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THE ROLE OF AFFECTIVE CHARACTERISTICS IN THE EFFECTIVE LEADERSHIP OF ELEMENTARY SCHOOL PRINCIPALS

by

Pamela R. Pelc

A Dissertation Submitted to
the Faculty of the Graduate School at
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Approved by

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.

Dissertation Adviser Dale L. Brubaker

Committee Members Nancy White

Harold D. Snyder

Joseph E. Bryson

March 16, 1987

Date of Acceptance by Committee

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Date of Final Oral Examination

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The purpose of this research was to explore the role affective characteristics play in the effective leadership of elementary school principals. The themes of effective leadership, the effective principal, and affective characteristics (feelings and emotions) with emphasis on the male-female dichotomy were reviewed. A conceptual framework placing the three themes in a context to aid fuller understanding was developed. Qualitative methodology utilizing observations and unstructured interviews was the research paradigm followed in the study. Portraits were drawn of three elementary school principals whose students scored in the top 25% of those in the Winston-Salem/Forsyth County Schools on the California Achievement Test, whose schools were among the 25% most requested by parents for student transfers, and who were recommended by Central Office administrators because they had consistently received very positive evaluations. An analysis of the portraits showed that although affective characteristics were not displayed identically by all three effective principals, they did play an important role in the leadership of each.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Much has been written and said about the effective principal,[1] but little has been mentioned about the affective principal. Society's failure to recognize the role that affective characteristics play in the effective leadership of school principals, specifically elementary school principals, has led to this lack of information. Several factors explain the lack of recognition which is at the root of the information shortage in this area. First, there is a reluctance in our society to acknowledge the affective side of humanity, particularly in settings outside the home. Second, the parameters of the principal's role have been delineated by the stereotypically unemotional male image. Third, the prevailing research paradigm, positivism, is not an adequate model for examining the affective side of the principal. These issues must be addressed in order to point the way toward a new approach for looking at the principal which will fill the current void.

First, individuals in our society are reluctant to acknowledge and reveal their emotions outside their home environment. Goffman explains this dichotomy of behavior as front stage and back stage behavior.[2] It is true that in the more formal settings outside the home a certain demeanor is expected as part of front stage behavior. In the school setting the principal is expected to dress and act like a professional while at home he may relax in jeans. Unfortunately, this division

between what is proper behavior at home versus what is proper at work has been carried too far. A person's emotions cannot be checked at an invisible guard station set immediately outside his front door. The affective aspect of humanity cannot be denied, only repressed. It is repressed at the expense of both the person who is doing the repressing and those with whom he comes into contact.

The second issue which must be addressed is the acceptance of the stereotypically male image as defining the role of the principal. As long as there have been schools, there have been a preponderance of males sitting behind the principal's desk. Although more women are gradually moving into that leadership role, a report published in 1983 showed that eighty-six percent of the principals in the Southeast were male.[3] People have come to equate the stereotypical male image of a strong, disciplined, unemotional individual with the principalship. Lightfoot calls this anachronistic perspective the military (steely objectivity, rationality, and erect posture), jock (masculine physicality, brute energy, and enthusiasm), and father (benign, stern, and all-knowing) caricatures.[4] It is time for a change in the image to keep pace with the times.

A third roadblock which has hampered investigation of the affective nature of the principal is the prevalence of the positivist research paradigm, an inadequate model for such an investigation. The positivist tradition emphasizes objectivity, causation, empirical evidence, and quantification.[5] Quantitative or scientific research adheres to this model. Its emphasis on measurement of observable phenomena presupposes that only those things which can be seen and measured in a statistically

valid manner are worthwhile.[6] Quantitative research focuses on the observable and measurable to the exclusion of the affective aspects of the research setting. In so doing, it presents a partial picture of reality. A more comprehensive research paradigm is needed to reveal the whole picture.

Need for the Study

This study speaks to the issues addressed in the previous section. It takes a new approach for looking at the principal which examines an area mainly ignored until now. A search of the Education Index, the Current Index to Journals in Education, and the Comprehensive Dissertation Index failed to uncover any study examining the role of affective characteristics in the effective leadership of elementary school principals. The author whose work stimulated interest in the area was Lightfoot, who mentioned in The Good High School the integration of male and female tendencies, including the affective characteristics generally assigned to the female, as critical to good leadership in the high schools she visited.[7] A study whose main focus is the role of emotions in effective leadership speaks to the three issues presented earlier and fills a need for exploration of the affective aspects of the principalship.

Richards talked about the need to seek balance in one's life, to maintain an inner equilibrium, to become "centered."[8] Yet our society dictates that emotions are only acceptable as part of the back stage behavior acceptable in the home. Any person who is repressing the affective inclinations of his essence as part of his front stage behavior a minimum of eight hours each day would find it extremely difficult

to maintain that inner balance which leads to the fullest kind of life. Without that equilibrium, the principal not only suffers in the quality of his own life, but extends that paucity to those teachers and students with whom he deals each day. As an examination of those affective inclinations sheds light on their place in the principal's workday, a growing acceptance of their role can be initiated.

With regard to the unemotional male image as the accepted view of the principal, that stereotype is no longer acceptable. Lightfoot's study indicated that certain characteristics that are stereotypically assigned to the female--nurturance, receptivity, and attendance to emotion--are critical to effective leadership by the principal.[9] In order to destroy old stereotypes, new facts regarding the true nature of effective principals whether male or female need to be established.

We are moving into an era of teacher shortages. University of North Carolina officials conducted a study which predicted shortages of more than 2,600 teachers between the 1991-92 and 1995-96 academic years.[13] The North Carolina Association of Educators has projected a need for over 9,000 new teachers by 1992 if the state's Basic Education Program is implemented on schedule.[14] Everything possible needs to be done to make teaching attractive in order to offset these shortages. Data from Goodlad's "A Study of Schooling" pointed to the principal-teacher relationship as a key factor in teacher satisfaction and to insensitive administrators as one reason teachers leave the profession.[15] Good principal-teacher relationships fostered by sensitive administrators can help keep good teachers in the field, but information is needed to aid principals in establishing such

relationships. Data from the present study will fill that need by investigating a previously neglected area of the principalship--emotions.

Methodology

Positivism has been the most widely followed research paradigm, but it cannot answer many of the most pressing questions in education.[10] There is an alternative approach, a non-positivist one, which is not confined to the study of narrowly defined, quantifiable variables, but attempts to put together a complete picture of what is happening in a particular situation.[11] Qualitative research emphasizes understanding. Shapiro stated: "It is a research which concerns itself with the ways in which people understand, make sense of, and hence, act in the world."[12] This emphasis allows the researcher to explore hidden emotions, unseen feelings, unspoken support, and countless other unmeasurable yet essential components which would be overlooked using quantitative methods. Qualitative research permits investigation of the complexity of the affective nature of the principal's role and, thus, is the model utilized in this study.

The majority of studies, being conducted according to the quantitative model, stress concern for such matters as validity, generalizability, and objectivity. This study reflects a different view of those topics. The validity of a qualitative study lies in "...the persuasiveness of a personal vision; its utility is determined by the extent to which it informs," as Eisner put it.[16] Geertz, expressing the same thought, stated that the power of this type of research is how well it illuminates.[17] The validity of this study lies in the light it sheds on

the affective nature of leadership in elementary schools. It is more a hermeneutic activity than a technological one. As those who read it relate to its findings, respond to the truth they find, and sense a greater understanding of the principalship, they will judge it valid. They will be able to generalize as they apply to situations they encounter what they have learned from the particulars of this study. The ability to generalize from particulars is one of the ways whereby humans cope with the world and is more useful in practical living than attempting to form generalizations through a technically rigorous process of random selection.[18]

Random selection was not used in the determination of the subjects for this study. Logic was used in its place. The nature of the study called for elementary school principals who are effective leaders in their respective schools. The literature on effective schools has suggested that high test scores and the desire of parents for children to attend a particular school are indicators of effective schools[19] so those two factors were the primary barometers used when selecting principals for the study. Principals whose first and second graders scored on the California Achievement Test taken in 1985 in the top 25% of the schools within the Winston-Salem/Forsyth County Schools system and whose schools were also among the top 25% of the most asked for schools as gauged by parental requests for transfers to those schools were judged to have met the criteria. Logic would indicate that effective principals would also be recognized by their superiors. The three principals selected for the study have been so recognized because over the years they have consistently received very positive evaluations as

ascertained by the Program Services Coordinating Council which consists of Winston-Salem/Forsyth County Assistant Superintendents. Since the study focuses on the affective aspects of both sexes, another requirement was the inclusion of both male and female principals. One male and two females who met all three of the criteria agreed to participate in the study. The racial make-up consisted of one black and two whites. The small number of subjects permitted in-depth study and was considered a positive feature because of the belief that it is better to spend time on intensive work rather than let a concern for breadth weaken depth.[20]

Objectivity is a concern in quantitative research, but qualitative research recognizes that no study is entirely objective. Instead of presenting a facade of objectivity, qualitative research exploits the positive elements of subjectivity to emphasize the role of the researcher. The researcher is considered the major instrument in the investigation.[21] He is free to select and emphasize those aspects of the study which he sees as meaningful. No claim to objectivity is made for this study; pride is taken in its subjectivity. The personal style, temperament, and modes of interaction of the researcher are central ingredients in the success of this type of research.[22] It is the interpretation of the observations and interviews that makes them worthwhile.

Rist made a compelling case for observation as a research method:

> Rather than presuming that human environments and interactions can be held constant, manipulated, treated, scheduled, modified, or extinguished, qualitative research posits that the most powerful and parsimonious way to understand human beings is to watch, talk, listen, and participate with them in their own natural settings.[23]

The chief research strategy of this study will be observation. Each of the three principals will be observed in his own school setting. This observation technique is also referred to as "shadowing" since the researcher becomes like a shadow following the principal through the myriad activities of his day. Because it is important to record observations as soon as possible after making them,[24] notes will be taken as the observations occur.

Observation is a guide to important questions that need to be addressed during an interview. The interview also helps the researcher clarify and interpret the significance of what has been observed.[25] For these reasons, interviews with each of the principals will follow the observations. Structured interviews will not be used because they put the researcher in the unnatural relationship of one who has control or power over the respondent, one who can manipulate the situation through the use of specific questions, and one who is interested in answers rather than in exploration of meaning through discussion.[26] Informal or unstructured interviews guided only by general topics to consider will be utilized to permit the emergence of important information that might be missed were detailed questions used. A tape recorder will be employed to chronicle the interviews; it is the most accurate method with the least possibility of missing any bit of the interview which could add to the richness described in the portraits of the three effective principals.

In her 1984 American Educational Research Association Award winning book, The Good High School, Lightfoot established a model for portraiture which is the basis for the portraits in this study. Her model held

no predetermined questions when investigating, but let key issues emerge. It emphasized the role of the researcher in subjectively allowing personal inclinations shape the inquiry.[27] Portraiture was depicted as a descriptive and interpretive task.[28] Everything about the present study meets the spirit of portraiture as described by Lightfoot. One deviation in this study is the focus on affective characteristics--although not guided by "predetermined questions" the study was guided by a predetermined interest in one facet of effective principals, their affective characteristics. In a work the length of a book all facets might be thoroughly explored, but the limitations of a dissertation called for a narrower range of study so that the exploration could be truly thorough. Even with the focus limited to affective characteristics, not everything could be discovered in the course of the study. However, Geertz pointed out that when understanding is the goal there is no problem: "...it is not necessary to know everything in order to understand something."[29]

Definitions

Scheffler's linguistic framework[30] is helpful in elucidating the terms used in this study. He identifies three kinds of definitions: descriptive, stipulative, and programmatic. A descriptive definition explains the defined terms taking into account their prior usage; there is general agreement as to the meaning of the terms. A stipulative definition is designed to facilitate the understanding of the terms within the context of a particular discourse by simply stipulating how the term is used. A programmatic definition is prescriptive and non-negotiable in its interpretation of a practical program. Use of all

three types in defining the key terms, "effective" and "affective," will provide a common ground of understanding.

Webster's New Collegiate Dictionary discloses that "effective" means producing a desired result (descriptive definition). When reviewing the literature on "effective leadership," what it is about certain individuals which makes them capable of bringing about wanted outcomes (stipulative and programmatic definition) will be explored. For the purposes of this study, the "effective leadership of elementary school principals" is characterized by students who score well on standardized achievement tests, by schools which are desirable learning environments as judged by parents, and by consistently positive evaluations from superiors (stipulative and programmatic definition). These principals are effective in leading their students to achieve academically while maintaining a setting which parents judge beneficial for their children and which central office administrators view as educationally sound.

The descriptive definition given by Webster's New Collegiate Dictionary for "affective" is "emotional." Although it is a beginning, it requires some elaboration. In this study the "affective dimension" encompasses all the feeling aspects of consciousness (stipulative and programmatic definition). It is that part of a human being which truly makes him human--without which he would seem more robot than man. When the affective principal is discussed, it is the total person with all his feelings and emotions who is the center of the discussion.

Profile

The remainder of this dissertation will build on the introductory material in Chapter I. The literature of three themes will be reviewed

in Chapter II: effective leadership, the effective principal, and affective characteristics with particular emphasis on the male-female dichotomy. A conceptual framework useful as a guide in gathering data as well as in understanding its ramifications will be set forth in Chapter III. In Chapter IV portraits of the three principals studied will be depicted. Chapter V will cover a summary, conclusions from the study, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Effective Leadership

As various authors have attempted to describe leadership, they have detailed what is meant by effective leadership. Common usage adds the word "effective" to emphasize that the leadership discussed is not restricted to a position or title of leadership without the characteristics and actions to back it up. The ability to be effective is inherent in the concept of leadership: an individual who does not lead effectively is not leading at all. Using the same logic, the term "effective leadership" is redundant. One who is a leader must be effective in order to satisfy the meaning of the word--one who leads. Admittedly, there are leadership differences among those who would be defined as leader, but terms such as "strong" or "weak" accurately describe these differences. To avoid confusion, effective leadership as used in this paper is synonymous with strong leadership.

What is it other than some position of authority which determines leadership? Taylor pointed out that there are certain common basics, important cause-and-effect relationships, and underlying principles which characterize leadership. From nine pages of definitions given by authorities ranging from Henry Clay Lindgren to Dexter S. Kimball, he deduced that "...leadership is a dynamic force which employs certain principles, tools, and methods, and functions in certain media or environments."[31]

In Stogdill's view, leadership relates to the coordination of others' activities in order that common goals may be reached.[32] This view of leadership fits well with Taylor's. Various principles, tools, and methods are used in the process of coordination. Since such coordination requires activity it implies the dynamic force concept. The advancement that Stogdill's definition makes on Taylor's lies in Stogdill's emphasis on others as expressed in the mention of coordination of others' activities and the idea of common goals. The leader must be concerned with that which concerns those whom he leads.

Hollander emphasized even more clearly the importance of followers to any concept of leadership: "...leadership is a process of influence between a leader and those who are followers."[33] Even when a leader possesses power, he relies on persuasion rather than coercion in a true leadership role. Since leadership depends on the reactions of other group members, the leader is the most influential member of the group. He works to promote the attainment of mutual goals, be they goals of a societal or an organizational group. Followers support the leadership activities and position of the group's leader.

Bogardus pointed out that all people possess both leadership and followership traits.[34] He stated that personality may be divided into the two traits; the more active physical and mental phases of personality comprise the leadership aspect while the less active phases comprise followership. While in the majority of people followership traits predominate over leadership traits, certain individuals have an aptitude for leadership due to the predominance of leadership traits in their personalities. Leadership includes the interaction between the dominant

traits of one person and the receptive personality traits of many persons so that the course of action of the many is changed by the one who is the leader. Leadership is considered a social process where a number of persons are in mental contact with give and take between leaders and followers. Followers are essential to leadership since there could be no leaders if there were no followers.

Bogardus saw another essential if leadership is to emerge in an individual.[35] The individual's personality must either have or create the right opportunity. That opportunity includes geographic factors such as the size of the city or town, cultural factors, and social stimuli. An opportunity to receive training can also be crucial. With the right opportunity, the leader emerges as a person who exerts influence over others.

After reviewing how the aforementioned authors have described leadership, a new definition containing cogent points can be made. Leadership is the dynamic process whereby one person influences other persons to work toward the achievement of mutual goals. Such leadership is, by its very nature, effective. If it does not effectively influence, it is not leadership.

Much research on leadership has been conducted through the years. This research has reflected different emphases. An overview covers the shift in emphasis from heredity to traits, behavior, style, transactional, situational, and contingency approaches. A closer look at each will show that although characteristics were at one time discredited in favor of other views, they are once again being considered an important indicator of leadership ability.

