Ⓢ Ⓦ Ⓐ Ⓤ

P004627 NCS Trans-Optic F4607-5 (a service of NEA Research)

OVER→

READING LEFT TO RIGHT USE THE FOLLOWING SCALE FOR ALL ITEMS:

S - STRONG: Exceeds the requirements of the position
W - WEAK: Performs below the requirements of the position.
A - AVERAGE: Meets the requirements of the position.
U - UNSATISFACTORY: Performs greatly below the requirements of the position.

Mark the lettered circle which in your opinion best describes your administrator's performance.

33. Structures schedules and routines efficiently ... Ⓢ Ⓦ Ⓐ Ⓤ
34. Welcomes constructive criticism and benefits from it ... Ⓢ Ⓦ Ⓐ Ⓤ
35. Is logical in thinking ... Ⓢ Ⓦ Ⓐ Ⓤ
36. Understands complex ideas ... Ⓢ Ⓦ Ⓐ Ⓤ
37. Has a good sense of humor ... Ⓢ Ⓦ Ⓐ Ⓤ
38. Follows through on commitments and promises Ⓢ Ⓦ Ⓐ Ⓤ
39. Genuinely supports teachers in fostering pupil achievement ... Ⓢ Ⓦ Ⓐ Ⓤ
40. Is emotionally mature and stable ... Ⓢ Ⓦ Ⓐ Ⓤ
41. Expedites the receiving of books and supplies .. Ⓢ Ⓦ Ⓐ Ⓤ
42. Is completely ethical in his dealings ... Ⓢ Ⓦ Ⓐ Ⓤ
43. Settles grievances fairly and quickly ... Ⓢ Ⓦ Ⓐ Ⓤ
44. Fosters high faculty morale ... Ⓢ Ⓦ Ⓐ Ⓤ
45. Encourages openness and a relaxed school environment ... Ⓢ Ⓦ Ⓐ Ⓤ
46. Does not listen to gossip or rumors about teachers ... Ⓢ Ⓦ Ⓐ Ⓤ
47. Understands and appreciates the need for a well-run school ... Ⓢ Ⓦ Ⓐ Ⓤ
48. Is impartial in teacher negotiations ... Ⓢ Ⓦ Ⓐ Ⓤ
49. Is not critical of teacher organizations or their activities ... Ⓢ Ⓦ Ⓐ Ⓤ
50. Supports the faculty in dealing with the central administration ... Ⓢ Ⓦ Ⓐ Ⓤ
51. Respects established rights of teachers ... Ⓢ Ⓦ Ⓐ Ⓤ
52. Has established a firm trust level between building level administration and faculty ... Ⓢ Ⓦ Ⓐ Ⓤ
53. Provides for meaningful faculty involvement in school policy development ... Ⓢ Ⓦ Ⓐ Ⓤ
54. Promotes an open and informal atmosphere among the staff ... Ⓢ Ⓦ Ⓐ Ⓤ
55. Keeps professional confidences of teachers .... Ⓢ Ⓦ Ⓐ Ⓤ
56. Keeps personal confidences of teachers ... Ⓢ Ⓦ Ⓐ Ⓤ
57. Avoids unnecessary record-keeping by teachers . Ⓢ Ⓦ Ⓐ Ⓤ
58. Is respected by teachers ... Ⓢ Ⓦ Ⓐ Ⓤ
59. Is respected by students ... Ⓢ Ⓦ Ⓐ Ⓤ
60. Is respected by parents and community ... Ⓢ Ⓦ Ⓐ Ⓤ
61. Supports teachers in confrontations with parents ... Ⓢ Ⓦ Ⓐ Ⓤ
62. Maintains realistic fair behavior standards for students ... Ⓢ Ⓦ Ⓐ Ⓤ

Using the same code as above, indicate your OVERALL RATING OF THIS ADMINISTRATOR'S PERFORMANCE: Ⓢ Ⓦ Ⓐ Ⓤ

