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A DESCRIPTIVE AND COMPARATIVE ANALYSIS
OF ELEMENTARY SCHOOL PRINCIPALS' LEADERSHIP STYLES
IN IMPLEMENTING THE EFFECTIVE SCHOOLS CORRELATES
IN A SUB-DISTRICT OF THE CHICAGO PUBLIC SCHOOLS

by

VELMA R. WILSON

A Dissertation Submitted to the
Faculty of the Graduate School of
Loyola University Chicago in Partial Fulfillment
of the requirements for the Degree of
Doctor of Philosophy

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Finally, to my parents and grandparents who did not live to see this moment but whose faith and prayers brought it to fruition.

VITA

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CHAPTER I

INTRODUCTION

The role of the principal has undergone considerable changes over the years. Wiles and Lovell (1975) traced the role of principal and the leadership behaviors utilized during periods of educational changes. In the early 1900's the role of principal was created to assist the superintendent in the administration and supervision of a growing number of teachers and schools. The principal's behaviors consisted of: telling, inspecting, rating, checking, and monitoring the teachers.

The principal's role was expanded during the scientific management period. The principal was responsible for the achievement of the predetermined school objectives in an efficient and successful manner. The principal's behaviors included: explaining, showing, enforcing, and rewarding teachers.

In the 1930's the humanistic movement's influence was reflected in the principal's behavior. The principal's responsibilities were: build staff morale, provide the means for the creative energies of the staff to be released, participate in shared leadership, cooperative decision making, self evaluation, and develop the staff's leadership

potential. The needs of the staff had to be met in order for them to perform their tasks effectively.

The relationship between the behaviors of the organization and the individual marked the next period of change. The emphasis for the principal's role was on creating climates for positive interactions. This period highlighted the social process, social changes, cooperative planning, and the improvement of instruction.

In the early 70's Jacobsen, Logsdon, and Wiegman (1973) reflected on the changes in the principalship which they felt bore little resemblance to the duties, responsibilities, and problems of the past. From the autocratic task oriented leadership styles to a democratic balance between tasks and relationships, the role of the principal has now moved into a period of reform and change.

In the early 80's the call for educational reform was clearly sounded in a report on the nation's educational system, "A Nation at Risk," (National Commission on Excellence in Education, 1983). This report stated that for administrators to be effective in implementing changes in their schools, they must develop leadership skills in the areas of persuasion, setting goals, and developing community consensus.

Recently enacted legislation in Illinois SB730 and SB1840 (1985 and 1988) defined the role of principal in Chicago Public Schools as instructional leader, evaluator,

supervisor of personnel, selector and evaluator of staff, preparer and implementor of school budget, developer of school improvement plans, member of the local school council, overseer of building engineer and food service manager, initiator, and developer of positive school and community relationships. According to Patterson, Purkey, and Parker (1986), a great deal is called for from a leader in the circumstances of rapid change. Leaders must have a grasp of organizational concepts and be able to implement the strategies developed by the organization.

Just like the leaders of big business, principals are now considered the chief executive officers (CEO) of their schools and are charged with the responsibilities of initiating changes.

Rationale

What leadership behaviors are most effective in initiating and implementing change in schools? There is an urgent need to identify these successful behaviors in order to adequately prepare and train principals to implement reform mandates and initiatives.

According to Jacobsen, Logsdon and Wiegman (1973), one of the most critical problems faced by the elementary school principal is the ambiguity of their role in the school system. The inadequacy of preservice training is apparent in this period of reform. Principals who viewed their roles in old style managerial terms found it difficult to gain

acceptance when introducing innovations in their schools. Safer (1988) answers "no" to the question of whether the curriculum of current educational administration programs are consistent with and reflective of the competencies, skills and knowledge base required of present and future educational leaders. He cited the report of the National Commission on Excellence in Educational Administration which stated that many of the nation's colleges and universities educational administration programs were inadequate and should be closed. Unless the quality of leadership improves, the reform movement could die (Evangelauf, 1987).

The National Governors' Association (1986) reported in their study on leadership that every case study on effective schools is a case study on leadership. Principals should examine these behaviors and determine how they can be implemented in their policies and practices. The need for principals to upgrade their skills to keep pace with their changing roles is apparent. Blair (1982) found that a principal must continue to upgrade professional skills. Principals earn the right to be called successful when they have demonstrated those skills which were developed only by the actual administration and supervision of a school.

In examining leadership behaviors, it should be noted that the term style was used by the researcher to denote specific behaviors. According to Hersey and Blanchard (1982) style referred to the consistent behavior patterns

used when working with and through other people as perceived by those people. In this study behavior and style were used interchangeably.

If successful leadership behaviors for implementing change were identified, then training programs could be designed to develop these behaviors in principals.

Purpose

This study had two purposes. The first purpose of this study was to identify the leadership behaviors and styles engaged in by nineteen elementary school principals as they initiated and implemented the five correlates identified in the effective schools research of Dr. Ronald Edmonds (1978): leadership, mission, climate, expectations, and assessments. The second purpose was to identify those behaviors that were demonstrated to be successful based upon the frequencies of implementation of the five correlates.

Summary of Procedures

The researcher enlisted the aid of the subdistrict's superintendent and staff in contacting each of the nineteen principals in the district who participated in the initiation of the effective schools correlates. Each principal was asked to complete the Hersey and Blanchard (1987) LEAD-Self questionnaire to ascertain a leadership style, style range, and style adaptability (effectiveness). They also completed the subdistrict's Effective Schools Questionnaire (1988). This instrument was used as a self-

assessment for the principals in determining their frequencies of implementation of the effective schools correlates. Six teachers from each of the subdistrict's schools were also selected to complete the questionnaire based upon their perceptions of the principal's behaviors in implementing the correlates.

Once each principal's style and style range were identified, the principals were ranked in each quadrant of the LEAD-Self instrument according to their adaptability (effectiveness) scores. The principals with the highest and lowest scores in each quadrant were selected to participate in a semi-structured interview in which they answered questions related to their leadership behaviors used in the implementation of the five effective schools correlates.