Early research emphasized heredity.[36] In the past, leaders did tend to come from the same families so those studying historic leaders deduced that heredity was the key factor. As time passed and more leaders came from outside specific leadership families, it was recognized that there were other factors to be considered. Researchers realized that the incidence of leaders coming from the same family had more to do with familial connections than with genetically inherited leadership ability.

In attempting to determine what other factors were responsible for leadership, researchers next looked at traits and characteristics. Hundreds of studies over the past fifty years compared physical, intellectual, and personality traits in an effort to pinpoint which could be singled out as leadership traits.[37] Stogdill analyzed the research and came to the conclusion that specific characteristics were not statistically provable as indicators of leadership.[38]

Lack of generalizability of the trait approach led to the study of the actual behaviors of leaders. The behavior approach analyzed descriptions of leader behavior to determine the kinds of functions people carried out when in leadership positions. Functions were designated symbolic, decision-making, advice- or information-giving, and plan-initiating. The type of position held by a leader determined which functions predominated. Some jobs were found to make certain behaviors more of a requirement than did other jobs.[39]

Other researchers examined leadership styles. The location of the decision-making function was denoted the basic difference in style. Tannenbaum and Schmidt developed a continuum ranging from boss-centered

leadership to subordinate-centered leadership.[40] The boss-centered leader makes decisions and announces them to his employees while the subordinate-centered leader permits subordinates to function within limits defined by the superior. There are various options along the continuum open to the leader, but the extremes illustrate two basic leadership styles. Boss-centered leadership emphasizes the work to be done while subordinate-centered leadership gives attention to the people who are doing the work. These styles were also termed the autocratic style (where the locus of decision-making is in the leader) and the laissez-faire style (where the decision-making function is in the hands of each individual).[41] These findings led to the parallel development of both the transactional and situational approaches.

The transactional approach considered the quality of relationships between the leader and his followers. Regardless of the leader's style, relationships proved important. Major variables involved in the relationship were determined: (1) the characteristics of the leader, (2) the characteristics of the followers, (3) the characteristics of the organization, and (4) the social, economic, and political milieu.[42] Likert identified four types of management systems which described varying relationships between the leader and his subordinates as System 1 (Exploitive-Authoritative), System 2 (Benevolent-Authoritative), System 3 (Consultative-Democratic), and System 4 (Participative-Democratic). Research indicated that the more effective leaders tended to relate to their followers in a System 4 mode.[43]

Blake and Mouton's Managerial Grid was based on the transactional variables of "concern for production" and "concern for people." Five

basic leadership styles were depicted on the grid: (1) the 1,1 manager exhibits low concern for both production and people, exerts the minimum effort to keep from being fired, and is termed "Impoverished Management"; (2) the 1,9 manager has a great deal of concern for people, but a minimum of concern for productivity so is known as the "Country Club Manager"; (3) the 9,1 manager demonstrates maximum concern for productivity with minimum concern for people, is very efficient in controlling others, and is classified the "Authority-Obedience" model; (4) the 5,5 manager tries to balance his concern for production with his concern for people without too great an emphasis on either one and falls under the term "Organization Man Management"; (5) the 9,9 manager manifests a high degree of concern for both people and productivity, getting much work accomplished by integrating the individual's need satisfaction with the organization's goals, and, thus is considered the "Team Management" type.[44] Blake and Mouton held that the 9,9 managerial style is best.[45]

The situational approach was based on the hypothesis that a leader's behavior changes from one setting to another. Leadership style varied with the situation. Contingency models were extensions of the situational approach. The emphasis was on matching different leader behaviors to different situations with no one style considered best for all circumstances.[46] This approach reflects the most widely accepted view today.

Hersey and Blanchard's situational leadership theory held that a leader's style should be varied in terms of task and relationship orientation as the maturity level of the group or the individual increases or decreases. "Telling" was the description given to the high task/low

relationship behavior most suitable for dealing with groups or individuals who are functioning at a low level of maturity. "Selling" described the high task/high relationship behavior and "participating" the high relationship/low task behavior suitable with high maturity levels.[47] As an individual or group matures, the effective leader becomes less directive.

Fiedler's contingency model reflected the belief that leadership effectiveness is dependent upon three variables: (1) leader-member relations or how well the leader is accepted by subordinates, (2) task structure or the degree to which subordinates' jobs are routine and well-defined in contrast to being vague and undefined, and (3) position power or the formal authority provided by the position the leader occupies.[48] This theory emphasized the need to match the leader with the situation to achieve maximum effectiveness; in very favorable or very unfavorable situations a task-oriented leader is best, otherwise an employee-centered leader is more effective.

Recent research suggests that too much emphasis has been placed on the specific situation. Because statistical support for trait theory was lacking, the conclusion was reached that leadership as a generic function did not exist. However, current findings show that there are general characteristics which are typical of leaders in a variety of situations.[49]

Stogdill's analysis of leadership characteristics is perhaps the best known. Although he concluded that it was not possible to generalize any characteristics as indicative of leadership in all situations, the studies did point to a number of traits which are consistently found

in leaders. He examined one hundred twelve studies whose results had been obtained through intelligence tests, personality tests, intelligence and personality tests, questionnaires, rating scales by qualified observers, interviews, and factor analysis of biographical and case history data. Thirty-four of the studies were of high school students, thirty-two of adults, twenty-six of college students, seventeen of elementary students, and three studies were of preschool children. Positive evidence from fifteen or more of the studies supported the conclusion that the average person in a position of leadership exceeds the average member of his group in intelligence, scholarship, dependability in exercising responsibilities, social activity, and socio-economic status. Ten or more of the studies supported these traits as indicative of leaders: sociability, initiative, persistence, knowing how to get things done, self-confidence, alertness to the needs of others, insight into situations, co-operativeness, popularity, adaptability, and verbal facility. Although Stogdill found little statistical correlation in areas of variables such as chronological age, height, weight, physique, energy, appearance, dominance, and mood control, the research did show some general tendencies: leaders tended to be taller, heavier, have more athletic physiques, be energetic, present a better appearance, be more dominant, and have good control over their moods utilizing a sense of humor and optimism. The evidence seemed evenly divided on the issues of introversion and extroversion, self-sufficiency, and emotional control.[50]

Hollander stated that it is not sufficient for leadership characteristics merely to be present; they must be evident to the followers.

He specifically mentioned fairness, dependability, emotional stability, and loyalty. Fairness relates to rewarding good performance and withholding rewards for poor performance. Dependability allows the group to function on an even plane without unnecessary disturbance. Emotional stability is a source of fairness and dependability. Loyalty to the group and its goals is tied to fairness and dependability.[51]

Another important point made by Hollander concerns the intelligence of the leader. He stressed that although the leader is generally more intelligent than the nonleader, he is not always the most intelligent member of the group. Nonleaders do not like being led by those whose intelligence is a great deal higher than theirs.[52]

Bogardus centered his view of leadership characteristics around the concept of energy, which he defined as the "sheer ability to act."[53] First, he described leadership as arising out of energy, intelligence (energy engaged in solving problems), and character (energy and intelligence organized in relation to social situations). Elements comprising intelligence are observation, foresight, evaluation, reflection, and reasoning. Character is the integration and organization of personality traits. He explained that energy can be expressed extrovertively in physical activity or introvertively in reflection and reasoning; the latter generates ideas and the former translates the ideas into action.

An analysis of a study done by Moore led Bogardus to the conclusion that the characteristics which typify leaders are the same characteristics we would like to find in our friends. In this particular study, outstanding traits of college women who ranked high as leaders were listed: democratic attitudes, vitality, positiveness,

friendliness, enthusiasm, sympathy, trustworthiness, and perseverance.[54] Since effective leaders are liked and respected by their followers, it is understandable that they would possess the same characteristics which people would generally like to find in those with whom they associate.

Taylor looked at leadership characteristics that have been established using three different methods. He examined factors established by scientific research, extracted from executive experience, and expressed by followers. Examination of published scientific reports yielded seven main characteristics: (1) mental ability slightly higher than that of followers, (2) broad interests and abilities, (3) ability to speak and write fluently, (4) mental and emotional maturity, (5) motivational strength, (6) social skills, and (7) administrative ability. Traits taken from executive experience included moral soundness, imaginativeness, fairness, varied interests, studiousness, enthusiasm, emotional maturity, respectfulness of self and others, decisiveness, enthusiasm, dependability, mental alertness, initiative, and responsibility. Characteristics a majority of followers said they seek in their leaders were thoughtfulness, impartiality, honesty, proficiency, knowledge of others, control, courage, directness, decisiveness, dignity, interest in others, and helpfulness.[55]

Knox stressed that characteristics which were in vogue many years ago are still needed by strong leaders today. He pointed to courage, integrity, statesmanship, trust, strength, honesty, loyalty, and clarity of purpose as being of this nature. Objectivity, flexibility, consistency, and compassion are also needed to effectively deal with the myriad problems that a leader must face. The ability to listen actively

with a positive attitude is considered an essential component of all the other characteristics.[56]

The opinions of a number of experts in the field have on effective leadership in general have been examined. Next, effective leadership in the elementary school will be investigated. The effective principal is the embodiment of that leadership and, thus, he will be the focus of the discussion.

The Effective Principal

Why is there so much concern that the principal be effective? Common sense dictates that in order for a school to educate children effectively its leader must be effective. Research substantiates this notion in its findings that effective schools have effective principals.[57] Various authors have identified behaviors, qualities, and abilities associated with such principals.

Sweeney identifies six leadership behaviors of effective principals: emphasis on achievement, setting of instructional strategies, provision of an orderly atmosphere, evaluation of student progress, coordination of instructional programs, and support of teachers.[58] All of these behaviors influence the learning of the students in the school. Much of what a school can do to encourage student achievement comes under the principal's sphere of influence. If he exerts that influence effectively, the outcome is reflected in the over-all effectiveness of the school.

Rutherford found five essential qualities of effective principals that were consistently catalogued by research. The first is that they have clear visions of what they want their schools to become. These

visions focus on the students and their needs. Second, they translate these visions into goals for their schools. The goals are coupled with high expectations for the teachers, students, and the administrator himself. Third, they establish a school climate that supports progress toward the goals and expectations which have been established. Fourth, they continuously monitor to determine how progress is being made toward achievement of those goals and expectations. Fifth, when monitoring reveals that corrective intervention on the part of the principal is needed, he does so in a supportive manner.[59]

More specific qualities were detailed by Willett.[60] His descriptions bring the mental image of an effective principal to life. Goodwill is reflected in the principal's cheerful outlook; he conveys to subordinates that he wants them to succeed while treating them with respect and friendliness. His courage is displayed when he takes a stand on what he believes is right; he is not afraid of losing his position. His integrity is obvious in all his dealings; he is known to be dependable, incorruptible, and loyal. His knowledge gives him the expertise to deal with any situation that arises; he either knows the answers or knows where to find them. His faith in others is evident in his interactions with faculty, staff, parents, and students; he believes that individuals can succeed and conveys this message to them. Other qualities he possesses include tact, patience, perseverance, a sense of humor, enthusiasm, initiative, and vision.

Although Johnston agreed that there are certain qualities which distinguish effective principals, he argued that the chief task of a good leader in the school setting is the creation of the proper cul-

ture.[61] He stated that it is more important to concentrate on this broader view than to get tied up in the details of effective leadership. The cultural setting must be one that focuses attention on academic performance, support of academic growth, concern for the developmental stages of children, and development of an intellectual community which rewards academic pursuits both publicly and privately through rituals and interactions. It is the creation of this culture which enhances student achievement and lies at the root of effective schools.

Burr outlined abilities which are needed by effective school leaders.[62] The foremost ability deals with communication. Since information is the manager's primary tool, it is the means to motivating, guiding, and organizing his subordinates. Skill in communication allows the principal to use the spoken and written word to effectively communicate with all of those in the school community. Creative ability helps the principal face the new challenges of education. It allows him to find creative solutions to the problems of teacher burnout, budgetary restrictions, and increasing student dropout rates. Conceptual ability lets the principal view problems in their broader context. It helps him develop proficiency in distinguishing between relevant alternatives, practicing critical thinking, and visualizing long-range consequences.

In the areas of communication and conceptual ability, Lamb's view of the aptitudes needed by an effective principal coincided with Burr's. However, Lamb's list is more comprehensive and personal. He stated that the principal needs the ability: (1) to understand that people have reserve capabilities which they do not ordinarily utilize; (2) to use time wisely; (3) to set and achieve goals; (4) to "negotiate with the

circumstances of life"; (5) to accept stress, pressure, and unavoidable insecurity; and (6) to consciously maintain and direct a high level of motivation.[63] These skills enable the principal to deal effectively with the day to day pressures encountered while developing and maintaining a successful school.

Not only are effective principals needed in order to educate the nation's youth to the fullest, they are needed to stem the tide of teachers leaving the profession. The two factors go hand in hand with the former focusing on students and the latter focusing on teachers. The effective education of children has been linked to the stability of the teaching staff. Consistent evidence has shown that the percentage of turnovers of teachers in a school or in an entire district is negatively related to the verbal and mathematics achievement of the students involved.[64]

Over the last fifteen years, the number of teachers with twenty or more years of experience has dropped by half. Younger teachers tend to leave within the first five years while they can still be retrained in another field, and older teachers are retiring earlier.[65] Even those teachers who remain in the profession suffer from job-related stress which hampers their effectiveness in the classroom. A study completed in 1980 by Bentzen found that only twelve percent of the elementary teachers surveyed looked forward to working each day.[66] The question arises as to whether the principal can have any impact on these statistics. A look at the reasons for teacher burnout will point to an affirmative answer.

Three prominent sources included an administrative connection among the reasons they found for teacher stress. Truch noted that teachers leave because of alienation, isolation, dissatisfaction and frustration with teaching, and inadequate administrative support.[67] Miller and Dickinson pointed to discipline problems, violence, physical exhaustion, lack of appreciation, overcrowded classes, and lack of both administrative support and administrative concern for the individual needs of teachers as well as students.[68] Cunningham asserted that teachers feel they are neither understood nor appreciated, but can be made to feel so by a principal whose daily contact and assistance aids their professional growth, simplifies their work, provides instructional materials and support, recommends time-savers, covers classes, and helps them improve their performance.[69]

Other experts have added to an understanding of the effective principal's role. Goodlad discovered that the principal and the principal-teacher relationship are the key factors in teacher satisfaction. He maintained that the physical and psychological health of teachers can be fostered by the principal through the removal or alleviation of stressful conditions.[70] Brubaker felt that the principal must add to the emotional nourishment of his teachers if those teachers are to be capable of effectively dealing with their students. He stated that teachers must "get" in order to "give."[71] Roe saw the principal's major responsibility as helping the faculty grow into an enthusiastic, dedicated team working towards the fulfillment of school goals while simultaneously meeting their personal goals.[72] He outlined the following steps which the principal can take to build such a faculty: (1)

select enthusiastic, talented professionals for the team; (2) provide a professional environment geared to inspiring and releasing the talents of the team; (3) initiate in-service programs that will be professionally rewarding; (4) encourage teachers to be creative; (5) create relevant opportunities for the staff to work as a team; and (6) support with enthusiasm, personal attention, and extra resources teachers who team together to develop and implement ideas to improve learning.[73]

The effective principal takes concrete steps to modify teaching behavior since research has shown that behavior to be a key variant in student achievement and subject to the influence of an effective leader.[74] Evaluation done in a collegial fashion where the principal and teacher work together to improve teaching and learning is one step the principal can take.[75] Improvement of the work climate and structure so that they lead to job satisfaction for faculty and staff is another.[76] Improvement of the workplace is a very general dictum which can be broken into three areas for further perusal: maintenance of a supportive environment, rewards, and morale.

Research on effective schools has shown that principals of those schools are seen as supportive.[77] Greater enthusiasm, professionalism, and career fulfillment on the part of teachers has been associated with supportive conditions.[78] Maintenance of an environment which helps and supports teachers enhances students' learning and development. One of its elements overlaps the second area of consideration, rewards. Supportive environments reward teachers for attaining educational goals.[79]

Griffin categorized rewards as formal and informal.[80] Formal rewards are obvious to the participant and to the observer and are distributed equally to all teachers. Examples are a supportive environment, salaries, health benefits, vacation days, and leave time. Due to the static nature of formal rewards, informal rewards are more powerful. Informal rewards stem from two sources: teacher interactions with students, over which the principal has little control, and alterations in teachers' working conditions, well within the realm of the principal. The effective principal can appropriately reward teachers through provision of classroom instruction to release teachers to engage in professional noninstructional behavior (such as planning, evaluating, reading, etc.), public praise, placement on decision-making committees, special consideration in the placement of students, and allocation of scarce resources.