Appendix B

NEA Administrator Evaluation Composite Means

Evaluation Factor	School 1	2	3	4	5	6	7	8	9	10
1. Personal Characteristics	3.2	3.1	3.4	3.7	3.0	3.6	3.5	3.5	3.0	3.1
2. Developing Working Conditions	3.4	3.4	3.4	3.5	3.0	3.8	3.2	3.3	3.6	3.2
3. Organizing and Planning	3.3	3.2	3.4	3.5	2.9	3.8	3.6	3.5	3.4	3.1
4. Supportive Role	3.4	2.9	3.6	3.9	3.7	3.5	3.3	3.5	3.5	3.2
5. Developing a Professional Atmosphere	3.2	3.2	3.3	3.8	3.2	3.7	3.6	3.5	3.3	3.4
6. Managerial Role	3.4	3.4	3.6	3.6	3.5	3.9	3.4	3.5	3.5	3.4
7. Personal Relations with Teachers	3.4	3.1	3.5	3.8	3.1	3.5	3.4	3.5	3.4	3.1
8. Evaluative Role	3.4	3.2	3.2	3.6	2.9	3.6	3.2	3.4	3.3	3.1
9. School Environment	3.2	3.1	3.4	3.9	3.3	3.9	3.5	3.6	3.0	3.4
10. Faculty Involvement in Administration	3.1	3.0	3.2	3.6	3.1	3.6	3.4	3.4	2.9	3.1
11. Community Relationships	3.5	3.6	3.5	3.9	3.5	3.8	3.4	3.5	3.5	3.1
Composite Mean:	3.3	3.2	3.4	3.7	3.2	3.7	3.4	3.5	3.3	3.2

Appendix C

LBDQ-XII

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term, "*group*," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "*members*," refers to all the people in the unit of organization that is supervised by the person being described.

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DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader engages in the behavior described by the item.

c. DECIDE whether he/she (A) *always*, (B) *often*, (C) *occasionally*, (D) *seldom* or (E) *never* acts as described by the item.

d. DRAW A CIRCLE around *one* of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

e. MARK your answers as shown in the examples below.

Example: Often acts as described	A	(B)	C	D	E
Example: Never acts as described	A	B	C	D	(E)
Example: Occasionally acts as described	A	B	(C)	D	E

---

1. Acts as the spokesperson of the group	A	B	C	D	E
2. Waits patiently for the results of a decision	A	B	C	D	E
3. Makes pep talks to stimulate the group	A	B	C	D	E
4. Lets group members know what is expected of them	A	B	C	D	E
5. Allows the members complete freedom in their work	A	B	C	D	E
6. Is hesitant about taking initiative in the group	A	B	C	D	E
7. Is friendly and approachable	A	B	C	D	E
8. Encourages overtime work	A	B	C	D	E
9. Makes accurate decisions	A	B	C	D	E
10. Gets along well with the people above him/her	A	B	C	D	E
11. Publicizes the activities of the group	A	B	C	D	E
12. Becomes anxious when he/she cannot find out what is coming next	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

13. His/her arguments are convincing	A	B	C	D	E
14. Encourages the use of uniform procedures	A	B	C	D	E
15. Permits the members to use their own judgment in solving problems	A	B	C	D	E
16. Fails to take necessary action	A	B	C	D	E
17. Does little things to make it pleasant to be a member of the group	A	B	C	D	E
18. Stresses being ahead of competing groups	A	B	C	D	E
19. Keeps the group working together as a team	A	B	C	D	E
20. Keeps the group in good standing with higher authority	A	B	C	D	E
21. Speaks as the representative of the group	A	B	C	D	E
22. Accepts defeat in stride	A	B	C	D	E
23. Argues persuasively for his/her point of view	A	B	C	D	E
24. Tries out his/her ideas in the group	A	B	C	D	E
25. Encourages initiative in the group members	A	B	C	D	E
26. Lets other persons take away his/her leadership in the group	A	B	C	D	E
27. Puts suggestions made by the group into operation	A	B	C	D	E
28. Needles members for greater effort	A	B	C	D	E
29. Seems able to predict what is coming next	A	B	C	D	E
30. Is working hard for a promotion	A	B	C	D	E
31. Speaks for the group when visitors are present	A	B	C	D	E
32. Accepts delays without becoming upset	A	B	C	D	E
33. Is a very persuasive talker	A	B	C	D	E
34. Makes his/her attitudes clear to the group	A	B	C	D	E
35. Lets the members do their work the way they think best	A	B	C	D	E
36. Lets some members take advantage of him/her	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