Based upon the information gathered, this study sought to answer the following questions:

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership styles and the frequencies of implementation of the effective schools correlates?

5. What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

Glossary of Terms

BEHAVIOR - The way one acts or functions.

CORRELATE - A condition that is always present when another is observed.

EFFECTIVE SCHOOLS - Schools which bring an equal percentage of its highest and lowest social classes to minimum mastery.

EFFECTIVE SCHOOLS QUESTIONNAIRE - Compiled by a Chicago Public School Subdistrict, it is an instrument to measure the extent to which each of the five correlates have been implemented by the principals of the subdistrict.

ELEMENTARY SUBDISTRICT - Major division of the Chicago Public Schools System into smaller units. The student population of the subdistrict used in the study was approximately 15,000.

FIVE CORRELATES OF AN EFFECTIVE SCHOOL - Mission, climate, leadership, expectations, and assessments

Mission - An academic focus or objective

Climate - The school learning environment

Leadership - Behavior which influences and directs

others towards initiating and implementing change.

Expectations - The belief that all children can learn.

Assessments - Ongoing evaluations of students performances.

INTERVIEW - A semi-structured conversation between researcher and selected principals for the purpose of seeking responses to questions pertaining to the initiation and implementation of the five effective schools correlates.

LEAD - Leader Effectiveness Adaptability Description developed at the Center for Leadership Studies in California (1987). The leader's behavior was analyzed in terms of the Tri-Dimensional Leader Effectiveness Model.

LEAD-Self - Leader Effectiveness Adaptability Description Instrument developed by Paul Hersey and Kenneth Blanchard (1987) provided for self perception and feedback the instrument measured three attributes of leader behavior. The three attributes are:

Style - Task and relationship behavior

Style Range - The extent to which a leader is able to vary his/her leadership style

Style Adaptability - The degree to which a leader is able to vary her/his style appropriately to meet the demands of a given situation

STYLE - A term which identifies specific behaviors

Organization

This study was divided into the following five chapters:

Chapter I - The introduction, rationale, purpose, summary of procedures, glossary, and the organization of the study.

Chapter II - Review of the literature and relevant empirical studies.

Chapter III - Procedures used in the study.

Chapter IV - Presentation and analysis of the data collected.

Chapter V - Summary of procedures, conclusions, recommendations, and suggestions for further study.

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CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH

The purpose of this chapter was to review the literature on leadership. Since a plethora of information exists, efforts were made to limit this review to the following areas:

- I. Related Literature
 - A. Leadership
 - B. Effective Schools Leadership
- II. Empirical Studies
 - A. Leadership
 - B. Effective Schools Leadership

Related Literature

Leadership

The title of the 1987 ASCD yearbook, "Leadership: Examining the Elusive" captured the essence of what it means to find a singular definition of leadership. Bass (1981) stated that "there are almost as many different definitions of leadership as there are persons who have attempted to define the concepts." Bennis (1959) stated, "the concept of leadership eludes us or turns up in another form to taunt us again with its slipperiness and complexity. So, we have invented an endless proliferation of terms to deal with

it... and still the concept is not sufficiently defined." Bass (1981) cited Burns (1978) who stated that leadership was one of the most observed and least understood phenomena on earth. Smyth (1989) observed, "if we were to try to find a more alluring, seductive (even magnetic) word in the educational language to fire the collective imaginations of educational policy analysts, we would be hard pressed to go beyond the notion of 'leadership'."

Over the years, as the definitions emerged, there were distinguishable classifications of leadership. In his revision of Stogdill's Handbook of Leadership, Bass (1981) defined leadership in terms of group change, activity and process. He examined such theorists as Knickerbocker (1948), who defined leadership in terms of the dynamics of human social behavior. Knickerbocker focused his attention on the relationship which exists between an individual and a group. And, Krech and Crutchfield (1948) who stated "by virtue of his special position in the group he (a leader) serves as a primary agent for the determination of group structure, group atmosphere, group goals, group ideology, and group activities." Stogdill (1950) held similar views on the leader's ability to influence the activities of the group towards goal setting and goal achievement.

Leadership has also been defined as the art of inducing compliance. Leadership according to Bennis (1959) is the process by which a leader induces a subordinate to act in a

desired manner.

Leadership has also been viewed as power. French and Raven (1958) examined leadership in terms of its power relationships. These power relationships were categorized into five bases:

Expert power - The perception that the person in power has superior knowledge and intellect

Reward power - The perception that the person in power has the ability to control rewards

Coercive power - The perception the person in power has the right to determine punishments

Legitimate power - The belief that the person in power has divine right to determine behaviors and opinions

Referent power - The esteem held for the person in power determines the control.

Etzioni (1961) also saw leadership as power based. He refined the bases of power into the following three categories; normative, remunerative, and coercive:

Normative - The power to allot and manipulate rewards which carry esteem and prestige.

Remunerative - The power to restrict rewards to particular people.

Coercive - The power to impose threats that induce fear of conceivable punishments.

There have been other views of leadership which

emphasized working together towards a common goal. Bellows (1959) surmised that those common goals could be reached by arranging situations so that various members of a group, including the leader could expend a maximum amount of time and work.

Leadership according to Jennings (1944) emphasized the interaction between the leader and other individuals. Hemphill (1954) stated, "to lead is to engage in an act that initiates a structure in the interaction as a part of the process of solving a mutual problem."

Others have viewed leadership as a form of behavior management. Fiedler (1967) explained that "by leadership behavior we generally mean the particular acts in which a leader engages in the course of directing and coordinating the work of his group members. This may involve such acts as structuring the work relations, praising or criticizing group members and showing consideration for their welfare and feelings." Leaders who are successful in managing behaviors are skillful in the art of persuasion. Koontz and O'Donnell (1955) viewed leadership as the activity of persuading people to cooperate in the achievement of a common objective. Niehouse (1988) defined leadership as a strategic skill. It is the process of attempting to influence behavior towards reaching a common goal.