Roe mentioned the need to bestow recognition on all teachers.[81] Appreciation should be shown whenever the opportunity to do so arises; this practice fosters effective teaching behavior through positive reinforcement.[82] All people need to be recognized. The good work of teachers can be acknowledged through a newsletter to parents, a Teacher of the Month bulletin board, special assemblies, and demonstrations by teachers highlighting their strengths.[83] The positive benefits of suitable recognition include enhancement of teacher morale.

Morale can be defined as the disposition on the part of teachers to behave in ways which contribute to the goals of the school. When this disposition is strong, morale is said to be high. When disposition towards the achievement of a common goal is weak, morale is said to be

low. Teachers will subordinate personal goals to those of the organization and derive satisfaction from organizational achievements when morale is high. Obstructive or noncontributory behavior is evident when morale is low.[84] Therefore, the effective principal is an expert at improving morale.

There are several specific ways the principal fosters high morale. Recognition and praise have already been mentioned. Redfern added sensitivity to and remediation of any physical deficiency in the working conditions, accessibility of the principal, and a personal concern by the principal for teachers.[85] Willett stressed wide participation in school planning, group decision-making, and teamwork as adding to teachers' feelings of responsibility and control in the school setting, thus fostering high morale.[86] Herman explained that democratic leadership leads to high morale through giving the staff a voice in issues which directly affect them. Other factors he cited as contributing to morale range from the mundane, a pleasant lounge where teachers can relax, to the philosophical, an optimistic outlook on the part of the principal. He saw the necessity for making teachers feel, and rightfully so, that they are the most important people in the school system.[87]

Having explored effective leadership in general and the effective principal specifically, the remaining theme to be reviewed is that of affective characteristics. They will be examined briefly on a theoretical plane and then in more depth on a practical level. Special emphasis will be given to the differences between male and female expressions of emotion.

Affective Characteristics

There have been many approaches to the study of emotions. Some have examined the cognitive dimension, others the psychoanalytic, structural, cultural, and interactional dimensions. They are all in at least partial agreement on three fundamental components of emotions: (1) a determined neural substrate, (2) a characteristic neuro-muscular/expressive pattern, and (3) a distinct subjective quality.[88]

Three dominant forces in contemporary theories of emotion have been William James, Sigmund Freud, and Jean-Paul Sartre. According to James, physiological processes take precedence over cognitive states.[89] The emotions are a result of a physiological sensation felt by the person. Freud located emotion in the unconscious as a neurological disturbance. His model of emotions posited a causal relationship between unconscious sexual desire, overt behavior, and consciousness. Sartre took a phenomenological view of emotion that departed from those of James and Freud in its focus on emotion as part of lived consciousness rather than located in the body, as James believed, or in the unconscious, as Freud held. Emotion, for Sartre, was a transformation of the world that occurs through the individual's consciousness.[90]

Some early theorists considered emotions disorganizing, primitive and an inferior alternative to action while a more modern view considers them biologically functional with a cognitive component that is valuable in separating those emotions which hinder development from those which aid it. Rivera contended that different emotions are valuable at different times so that no emotion can be considered a hinderance to the full development of the individual.[91]

Emotions have been classified using various schemata. Kemper classified emotions in terms of their duration; real, imagined, or anticipated outcomes in social relationships; structural, anticipatory, or consequential nature; and negative or positive character. The specific emotions he analyzed included guilt, anxiety, security, fear, shame, happiness, depression, anger, frustration, gratitude, liking, trust, love, sadness, joy at the misfortune of others, and desire. Arnold's scheme classified the conditions under which any given object can affect a person: whether the object is good or bad for them, whether it is absent or present, and whether it is easy or difficult to attain. She analyzed love, wanting, joy, hate, aversion, sorrow, hope, hopelessness, daring, fear, anger, and dejection. James classified emotions into two categories: the coarser emotions of grief, fear, rage, and love; and the subtler emotions of moral, intellectual, and aesthetic feelings. Sartre used a passive/active dimension to analyze fear, sadness, and joy.[92]

A most comprehensive list of emotions was compiled by Davitz. He defined admiration, affection, amusement, anger, anxiety, apathy, awe, boredom, cheerfulness, confidence, contempt, contentment, delight, depression, determination, disgust, dislike, elation, embarrassment, enjoyment, excitement, fear, friendliness, frustration, gaiety, gratitude, grief, guilt, happiness, hate, hope, impatience, inspiration, irritation, jealousy, love, nervousness, panic, passion, pity, pride, relief, remorse, resentment, reverence, sadness, serenity, shame, solemnity, and surprise.[93] Just the words themselves evoke feelings in the reader, further evidence of their power.

Statistics substantiating the high rates of teacher burnout and dropout were presented earlier. Those rates can be reduced by effective principals who exhibit the full range of human emotion in their leadership. Sociologist Gary Dworkin stated that the single most effective antidote to teacher burnout is a supportive principal.[94] Friendliness, sympathetic understanding, and appreciation of good work were catalogued as ways to help teachers be more effective in the classroom.[95] In order to be supportive, friendly, understanding and appreciative, the principal would have to demonstrate his concern for the teachers; his affective characteristics are well-suited to showing that concern. Feelings and emotions are both important elements and comprise what is meant by affective characteristics.[96]

Druck noted that about one-third of potential human awareness is made up of feelings.[97] Feelings inform, motivate, build confidence, and help in the making of wise decisions; they educate and enliven human existence. The standard methods of hiding feelings are rationalization, worry, denial, tension, substitution (acting angry when feeling disappointed, for example), and burial in a busy schedule. These escapes prevent man from being "a full participant in the adventure of life."[98]

The modern view of emotions holds that judgment and reasoning are ingredients in the feelings humans have about one another. There is also a moral dimension to those feelings which in combination with the elements of judgment and reasoning precludes the notion of "blind" emotions (blind rage, blind passion, etc.). People utilize emotions to express a full awareness of each other and the moral and human meaning of the institutions in which they live.[99]

Emotions are essential to humans because of their intrinsic place in the human constitution as well as their importance in interpreting the world. Denzin saw the vital role emotions play in the human make-up: "People are their emotions. To understand who a person is, it is necessary to understand emotion."[100] Socarides knew that without emotionality everyday life would be devoid of meaning: "The relation of man to himself, to others, to things, and to the world around him can be identified, defined, and understood in terms of his affective life."[101] It is through the predominant emotion at any given point in time that the individual interprets his world. Whether the person feels happy or sad, hopeful or despairing influences his view of the world and how he acts in that world--eagerly, reluctantly, confidently, uncertainly, graciously, rudely, compassionately, or contemptuously.

A study comparing male and female principals found that the professional performance of teachers and the learning of pupils were both higher in schools administered by women.[102] Other studies have documented less violence and higher student and staff morale in school districts with more female administrators.[103] One explanation for this phenomenon lies in the differences existing between the affective characteristics typically associated with women as opposed to those associated with men. The road to understanding these differences and the role they play in the effective leadership of the principal begins with a look at male-female biological and cultural differences.

The notion of biologically conditioned consciousness presents problems for both men and women. Women are fearful lest biological differences be used once again to put women down. Men are conditioned

by their lack of limiting bodily experiences (such as pregnancy and pre-menstrual tension) to believe that they alone are capable of leading the world. Women fear such questions as: "Would you want a president with pre-menstrual tension handling an international crisis?" Men seldom hear questions regarding a president whose male anxieties about proving his toughness and masculinity may impinge upon the policy decisions he makes every day of the month.[104] One scenario may be no better than the other, but they are undeniably different.

A second biological difference encompasses the hormonal climates of men and women. The effects of these differences has only recently been successfully explored. It has been ascertained that males as a group have a superior grasp of spatial relationships as a consequence of the presence of the male hormone testosterone. On the other hand, the synchrony in monthly menstrual cycles of women living or working together has been determined to be a function of the females' capacity to perceive and attune involuntarily to body odors related to hormonal activity in the females around them.[105]

Cultural differences are more widely acknowledged and understood than biological differences. In our culture men have been the dominant group with women relegated to a subordinate role. Once a group is defined as inferior, the qualities it possesses are also labeled inferior or substandard. The active, intellectual, achievement-oriented stereotype of the male became the superior model. The passive, emotional, nurturing stereotype of the female was assigned a secondary position. Thus evolved a long tradition of trying to dispense with, or at least control, emotionality rather than valuing its contribution to the

total human make-up.[106] Even when "female" characteristics are accepted as appropriate for women, they are deemed inappropriate for men. Cultural patterns of socialization reinforce the belief that toughness, rationality, aggression, competitiveness, self-reliance, and control over emotions are positive for men whereas tenderness, emotional sensitivity, dependence, openness to experience, and vulnerability are negative.[107]

Women are permitted to acknowledge the affective side of their human nature. Payette claimed that women are constituted almost entirely of feelings and that everything in life is weighed in terms of those feelings.[108] A more moderate position is taken by Miller who called women the "human connection."[109] She saw them as involved with emotions and emotional relatedness as they focus on relationships--the emotional connection with other human beings. In neither case is shame attached to the possession of a decidedly affective nature by females.

From earliest childhood males are taught to shy away from any characteristic which might be considered feminine. In his attempt to gain an exclusively masculine identity, a young boy comes to define his masculinity in terms of that which is not feminine; he represses in himself anything he considers to be feminine.[110] As he grows into adulthood, the young man is conditioned to behave as though he is always dominant, achieving, tough, and unsentimental. Marino disclosed that men erect elaborate defenses against any feelings which negate this self-concept of strength and in so doing they deny their deepest and richest feelings: "Men fear softness as a snowman fears sunshine."[111]

They learn early to assume an armor of invulnerability to protect themselves from any show of emotion.

Fasteau linked the fear of emotions with the fear of being vulnerable, stating that it is not the emotions themselves but the vulnerability associated with having "unmasculine" feelings which prompts men to find ways of avoiding the affective aspects of their humanity. He continued with an explanation for the incompetence men display in personal relationships: he stated that the degree of incompetence is directly related to the degree to which the man believes in the stereotypical image of the ideal male.[112] As the man accepts a view of himself "in control" at all times with no room for feelings or emotions, he shuts himself off from one modality of learning about others. He will never be as accomplished in dealing with personal relationships as the individual who utilizes his/her feelings as well as his/her intellect to understand others.

When discussing the male denial of emotion, Druck centered his discourse around the theme of secrets. Men keep their emotions under cover and pose as unaffected even though they do experience a broad range of emotions. They lead "secret emotional lives" since their emotions are hidden away just as secrets are. The problem with secrets is that they have a way of making their presence known. Even when a secret is tucked away and forgotten, it is still a part of the person's subconscious and can make itself known in various ways. It may be disguised as a general feeling of unhappiness, an uneasiness about life, a health crisis (high blood pressure, an ulcer, or a heart attack), or an uncontrollable emotional outburst such as a burst of anger directed

at an innocent recipient. In failing to acknowledge and share the natural emotional features of their lives, men build invisible walls shutting other people out.[113]

Men pay a price for suppressing their emotions. Physician James Pennebaker traced a strong relationship between failure to share their fears, hopes, hatreds, and joys and poor health.[114] Compared with women, men die younger, suffer a greater incidence of fatal diseases (cancer, cirrhosis of the liver, heart disease, and pneumonia), suffer more from migraines, ulcers, and alcoholism, and commit suicide more often. In addition to the health benefits, admitting one's emotional essence makes available energy formerly used to conceal emotions; that energy can then be used to accomplish other goals.[115]

Realization that affective characteristics are an integral part of the healthy human is slowly occurring. Hard-and-fast models of both masculinity and femininity are giving way, making room for a greater range of humanness.[116] Gray observed that both men and women have human capabilities which include affective elements. Thousands of lives contradict the stereotypical images assigned to the sexes. Capabilities may be present in different degrees, but similarities as humans outweigh the differences between male and female.[117] The effective principal, male or female, utilizes affective characteristics as he exercises leadership in the elementary school.

The three themes discussed in this chapter (effective leadership, the effective principal, and affective characteristics) pave the way for development of a conceptual framework within which to view three effective principals. An understanding of the basic themes will be aided by

placing them in a context through which a more complete understanding of the role of affective characteristics in the effective leadership of elementary school principals can be understood. The conceptual framework presented in the following chapter provides this context.

CHAPTER III

CONCEPTUAL FRAMEWORK

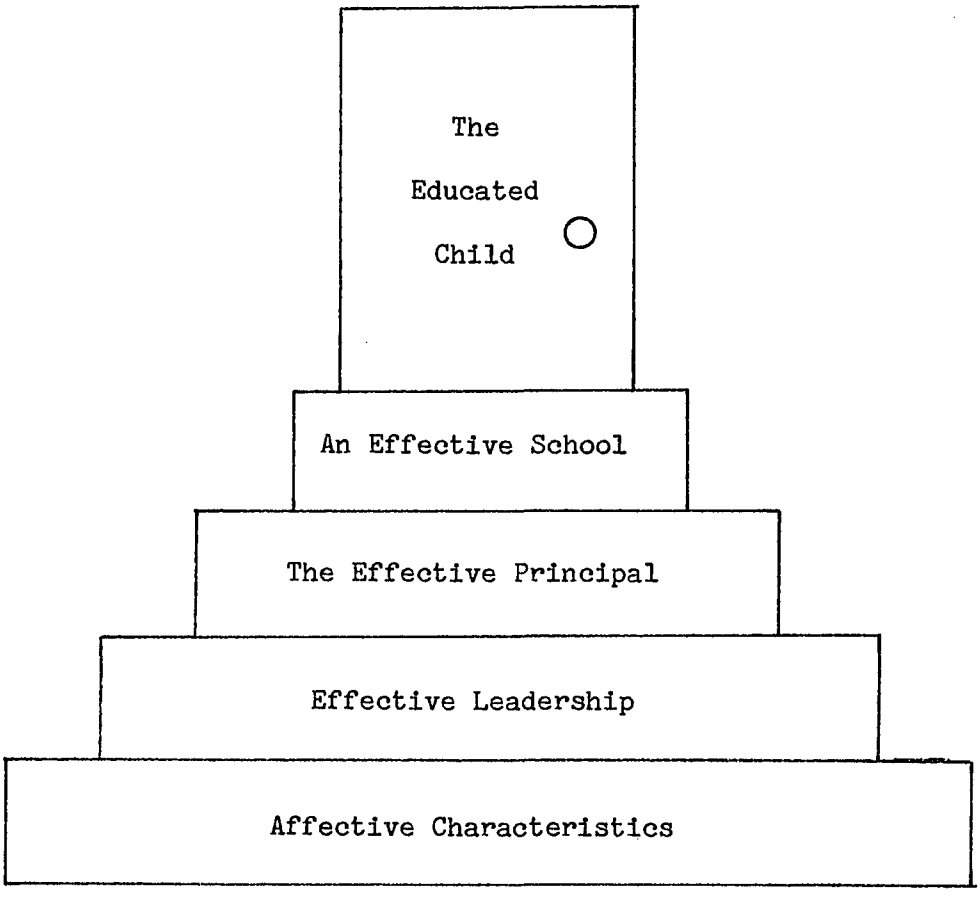
The building of a conceptual framework is a kind of map making that produces a picture of the relationship between elements in a particular setting. Such framework building takes place in the area between theory and practice. A conceptual framework is not a fully developed theory, but rather a heuristic guide that serves the scholar in the exploration of a particular territory. This map can be revised and refined in the world of practice. It is a plan of how one believes something works, but is subject to change as greater understanding is achieved. Praxis, reflective action, is the middle ground between theory and practice where a conceptual framework is most useful. A figure is an excellent way to illustrate the conceptual framework since it depicts relationships in a pictorial manner.

In order to gather data on the role of affective characteristics in the effective leadership of elementary school principals, some notion of their place in the over-all scheme of education is needed. That notion is also crucial for understanding and interpreting the data after it is collected. The following figure illustrates the place affective characteristics hold as the foundation of leadership upon which the effective principal establishes a successful school climate which leads to the well-educated child. The use of steps in the figure is intentional because certain rules which govern the climbing of these steps also govern the elements leading to the educated child. It is necessary to

climb one step at a time to reach the top just as each of the conditions listed on the steps is necessary in order to do the optimal job of educating children. These steps must be climbed in consecutive order--the bottom step is needed before the second step, the second before the third, and so on. They can only be taken one at a time--it is not possible to skip one of these steps by taking two at a time and still reach the top.