37. Treats all group members as his/her equals	A	B	C	D	E
38. Keeps the work moving at a rapid pace	A	B	C	D	E
39. Settles conflicts when they occur in the group	A	B	C	D	E
40. His/her superiors act favorably on most of his/her suggestions	A	B	C	D	E
41. Represents the group at outside meetings	A	B	C	D	E
42. Becomes anxious when waiting for new developments	A	B	C	D	E
43. Is very skillful in an argument	A	B	C	D	E
44. Decides what shall be done and how it shall be done	A	B	C	D	E
45. Assigns a task, then lets the members handle it	A	B	C	D	E
46. Is the leader of the group in name only	A	B	C	D	E
47. Gives advance notice of changes	A	B	C	D	E
48. Pushes for increased production	A	B	C	D	E
49. Things usually turn out as he/she predicts	A	B	C	D	E
50. Enjoys the privileges of his/her position	A	B	C	D	E
51. Handles complex problems efficiently	A	B	C	D	E
52. Is able to tolerate postponement and uncertainty	A	B	C	D	E
53. Is not a very convincing talker	A	B	C	D	E
54. Assigns group members to particular tasks	A	B	C	D	E
55. Turns the members loose on a job, and lets them go to it	A	B	C	D	E
56. Backs down when he/she ought to stand firm	A	B	C	D	E
57. Keeps to himself/herself	A	B	C	D	E
58. Asks the members to work harder	A	B	C	D	E
59. Is accurate in predicting the trend of events	A	B	C	D	E
60. Gets his/her superiors to act for the welfare of the group members	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

61. Gets swamped by details	A	B	C	D	E
62. Can wait just so long, then blows up	A	B	C	D	E
63. Speaks from a strong inner conviction	A	B	C	D	E
64. Makes sure that his/her part in the group is understood by the group members	A	B	C	D	E
65. Is reluctant to allow the members any freedom of action	A	B	C	D	E
66. Lets some members have authority that he/she should keep	A	B	C	D	E
67. Looks out for the personal welfare of group members	A	B	C	D	E
68. Permits the members to take it easy in their work	A	B	C	D	E
69. Sees to it that the work of the group is coordinated	A	B	C	D	E
70. His/her word carries weight with superiors	A	B	C	D	E
71. Gets things all tangled up	A	B	C	D	E
72. Remains calm when uncertain about coming events	A	B	C	D	E
73. Is an inspiring talker	A	B	C	D	E
74. Schedules the work to be done	A	B	C	D	E
75. Allows the group a high degree of initiative	A	B	C	D	E
76. Takes full charge when emergencies arise	A	B	C	D	E
77. Is willing to make changes	A	B	C	D	E
78. Drives hard when there is a job to be done	A	B	C	D	E
79. Helps group members settle their differences	A	B	C	D	E
80. Gets what he/she asks for from his/her superiors	A	B	C	D	E
81. Can reduce a madhouse to system and order	A	B	C	D	E
82. Is able to delay action until the proper time occurs	A	B	C	D	E
83. Persuades others that his/her ideas are to their advantage	A	B	C	D	E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

84. Maintains definite standards of performance	A	B	C	D	E
85. Trusts members to exercise good judgment	A	B	C	D	E
86. Overcomes attempts made to challenge his/her leadership	A	B	C	D	E
87. Refuses to explain his/her actions	A	B	C	D	E
88. Urges the group to beat its previous record	A	B	C	D	E
89. Anticipates problems and plans for them	A	B	C	D	E
90. Is working his/her way to the top	A	B	C	D	E
91. Gets confused when too many demands are made of him/her	A	B	C	D	E
92. Worries about the outcome of any new procedure	A	B	C	D	E
93. Can inspire enthusiasm for a project	A	B	C	D	E
94. Asks that group members follow standard rules and regulations	A	B	C	D	E
95. Permits the group to set its own pace	A	B	C	D	E
96. Is easily recognized as the leader of the group	A	B	C	D	E
97. Acts without consulting the group	A	B	C	D	E
98. Keeps the group working up to capacity	A	B	C	D	E
99. Maintains a closely knit group	A	B	C	D	E
100. Maintains cordial relations with superiors	A	B	C	D	E