In summarizing definitions on leadership Hersey and Blanchard (1982) stated that, "most management writers agree

that leadership is the process of influencing the activities of an individual or a group in efforts toward achievement in a given situation. From this definition of leadership, it follows that the leadership process is a function of the leader, the follower and other situational variables; $L=f(l,f,s)$."

Bass (1981) concluded that "until an academy of leadership establishes a standard definition we must continue to live with both broad and narrow definitions."

Bennis and Nanus (1985) summed up the attempts to define leadership when they stated

Leadership is like the abominable Snowman whose footprints are everywhere but who is nowhere to be seen.... It almost seems trite to say it but we must state the obvious. Present problems will not be solved without successful organizations and organizations cannot be successful without effective leadership now.

Summary

What is leadership? To summarize the common threads running through the plethora of definitions, leadership is the ability of the leader to communicate and exert influence over people and activities toward the achievement of common goals. Identifying successful leadership behaviors and skills is paramount in developing effective leadership training programs.

Effective Schools Leadership

Since the mid 70's a new body of knowledge has emerged related to the concept of effective schools' research. One

of the chief proponents of this research was Dr. Ronald Edmonds.

Edmonds' (1979) research examined the instructionally effective schools of the urban poor and minority children. He concluded from his study that, "one of the most tangible and indispensable characteristics of effective schools is strong administrative leadership without which the disparate elements of good schooling can neither be brought together nor kept together."

According to Thomson (1987) there is a clear focus on the leadership role in creating effective schools. He stressed that leadership has three components: 1) a knowledge of the business of education, 2) possession and exercise of management skills, and 3) the vision and energy to move faculty and students toward more effective schooling. This kind of leadership can only be provided by principals who are educators. Rallis and Highsmith (1986) indicated that instructional leadership and management exists simultaneously in a good school.

Governor Bill Clinton of Arkansas (1987) asserted, "any and every case study on effective schools is a case study on leadership, we should dig out their stories and pick their brains, and analyze their behavior." The U.S. Department of Education (1986) agreed with these assessments by stating that "the aggressive leadership needed to create effective schools takes time, hardwork, good instincts, commitment,

energy, and the ability to inspire others."

Smyth (1989) believed that the recent frenzy over educational leadership is understandable in this age of reform. "Conventional wisdom has it that we can get school principals to take heed of the research on 'school effectiveness' and act as the visionary custodians they are supposed to be." In order for principals to carry out their roles effectively, Sashkin (1988) agreed, they will have to be visionary leaders. He defined vision as, a cultural ideal. This ideal emphasized the shared values that support certain critical functions of the school organization. These functions must be carried out effectively in any organization if that organization is to survive.

"A vision is a target that beckons" stated Bennis and Nanus (1985) and it articulates a view of something better than what presently exists. Vision is the bridge from the present to the future. Manasee (1984) cited that one of the keys which defines effective schools leadership is vision. It provides a sense of purpose and direction provided by well - developed and clearly articulated goals. Duke (1990) related that in the 90's for principals to be effective school leaders they must have time and more importantly, they must have vision.

The need to effectively prepare principals to assume their leadership roles is evident. Lezotte (1989) noted that too often training programs have concentrated on

turning out school administrators as scientific managers, stripping them of their passion, vision and leadership potentials.

In the 1987 ASCD yearbook, Owens (1987) emphasized that principals must be prepared to go beyond the routine minimums suggested. They must be prepared to engage in symbolic leadership and to develop organizational cultures of a new and higher order. Niehouse (1988) concurred with the need for quality leadership by a school's principal. But, he feels that most of the advice given by theorists is for the most part superficial. "What makes such advice superficial is that it is never placed in context with what leadership really is.... Walking around will not in and of itself make a principal an effective and successful leader."

According to Finn (1987) the key to achieving excellence in schools was directly related to the selection of the principal. Katz (1955) suggested that there are three skills which identify effective administrators:

Technical - demonstrates an understanding of methods, processes, procedures, and techniques

Human - demonstrates the ability to work effectively with people

Conceptual - demonstrates the ability to visualize and apply theory into practice.

He noted that at lower levels of administration technical and human skills dominate but as a person moves to

higher levels, conceptual and human skills dominate. This perspective according to Katz, makes training very difficult.

Generally, in training programs you are looking for the best way to do things. "There is no such thing as the right way for a manager to operate or behave" according to Leavitt (1974), "there are only ways appropriate for specific tasks of specific enterprises under specific conditions, faced by managers of specific temperaments and styles."

Current thought appears to support the conclusion of Aieta, Barth, and O'Brien (1988) which suggested that the effective schools in the year 2000 will accomplish their tasks through advising, consulting, soothing feelings, anticipating problems, and devising leadership strategies.

Empirical Studies

Leadership

The study of leadership has been under investigation for a long time. Serious empirical studies of leadership began to emerge at the turn of the century.

In the early 1900's men such as Frederick W. Taylor, Henri Fayol, Max Weber, Luther Gulick and Lyndall Urwick were leaders in the era of study known as scientific management. Their studies during this time emphasized the leader as a manager. The bureaucratic structure and the efficient use of time highlighted their studies. These theorists emphasized the needs of the organization came

first and should be met in an efficient and productive manner. "Man as machine" was the scientific management approach.

With his executive experience as a background, Henri Fayol (1949) focused his studies on top level management. Fayol believed that the training of the administrator was essential to the improvement of the organization. Administrative ability "can and should be acquired in the same way as technical ability, first at school, later in the workshop."

In his studies Fayol defined administration using five elements:

- 1) to plan
- 2) to organize
- 3) to command
- 4) to coordinate
- 5) to control

In addition, he also identified fourteen principles or functions of management:

- | | |
|-----------------------|-----------------------------|
| - division of work | - subordination of |
| - authority | individual interest |
| - centralization | to general interest |
| - order | - discipline |
| - scalar Chain | - unity of command |
| - esprit de corps | - unity of direction |
| - stability of tenure | - equity |
| | - equity |
| | - initiative |
| | - remuneration of personnel |

Owens (1970) stated that Fayol's emphasis was on the flexibility and sense of proportion of the manager as he adapted these definitions and principles to particular situations.