FIGURE 1

THE EFFECTIVE PRINCIPAL'S CONCEPTUAL FRAMEWORK



A brief reconsideration of material documented earlier will demonstrate the validity of the figure and broaden its meaning. It will also tie together the previously discussed themes. Lastly, it will provide an excellent observation point from which to view the portraits of the three principals studied.

Affective characteristics are the first step leading to the educated child. Feelings and emotions together comprise what is meant by affective characteristics. Although in the past they have been given the assignation "feminine," they are an essential component of all human beings, male and female. Recognizing and utilizing this part of oneself enables a person to deal with the world in a better way. It is an aid to understanding and action rather than an impediment. The affective side of their nature gives individuals a foundation for establishing effective leadership.

The second step, effective leadership, is exercised as the person in charge leads those under his direction to achieve mutual goals. Traits which typify such a person include intelligence, dependability, sociability, initiative, persistence, self-confidence, adaptability, alertness to the needs of others, insight, fairness, loyalty, vitality, friendliness, enthusiasm, sympathy, trustworthiness, helpfulness, integrity, and compassion. The link between affective characteristics and many of the traits mentioned is obvious: traits such as sociability, alertness to the needs of others, loyalty, vitality, friendliness, sympathy, helpfulness, and compassion would be nearly impossible to possess and to convey to one's followers without the use of feelings and

emotions. This fact leads to the third step, the effective principal, who must exhibit the aforementioned traits.

The effective principal uses leadership traits and techniques to foster an effective school climate. He possesses a vision for the school which focuses on students, translates that vision into concrete goals coupled with high expectations, monitors progress towards those goals, takes corrective measures when needed, and establishes a school climate which encourages progress towards the goals. It is the principal's influence which brings about an effective school.

In an effective school, the fourth step, teachers receive the support from their principal which they need in order to educate students successfully. Such conditions make it possible for teachers to enhance students' learning and development. This top step leads to the educated child, represented by a door at the head of the stairs.

No one would argue that the chief purpose of schools is to educate children so the educated child is situated in the foremost position at the top of the steps. He is likened to a door ready to open to a world of possibilities. The educated child is ready to continue on the lifelong journey where education, though at least partially outside the formal school, continues as long as life is present. With a good elementary school education the child is prepared to swing open to whatever educational opportunities present themselves.

When looking at three principals who are acknowledged as effective leaders in their elementary schools, the writer will be concentrating on the first step of Figure 1. The role that affective characteristics play as a basis for effective leadership will be examined. Although

there are undeniably other elements which contribute to effective leadership, they are not the focus of this study. Affective characteristics in leadership have been ignored or denied for such a long period of time that it is appropriate to set aside the other components of effective leadership in the elementary school and concentrate on the function of feelings and emotions.

CHAPTER IV

PORTRAITS OF THREE EFFECTIVE PRINCIPALS

Each principal was visited in his school setting on three separate occasions. At the initial meeting when I sought permission to include the individual in my study, I explained merely that I was looking at effective elementary school principals. I intentionally refrained from mentioning my interest in affective characteristics because I felt that doing so might influence the display of those characteristics. Throughout the observations I asked questions which did not relate to emotions or feelings along with those that did so that no particular emphasis would be evident. During the interview which closed the last of the observation sessions, several of the questions asked may have revealed my interest in affective characteristics, but were presented in a manner which permitted a variety of responses. These precautions allowed me to obtain information enabling portraits of three effective principals displaying their true colors to be painted.

Daisy Chambers

As I walked up to the entrance of Clemmons Elementary School on my first visit, I was greeted by a bright multi-colored daisy on a poster next to large black letters proclaiming, "Welcome." That poster set the tone for the school. Office personnel were friendly in greeting me and in notifying the black, female principal, Daisy Chambers, that I was there for our appointment. The secretary, Chambers, and the staff whom

I met all exuded a warmth which made me feel truly welcome in the school, which serves approximately seven hundred students.

Parents are also made to feel welcome in the school. A clever bulletin board in the hallway outside the office displayed volunteer name tags under the title "Volunteers Wear Many Hats." Chambers told me that there were many more volunteers, over three hundred, than would fit on the bulletin board. Only those who visit the school on an irregular basis had name tags on the bulletin board. Other volunteers are at the school so frequently that everyone knows them without the need for a name tag; one such example is the lady who volunteers daily in the school's computer lab.

Volunteers perform many valuable functions at Clemmons. Some are grade parents who help with classroom field trips and celebrations. Some work with individual children who need assistance. Some serve special functions for the entire school; the "Visiting Artists" series is arranged by volunteers who schedule artists to come to Clemmons and share their particular talent with the students. On my second visit to the school the visiting artists played the flute and the violin in the commons area for all the children to enjoy on their way to and from the cafeteria. Volunteers feel welcome in the school and enrich it in a variety of ways.

Although I did not mention the focus of my research, Chambers brought up the subject of feelings as she was relating her experience as a participant in the Principal's Executive Program at the University of North Carolina Institute of Government. As part of that program, fifteen individuals were asked to assess her leadership on a prescribed

form which included the element of "feelings" as part of decision-making. The results of those forms were relayed to Chambers by the staff of the Principal's Executive Program. Her reaction to the consensus that she does not employ feelings in her decision-making was, at first, denial. She had believed that feelings did enter into her decisions, but when she began to observe her decision-making after the Program's experiences she realized that she had been mistaken and is not a "feeling person" in that area. Her opinion is that feelings should enter more into her dealings with other people. The example she related to illustrate the benefit of letting feelings have some influence over decisions was this: if someone is sentenced to fifty years in jail, when feelings are not considered that person would have to spend the entire fifty years in jail regardless of any extenuating circumstances; with feelings taken into account, the convicted individual might only need to stay five years because the authority in charge would understand that the convicted person may reform in that time period.

A real-life illustration that Chambers gave of her separation of feelings from decision-making was her handling of a teacher who needed to improve classroom performance. In relating the conference where she had to confront the teacher with the problems that needed resolution, Chambers recounted that when the teacher had begun crying she had not let up but had "pushed harder." It was not out of cruelty that she had forged ahead with discussion of the problem, but because, as she informed the teacher, "I'm just saying what has to be said." As instructional leader of the school, she conveyed authenticity in her desire to improve instruction regardless of the emotional repercussions.

Chambers' caring for the teacher as well as the instructional program was evident in the five step plan she outlined for the teacher's improvement and in her reassurances to the teacher that she would help in every way possible. After the initial emotional upset for the teacher, she realized that Chambers was attempting to help her and expressed her gratitude.

Even though Chambers stated that she did not allow feelings to keep her from taking the steps that were needed to insure a good education for the children at her school, she acknowledged that feelings were present. With regard to the particular conference we discussed as well as to other conferences with teachers concerning a problem area, Chambers confided that this is the most difficult aspect of her job. She thinks ahead for a couple of days planning how she is going to approach the problem. The conferences themselves leave her "feeling drained" because she "feels the energy flowing out of" her during the entire conference. Problem confrontation is an emotionally draining but essential process in the effective school.

In one situation I witnessed, Chambers conveyed to a parent that she had "no sympathy" for the child involved. The child had stolen an ink pad, stamp, and stickers from his teacher's desk. When it was discovered what he had done, he was told to return all three items, but had only the pad when he arrived at school. Chambers had first explained to the child that since he was responsible for the teacher's loss, he would have to bring money to replace the items he had not returned. She then phoned the child's mother to explain the situation to her. She pointed out that the fair thing was for the child to be

held responsible for the items he had taken and expressed the hope that the mother could find a way to let the child earn the money rather than just giving it to him. "I have no sympathy for him because he didn't need to take those things. He wasn't hungry or anything," she added. The implication was that Chambers would have felt sympathy for the child if he had been hungry and had taken food instead of stealing the items he had; under those circumstances her feelings of concern for the child's welfare might have had an impact on her handling of the incident.

During our first meeting as we discussed the observation I would be doing, Chambers challenged me to see what "feeling" I got in each classroom we would visit as I followed her on her rounds of the building. She believes that you can learn a lot from a classroom in a very short time. Relying on the "feeling" or sense one gets from being in a classroom has given her as much information about that class as long observations; she has found that longer observations substantiate the impression she gets from a shorter visit.

Later, Chambers again expressed her belief in the power of "feelings." During a discussion with a teacher concerning how one determines which children are underachievers, she stated that researchers say the teacher's "gut feeling" is a more accurate indicator of underachievement than test scores. She suggested that if the teacher would select those children she felt "could do better" she would have a good notion of the underachievers in her classroom.

Since my first full-length observation occurred the week before Christmas vacation, Chambers' rounds of the classrooms had a purpose

different from what they ordinarily would. Usually she would be observing instruction, but this time of year the classroom emphasis was on reinforcement rather than on introduction of new material so she focused instead on making contact with special children with whom she had been dealing in the office. These are the children she was monitoring, and she wanted to give a "pat on the back" to some of them and a reminder that she was "watching them" to others.

A segment of the morning important in purpose though short in length occurred outside by the buses as they unloaded. Although the assistant principal is in charge of supervising the buses, Chambers helped near the holidays and sporadically in between. She set the tone of the school as she greeted the children. She maintained a business-like demeanor with children who were being too boisterous as she reminded them of the school rules regarding entering the building. She praised children who were following the school rules and greeted those who greeted her, hugging or touching various children who paused to speak.

A stop in the cafeteria to check on the children eating breakfast allowed Chambers to speak individually to a child she encouraged to be obedient to his teacher that day. Her greeting to the woman supervising the children was warm and friendly as it was to all the adults, from teachers to parent volunteers to visiting artists, whom we encountered during the course of the day.

It was obvious that the individuals in the school, children as well as adults, sensed Chambers' emotional warmth. The adults greeted her cheerily as she went through the school. One teacher made a special

trip to the office to share with her a "creative present" she'd received from a parent. Another teacher gave her a big hug as one of the "warm fuzzies everyone needs to get through the day." A third teacher helped her decide on a suitable Christmas gift for the school secretary. The mailman stepped into her office to chat and told of his previous day's illness; he received the sympathy he knew would be forthcoming. A substitute bus driver sought and obtained comfort for her upset over some family problems. One of the housekeepers shared with her the pride she felt in her granddaughter, showing her recent photographs of the young lady. In the gymnasium the Physical Education teacher joked with her as she prepared to jump rope to maintain her membership in the school's "Kangaroo Club"; there was no doubt that a warm sense of humor was present. After viewing a classroom Christmas program, many parents spoke affectionately to Chambers; in the same friendly spirit, she conveyed her support of the teacher by patting her on the shoulder and saying, "Good job!" while to the youthful performers she gave handshakes and hugs. Throughout the day she paused to give verbal and physical affirmations to the individuals she encountered.

When a teacher needs to take a sick day or a day of personal leave at Clemmons, he is expected to complete a sign-out slip for absences. That form notifies the principal that the teacher will be absent and that a substitute will be needed. However, most teachers like to speak to Chambers personally about their absence in addition to filling out the form. One teacher stopped in her office to say, "I just wanted to let you know why I'll be out Tuesday and Wednesday." The teacher went on to explain that she needed to be home to care for her husband who was

recovering from surgery and that she had already filled out her sign-out slip. Chambers expressed her sympathy and well wishes for the husband. After the teacher had left, she added, "We have that sign-out slip, but the average person still feels like talking and I can understand that." She realized how important it is for teachers to get the verbal support they seek from administrators in personal as well as professional matters.

A primary reading teacher (works half-day in the primary reading program teaching in a classroom alongside a full-time teacher) sought a conference with Chambers to discuss the possibility of her taking two weeks off. The teacher had been asked to join a group from her church travelling to Peru to teach first and sixth graders there. She was concerned about the length of time she would have to be away and asked Chambers how she felt about it. Chambers responded, "I believe in growth through experience, and this seems like a wonderful opportunity for growth." She encouraged the teacher to take advantage of the opportunity that had been presented to her.

A phone call to a principal at another school showed that Chambers' warmth extends beyond the sphere of Clemmons School. Although the principal she was phoning was out, the message she left with the secretary was to give that principal "a big bear hug when she comes in" for a letter she'd written about a topic upon which they both agreed. Later when the principal returned her call, Chambers' enthusiasm was reflected in her animated conversation.

Even with someone she had never met before, Chambers showed the warmth which is her trademark. A woman who wished to become a

substitute teacher at Clemmons was interviewed during my third visit. Chambers conducted a smiling, cheerful conversation with the woman while she explained the application procedure. Reassurance was given to the prospective substitute as she expressed some concern over her acceptability as a teacher of elementary school children because most of her experience had been with the junior high age group; Chambers assured her that her successful work in a church program with young children coupled with her desire to work with this age group qualified her to serve as a substitute in the elementary grades. Chambers explained that she believes in supporting her substitutes and that the children are well aware that the same rules apply whether the regular classroom teacher or a substitute is working with them. She made this stranger feel as comfortable and cared for as she does the people with whom she deals every day.

My third visit to Clemmons Elementary School took place immediately following the Christmas holidays. Chambers demonstrated her sense of humor as she joked with faculty members about being "so-o-o glad to be back at school." She cheerfully greeted individuals as they came into the office and made a point of walking through the building to visit in the classroom any teachers she had not seen in the office. She asked them about their holiday or joked about the lack of snow and return to school.

Sorrow was expressed by Chambers with regard to one home occurrence and one school event. She shared her sadness about the illness of her dog, Dynamite, with several faculty members. When the topic of the recently announced departure of a valued faculty member was discussed,

she was open about her sorrow in the loss. In both cases her words and facial expression both expressed sorrow, but she quickly returned to her customarily cheerful demeanor.

The decision to use corporal punishment at Clemmons Elementary School was a rational one, based on reason as opposed to emotion. Chambers stressed that feelings are removed from the situation. However, the displeasure over the misbehavior which brought about the punishment was conveyed to the child. Additional evidence as to the place of feelings in the encounter was Chambers' concern for the child. She personally checked on each child she had spanked to see if he was doing alright in his classroom and she asked each child's teacher if the child had been unduly upset upon returning to the classroom. Her feelings for the children did not prevent her from "doing what had to be done," but did prompt her to find out if the child had been emotionally upset by the incident.

Although corporal punishment is dispensed by the principal, Chambers does not want the children to fear her. She has a box of trinkets from which children who are sent to the office to show her their good work or a favorable note from their teacher praising good behavior may select a reward. According to Chambers, the children fear the yellow discipline slip which leads to corporal punishment, but do not fear the office or the authority figure there. To further ensure a positive relationship with students, she makes a point of rewarding good behavior, often through praise or a friendly touch rather than a concrete award, more often than punishing bad. The positive, warm relationship with students is evident. Even after students are punished for

inappropriate behavior, they are not fearful or angry; they accept the punishment as a consequence of their behavior. One child who had been disciplined brought Chambers a note proclaiming her love for Chambers and referring to Chambers as her "very best friend."

Chambers believes in working closely with parents in fostering good behavior on the part of students. She actively solicits parental support whenever a potential or a recurrent problem occurs. A case in point was that of a child who, due to several problems, was put out of another school and assigned to Clemmons. Before the child's first day at Clemmons the parent was required to meet with Chambers to discuss a plan for the child's success in his new school. In this way the parent's support for the school's goals was assured. The parent could see the concern which the principal had for the child's education and learned that cooperation between home and school was the best way to help the child overcome the problems he'd had in his previous school.

Another parental conference involved devising a plan to help the child bring his school books and homework back to school each day. Since Chambers was aware that the home situation was chaotic, she suggested setting aside a special place to keep school things so they would be readily available. She asked if a school bag would help both children in the family keep their school things together and received an affirmative answer. When she checked with the children the next day, each had remembered his homework so she promised to provide each with a school bag to help them keep up the good work. Her caring and support were evident.

Chambers relayed to me the way she had handled another parent conference where a home problem was interfering with the child's performance in school. She had spoken frankly with the mother about the fact that it was a home situation which she, as a principal, had no right to interfere with. As she explained it to the mother, "I'm going to take off my principal's hat and speak to you as a friend." She then told the mother that the particular home matter was hindering her child's school work. She added that although it was really none of her business, "I'd want someone to tell me if it were my child and that's why I'm telling you." The mother sensed Chambers' sincerity and accepted her advice.

Even effective principals are subject to embarrassment from time to time, a sure sign of their humanity. When asked by a teacher if she'd checked about a workshop the teacher was to offer, Chambers good-naturedly covered her face with her hands and asked, "Would it be alright if I check right now?" She made a short phone call which quickly provided the answer the teacher needed. No attempt was made to cover up the fact that an oversight had occurred; it was simply dealt with in a very human way.