LBDQ Form XII - RECORD SHEET

LBDQ-XII Tally System

											Totals
1. Representation	1 __	11 __	21 __	31 __	41 __						( )
2. Reconciliation						51 __	61 __	71 __	81 __	91 __	( )
3. Tol. Uncertainty	2 __	12 __	22 __	32 __	42 __	52 __	62 __	72 __	82 __	92 __	( )
4. Persuasion	3 __	13 __	23 __	33 __	43 __	53 __	63 __	73 __	83 __	93 __	( )
5. Structure	4 __	14 __	24 __	34 __	44 __	54 __	64 __	74 __	84 __	94 __	( )
6. Tol. Freedom	5 __	15 __	25 __	35 __	45 __	55 __	65 __	75 __	85 __	95 __	( )
7. Role Assumption	6 __	16 __	26 __	36 __	46 __	56 __	66 __	76 __	86 __	96 __	( )
8. Consideration	7 __	17 __	27 __	37 __	47 __	57 __	67 __	77 __	87 __	97 __	( )
9. Production Emph	8 __	18 __	28 __	38 __	48 __	58 __	68 __	78 __	88 __	98 __	( )
10. Predictive Acc	9 __		29 __		49 __	59 __			89 __		( )
11. Integration		19 __		39 __			69 __	79 __		99 __	( )
12. Superior Orient	10 __	20 __	30 __	40 __	50 __	60 __	70 __	80 __	90 __	100 __	( )

Appendix E

LBDQ-XII Descriptive Statistics

Factor/ School	Mean	Standard Deviation	Variance	N
1	40.9018	5.4096	29.2639	(224)
1.	39.5238	6.0632	36.7619	(21)
2.	37.1429	5.4616	29.8286	(21)
3.	42.2222	3.8006	14.4444	(9)
4.	40.3750	5.2773	27.8500	(16)
5.	39.8571	6.6778	44.5934	(14)
6.	47.2727	2.4335	5.9221	(22)
7.	41.9048	4.9990	24.9905	(21)
8.	41.6410	5.1885	26.9204	(39)
9.	38.8000	4.3237	18.6947	(20)
10.	40.1951	4.0695	16.5610	(41)
2	37.2768	6.9149	47.8154	(224)
1.	37.8095	4.6864	21.9619	(21)
2.	34.0000	5.3292	28.4000	(21)
3.	44.0000	6.3246	40.0000	(9)
4.	39.6250	5.6199	31.5833	(16)
5.	37.8571	6.6316	43.9780	(14)
6.	44.6364	4.6347	21.4805	(22)
7.	41.5238	5.6888	32.3619	(21)
8.	37.8462	6.7494	45.5547	(39)
9.	33.9000	2.9362	8.6211	(20)
10.	31.0732	5.4240	29.4195	(41)
3	33.3661	6.6858	44.6995	(224)
1.	30.4286	4.0196	16.1571	(21)
2.	24.0952	4.6573	21.6905	(21)
3.	37.2222	4.5765	20.9444	(9)
4.	38.8125	4.9155	24.1625	(16)
5.	32.0000	9.1652	84.0000	(14)
6.	35.6818	6.7569	45.6556	(22)
7.	35.4286	7.1384	50.9571	(21)
8.	35.1538	5.3731	28.8704	(39)
9.	34.9500	4.9148	24.1553	(20)
10.	32.3415	5.0230	25.2305	(41)
4	37.6830	6.1624	37.9753	(224)
1.	32.0476	4.1890	17.5476	(21)
2.	38.5714	5.4824	30.0571	(21)
3.	41.1111	4.3716	19.1111	(9)
4.	40.9375	5.0921	25.9292	(16)
5.	37.5714	5.5430	30.7253	(14)
6.	46.3182	2.6617	7.0844	(22)
7.	40.4286	5.4824	30.0571	(21)
8.	38.1538	5.1327	26.3441	(39)
9.	33.8500	3.7735	14.2395	(20)
10.	33.5122	4.4166	19.5061	(41)