The five elements highlighted by Fayol were later amplified by the studies of Luther Gulick and Lyndall Urwick (1937). Gulick and Urwick developed under the acronym "POSDCORB" seven administrative procedures:

- | | |
|---------------|-----------------|
| 1) planning | 5) coordinating |
| 2) organizing | 6) reporting |
| 3) staffing | 7) budgeting |
| 4) directing | |

Owens (1970) further cited that these men attempted to synthesize the classical formulation of principles which would be useful in developing good functional organizations. They emphasized the drawing up of organizational charts and advocated concepts such as:

- line and staff
- span of control
- unity of command
- delegation of responsibility

Hoy and Miskel (1987) summarized this period in administration when they stated,

both the human engineers and the administrative managers emphasized formal or bureaucratic organizations. They were concerned with the division of labor, the allocation of power, and the specifications for each position; they conspicuously neglected individual idiosyncrasies and the social dynamics of people at work."

The needs of the individual became the focus of many studies beginning in the 1930's. Human relations studies were conducted by researchers such as Mary Parker Follett, Elton Mayo and Fritz Roethlisberger.

Follett (1942) recognized the importance of the human element in administration and wrote papers and delivered

speeches as early as 1920 on this topic. The studies most widely cited during this period were the studies done on the workers in the Hawthorne plant of the Western Electric Company in Chicago. Those studies were originally conducted to ascertain the "relation of quality and quantity of illumination to efficiency in industry." The conclusions that the workers output was not primarily related to the conditions and too many variables were uncontrolled, indicated that there was a need for further research.

Mayo and Roethlisberger (1939) were hired to do further research into these studies. Their research initiated the human relations movement and provided significant information to the administrator about the importance of the human variable in determining productivity. "New concepts were now available to the administrator to use in approaching his work. Among them were (1) morale, (2) group dynamics, (3) democratic supervision, and (4) personnel relations. The human relations movement emphasized the human and interpersonal factors for administering the affairs of organizations. Supervisors in particular drew heavily on human relations concepts, placing stress on such notions "democratic" procedures, "involvement," motivational techniques, and the sociometry of leadership."

Administrators who are knowledgeable about why people behave as they do, concluded Nadler and Lawler (1977), will have an advantage over others in meeting the challenges and

solving the problems confronting education. The impact of social relations and formal structure were ignored in the approaches of scientific management and human relations periods according to Simon (1947).

During the 1950's, Barnard and Simon were the pioneers of the movement towards a behavioral science approach to administrative practices. The behavioral scientist examined the theories and results from empirical studies which represents a variety of disciplines, in order to make decisions about the behaviors of people and groups. In his studies, Barnard (1938) examined both formal and informal organizations. He viewed the organization as a system of human beings cooperatively working together. He observed that the willingness of people to contribute toward a common goal holds the system together. According to Barnard, a formal organization is consciously coordinated to a predetermined plan and an informal organization grows out of the formal plan and is basically unconscious indefinite and structureless.

Tannenbaum and Schmidt (1958) in their studies categorized leaders' behaviors along a continuum. Leaders who used their power to influence their followers and were task oriented were depicted as authoritarian. Leaders who gave their followers considerable freedom in their work and were more group oriented were at the democratic end of the continuum. Between these two extremes a variety of leader

behaviors are depicted.

In their book Hersey and Blanchard (1982) highlighted several leadership studies: The Michigan Leadership Studies (1950) attempted to locate related characteristics and indicators of effectiveness in leader behavior. This study indicated that leaders who stressed the relationships aspects of their jobs were considered employee oriented. Those who emphasized the production and technical aspects of their jobs were production oriented. These two concepts; employee and production, paralleled the authoritarian (task) and democratic (relationship) on the continuum of leader behavior.

The studies conducted at Ohio State (1957) and by Cartwright and Zanders (1960) found that leaders' behaviors were not on a continuum but were seen as separate distinct dimensions. A high score on one dimension did not indicate a low score on the other. It was possible for the behavior of a leader to be a mixture of both dimensions. The four quadrants were developed by the Ohio State Researchers to show various combinations of initiating structure and consideration. These two studies agreed with previous findings which identified key leader behaviors as task and relationship.

As an outgrowth of the Ohio studies, the Leader Behavior Description Questionnaire was developed. This instrument contained a series of short descriptive

statements about the leader behaviors. The leader's superior(s), associates or subordinate(s) checked the frequency with which the behaviors were observed. Further use of this questionnaire led Halpin (1954) to examine two factors that were significant in his studies of the leader behaviors. Those factors were the initiating structure (task behavior) and consideration (relationship behavior).

Rensis Likert (1961) contrasted the general patterns of management used by high producing managers to those used by other managers. He discovered "supervisors with the best records of performance focused their primary attention on the human aspects of their subordinates' problems and on endeavoring to build effective work groups with high performance goals."

Hersey and Blanchard (1982) expressed concerns about the implications made in Likert's writings identifying the most productive leader behavior as democratic or employee centered. His actual findings raised doubt about a single good style or leader behavior which was applicable in all leadership situations.

The search for the most effective leader behaviors is ongoing. What was deemed effective behavior in one situation may prove to be ineffective in another.

Tannebaum and Schmidt (1973) depicted a broad range of leader behaviors on a continuum. These behaviors moved along the continuum from authoritarian to democratic

behaviors. Those behaviors near the authoritarian end of the continuum were tasks-oriented and those near the democratic end were relationships oriented. They identified an effective leader as one who could adapt his behavior to the needs of the followers and the situation(s).

Fiedler (1967) in his development of the Leadership Contingency Model also suggested that many leader behaviors may be effective or ineffective based upon the situation(s). Fiedler combined trait and situational approaches and explained leadership in terms of the following dimensions:

- 1) Leader - member personnel relationships
The degree to which a leader is personally liked and accepted
- 2) Degree of task structure
Structured or unstructured in the kind of task that group has been assigned
- 3) Leader's position power
The power and authority that the position provides

According to Fiedler's model there are eight possible combinations of these three dimensions. He attempted to determine the most effective leadership style; task oriented or relationship oriented. Fiedler found that task - oriented leaders performed best in group situations that were either favorable or unfavorable. Intermediate situations called for a relations - oriented considerate style. This theory

goes back to the previous research findings of Tannebaum and Schmidt and the Michigan Studies which indicated that leader behavior was on a single continuum.