Chambers expressed gratitude verbally and in writing to faculty, students, and parents. She makes a practice of writing Happy-grams to every person or class who gives her anything. During the holiday season those items ranged from a Christmas present to a set of classroom stories. As she met various people in the hall, classroom, or office throughout the day she verbally conveyed her thanks for the particular item. Her enjoyment in being remembered was apparent.

A substitute joined the housekeeping staff after the Christmas holidays. Chambers held a meeting for all the housekeepers the first day of their return. She greeted them and asked, "Did you all have a good holiday?" After pleasantries were exchanged, the first order of business was to welcome the substitute and review his responsibility for one-fourth of the school since each member of the housekeeping staff tended one section of the building. Next, she thanked the three permanent staff members for the "extra energy" they had expended before the holidays to do the work that four people ordinarily do until a substitute could be found. She solicited their suggestions: "Is there anything we need to do for the beginning of the year?" A needed repair was mentioned by one housekeeper, and Chambers said she would contact the proper repairman. When another housekeeper expressed concern over the timing of an upcoming health inspection, Chambers told her honestly that she was never informed in advance of the inspection so would not be able to tell the housekeeping staff the exact time it would take place. She did not get caught up in the housekeeper's concern for getting the school in top shape after the two week holiday, but smiled in a way that conveyed her confidence in the housekeeper's ability to accomplish the goal.

During conferences with teachers concerning their goals for the year, Chambers focused on the goal rather than on the person. She helped teachers clarify their goals and ways to measure them. In both teacher conferences I observed, the teachers thanked Chambers for her input and assistance. They felt she was truly helping them do an effective job in the school.

In the course of my final interview with Chambers, I discovered that the actions I had observed during my visits had been a natural consequence of her philosophy. Her over-all goal is "to help students grow and become all they're capable of becoming." To achieve that goal she believes that the school "should have a warm, nurturing environment" and her actions throughout my visits supported that position. She modelled the behavior she expected from her faculty, treating both adults and children with warmth verbally as well as physically through the use of hugs and pats. It is interesting to note that she wants "to be viewed as a human being first" because it is the total human being complete with affective characteristics who is able to provide the "warm, nurturing environment" of which she spoke. Being the feeling, caring principal that she is, Chambers emitted those affective qualities throughout my stay at Clemmons Elementary School.

Ron Montaquila

"Through These Doors Pass the World's Greatest Teachers" read the sign on the office door at Jefferson Elementary School. A sign on the secretary's desk proclaimed "Teachers Make the Difference!" My first impression told me this was a school that cared about teachers. Subsequent observations upheld this first belief.

Ron Montaquila, the white, male principal of Jefferson Elementary, used every opportunity to praise the members of his faculty. Since the school was converted from a junior high to an elementary school just three years ago, he was able to personally select his faculty from the pool of applicants in the school system applying for a transfer to Jefferson. The community was made aware of the fact he had reviewed

personnel records and had chosen only the best teachers. While discussing the reality of his principalship as being devoted only 10-20% to curricular concerns with 80-90% of his time being consumed by administrative matters, he stated that it didn't "bother him at this school because the faculty is so competent." Getting substitutes is not a problem for him at Jefferson, and he believes this is due to the fact that his teachers leave such detailed lesson plans for substitutes. He often made comments during my observations about the high caliber of teachers at Jefferson: "On a scale of one to ten, my weakest teacher is an eight."

Although Montaquila had high praise for his entire faculty, he recognized the differences among its members. He stated, "Each class has its individual personality." In describing two teachers on the same grade level who employ very different teaching styles with their students, he declared it a strength: "Two very different kinds of teachers give me alternatives, options for placing kids." He acknowledged that good teaching resides not in one mold but in the variety which comprises humanity.

Praise was not reserved for faculty alone. Montaquila also stressed what nice children attend the school and what good work they do. In speaking to a student teacher who would be working at the school, he predicted the student teacher would enjoy his stay at the school because the children would do such a good job for the student teacher. While walking from room to room, Montaquila often remarked how nice the children who attend the school are. In a fifth grade classroom where the teacher first praised the children to Montaquila, he then

continued the praise stating that their work was more like high school than elementary level. In a kindergarten classroom the teacher took the initiative in praising the children's work even though they were away at a special class; she showed Montaquila the excellent beginning writing the children had been doing. In a first grade classroom he told the children that their spelling papers were so good that they looked like second grade work. The abundance of praise cast a positive light over the school.

Praise is a two-way street at Jefferson. Former colleagues of mine who now teach at the school told me, unsolicited, that Jefferson is "the greatest place to teach." One faculty member remarked that I was watching a very good administrator. When I answered affirmatively to another teacher who asked if I were enjoying myself, she replied, "You can't help yourself with him!" A substitute teacher volunteered that this was an excellent school. The supervisor of student teachers who would be working in the school commented on what a good principal Montaquila is. Jefferson's principal feels he works with outstanding people and they feel the same way about him.

My first full day of observation began in a rather uneventful way standing in the hall greeting teachers as they arrived. Montaquila answered questions and discussed concerns as teachers stopped to talk. Since there is no assistant principal at Jefferson, a teacher is in charge of the buses. That teacher spent time discussing bus matters as well as sharing past experiences--business was mixed with pleasure. Montaquila believes in making himself visible and available so that a teacher will not have to seek him out if the teacher has something to

discuss with him. His open attitude encourages faculty members to express their concerns and share their thoughts.

Staff meetings are not routinely held every week unless there is a need for them. Items which can be handled by way of a memo are posted on a bulletin board in the office where the teachers check off their names as they read the information. Meetings are only held when there is a matter which requires discussion or more detailed explanation than can be accomplished through a written memo. The exception to the previous statement is the breakfast meeting which is held once a month regardless of any business need. The breakfast meeting helps foster a group spirit among faculty members at Jefferson while the lack of unnecessary meetings throughout the month emphasizes the value of teacher time.

A staff meeting was needed my first morning to deal with the upcoming Special Education Program Compliance Visit. Montaquila was mainly an observer at this meeting where the guidance counselor went over important information pertinent to the visit. The full meeting was followed by a meeting of the smaller School-Based Committee where the camaraderie among staff members was evident as they joked with one another and the new school psychologist.

Montaquila's presence did not dampen the humor at the School-Based Committee meeting, and as I followed him throughout the day I learned the reason it had not: Montaquila often jokes with the children and the adults in the school so humor is an accepted aspect of school life at Jefferson. After a child had accidentally thrown a nickel onto the floor near Montaquila in the cafeteria, he pretended to pocket the coin

and thank the child for it. One teacher brought a cartoon which he'd cut out for him, knowing Montaquila would appreciate the gentle jibe at school administrators. When the school custodian had replied that he didn't "feel too good" in response to Montaquila's question asking how he felt about moving a piano, Montaquila had countered, "I'll let you lift the light end then."

The piano in question needed to be moved because the pianist with the Wachovia Little Symphony visiting the school had decided the music room piano rather than the auditorium piano would be better for the performance. Montaquila had given the pianist the opportunity to try both pianos and choose the one he would prefer. The school's music teacher told me this was typical of Montaquila's efforts to "keep people happy." He is known for going out of his way to satisfy those with whom he deals.

Montaquila made a point of expressing his gratitude to the Wachovia Little Symphony after their performance. He publicly thanked and praised them when they had finished playing. Then he took the time to thank each member individually as the orchestra packed up its things and left the auditorium. The artists left knowing their efforts were appreciated.

In dealing with a child who had thrown a tantrum and refused to do as the teacher had asked, Montaquila showed compassion. The little girl is a special education student who had recently transferred to Jefferson. While supporting the need for the child to be obedient, he took into consideration her possible lack of ability to comply. Since the child's cumulative folder had not yet arrived, there was no way to

determine the scope of her capabilities. He sympathized with the teacher, gently warned the child that she would be sent to the office if she acted up again, and checked several times during the day to see if the child was getting along better.

Another child new to Jefferson was encountering problems in a regular classroom. The child's teacher reported that he talked continuously, disrupting the class and bothering the children sitting near him (one student had complained that the child's talking had given her a headache). While the teacher began documentation for referral purposes, there was no hope of a quick placement even if special placement were warranted. In the meantime, Montaquila offered his support to the teacher. He verbally encouraged her, monitored the child during the day, and checked with her concerning the child's progress.

Camaraderie among staff members is promoted by the environment Montaquila fosters and this camaraderie encourages the discussion of problems and the provision of helpful suggestions among colleagues. With the problem child mentioned above, a teacher suggested the talkative child be appointed "Fire Marshall" with his desk stationed alone next to the door in position to monitor the class leaving during fire drills and to close the door behind them. This solution removed the child from proximity to the other students whom he was bothering without ostracizing him.

Montaquila believes that if teachers are happy coming to school, they're probably doing a good job. Conversely, if a teacher is grumbling and unhappy, that teacher is probably doing a poor job; that teacher is dissatisfied both with his teaching and with himself. To promote

happy, effective teachers, Montaquila has arranged for every classroom teacher to have duty free lunch every day in a school system where two days a week are the standard. He tries to make a comfortable environment for teachers as well as for students. His philosophy holds that if the teachers are happy, calm, and secure the students will be, too. Taken a step further, a happy, calm, and secure principal produces happy, calm, and secure teachers. Montaquila's humor, serenity, and confidence are a model which can be seen repeated in the teachers and the children whether in the classrooms, in the halls, or getting on the buses.

Kindness was exhibited by Montaquila in his dealings with students, teachers, and parents. A kindergarten child had been brought to the office by her teacher to lie down in the sickroom for a few minutes; Montaquila took her to the sickroom and gently covered her with the blanket from the foot of the bed. When a teacher informed him that she needed to leave a few minutes before her children for a medical appointment and it was not known if anyone would be available to watch her class, Montaquila immediately volunteered to look after the children; the spirit of kindness also prompted an aide to say that she would look after the class when she overheard Montaquila's offer. A great deal of effort was expended to see if the address of a prospective parent who came to see the school was within the school's boundaries; the less caring procedure would have been to let her see the school and be on her way without checking to be sure she was correct in her belief that Jefferson was the proper school placement.

Parents are always welcome at Jefferson. There is an open door policy that holds parents may visit any room in the school at any time as often as they like for as long as they like. Montaquila believes that restricting visitation makes parents wonder what the school is trying to hide. Visitors do not bother the students and teachers because they've gotten used to having people walk into their classrooms. Parents are so comfortable in the school that many become volunteers; a newspaper article published during my visit noted that the number of volunteers, two hundred, for a student population of four hundred was remarkable.

Parents are treated with respect and their wishes for their children in the school setting are honored whenever feasible. In the case of twins entering kindergarten, the parents were given the choice of whether to keep the children in the same classroom or place them in different rooms. In other grades, twins are placed according to their reading levels so it may not always be possible to fulfill parental wishes. In a case dealing with a non-twin, parents who approached Montaquila about moving their daughter to another classroom for socialization reasons presented a valid argument for the move so were granted their request. On the other hand, another set of parents objected to the move, but did not present any reasonable justification for undoing the original decision so did not have their request honored. Although parental desires are fulfilled when possible, they are not granted without sound reason.

Teachers know they can count on Montaquila's support when parents make unreasonable demands. The teacher of an academically gifted class

showed Montaquila a note he had received from a parent who was upset because she felt a test her child had been given was unfair. The test was a standardized one which the teacher had no power to change. Montaquila understood the situation: the child was having a difficult time keeping up in the accelerated program, and the parents were frustrated that he had not done well on the test. When the teacher had written a reply, he showed it to Montaquila who concurred that the note covered the situation well. The teacher had turned to Montaquila for advice and support in handling a potentially explosive matter.

The morning of my second day-long visit a meeting of second and fifth grade teachers with the reading/test coordinator was needed. A new IQ test was being given for the first time this year so there was some concern about directions and procedures for the test. Montaquila acknowledged that he had found the instructions complex when he'd read through them so he suggested the teachers read through the instructions several times, practice giving them, and then come to either him or the test coordinator if there were any questions. He expressed sympathy over the fact that administering a new test is a difficult task, but also stated his confidence in their ability to do it well. He notified one of the teachers that he would test her overly talkative child separately so the child's talking would not disrupt the class; he planned to do the testing the day before the rest of the children took their tests so he would have a chance to spot any potential test problems to which the teachers should be alerted and so he would be more knowledgeable when the test was given to the rest of the students. He

made every effort to make the teachers feel as comfortable as possible with the new testing situation.

Testimony to the ease with which parents feel they can speak to Montaquila came when the parent of a former student phoned to discuss a concern about her son. The concern was not one that most individuals would consider a rational one, but it was a very real problem to her. Montaquila offered to phone the principal at the child's new school and have him contact the mother when she stated she did not feel she could phone him. She turned down the offer stating that she just needed someone to talk to and that she knew she couldn't communicate with the other principal so had phoned Montaquila instead. Merely talking to a sympathetic listener had helped her feel better about her concern.

In the relaxed atmosphere at Jefferson teachers are free to follow their instincts about what is best rather than being required to subscribe to a rigid pattern. Before the children had arrived that morning, a primary reading teacher had inadvertently gotten a tear in her clothing. Rather than waste time chasing down Montaquila in the building, she left word with her colleagues that she had gone home to change. She knew he would understand the situation and trust her judgment in leaving without first seeking his permission.

The presence of trust in Montaquila's relationship with his teachers was also brought to my attention with regard to teacher arrival and departure. As a teacher came bustling into the office late one morning, she mumbled exasperatedly, "I'm late." Montaquila sensed her frustration at the situation and shrugged it off with a joke. After she had gone to her classroom, he confided that while some principals might get

upset at a teacher coming in late, he felt it was obvious that the teacher knew she was expected to be on time and that some unforeseen circumstance had probably prevented her from meeting that goal on this particular day so there was no reason to make a fuss over it. Using the same reasoning in his appraisal of teacher requests to leave school a few minutes early, he said he trusted his teachers' judgment in deciding when they need to leave before their regularly scheduled departure time. In each case where I witnessed a teacher asking if it was alright to leave early, Montaquila immediately gave an affirmative response. He did not see the need to question each individual on the details of the reason for departure, but accepted the stated explanation at face value.

An aide who had noticed a possible problem between the teacher with whom she worked and a student felt comfortable coming to Montaquila to discuss the situation. It was something she felt he needed to be aware of rather than an issue she should mention to the teacher. After listening to the concern, he assured her he would investigate the matter. She left reassured knowing that she had brought the situation to his attention and that he would deal with it.

Montaquila showed great understanding towards a student teacher who would be working at Jefferson for six weeks. He suggested a light schedule which would give the student teacher the opportunity to work for longer periods of time with a limited number of students and would allow him time to become accustomed to teaching gradually. The student teacher's supervisor praised Montaquila's plan adding that many principals overload their student teachers. Montaquila stressed that he wanted to provide the student teacher with a positive experience as his

introduction to teaching. After hearing the schedule for his teaching, the student happily stated, "Somebody's looking after me!"

Pride was shown by Montaquila for the lack of discipline problems in the school. Each teacher submits a discipline plan to the office at the beginning of the school year. Montaquila requests that the plan include the teacher contacting the parent then having a conference with the parent before a child is sent to the office. By the time a child is seen in the office the parents have already been informed of the problem twice. There is a "time out" room next to the office which can be used when appropriate. When Montaquila needs to verbally chastise a child, he compares it to a performance because he must convey a certain anger to the child that he doesn't actually feel; emotions are removed from the encounter. Corporal punishment is not often needed because, according to Montaquila, the competent teachers on his staff keep the children "so busy they don't have time to misbehave."

On the single occasion when two children were sent to the office to be seen by him, Montaquila spoke calmly with them about solving the problem they were having. The two boys had been arguing in the classroom and were having difficulty getting along. They are neighbors who, in Montaquila's opinion, were getting tired of being together both at home and in school. When the boys couldn't come up with any suggestions for getting along better and staying out of trouble at school, he suggested that they discuss the problem with their mothers on the way to the Wake Forest basketball game they were attending together that evening. Although Montaquila felt the problem was a minor one, he took steps to resolve it before it became serious.

Positive reinforcement is used to encourage both good behavior and good work habits. Montaquila asked one boy he was encouraging to follow his teacher's direction, "Are you going to be a 'Jefferson Jewel'?" He explained to me that a "Jefferson Jewel" is chosen for good behavior from each classroom. When we stopped in one classroom, we discovered they were having a treat of potato chips and punch as a special reward for the good work they had done. Montaquila mentioned that the teachers give lots of rewards to encourage the children to do their best work. Two boys from a special education class came to see Montaquila in the office to pick up their reward for getting A's, a reward card; when five cards are amassed, they are traded back to Montaquila for a soft drink of the child's choice from the machine in the teachers' lounge. He stated that it was a small price to pay to encourage a child to do well in school.