LBDQ-XII Descriptive Statistics

Factor/ School	Mean	Standard Deviation	Variance	N
5	41.8036	4.5137	20.3738	(224)
1.	40.6667	4.7258	22.3333	(21)
2.	41.7143	3.8489	14.8143	(21)
3.	44.0000	3.3166	11.0000	(9)
4.	41.7500	3.4928	12.2000	(16)
5.	42.0000	5.1141	26.1538	(14)
6.	47.0909	3.2058	10.2771	(22)
7.	43.9048	4.2650	18.1905	(21)
8.	41.1538	4.6597	21.7126	(39)
9.	36.2500	3.1933	10.1974	(20)
10.	41.3171	2.0547	4.2220	(41)
6	38.8616	6.1719	38.0929	(224)
1.	38.2857	4.7764	22.8143	(21)
2.	37.7143	3.6075	13.0143	(21)
3.	38.0000	3.7749	14.2500	(9)
4.	41.7500	5.7329	32.8667	(16)
5.	39.4286	6.4773	41.9560	(14)
6.	42.4545	6.0295	36.3550	(22)
7.	41.0000	5.0200	25.2000	(21)
8.	39.4103	5.7433	32.9852	(39)
9.	42.1500	3.6746	13.5026	(20)
10.	33.4634	6.8304	46.6549	(41)
7	39.3393	6.2339	38.8619	(224)
1.	37.2857	4.8595	23.6143	(21)
2.	35.8571	5.4798	30.0286	(21)
3.	43.2222	4.2655	18.1944	(9)
4.	42.8750	3.7216	13.8500	(16)
5.	40.5714	5.3019	28.1099	(14)
6.	47.3182	2.1467	4.6082	(22)
7.	41.9524	4.4326	19.6476	(21)
8.	39.0769	6.5630	43.0729	(39)
9.	32.7500	7.0253	49.3553	(20)
10.	37.3659	3.6589	13.3878	(41)
8	36.5179	6.9366	48.1163	(224)
1.	29.8095	5.5283	30.5619	(21)
2.	35.3810	6.3834	40.7476	(21)
3.	38.6667	5.7663	33.2500	(9)
4.	40.9375	6.9806	48.7292	(16)
5.	32.7143	6.3176	39.9121	(14)
6.	43.2727	3.8691	14.9697	(22)
7.	40.3810	6.3990	40.9476	(21)
8.	39.1026	6.9084	47.7260	(39)
9.	36.2500	3.8916	15.1447	(20)
10.	31.7073	3.5231	12.4122	(41)