Hersey and Blanchard (1982) in their studies indicated support for the Ohio State Studies. Those studies suggested that leader behaviors had several dimensions and was not on a single continuum. Hersey and Blanchard equated the terms task behavior and relationship to the terms consideration and initiating structure used in the Ohio State studies.

In the Hersey and Blanchard's leadership models, four basic leader behavior quadrants were established: high task and low relationship; high task and high relationship; high relationship and low task; and low relationship and low task. Each one of these quadrants defined a different leadership style. Hersey and Blanchard defined a leadership style as the behavior pattern that a person exhibits when attempting to influence the activities of others as perceived by those others.

In examining these behaviors of a leader, William Reddin (1970) was the first to recognize that an effectiveness dimension should be added to the two dimensional model. Reddin contended that a useful model "must allow that a variety of styles may be effective or ineffective depending on the situation."

According to Hersey and Blanchard (1982) adding the effectiveness dimension to their leadership model, was an

attempt in the Tri-Dimensional Leader Effectiveness Model to integrate the concept of leader style with situational demands of a specific environment.

When the style of a leader is appropriate to a given situation, it is termed effective, when the style is inappropriate to a given situation, it is termed ineffective The difference between the effective and ineffective styles is often not the actual behavior of the leader but the appropriateness of this behavior to the environment in which it is used. In reality, the third dimension is the environment. It is the interaction of the basic style with the environment that results in a degree of effectiveness or ineffectiveness."

In conclusion, Hersey and Blanchard stated that if you think of the leader's style as a stimulus, the response to it can be effective or ineffective. Those who argue in favor of one best style of leadership are making value judgements about the stimulus' the leader's style. Those taking a situational approach are evaluating the response rather than the stimulus.

Effective Schools Leadership

The study of school effects began as the result of the theories presented by such noted socialologists as Coleman (1966) Jencks (1972), Mosteller and Moynihan (1972) who asserted that the family backgrounds (socio - economic status) of students was the major determiner of student achievement.

This "familial effects" theory led researchers like Brookover and Lezotte (1977), Edmonds and Frederiksen (1978), and Rutter, et al (1979) to ask, if there were any

schools instructively effective for poor children? The answer to this question began the study of "school effects" on student achievement.

In their studies these researchers found that there were poor children achieving in schools. These schools had certain identifiable characteristics in common which contributed to the success of these students. Examining these characteristics and defining their significance paved the way to the Effective Schools movement.

The research results of Brookover and Lezotte (1977), Edmonds (1982), and Purkey and Smith (1983) and others confirmed the fact that one of the key characteristics of an effective school is strong leadership. What leadership behaviors were indicative of this strong leadership?

According to Brookover (1982), his research involving effective and ineffective schools in Michigan indicated that regardless of who filled the leadership role in an effective school there was little consensus on the exact nature of the behaviors involved in the strong principal leadership role. What principal role behaviors or personal styles works well at one school may not work well at another.

He examined the role of principal under two general categories: instructional leader and change agent, as an instructional leader the accomplishment of the tasks were emphasized. The behaviors demonstrated by the leaders at some schools were directive and at others, it was by

indirect methods. In the principals' roles as change agents, they had clear visions, a sense of mission, articulated and evaluated their schools' goals and objectives, and were supported by their staffs.

Edmonds' (1979) research dealt primarily with urban schools that were identified as instructionally effective for poor and minority children. In comparing effective and ineffective schools in Lansing, Michigan, Edmonds identified those characteristics that were comparable in all the effective schools he studied. One of the characteristics was strong leadership. He emphasized that without this strong leadership, "the disparate elements of good schooling can neither be brought together nor kept together." Edmonds (1982) elaborated on the behaviors of the effective principals: Their focus was on the instructional program. They held high expectations for all students identified and diagnosed problems related to the instructional program, observed teaching situations, and offered remediation strategies for the improvement of instructional techniques.

These studies and others led the way for further examinations of effective schools and those leadership behaviors identified with them.

In their study of the supervisory powers of effective schools principals, Guditus and Zirkel (1979) found that they were identified as instructional leaders. They maintained high levels of expectations for their students

and displayed 'expert powers'. These behaviors reflected in their knowledge and implementation of the instructional programs.

A research project by Simons (1986) examined the leadership behaviors of twenty elementary principals as they initiated and implemented change processes in their schools. The researcher used the LEAD-SELF (Hersey and Blanchard, 1982) instrument to ascertain the leadership styles of the principals. Semi-structured interviews based on the Indicators of Quality Schools (Colorado Department of Education, 1982) determined the extent of the change processes. Simons found that those principals studied displayed situational leadership styles. Some of the leadership behaviors demonstrated were authoritarian, collaborative, participatory, and directive. She found no evidence of any particular leadership behaviors being synonymous with successful change processes. There were some similarities from principal to principal but no common change processes. The Lead-Self scores did not establish any definitive relationships between certain leadership styles and the successful implementation of the change processes.

A comparative study of select California effective and typical elementary schools by Hallinger and Murphy (1986) analyzed the differences between high and low socioeconomic status (SES) effective schools in the operation of seven

school effectiveness variables. Those variables were identified as:

- 1) Clear school mission
- 2) Tightly coupled curriculum
- 3) Opportunity to learn
- 4) Instructional leadership
- 5) Home-School cooperation and support
- 6) Student rewards
- 7) High expectations

Through interviews, questionnaires, and document reviews, the researchers were able to formulate their results. In the area of instructional leadership, Hallinger and Murphy reported that the effective schools principals who were viewed as instructional leaders were; results oriented, monitored students' progresses and were highly visible in their supervisory duties. The principals' behaviors in the high and low socioeconomic status (SES) effective schools were compared and contrasted in Table 1.