What might be called an unemotional anger is felt by Montaquila over parents who do not take care of their children properly and parents who abuse their children. His response to the anger is to notify Protective Services. Rather than vent his anger in words or fruitless actions he takes steps to protect the child. He senses his anger more on a rational level than an emotional one.

Montaquila stated that he does not get upset about things. He is basically a very calm person: "I just won't get mad. Most of the time I feel it's not worth it. It's not going to help me. It's not going to solve the problem by getting mad." As when dealing with neglected or abused children, his strategy involves analyzing the situation to see what steps can be taken to remedy it. He also looks for any positive

aspects or any humor there might be in the particular case. As he put it, "You say, 'OK, this horrible thing happened. What can I do to fix it? Or is there any good in it? Or can you see any humor in it?'" That is the way he deals with upsetting circumstances.

A prospective parent learned that Montaquila believes in trusting your feelings. The parent was concerned about her child's readiness for kindergarten because the child has an August birthday. The mother stated that private schools believe in holding children with summer birthdays out of formal kindergarten until the following year, but that she was not certain what to do about her own child. Montaquila suggested the parent trust her feelings and added, "If you feel she's ready, send her." When the mother admitted that her "gut level feeling" was that the child is ready, Montaquila urged her to follow that feeling and send the child to school in the fall.

As Montaquila and I discussed the role of feelings and emotions in effective leadership during my final interview with him, he expressed the belief that they play a major role. In reviewing the two days spent together, he stated that although he didn't "technically do anything about curriculum or about teaching" his presence in classrooms encouraging the teachers, supporting them, and letting them know he appreciated the work they were doing was the biggest part of his job. He added that it is the affective side of the principal which sets the tone for the school: "That's what you feel when you walk in the front door. You feel like you're welcome."

Feelings sometimes enter into decisions that Montaquila makes. His deep concern for his teachers as individuals who sometimes have problems

which interfere with their best classroom performance influenced him to postpone speaking to one such teacher about a concern that had been brought to his attention. He acknowledged that "There are some times you make hard, cold decisions. It's not what you feel like, but it's something you know you have to do. And a person can make himself do that." However, he prefers to let his feelings guide his decisions whenever possible.

When a teacher is having a problem in the classroom, Montaquila first tries to discover if there is something in the school setting that he can change which will help resolve the problem. Then he looks for a problem in the personal life of the teacher where he can help if only by letting the teacher know he understands and will do anything he can to help. He added that even principals who seem cold-hearted about dealing with problem teachers "feel these things even if they don't express them." The difference with Montaquila is that he does express his feelings and concern. Ordinarily, problems with curriculum are handled before they reach him because Jefferson parents are very attentive to their children's learning and do not hesitate to contact teachers whenever they notice a problem. In all cases, his concern for teachers as human beings and the open communication between all members of the school community are evident.

Montaquila informed me that he is most proud of "the openness in the school between the teachers, the parents, the students." He feels that "the communication is well above average for a school." The evidence that I saw justified his pride. It was obvious that everyone felt

free to communicate. As Montaquila put it, "No one here is really afraid or intimidated by anyone else."

As part of the assessment activities involved when Montaquila participated in the Principal's Executive Program, faculty members ranked him in "feeling" areas. What some members viewed as a strength others saw as a weakness. Seen as strengths were his treatment of teachers as professionals and his display of trust in them. The same traits termed as weaknesses read that he was too easy-going and let teachers take advantage. His actions during my observations reflected his stated philosophy with regard to these views: "I'd rather be too nice and trusting and be taken advantage of than be too rigid."

Mary Jo Isaacs

Brunson Elementary School presents a professional front to the visitor entering its large, bright blue, steel doors. The main lobby contains some seating, a couple of end tables, and a rack with informational pamphlets about the school system. The day of my initial visit to the school was cloudy and seemed rather dreary; when I entered this acknowledged-as-effective school serving five hundred students, I was surprised that its lobby seemed to reflect the dreariness of the day. It was not until my second visit, on a bright, sunny day, that I realized the reason. The lobby is two stories high and the front entry wall is covered with glass windows. On the sunny day, the lobby came across as a bright, cheerful habitat while on the cloudy day, the area reflected the grayness of the day through its many windows. Throughout the rest of the school colorful murals and student art work brightened the halls on even the dreariest day.

Mary Jo Isaacs, a white, female administrator, has been principal of Brunson Elementary School for ten years. She is a highly respected member of the community. This year she is president of the Forsyth County Principals' Association. At our first meeting I was greeted by a tall, well-dressed professional. As I followed her through two subsequent days I discovered a sincere, caring individual whose affective characteristics were displayed a little differently than I had observed elsewhere. Isaacs' professional demeanor might lead one to falsely assume that feelings and emotions play no role in her leadership. While always remaining the professional she is, Isaacs conveys the deep concern she feels for the children at her school and for the teachers who serve them.

Our first full morning together began with a look at the youngsters involved in the YMCA morning program held in the school's gymnasium. As they played basketball, Isaacs introduced me to the fellow in charge of the program. In telling me what a good job he does, she stated, "Tony is so kind to the children." His kindness was obviously an important factor in Isaacs' positive feelings about the program, which serves approximately eighty to eighty-five students, and was most likely a key element in the success of the program as well.

As various faculty and staff members were introduced to me, several shared positive feelings about Isaacs' leadership. Teachers, custodial staff, and support personnel told me that I had a good leader to follow. It was obvious that she is highly respected in the school.

When a child who has sickle cell anemia came to the office complaining of pain in his legs, Isaacs gently lifted him onto the bed in

the sickroom. She removed his coat, stroked his head, and reassured him that they would contact his mother. She instructed the secretary to phone the mother and asked me to keep an eye on the youngster before she made an important phone call for clarification of a form her Special Education teachers needed to fill out before school. The secretary gave the child medicine according to the mother's instructions and related that the mother had said to let the boy go to his classroom after he had laid down long enough for the medicine to take effect. The youngster resisted going to class so Isaacs checked on him, confirmed the mother's instructions, and kept apprised of the situation until he was recovered enough to return to his classroom.

After Isaacs had phoned to obtain clarification concerning the Special Education form, she had her secretary call the Special Education teachers to her office. Using the information she had obtained over the telephone, she instructed the teachers how to complete the form correctly. Each teacher was asked to fill out the form as directed in pencil, then go over the answers in ink before the end of the day. Isaacs apologized for the rush in completing the forms, explaining that the information had arrived only Friday while she had been away from school at a workshop. The teachers were all quite understanding and told her it would be no problem getting the forms back to her.

During a pre-observation conference with a teacher, Isaacs stressed how well the teacher was doing with her students. She explained to me that it was a multi-grade classroom so required a particularly capable teacher. When the teacher went over the lesson she would be teaching during the formal observation, Isaacs responded, "That sounds good!"

Both the teacher and Isaacs shared positive feelings about the conference and the upcoming observation.

The formal observation took place during my second day of "shadowing" Isaacs so I was able to watch along with her. The teacher conducted a dynamic lesson which reflected the enthusiasm that I later learned Isaacs feels is an important element in successful teaching. She praised the teacher on her good lesson before we left the classroom. Her post-observation conference was scheduled for a time when I would not be in the school, but Isaacs explained that she would spend the evening preparing a write-up of the observation so she could share it with the teacher the following morning.

In response to my query as to how she handles the situation when there is a problem the teacher needs to work on, Isaacs responded, "It's not what you say, but how you say it." She explained that she tries to phrase things in as positive a light as possible. " You talk with the teacher and tell her you're concerned about what you've seen." Then Isaacs works with the teacher outlining the improvement that she will expect to see during her next observation. An integral part of the improvement process occurs when she looks for and praises successful remediation of the problem.

Isaacs believes in the value of teacher input. Every spring she asks each teacher to list the three committees on which that teacher would like to serve during the next school year. Over the summer she forms committees using teacher preferences as a guide. In the fall the committee assignments are listed in the handbook which each teacher

receives as the school year begins. Throughout the year the committees are utilized in an advisory capacity.

The two math co-ordinators who had been selected by the aforementioned process met with Isaacs to discuss plans for presenting the new mathematics textbook options to the faculty. The co-ordinators offered the opinion that watching the two and a half hour videotaped presentation on the textbooks in one sitting would not be a good idea. They then asked for Isaacs' input on alternative arrangements. All three ladies pooled their ideas to settle on what they considered the best schedule to meet the faculty's needs.

Brunson Elementary School was assigned an art student teacher who would be serving the school for six weeks. In her meeting with the student teacher and the student teacher's supervisor, Isaacs praised her faculty's art endeavors. She then explained the schedule which the Art Committee had drawn up. The committee had solicited requests for specific times the teachers desired the services of the art student teacher. In consultation with Isaacs and considering input from the school system's art coordinator, they had devised a schedule based on the teacher requests which allotted a half-hour break between each of four classes to allow adequate time to transport art supplies from various areas, deal with extra clean-up necessities, and prepare for the upcoming lesson. The student teacher and her supervisor both expressed their delight over the schedule with its generous allotment of time for the student teacher's preparations, its focus on continuity through the scheduling of classes meeting daily for one week, its allowance for adequate teaching time with one hour blocks, and its flexibility in

leaving the first and last weeks without formally scheduled classes. The supervisor commented, "I have never seen such a good plan by a principal for a student teacher!" Isaacs accepted the praise graciously, stressing the valuable input from the teachers, the Art Committee and the school system's art coordinator.

As part of Brunson's assertive discipline plan, children are recognized for good behavior by being allowed and encouraged to enter the "Principal's Chance" drawing. Their names are put into a jar in the lobby from which the principal draws four names each week. Monday morning the names of the four winners are announced over the public address system during morning announcements. The winners come to the office where they may either select three prizes from a prize chest or chose to have lunch at a local fast food restaurant with Isaacs. On the Monday I was at the school, all four children were excited about winning. Isaacs displayed her pleasure over their winning, congratulating each of them. Although only one of the four children that week selected the lunch option, Isaacs told me that it is usually the favored choice.

The assertive discipline plan works so well at Brunson that neither corporal punishment nor suspension are needed except on rare occasions. Parental involvement is a key to the success of the discipline plan. Children who are having problems are sent a note from the teacher. If the problem becomes worse, the parent is phoned. The next step is to send the child to the principal's office. Isaacs arranges to have a conference with the parent when a child is sent to her office; she will drive to the parent's home or place of business when necessary. She has found that parents are very cooperative and helpful in working with the

school to help the child overcome whatever problem has occurred. To help foster positive relations with parents, she spends a couple afternoons a month making home visits after school hours.

As we made our way through the building, Isaacs noticed a solitary boy walking along with his head down. She put her arm around his shoulder and asked, "Are you moving?" He replied affirmatively in a melancholy tone. In an effort to console him, Isaacs gave him a hug and a kiss saying cheerfully, "I'll miss you." His emphatic answer was that he was going to miss her and Brunson. The child appeared almost in tears as he moved quickly on to his classroom.

Isaacs stays in close touch with the classroom. Several times during each of the days I was there she walked through the building, stopping in each classroom for a few minutes. Sometimes she merely observed silently, other times she would speak to the teacher to ask a question or to praise something she had seen. She informed me that she conducts what is termed an "informal observation" on each teacher five or six times a year; this observation is not announced in advance to the teacher, it is written up by Isaacs, and the results are shared informally with the teacher. I sat in on one informal observation where the teacher reviewed the social studies unit on which her class had been working. In addition to the informal observations are "formal observations" where the teacher meets with the principal in advance to discuss the lesson to be observed and meets again formally afterwards to discuss what was seen. All of these opportunities for keeping in touch with the teaching that occurs daily help Isaacs stay abreast of exactly what is happening in each of Brunson's classrooms.

In her capacity as president of the Forsyth County Principals' Association, Isaacs spoke at a School Board Policy Committee meeting. The issue dealt with planning time set aside before school for elementary teachers. Apparently, there had been some disagreement between principals and teachers because at some schools the time had been shortened by five minutes. Isaacs began by expressing concern, "We're all here because we're concerned about planning time for our elementary teachers." She listed the factors which demanded flexibility in the planning time to meet the needs of various schools. Afterwards she was complimented on the "professional" way she had spoken about a potentially inflammatory issue.

The concern shown by Isaacs for students was illustrated earlier with the examples of the child who was moving away from the school and the child with sickle cell anemia. Her concern for adults extended beyond that expressed at the Policy Committee meeting. She inquired about a sick relative of someone she encountered at that meeting, and she expressed concern for the health problems of her staff members.

Praise played an important part in Isaacs' leadership. Examples included announcing to the students over the public address system that she appreciated the good citizenship she had seen them displaying towards their fellow students and that she was "very proud" of them. She told a class of fourth graders how impressed she was with all they knew about the Revolutionary War. She informed a class of first graders what "smartie-poo's" they were after they had demonstrated their arithmetic and spelling ability on chalk lapboards.

Isaacs often told teachers as well as children what a good job they were doing. Whether she observed teachers formally or informally, she said something positive before she left the room. She went out of her way to praise the reading coordinator and kindergarten teacher who had presented a well-received program to parents on the new Writing to Read program. Praise and gratitude were also extended to a teacher who had spoken at a staff meeting on Glasser's "Controlled Theory."

Teachers are helped to do a good job in two special ways at Brunson. The burden of having to run off mimeographed work is taken from their shoulders because it is done by aides. The second help to teachers comes in the form of a duty free lunch period every day and "Teachers Day Out" once a month when teachers may leave the school grounds to eat lunch; Isaacs told me, "It's a real morale booster." The teachers said, "We love it!"

Isaacs was helpful on a personal level with the adults she encountered during the day. She began my observations by giving me a copy of the handbook containing vital school information (the same book each teacher had received at the beginning of the school year) to help me understand Brunson then and to use for future reference. She showed the art student teacher where art supplies are stored, gave her forms to order any additional supplies she needed, and told her sincerely, "If there's anything I can help you with, just let me know." When the school custodians were having difficulty drilling holes that were needed to install curtains in the new Writing to Read lab before the scheduled Open House for parents, Isaacs told them she would try to get some help since they really didn't have the proper drill; she arranged to have

someone come with the proper tools and complete the job the following day. As she stopped to check the supply room, she discovered a teacher struggling with a large sheet of paper; Isaacs set aside the materials she had in her hands and assisted the teacher. Her desire to help whenever she saw a need was evident.

As children left the school to go home, Isaacs stood in the lobby or on the sidewalk leading to the buses. She said, "Good-bye," smiled, and waved to the children as they passed by. Many children returned her farewell, some speaking personally to her and others just smiling or waving.

On several occasions Isaacs reassured teachers and parents. A parent had requested that her child be removed from a teacher's classroom; as Isaacs spoke first to the teacher and then to the parent she reassured both. She told the teacher, "Don't worry about it," because she would phone the mother and see if she could straighten things out. When she spoke to the mother she reassured her that the teacher was working in the best interest of the child and that the child had gotten into only minor rather than major trouble in the classroom. All parties were satisfied after Isaacs' intervention. In another instance where a teacher was having a difficult time with classroom management, Isaacs spoke compassionately with her about the fact that a health problem might be at the root of the trouble she was having dealing with matters she'd been handling well for many years; Isaacs reassured her that she was a good teacher who should not be discouraged by isolated events and encouraged her to seek medical advice.

Teachers at Brunson feel close enough to Isaacs to share their concerns and joys with her. One teacher was deeply worried about the welfare of a fellow teacher. She came to Isaacs to explain the situation and to seek Isaacs' aid in getting assistance for the teacher about whom she was concerned. Another teacher stopped Isaacs in the hall to share the joy of her recent engagement. Isaacs exclaimed, "How exciting!" as she gave the teacher a hug along with her best wishes.

I had the opportunity to chat in length with Isaacs' secretary, Nellie Lane, when Isaacs took us both out to lunch expressly so I would have a chance to discuss any questions I had with either of them away from the interruptions unavoidable at the school. Lane told me what a nice person Isaacs is, that she always puts the children first, and how supportive she has been. As an illustration of the latter point, Lane recounted what had happened when she had been asked to serve as president of the District 4 North Carolina Association of Educational Office Personnel. The Association had asked Isaacs before they had approached Lane because the office carries quite a bit of responsibility coupled with extra duties so the support of the president's immediate supervisor is essential. Lane told me that Isaacs had urged her to accept the position: "I know she's behind me. It's good to know your supervisor is supporting you." Isaacs also spoke highly of Lane's work so it was obvious that the admiration for a job well-done was mutual.