LBDQ-XII Descriptive Statistics

Factor/ School	Mean	Standard Deviation	Variance		N
9	35.0491	4.1897	17.5536	(	224)
1.	36.5238	2.4211	5.8619	(	21)
2.	37.1429	3.3058	10.9286	(	21)
3.	38.4444	5.2228	27.2778	(	9)
4.	33.9375	3.7322	13.9292	(	16)
5.	34.7857	4.1912	17.5659	(	14)
6.	37.8636	3.6942	13.6472	(	22)
7.	36.0476	3.6121	13.0476	(	21)
8.	35.7692	4.3314	18.7611	(	39)
9.	29.1000	1.9708	3.8842	(	20)
10.	33.1951	2.5614	6.5610	(	41)
10	37.2946	5.4586	29.7962	(	224)
1.	38.2857	5.1492	26.5143	(	21)
2.	36.5714	5.4090	29.2571	(	21)
3.	39.5556	2.4037	5.7778	(	9)
4.	39.8750	4.5880	21.0500	(	16)
5.	38.8571	5.3616	28.7473	(	14)
6.	42.3636	3.5796	12.8139	(	22)
7.	40.0952	4.2179	17.7905	(	21)
8.	37.0256	5.6358	31.7625	(	39)
9.	33.7000	5.6671	32.1158	(	20)
10.	32.9756	3.0699	9.4244	(	41)
11	37.8661	7.2372	52.3766	(	224)
1.	34.9524	6.1845	38.2476	(	21)
2.	36.0952	6.2762	39.3905	(	21)
3.	41.3333	6.0828	37.0000	(	9)
4.	41.3750	6.1414	37.7167	(	16)
5.	40.0000	6.7025	44.9231	(	14)
6.	46.1818	3.4865	12.1558	(	22)
7.	42.4762	5.9968	35.9619	(	21)
8.	38.6154	6.8388	46.7692	(	39)
9.	29.2000	5.0011	25.0105	(	20)
10.	34.0976	4.3807	19.1902	(	41)
12	36.9554	4.3448	18.8769	(	224)
1.	33.9524	2.8192	7.9476	(	21)
2.	34.2381	4.5266	20.4905	(	21)
3.	38.7778	2.3333	5.4444	(	9)
4.	36.0625	2.7921	7.7958	(	16)
5.	35.5000	3.5680	12.7308	(	14)
6.	43.6364	3.4716	12.0519	(	22)
7.	37.6667	3.4976	12.2333	(	21)
8.	39.1795	3.2026	10.2564	(	39)
9.	37.1500	2.8704	8.2395	(	20)
10.	34.1707	2.9572	8.7451	(	41)

LBDQ-XII Descriptive Statistics

Factor/ School	Mean	Standard Deviation	Variance	N
FOR ENTIRE POPULATION	37.7429	6.3333	40.1107	(2688)
1	40.9018	5.4096	29.2639	(224)
ELEMENTARY	41.2419	5.9406	35.2906	(124)
HIGH SCHOOL	40.4800	4.6634	21.7471	(100)
2	37.2768	6.9149	47.8154	(224)
ELEMENTARY	39.6935	6.4065	41.0435	(124)
HIGH SCHOOL	34.2800	6.3502	40.3248	(100)
3	33.3661	6.6858	44.6995	(224)
ELEMENTARY	32.8871	7.6277	58.1823	(124)
HIGH SCHOOL	33.9600	5.2684	27.7560	(100)
4	37.6830	6.1624	37.9753	(224)
ELEMENTARY	39.5323	6.3610	40.4624	(124)
HIGH SCHOOL	35.3900	5.0670	25.6746	(100)
5	41.8036	4.5137	20.3738	(224)
ELEMENTARY	43.0645	4.5223	20.4511	(124)
HIGH SCHOOL	40.2400	4.0028	16.0226	(100)
6	38.8616	6.1719	38.0929	(224)
ELEMENTARY	39.9435	5.3728	28.8667	(124)
HIGH SCHOOL	37.5200	6.8305	46.6562	(100)
7	39.3393	6.2339	38.8619	(224)
ELEMENTARY	41.1371	5.7908	33.5339	(124)
HIGH SCHOOL	37.1100	6.0668	36.8060	(100)
8	36.5179	6.9366	48.1163	(224)
ELEMENTARY	37.3387	7.4560	55.5917	(124)
HIGH SCHOOL	35.5000	6.1175	37.4242	(100)
9	35.0491	4.1897	17.5536	(224)
ELEMENTARY	36.3952	3.7952	14.4036	(124)
HIGH SCHOOL	33.3800	4.0695	16.5612	(100)
10	37.2946	5.4586	29.7962	(224)
ELEMENTARY	39.3871	4.8401	23.4262	(124)
HIGH SCHOOL	34.7000	5.0722	25.7273	(100)
11	37.8661	7.2372	52.3766	(224)
ELEMENTARY	40.2742	6.8874	47.4364	(124)
HIGH SCHOOL	34.8800	6.5401	42.7733	(100)
12	36.9554	4.3448	18.8769	(224)
ELEMENTARY	37.1452	4.7690	22.7430	(124)
HIGH SCHOOL	36.7200	3.7634	14.1632	(100)