In conclusion, the researchers found that in certain low and high-SES schools, the principals became more relations oriented as the school's performance improved. At high-SES schools this occurred more rapidly because less radical adjustments were necessary in order to bring about improvements. The contrasts which occurred in this study appeared to be directly linked to the social contexts of the schools. Hallinger and Murphy cited Bossert et al, 1982 who stated that instructional leadership is subject to the influence of the school context.

Table 1

Principal's Behavior in Low and High Socioeconomic Status
Effective Schools

PRINCIPALS' BEHAVIORS IN LOW SES-EFFECTIVE SCHOOLS	PRINCIPALS' BEHAVIORS IN HIGH-SES EFFECTIVE SCHOOLS
1. Clear Visions	1. Clear Visions
2. Directive	2. Collaborative
3. Tight Control	3. Indirect Control
4. High Expectations	4. High Expectations
5. Held Staff Accountable for Student Achievements Instructional	5. Allowed Teachers Autonomy in Decision Making
6. Task Oriented	6. Relations Oriented

The results of these research studies support the tenets of situational leadership theorists (Jennings, 1961, Hemphill, 1949, Hersey and Blanchard, 1982) which indicated that there was no single best leader behavior style that was effective in all situations. The key to effectiveness was being able to assess the maturity level of the followers and adjust the leadership behaviors to meet their needs.

This chapter presented a review of numerous definitions and highlighted significant studies on leadership. The following chapters continue examining leadership to discover those behaviors and styles which captured the essence of effective leadership.

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CHAPTER III

PROCEDURE

The purpose of this chapter is to describe the procedures used in ascertaining the leadership behavior and styles of the principals in an elementary subdistrict of the Chicago Public Schools as they implemented the five correlates of an effective schools model. Those five correlates identified by Dr. Ronald Edmonds (1979) were: leadership, mission, climate, expectations, and assessments.

The researcher enlisted the aid of the subdistrict's superintendent and his staff in contacting each of the nineteen principals in the district who participated in the initiation of the effective schools correlates. During a subdistrict principals' meeting the superintendent sought the help of the principals in completing a demographic and Effective School questionnaire the Hersey and Blanchard (1987) LEAD-Self and the subdistrict's effective schools questionnaires (1988).

All nineteen principals were present and completed the questionnaires.

Instruments

The demographic and effective school questionnaires

were developed to gather pertinent, descriptive data regarding the population involved in the study. This data was used to describe the statistical profiles of the principals and teachers.

The LEAD (Leader Effectiveness and Adaptability Description) was developed at the Center for Leadership Studies in California (1987). The leader's behaviors were analyzed in terms of the Tri-Dimensional Leader Effectiveness Model.

The LEAD-Self instrument provided for self perceptions and feedback. It measured three separate aspects of leaders:

leadership styles (primary and secondary)

style range (leadership styles characterized the range of managerial behaviors)

Style adaptability (ability to alter and adapt styles to varying maturity levels)

The LEAD-Self gave twelve situations in which the principals were asked to select from four alternatives which actions they concluded were most appropriate. The twelve situations were differentiated by the maturity levels of the groups which ranged from low, moderate to low, moderate to high, and high.

In the LEAD-Self, the four basic leadership styles utilized task and relationship behaviors. The task behaviors referred to the extent to which the leader

organized and defined the roles of the members of their group and goals. The relationship behavior refers to the extent to which leaders maintained personal relationships between themselves and members of their group. The leadership styles were:

Quadrant 1 - high task and low relationship (telling)

Quadrant 2 - high task and high relationship (selling)

Quadrant 3 - high relationship and low task
(participating)

Quadrant 4 - low relationship and low task
(delegating)

Those leadership styles described behaviors exemplified by the principals' responses to the twelve situations listed in the questionnaire.

The primary leadership style was defined as the style or styles for which the most responses were given. If a principal had five responses in style three and two responses in style four, three responses in style one and two responses in style two, the primary style would be style three. Style three on the Tri-Dimensional Leader Effectiveness Model is participatory, high relationship and low task behavior.

Once each principal's style and style range were identified, the principals were ranked in each quadrant according to their total scores on the style range and style adaptability.

The style and style range were determined by four ipsative style scores, and the style adaptability (effectiveness score) was determined by one normative score. Once the normative score for each principal was ascertained, they were ranked along the ineffective/effective dimensions scale which ranged from -24 to +24. The highest and lowest scoring principals along the dimensions scale participated in the semi-structured interviews.

The interview methods was selected to gain further insight into the behaviors of the principals. Borg and Gall (1983) emphasized "The interview permits the research worker to follow-up leaders and thus obtain more data and greater clarity. The interview situations usually permits much greater depth than the other methods of collecting research data."

The following questions used in the interview related to the degree of implementation of the five effective schools correlates by the principals:

- 1) To what extent were the following implemented:
 - a) Instructional Leadership?
 - b) Mission?
 - c) Climate?
 - d) Expectations?
 - e) Assessment?
- 2) For each correlate, answer the following:
 - a) Describe the initiating strategy.

- b) How was the staff actively involved?
- c) What were the positive aspects of implementing this strategy?
- d) What were the negative aspects of implementing this strategy?
- 3) What characteristics make the school effective?
- 4) What qualities do you possess that make you an effective leader?
- 5) What training was given prior to initiating the implementation of the correlates?
- 6) What were some of the strategies you used in involving the staff in implementing the correlates?
- 7) How much time is adequate to prepare for the implementation of the correlates? How much time did you have?
- 8) Did the training meet the needs?
- 9) What goals do you have for your school?
- 10) How did the Effective Schools Correlates assist in meeting those goals?

The Effective Schools Questionnaire measured the perceptions of the staff on the frequency with which the principals engaged in behaviors which were used in the implementation of the five correlates. The frequency was indicated by checking one of the following responses: always, often, occasionally, seldom or never.

This instrument was administered to the principals and

selected teachers. The principals were given the questionnaire to measure their self perceptions of the frequency of behaviors engaged in during the implementation of the correlates.

Approximately six teachers were randomly selected from each principal's staff (every fourth name on the time sheets was selected) to complete the Effective Schools Questionnaire. The questionnaire measured the perceptions of the teachers on the frequency with which their principals engaged in behaviors that initiated effective implementation of the five correlates. The perceptions of the principals and teachers were compared and contrasted.