Isaacs' greeting to prospective parents who came to visit the school reflected her attitude towards everyone she met, "I'm glad to see you." She listened to the parents' concerns about whether or not to send their son, who would turn five in early summer, to kindergarten

next year. She assured the parents that the kindergarten teachers at Brunson are excellent at getting young children off to a good start. When the mother expressed her doubts about sending her son, who is the smallest child in his preschool class, off to public school with larger children, Isaacs explained that if he were ready for school it would be a shame to hold him back. Her offer to take the parents' names and notify them in the spring when readiness testing for prospective kindergartners would take place was met with grateful acceptance. A tour of the school with an emphasis on the kindergarten classrooms seemed to make the parents feel more confident about the school. After they had gone, Isaacs displayed her sensitivity to others when she asked me if I had noticed the tears in the eyes of the mother as she'd spoken about sending her child off to school. She added that part of her job was to "help with their anxieties" when she can.

When speaking on the phone to the step-parent of a child who was having a great deal of difficulty in school, Isaacs tried to soothe the parent's anxiety over the possibility that the child might need counselling. Isaacs stated, "I think he has a lot of possibilities," before she asked if the parents would object if the school arranged to get some counselling help for the child. The child's best interests and ways to help him succeed in school were at the heart of the discussion. She stressed that she would be glad to sit down and talk with the child's father and the step-mother either in person or over the phone if they preferred. She had worked with the father before in dealing with a son who had previously been enrolled at Brunson so used their good working

relationship from the past to establish a base for trust in the school's current recommendation.

Volunteers are encouraged to share their skills at Brunson. In addition to the usual areas of remedial assistance, enrichment activities, field trips, and grade parents, the volunteers perform two more unusual tasks. First, they will be helping teach mini-courses that were scheduled to start a little later in the year for fourth and fifth grade classes. Second, they are in the process of building a sturdy climbing apparatus outside. A volunteer architect designed it, volunteer fund-raisers solicited $5,000 from local businesses as well as from fellow parents to cover the cost of materials, and volunteer contractors and carpenters are building it.

Courtesy was always in evidence. "Please," "Thank you," and a general tone of respect were used in dealing with staff, parents, and students. This characteristic was noticeable as Isaacs worked closely with her secretary in handling the many business matters that required attention; she never failed to phrase requests politely. In a meeting with the custodial staff about hazardous chemicals, she treated each worker considerately as she requested that necessary signs be posted in the required areas. Regardless of their socio-economic background, parents were dealt with in the same polite manner. The only difference in the treatment of children who had been sent to the office to complete work they had not done in their classrooms and those who had been sent to collect their rewards for winning "Principal's Chance" was that the latter were congratulated and praised while the former were not. All individuals were accorded respectful treatment.

During the final interview with Isaacs, I discovered that her basic philosophy is that children and parents should all be treated with "dignity and respect." Brunson serves the whole range of socio-economic backgrounds and Isaacs does not believe that fact should hamper fair treatment of all. The school is the school system's elementary bilingual education center so also has a variety of ethnic backgrounds in which Isaacs takes pride: "They're interesting, lovely children. These children contribute a lot to the school."

The general tone of consideration in the school did not preclude attention to detail. Isaacs took steps to ensure the smooth running of the school through her attention to such details as keeping the supply room fully stocked, obtaining materials needed by the art student teacher, getting specific information to assure that the Special Education forms would be properly completed, and seeing that I was provided with copies of appropriate announcements, forms, and memoranda. These factors helped create an environment which combined efficiency and consideration.

Isaacs admitted during our interview session that, being human, she does occasionally get "disappointed" or "out of sorts," terms she used as synonymous with anger: "I think all of us get a little out of sorts every now and then." Her response to such feelings is to "take a long walk around the building and cool off" after which she is ready to settle down and deal with the situation. She has found this a very effective way to deal with an emotion that can be a hindrance to rational action.

Isaacs believes that feelings and emotions play a part in her leadership because "you can't separately them entirely from leadership in administration." An interesting insight was expressed by her: "You have to have some feelings, some emotions. You have something that drives you to be a good principal--inwardly, your feelings and emotions." She also stated that they are an integral part of everyone, but implied that limits need to be set when she added, "I think you have to be careful that you don't go overboard."

With regard to letting feelings have an impact on decision-making she stated, "I try to weigh what is educationally sound, what is the right thing to do for elementary children." However, she added that feelings do enter "somewhat" into decisions although she tries to "make a rational decision." Without explicitly saying it, she sensed that because feelings and emotions are an integral part of the principal's make-up (a fact she had stated previously) they cannot be separated entirely from the decision-making process.

Isaacs related that she thinks parental influences have a large impact on the feelings we have as adults. She believes that her feelings about values and "about treating children with a great deal of dignity" stem from her upbringing. As an outgrowth of that belief, she sees the role of the school as critical in what could be called the non-instructional learning of children. She summed up her philosophy, "I agree with Dr. Franklin McNutt, who used to be dean of the grad school at UNC-G. He said, 'More is caught than is taught in a school.'" She used politeness as an example: "Like politeness--if you're polite to the children, they'll be polite." A logical extension of this concept

would include the feelings and emotions which children see modelled in school; they will "catch" the attitude toward these characteristics to which they are exposed in the school setting. Isaacs' basic philosophy and her behavior during my visits to Brunson support a belief in the importance of affective characteristics in the effective leadership of elementary school principals.

Daisy Chambers, Ron Montaquila, and Mary Jo Isaacs, three effective elementary school principals, have been portrayed. The writer utilized the bracketing technique discussed by Peck in order to convey to the reader the events which she observed, reflecting her view of those events without stating her personal analysis of the findings. As Peck states, bracketing involves setting aside one's prejudices and biases, listening (and, in this case, writing) with an open mind.[118] In following this technique, the writer allowed the reader to draw his own conclusions without the influence of another's analysis. However, the reader was not as closely involved with the three individuals so may not have the same insights as one who was present during the episodes discussed. To aid optimum understanding, the writer's insights and analysis will be shared in the ensuing chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The purpose of this study was to increase the understanding of the role affective characteristics play in the effective leadership of elementary school principals. Lack of information on this topic was shown to be caused by the reluctance of our society to acknowledge the affective side of humanity outside the home setting, by the stereotypically male image of the principal, and by the unsuitability of the prevailing research paradigm, positivism, for exploring the affective nature of the principal. Goffman's front stage and back stage terminology were used to explain the dichotomy in human behavior. Lightfoot's caricatures of the strong, disciplined, unemotional male principal as the military, jock, and father figures were examined. An emphasis on objectivity, causation, empirical evidence, and quantification were discussed as the attributes of quantitative research which preclude exploration of the complete nature of the principal.

Chapter I included a discussion of the reasons this study was needed. Richards' view of the need for a person to seek balance in his life explained the significance of the part affective characteristics play in that life. Lightfoot's study pointed to the fact that certain characteristics (nurturance, receptivity, and attendance to emotion) which had formerly been assigned to the female are essential to the effective leadership of both male and female principals. Goodlad's

study named the principal-teacher relationship a key factor in teacher satisfaction; it further illustrated the need for this study as an aid to principals in establishing good relationships with teachers, thus enhancing the attraction of teaching as a desirable profession and offsetting the teacher shortages predicted for North Carolina.

The Methodology section of Chapter I laid out the reasons qualitative research strategies were chosen for the study as well as the details of those strategies. Advantages of qualitative methods included their emphasis on understanding versus quantification, their focus on the whole picture rather than on narrowly defined variables, and their suitability for investigating affective characteristics. The validity of this study was shown to lie in its power to shed light on its topic as a hermeneutic endeavor. Generalizability was to be found as readers applied what they learned from this study to situations they encounter in daily life. Objectivity, an important issue in quantitative studies, was replaced by acknowledgment of the subjectivity of every study and by pride in the subjective nature of the research as a reflection of the researcher's views. Observation was the chief research strategy. Informal or unstructured interviews were utilized to help clarify and interpret the significance of what was observed.

Logic replaced random selection in the determination of subjects for the study. Three principals whose first and second grade students had high test scores, to whose schools parents frequently requested that their children be transferred, and who were recognized as outstanding by their superiors were selected. The individuals consisted of one black female, one white female. and one white male. Lightfoot's model of

portraiture established in The Good High School was used to guide the presentation of research results.

Definitions of "effective" and "affective" were given using Scheffler's linguistic framework. Effective leadership in this study was typified by principals who lead their students to achieve academically while maintaining a setting which parents judge beneficial and which central office administrators see as educationally sound. Affective characteristics included all the feeling aspects of human consciousness.

Chapter II first reviewed the literature on effective leadership. The views of several authors on the meaning of "effective leadership" was explored. Taylor pointed out that leadership is a dynamic force using certain principles, tools, and methods. Stogdill saw leadership as relating to the coordination of others' activities for the purpose of reaching common goals. Hollander emphasized the importance of followers to the concept of leadership. Bogardus added that all people possess traits which typify followership as well as leadership and that the right opportunity must be present for leadership to emerge. Leadership was considered by Bogardus a social process where a number of individuals were in mental contact with give and take between leaders and followers. A new definition of leadership based on the literature was developed: leadership is the dynamic process whereby one person influences others to work toward the achievement of mutual goals.

The focus of research on effective leadership was traced as it changed through the years. Heredity was emphasized in early research until the researchers realized that the high incidence of leaders from within the same family stemmed from familial connections rather than

from genetically inherited leadership ability. Researchers next looked at traits and characteristics, but concluded that specific characteristics were not statistically provable as indicators of leadership. Lack of generalizability of the trait approach led to the study of actual leadership behavior; leadership functions were designated symbolic, decision-making, advice- or information-giving, and plan-initiating. Leadership styles ranging from autocratic to laissez-faire were also examined. These findings led to the transactional approach which considered the quality of relationships between the leader and his followers; Blake and Mouton's Managerial Grid, which is based on transactional variables, was explained. Next the situational approach, based on the hypothesis that a leader's behavior changes from one setting to another, was explored. In particular, Hersey and Blanchard's situational leadership theory based on the variance of the leader's style in accord with the maturity level of the followers was covered. Fiedler's contingency model reflected the belief that leadership effectiveness depends on the variables of the leader's acceptance by subordinates, the task structure, and the formal authority of the leader's position. Newell showed that the research focus has come back almost full circle, showing that, contrary to earlier denials, there are general characteristics which are typical of leaders regardless of the situation.

Several perspectives on leadership characteristics were presented. Stogdill's analysis of one hundred twelve studies pointed to traits which were consistently found in leaders: intelligence, scholarship, dependability, social activity, socio-economic status, sociability, initiative, persistence, self-confidence, alertness to the needs of

others, insight, co-operativeness, adaptability, and verbal facility. Hollander stated that characteristics must not only be present, but must also be evident to followers. Bogardus centered his view of leadership characteristics around the concept of energy. Taylor looked at leadership characteristics that were established by scientific research, extracted from executive experience, and expressed by followers. Knox stressed that characteristics which were in vogue years ago are still needed by strong leaders of today: courage, integrity, statesmanship, trust, strength, honesty, loyalty, and clarity of purpose.

Chapter II then turned to a review of the literature on the effective principal covering behaviors, qualities, and abilities which typify such a principal. Sweeney identified six leadership behaviors: emphasis on achievement, setting of instructional strategies, provision of an orderly atmosphere, evaluation of student progress, coordination of instructional programs, and support of teachers. Rutherford found five essential qualities of effective principals: they have a clear vision for their schools; they translate that vision into goals; they establish a school climate supportive of progress toward the goals; they monitor progress; and they intervene in a supportive manner when corrective action is needed. Willett detailed the qualities of goodwill, courage, integrity, expertise, faith in others, tact, patience, perseverance, a sense of humor, enthusiasm, initiative, and vision. Although Johnston agreed that certain qualities were present, he stated that the leader's focus should be on the creation of the proper culture in the school setting. Burr outlined the abilities needed by effective school leaders: skill in communication, creative ability, and conceptual ability.

In addition to communication and conceptual ability, Lamb included the ability: to understand other people's untapped potential, to use time wisely, to set and achieve goals, to deal with life's circumstances, to accept stress, and to maintain a high level of motivation.

Effective principals were demonstrated to be an important factor in stemming the tide of teachers leaving the profession. Truch, Miller, Dickinson, and Cunningham all pointed to an administrative connection among the reasons they had found for the teacher stress which causes burnout and prompts teachers to leave the field. Goodlad discovered that principal-teacher relations are the key factor in teacher satisfaction. Brubaker stated that the effective principal gives emotional nourishment to his teachers to enable them to deal effectively with students. Roe's list of steps which ensure that the principal's major responsibility of helping his faculty develop into a dedicated team working toward fulfillment of both school and personal goals was presented.

Improvement of the workplace as one aspect of the effective principal's repertoire was detailed in three areas: maintenance of a supportive environment, rewards, and morale. Supportive conditions were associated with greater enthusiasm, professionalism, and career fulfillment on the part of teachers. Rewards were an important part of that supportive environment. Griffin categorized rewards as formal, distributed equally to all teachers, and informal, given on the basis of perceived merit. The reward of appreciation expressed for all teachers was considered beneficial in enhancing teacher morale. Additional ways to foster morale included accessibility of the principal, a personal

concern by the principal for teachers, participatory school planning, group decision-making, and democratic leadership.

The last theme upon which Chapter II dwelt was affective characteristics. Emotions were first considered on a theoretical plane as the thoughts of several authors were reviewed. James saw emotions as the result of a physiological sensation felt by the person. Freud located emotion in the unconscious as a neurological disturbance. Sartre's phenomenological view of emotion placed it as a part of lived consciousness. Early theorists considered emotions a primitive and inferior alternative to action while the more modern view sees them as biologically functional with a cognitive component for separating emotions which hinder development from those which aid it. Schemata used to classify emotions included terms of the emotion's duration, conditions under which any given object can affect a person, coarser versus subtler emotions, and the passive/active dimension. Davitz's comprehensive list showed the range and variety of emotions.

Emotions and feelings were then discussed on a more practical level. The importance of emotions and feelings to the effective principal was illustrated with reference to his ability to display those behaviors which reduce teacher stress and burnout; support, friendliness, understanding, and appreciation were particularly important. Druck noted that feelings inform, motivate, build confidence, and help in the making of wise decisions. Judgment and reasoning were seen as ingredients which add a moral dimension to feelings. Socarides illustrated the vital role emotions play in human life determining how the

individual interprets his world at any given moment in time and thus acts in that world.

Special emphasis was given to the differences between male and female expressions of emotion. Studies showed benefits for students and staff in schools administered by women, possibly caused by those differences in the expression of emotion. Male-female biological and cultural differences were explored as a beginning step to understanding. The notions of a biologically conditioned consciousness and the different hormonal climates of men and women illustrated one reason behind the divergent expressive emotional patterns of males and females. Cultural differences were viewed as the most widely acknowledged and understood. Women have been viewed as subordinate or inferior so the characteristics associated with them--tenderness, emotional sensitivity, dependence, openness to experience, and vulnerability--were relegated to an inferior position. Even when "female" characteristics have been accepted as appropriate for women, they have remained an anathema for men; cultural patterns of socialization established toughness, rationality, aggression, competitiveness, self-reliance, and control over emotions as appropriate for men.

The fact that women are permitted to express their emotions while men are taught to repress theirs was elucidated. Payette claimed that women weigh every aspect of life in terms of their feelings. Miller saw the accepted image of woman as involved with emotions and emotional relatedness focusing on human relationships. On the other hand, Marino stated that in our culture men learn early to assume an armor of invulnerability to protect them from any show of emotion. Fasteau linked the

male fear of emotions with the fear of being vulnerable and concluded that men who deny their emotions decrease their ability to deal effectively with others. Druck centered his thoughts on the male denial of emotion around the theme of secrets; both repressed emotions and secrets have a way of surfacing in unexpected ways. Health problems from which men suffer at a higher rate than women may be one way repressed emotions assert themselves: men die younger, suffer a greater incidence of fatal diseases, suffer more from certain ailments (migraines, ulcers, and alcoholism), and commit suicide more often.

Chapter II concluded with the assertion that the stereotypical models of masculinity and femininity are slowly giving way to more realistic models which allow for the full range of humanness. Capabilities and emotionality may be present in varying degrees in different human beings, but the similarities as humans outweigh the differences between male and female.

A conceptual framework to place the three themes--effective leadership, the effective principal, and affective characteristics--in a context through which a more complete understanding could be achieved was developed in Chapter III. The figure used to depict the framework illustrated the place affective characteristics hold as the base of the four elements--affective characteristics, effective leadership, the effective principal, and an effective school--leading to the educated child. Steps were used in the figure to emphasize certain rules governing the elements of the framework: each step had to be taken in order and only one step could be taken at a time. Affective characteristics were regarded as a critical element in giving individuals a foundation

for establishing effective leadership. Effective leadership was perceived as the link between affective characteristics and the effective principal because affective characteristics are utilized to optimize the leadership of the effective principal. The effective principal, in turn, establishes an effective school which makes it possible for teachers to enhance students' learning and development. This last step was said to lead to the educated child, represented by a door at the top of the steps. The educated child was likened to a door ready to open to the world of educational possibilities which would present themselves in both formal and informal settings throughout his lifetime. Being the primary focus of education, the child was placed in the foremost position at the top of the figure.

Chapter IV painted portraits of three effective principals in the Winston-Salem/Forsyth County Schools. Three observations (a brief initial visit to the school followed by two day-long sessions) and the results of informal interviews were chronicled. Particular attention was paid to the display of and references to affective characteristics by the principals.

The first portrait depicted Daisy Chambers, the black female principal of Clemmons Elementary School, as a person whose daily actions supported her belief that a warm, nurturing environment is an essential ingredient of the effective school. The actual place of feelings in her decision-making as well as a possible improvement in that position were discussed. Feelings separate from decision-making were dealt with as a powerful force. Verbal and physical expressions of support typified Chambers' outgoing nature and reflected her emotional warmth. Affective

characteristics which were either noted or discussed included affection, amusement, anger, cheerfulness, confidence, concern, embarrassment, enjoyment, friendliness, gratitude, pride, sadness, and understanding.

Ron Montaquila, the white male administrator of Jefferson Elementary School, was portrayed as an individual who acknowledged the important role feelings and emotions play in effective leadership. Expressions of these affective characteristics were abundant. Special pride was shown for his teaching staff and his students. He created an atmosphere in his school where teachers, parents, and students felt particularly comfortable. His concern for members of the school community as human beings fostered the open communication which was evident among those members. Although an inherently calm person, he conveyed acceptance, amusement, anger, confidence, concern, enjoyment, friendliness, pride, serenity, and understanding.

The third portrait showed Mary Jo Isaacs, the white female head of Brunson Elementary School, efficiently carrying out her responsibilities while taking time to give the emotional support so important in an effective school. Teacher input was actively solicited and valued. Concern for children was a visible priority which was carried out without loss of concern for the adults in the school as well. The role of feelings in decision-making was seen as an extension of their role in leadership--impossible to separate. While maintaining a business-like demeanor, Isaacs demonstrated confidence, concern, enjoyment, friendliness, gratitude, solemnity, and understanding.

Chapter V, the current chapter, began with a summary of the previous chapters. It will next deal with the conclusions the writer drew

from the study, including an analysis of the portraits. Lastly, this chapter will offer recommendations for further investigation.

Conclusions

Authors who have been writing negatively about public school education obviously have not visited any of the schools this writer visited. The excellence of the principals themselves and of the schools to which they gave their leadership was striking. Although each of the three principals was a unique individual, there was a similarity in their dealings with other people. Their kindness and generosity in giving freely of their time to this study were noteworthy. Parental involvement fostered by these principals was outstanding. Teachers, sensing the administrative support which is critical to high morale, were happy to be working under those leaders. Students were busily engaged in behaviors that were expected in the respective settings; in each school, demonstrations of fondness for their principals were expressed by individual children. Pride was voiced by all three administrators. They were justifiably proud of their schools, and the educational system can be justifiably proud of these examples of excellence in education.

In order to analyze the portraits presented in Chapter IV, an attempt must be made to cut through the basic assumptions of the principals studied. Sarason stated that although these assumptions are unverbalized by most people, they govern human thinking.[119] Assumptions are inextricably bound to a person's values. They underlie everyone's thinking and actions. Values are the bedrock upon which both intrinsic and extrinsic assumptions are founded. There are distinctions between

the two, however. Values are generally ingrained and unchanging while assumptions tend to vary somewhat as one learns from life's experiences. Since values and assumptions are an intimate part of the individual holding them and are largely implicit, it falls to the interpreter to see through the observable actions to the underlying foundation. In so doing, she may do as Lightfoot suggests: "...reveal parts the subject would never see on his own."[120] Although the result may not be identical to what the subject would see, it goes beyond to cut through to the deeper reality embodied in any particular incident. This leads to a broader understanding for all parties so prompts this interpreter to share her insights into specific incidents and discussions from each of the portraits and some assumptions behind them.

The first portrait was of Daisy Chambers. She stated that feelings are removed from the process whenever she makes a decision. Society favors the "rational" decision; no one would boast of making "irrational" decisions, the type one would assume to be the opposite of rational, well thought-out decisions. Much of society holds the assumption that a decision which takes into account feelings and emotions is "irrational" so is less desirable than one which rules these elements out. Chambers recognized that feelings can play an important part in decision-making as she expressed the belief that it would be good if feelings entered more into the decisions she makes. However, she tended to set feelings aside rather than to weigh them in as one of the factors to be considered when making a "rational" decision. A decision which takes into account affective elements can still fit the accepted societal norm of being well thought-out. It becomes a more human (and often more humane)

decision by utilizing the full range of human skills in arriving at a resolution.

In the case of corporal punishment, Chambers stressed that feelings are "removed" from the situation. School board policy stated that corporal punishment must not be administered in anger so it was assumed that there was no place for feelings in the encounter. Concern for the child's welfare was a feeling which Chambers acted upon in checking with the child's teacher to see if the child had been unduly upset by the encounter, although she did not discuss this as a feeling aspect of the punishment. Corporal punishment was not meted out because someone was angry with the child but was dispensed as part of a policy to help the child change his behavior. That fact did not negate the presence of the feelings which permeate all relationships, particularly those of an intense nature.

Sarason spoke of the Zeitgeist (feeling about a situation or "what is in the air").[121] Chambers sensed the Zeitgeist of each classroom she visited at Clemmons. She believed in the ability to learn as much from a brief observation as from a lengthier one. Her assumption held that one can trust the feelings one gets from spontaneously analyzing the elements of a setting on a subconscious level. Prior experiences where longer observations have substantiated her initial feelings have affirmed her belief in this method of evaluation.

Chambers demonstrated the front stage and back stage authenticity which Goffman calls a "genuine" performance.[122] In outlining a plan for the improvement of a teacher's classroom instruction, her genuine caring for the individual's professional development shone through. Back

stage, in the privacy of a phone conversation to a colleague, she extended the same warmth and concern that she had while front stage with the personnel in her school. Those with whom she dealt valued her authenticity.

Members of the school community recognized Chambers' open door policy. Psychologically, they felt free to come to her to share the gamut of experiences--from professional to personal. She encouraged this policy through her receptivity to everyone who sought her attention. Various staff members came to discuss personal absences, Christmas gifts, grandchildren, illness, and family problems. Her warmth and acceptance provided the emotional support which was sought in each instance.

One episode in particular made clear Chambers' underlying belief in Brubaker's expanded definition of curriculum. The traditional view equates curriculum with a course of study. The expanded definition of curriculum (often written CURRICULUM to denote the difference from the traditional curriculum) is "what each person perceives he/she experiences as learning settings are cooperatively created."[123] In this view the learning of teachers as well as of students is important. A principal concerned with CURRICULUM treats each aspect of the school situation as an important element in the success of the school. In a meeting with the housekeeping staff, Chambers dealt with the broad CURRICULUM as she welcomed each member back from the Christmas holiday, inquired about their holidays, welcomed a new substitute, and solicited suggestions. Although not part of the course of study, such details of school life are important aspects of the CURRICULUM.

The second portrait presented Ron Montaquila. His expressed philosophy held that it is better to be overly trusting than be too rigid in dealings with teachers. He assumed that his teachers intend to do their best in educating students at Jefferson. Although he monitored his teachers, he did so on a more casual basis; he often left them alone to pursue educational activities with their classes. He trusted them to perform well without continual supervision.

Another assumption held by Montaquila was that a pleasant work atmosphere is conducive to good teaching. He tried to create an environment in which teachers wished to participate fully; his friendly, collegial relationship with his staff produced a cordial habitat. Although he stated that the reason he has no trouble getting substitutes is because his teachers leave such detailed lesson plans, the author propose that an additional reason is that Jefferson is such a pleasant place to work that substitutes are eager to spend their time in the school.

The collegial atmosphere at Jefferson prompted teachers to make themselves more vulnerable and open to learning. Montaquila's relaxed style put them at ease and made it possible for them to be more candid with him. Examples included his handling of the discomfort felt by teachers over administration of a new standardized test, a teacher's sharing of parental concern about a test which was considered unfair, and the ability of teachers to bring requests and concerns to him without fear of censure. In being freed from fear, teachers were able to share openly and to learn from Montaquila as well as from each other.

Lightfoot pointed out that the effective principal gives leadership to "entrance behavior" and "exit behavior."[124] Montaquila displayed a belief in this tenant when the Wachovia Little Symphony visited his school. He took particular care to welcome the Symphony and to see they had everything they required before the performance. After the concert, he publicly thanked the orchestra as a whole and then thanked each member individually as the instruments were being packed up and carried out of the auditorium.

There was an open door policy at Jefferson which permited parents to visit any room in the school any time they like. Montaquila believed this policy a healthy one. His explicit assumption was stated as a belief that restricting visitations, the opposite of what he does, leads parents to be suspicious of the school and wonder what it is trying to hide. He expressed a great deal of pride in the work of both teachers and students and enjoyed letting parents see what was happening in the school. His implicit assumption was that opening up the school and its classrooms fostered better work on the part of teachers and students. Both teachers and students at the school were considered successful so his assumptions were well-founded.

Although Montaquila welcomed input from the school community, he acted on the belief that authority clearly and ultimately resided in him as the principal. When parental requests were backed with good reasons, they were honored. When these requests did not have reasonable justification, they were denied. He acknowledged that while feelings enter into many of the decisions he makes, there are times when "hard, cold decisions" have to be made. Feelings were weighed in the making of

decisions, but there were times when other factors weighed heavier and resulted in a decision which was contrary to what feelings would dictate. As the leader of the school, he took responsibility for those decisions.

While there was an element of control in Montaquila's leadership, the primary emphasis was on understanding. This orientation can be viewed within the theoretical framework set forth by Habermas. Habermas described three basic ways of seeing reality; he argued that humans are either oriented toward technical control, mutual understanding, or emancipation.[125] The incident which brought this framework to mind involved a student teacher who was to give art instruction at Jefferson. Montaquila devised a schedule for the student teacher which allowed for a gradual introduction to teaching and permitted longer periods of time with a limited number of students. He controlled the situation, but with an understanding for the difficulties likely to be encountered as an individual begins student teaching.

Mary Jo Isaacs was the subject of the third portrait whose display of affective characteristics differed somewhat from what was noted in the previous portraits. Isaacs' professional demeanor did not preclude expression of the concern she has for the children and adults at Brunson, but gave it a slightly different tone. Brubaker explained the distinction between the educator as a "professional" and as a "person": the "professional" demonstrates her expertise, but without the added distinction of "person" one would sense that human warmth was missing.[126] Isaacs' basic assumptions about reality reflected her personness as well as her professionalism. She possessed the qualities which

distinguished her as an expert (professional) as well as the qualities which showed she cares for those with whom she works (person).

One event which illustrated Isaacs' genuine concern centered around a child with sickle cell anemia complaining of pain in his legs. Isaacs physically cared for him by carrying him onto the bed in the health room, removing his coat, and stroking his head. She then made arrangements for the mother to be contacted and frequently checked on the child to see if he was improving. Women are characterized as being more nurturing than men, but male stereotypes of the principalship have not fostered nurturance as an accepted part of the role.[127] This example illustrates the part which characteristics often denoted "feminine" play in the contact between the effective principal and her (or his, where male/female stereotypes are set aside) students.

Administrative support has been indicated as an important factor in effective school leadership.[128] Isaacs demonstrated her belief in support given in a lateral or collegial way rather than in a pyramidal fashion as a supervisor rescuing those under her direction. She obtained assistance that was required by the custodial staff in installing new curtains in a manner which did not connote disdain for inability to complete the task but conveyed a supportive partnership in getting the job done. Simple assistance with school supplies was offered to a teacher in a collegial fashion. Whenever she saw a need for help, Isaacs rendered it in a friendly rather than a condescending manner.

Isaacs worked on the assumption that all human beings are equally deserving of respect. Although Brunson serves a wide range of socio-economic and ethnic backgrounds, Isaacs stressed with her faculty and

staff that all individuals were to be treated with equal dignity. She believed that the location of a person's living quarters (in a high income or a low income neighborhood), his place of birth, or any other differentiating factor have no bearing on the worth of the individual. All children and parents were treated with respect.

An explicit assumption conveyed by Isaacs is that children learn from what they observe. She expressed it, "More is caught than is taught in school." (To place the quote more in context, it should be noted that Isaacs was stressing the role of learning from what is happening in one's environment and was in no way denigrating the actual teaching that takes place in the school setting.) Although politeness was the specific example she used, the assumption was also evidenced in the emphasis given to fair, respectful treatment of all individuals. As children in the school observed others being treated politely, fairly, respectfully, it was hoped they would learn to treat all human beings in the same manner.

Isaacs' leadership style displayed a balance between attention to detail and concern for the human characteristics of those in the school setting. It is a difficult challenge for a leader to be "compulsive" enough to accomplish what needs to be done and to follow through on administrative matters while still conveying the emotional support to followers that will allow them to relax enough to share concerns. Isaacs was particularly thorough in administrative matters yet managed to transmit a tone of consideration throughout the school which allowed faculty and staff to come to her with their problems. Both aspects of her leadership contributed to an effective school environment.

Affective characteristics are not demonstrated identically by all effective principals, but they do play an important role in the leadership of those principals. Personality types, leadership styles, socially-conditioned responses, and underlying assumptions held by the individuals influence the display of emotions. No connotation of "right" or "wrong" was intended as differences were explored. Some people, such as Chambers, are more outgoing by nature and express their feelings more openly. Others, such as Isaacs, are more reserved in their dealings with others, yet still display evidence of their emotionality as an integral aspect of their humanity. Male administrators, such as Montaquila, generally refrain from physical expressions of support for teachers, the vast majority of whom are female; a completely innocent gesture like a pat on the back might be too easily misconstrued. There is no single mold where affective characteristics are concerned.

In the past, males in our society have been conditioned to deny their emotionality, but Montaquila's frank acknowledgement of its importance is proof that the stereotype of the unemotional male principal is changing. Here was a gentleman who was undeniably "masculine" yet was not afraid to acknowledge traits in himself which would formerly have been labelled "feminine." His genre of maleness leads credence to the statement that rigid stereotypes of masculinity and femininity are giving way to a broader view which allows for the whole range of human capabilities in both men and women.[129]

Positions of authority, such as the principalship, carry with them certain expectations from the society in which they reside. Principals are expected to be "in control" yet today's effective princi-

pal is demonstrating that the presence of feelings and emotions does not denote a lack of the leadership that had previously been considered impossible without "control." New views of the principalship, like Brubaker and Simon's conception of the principal as Curriculum Leader,[130] foster acceptance of the totality of the principal's humanity as essential to his leadership. Affective characteristics--feelings and emotions--play an indispensable part in that leadership.

Recommendations for Further Study

In a study such as this one, with a limited number of subjects and utilizing cultural interpretation, research patterned after the original is quite valuable. Other effective elementary school principals should be studied to determine how affective characteristics are displayed in their leadership. Since the qualitative research strategies used in this study produce results which reflect the researcher, it would be interesting to see if other researchers using the same methodology produce similar results. Variations on this study could encompass other levels of leadership (middle school and high school principals) to examine the role of feelings and emotions in schools with older children. Differences and comparisons could be illustrated using the results of newer studies in connection with this one. Portraits of principals who are not regarded as effective leaders, whose leadership is considered weak, could also be painted to see whether affective characteristics play a greater or smaller role in their leadership than in the leadership of effective principals.

The researcher who prefers quantitative methodology has several options. He could develop a questionnaire designed to measure the

degree to which affective characteristics influence the actions of effective or ineffective principals; as with qualitative research, a comparison could be made between the role of affective characteristics in the leadership of both types of principals. A research team could visit a large number of schools and, utilizing a uniform measurement instrument developed by the head researcher, record either the number of times affective characteristics are observed and/or the specific emotions and feelings witnessed. Various levels of leadership (elementary, middle, and secondary school) could be explored and used for purposes of comparison.

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