Based upon the information gathered, this study answered the following questions:

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership behaviors/styles and the frequencies of implementation of the effective schools correlates?
5. What was the relationship between the principals' perceptions of themselves and their initiating

behaviors and their teachers' perceptions of them
and their initiating behaviors?

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Chapter IV

PRESENTATION OF DATA, ANALYSIS, AND FINDINGS

The purpose of this chapter was to present, analyze, and report the findings of the data collected as a result of this study. The research questions this study addressed were:

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership behaviors/styles and the frequencies of implementation of the effective schools correlates?
5. What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

The data for this study were gathered through demographic and effective school questionnaires - Appendices

A and B, the LEAD-Self Instrument (Hersey and Blanchard, 1987) Appendix C, the Effective Schools Questionnaire (Archbold, Kerr, and Saddler, 1988) Appendix D, and semi-structured interview questions - Appendix E.

Because the superintendent anticipated that the information gathered from this study would be beneficial in the assessment of the subdistrict's Effective Schools Program, the superintendent requested that the nineteen principals and six of their randomly selected staff members participate in this study.

Of the nineteen principals completing the demographic questionnaires, the LEAD-Self surveys, and the effective Schools questionnaires. The following data resulted:

Demographic Questionnaire

19 distributed
19 returned
100% participation

Lead - Self Survey

19 distributed
19 returned
100% participation

Effective Schools Questionnaire

19 distributed
18 returned
95% participation

To gather more pertinent data into the behaviors/styles of the principals in the subdistrict, six randomly selected teachers from each school were asked to participate in this study. (Every fourth name on the time sheets was selected

until a maximum of six names were received from each school).

The teachers were asked to complete a demographic data sheet and the Effective Schools Questionnaire. The following data resulted:

Demographic Questionnaire

114 - Distributed
97 - Returned
85% participation

Effective Schools Questionnaire

114 - Distributed
97 - Returned
85% participation

In addition, seventeen of the ninety-seven questionnaires were eliminated because of incomplete responses leaving a total of eighty questionnaires (70%) actually used in the study.

The overwhelming participation in this study gave greater significance to the information gleaned from it.

Research Question #1

What were the leadership styles of the subdistrict's principals?

Table 2 displays the aggregate demographic and effective school data for the principals involved in this study. Table 2 indicates that of the nineteen principals surveyed, fifth-eight percent were males and forty-two percent were females, a somewhat even balance of the sexes.

Table 2

Principals' Demographic Data

Variables	Population = 19			
Sex	Male N=11 %=58		Female N=8 %=42	
Years of Experience	1-5 N=6 %=31.58	6-10 N=2 %=10.53	11-15 N=2 %=10.53	16+ yrs N=9 %=47.37
Year at Present School	1-5 N=6 %=31.58	6-10 N=6 %=31.58	11-15 N=2 %=10.53	16+ yrs N=5 %=26.32
Degree	Masters N=1 %=5	Masters Graduate Credit N=18 %=95	Doctorate N=0	
Size of School Staff	1-25 N=1 %=5	26-40 N=2 %=11	41-60 N=15 %=79	61 or more N=11 %=5

Effective School Data

Leadership Style	Democratic N=6 %=31.58	Authoritarian N=0	Consultative N=7 %=36.84	Participatory N=6 %=31.58
Prior Knowledge of Eff. School Correlates	Knowledgeable N=6 %=31.58	Moderately Knowledgeable N=5 %=26.32	Limited Knowledge N=6 %=31.58	No Knowledge N=2 %=10.53
Staff Maturity Level	Low Maturity N=0	Low-Moderate Maturity N=4 %=21	Moderate High Maturity N=10 %=53	High Maturity N=5 %=26

In indicating their leadership styles none of the principals selected authoritarian. Most of them perceived themselves as either consultative (37%), democratic (32%), or participatory (32%). Parallels were drawn between the principals' styles and their perceptions of the maturity levels of their staffs. An authoritarian style (High Task, Low Relationship, Telling) is quite often associated with low maturity levels. None of the principals perceived their staffs as low maturity. Fifty-three percent of the principals indicated moderate - high maturity, twenty-six percent high maturity, and twenty-one percent low-moderate maturity. These frequencies indicated that the perceptions of the principals regarding the maturity levels of their staff determined the principals behaviors. (Hersey and Blanchard, 1982, Argyris, 1971, McGregor, 1960). The nineteen principals perceived their staffs maturity levels were from moderate to high maturity the behaviors of these principals were relationship oriented and their styles were between democratic and participatory.

Thirty-two percent of the principals indicated that they were knowledgeable about the Effective Schools Correlates prior to the implementation. Upon closer examination of those six (32%) principals the researcher found that the majority (67%) of those principals indicated their leadership style as participatory, one (17%) indicated a democratic style, and one (17%) a consultative style.

Of the nineteen principals completing the questionnaires, thirty-two percent were just beginning with five or less years experience and forty-seven percent had sixteen or more years of experience. These data were also analyzed to gain further insight into the leadership styles. The researcher found that of the six less experienced principals, fifty percent of them had perceived democratic leadership styles. From the nine most experienced principals, eighty percent indicated their leadership style was consultative.

Table 3 summarized the aggregate demographic and effective school data for the teachers involved in this study. The data reflects the current trends in elementary education of higher female populations and lower attrition rates. The majority of the teachers surveyed indicated their principals' leadership styles were democratic (43%) and the others were somewhat evenly distributed; 20% indicated consultative, nineteen percent participatory, and nineteen percent indicated their principals were authoritarian. None of the principals who participated in the study (see Table 2) perceived themselves as authoritarian. The maturity levels were reflective of the same patterns in the principals data. Fifty percent indicated a moderate-high maturity level, twenty-five percent low-moderate, sixteen percent high, and nine percent low. Prior knowledge of the effective schools correlates

Table 3

Teachers' Demographic Data

Variables	Population = 80			
Sex	Male N=16 %=20		Female N=64 %=80	
Years of Experience	1-5 N=8 %=10	6-10 N=7 %=9	11-15 N=10 %=13	16+ yrs N=54 %=68
Year at Present School	1-5 N=29 %=36	6-10 N=15 %=19	11-15 N=10 %=13	16+ yrs N=26 %=33
Degree	Bachelors N=38 %=48	Masters N=11 %=14	Masters Graduate Credit N=30 %=38	Doctorate N=1 %=1
Size of School	1-25 N=10 %=13	26-40 N=31 %=39	41-60 N=34 %=43	61 or more N=5 %=6

Effective School Data

Principal's Leadership Style	Democratic N=34 %=43	Authoritarian N=15 %=19	Consultative N=16 %=20	Participatory N=15 %=19
Prior Knowledge of Eff. School Correlates	Knowledgeable N=11 %=14	Moderately Knowledgeable N=23 %=29	Limited Knowledge N=32 %=40	No Knowledge N=15 %=18
Staff Maturity Level	Low Maturity N=7 %=9	Low-Moderate Maturity N=20 %=25	Moderate High Maturity N=40 %=50	High Maturity N=13 %=16

was low; approximately fifty-eight percent had limited to no knowledge prior to implementation, twenty-nine percent had moderate knowledge and only fourteen percent had knowledge of the correlates prior to the implementation.

LEAD-Self Survey

The LEAD-Self instrument developed by Hersey and Blanchard (1987) provided for self perceptions and feedback on the situational leadership behaviors/styles of the nineteen principals involved in this study. This instrument measured three separate aspects of leaders:

Adaptability - The ability to alter style to adapt to
varying maturity levels

Range - Leadership styles characterized the range of
managerial behaviors

Leadership Styles - Primary and Secondary behaviors of the
leader

The style adaptability (effectiveness score) was determined by one normative score. Once the normative score for each principal was ascertained, the principals were ranked from highest to lowest (Table 4) (Principals were identified by letters to maintain confidentiality).

The effective/ineffective dimensions scales ranged from 0 to 24 on the effective side to 0 to -24 on the ineffective side. The principals who engaged in this study had scores which ranged from +4 to +15. These scores were along the effective dimension scale. None of the principals in this

Table 4

Principals' LEAD-SELF Style Adaptability (Effectiveness)Rank Order

Principal	Effectiveness Score	Principal	Effectiveness Score
A	+ 6	K	+15
B	+ 8	S	+15
C	+12	D	+13
D	+13	E	+13
E	+13	L	+13
F	+11	R	+13
G	+12	C	+12
H	+11	G	+12
I	+ 4	O	+12
J	+10	Q	+12
K	+15	F	+11
L	+13	H	+11
M	+10	P	+11
N	+ 6	J	+10
O	+12	M	+10
P	+11	B	+ 8
Q	+12	A	+ 6
R	+13	N	+ 6
S	+15	I	+ 4

study scored in the ineffective range.

The range computed for the scores along the effective dimension scale was +11.0. The mean score was +10.8, the median was +12.0 and the mode was between +12.0 and +13.0 (Table 5).

Table 5

Principals' Style Adaptability (Effectiveness) Scores:

Measures of Central Tendency

Measures of Central Tendency	Effectiveness Score
Mean	+ 10.8
Mode	+ 12 and +13
Median	+ 12

Thirteen principals (C, D, E, F, G, H, K, L, O, P, Q, R, and S) scored above the mean. Six principals (A, B, I, J, M, and N) scored below the mean. It should be emphasized at this point that these measures alone did not indicate whether these principals were more or less effective in their roles.

Hersey and Blanchard (1987) pointed out,

Perhaps the least significant measurement is the total effectiveness number or adaptability score along the third dimension. The reason is that there is no correlation between the score you got on the effectiveness dimension and how effective you are in terms of your present position. Many times a manager is engaged in dealing with only one or two levels of maturity, whereas the LEAD instrument is designed to give you opportunities to make decisions on all levels of maturity.

The style range was the extent to which the principals were able to vary their leadership styles. Hersey and Blanchard (1987) divided these basic styles into four quadrants using the task and relationship behaviors to differentiate the quadrants. Also associated with these behaviors were the effective styles (Table 6).

Table 6

LEAD-Self Style Range Quadrants

Behaviors	Relationship	Task	Style
Quadrant 1	Low	High	Telling
Quadrant 2	High	High	Selling
Quadrant 3	High	Low	Participating
Quadrant 4	Low	Low	Delegating

Hersey and Blanchard have observed that those principals who are limited to one primary style are rigid and tend to be effective only in situations where their styles are compatible with the environment. Two of the principals (A and G) in this study came closest to having one primary leadership style (Table 7).

The majority of their responses centered in Quadrant two, high task, high relationship (selling). Some leaders, according to Hersey and Blanchard, are able to modify their behaviors to fit any of the four styles. The principal whose scores came closest to the perfect score of four in

Table 7

Principals' LEAD-Self Style Range Quadrants

(Behaviors/Styles)

Principal	<1>	<2>	<3>	<4>
	High Task Low Relationship Telling No. of Responses	High Task High Relationship Selling No. of Responses	High Relationship Low Task Participating No. of Responses	Low Task Low Relationship Delegating No. of Responses
A	1	9	2	0
B	3	5	2	2
C	0	3	9	0
D	2	5	4	1
E	0	4	8	0
F	3	5	4	0
G	1	8	3	0
H	0	5	5	1
I	4	6	2	0
J	3	7	1	1
K	1	6	4	1
L	3	3	5	1
M	1	5	6	0
N	0	5	6	1
O	3	6	3	0
P	3	6	6	0
Q	2	8	1	1
R	1	4	5	2
S	2	6	4	0

each quadrant, indicating the ideal situational behaviors, was principal B. As Hersey and Blanchard (1981) have emphasized, these scores do not mean that the principal is effective, only that he/she has the potential. Table 8 indicated that the mean score of the principals in quadrant three came the closest to the expected mean for the quadrant.

Table 8

Principals' Style Range Quadrants Scores: Measures of Central Tendency

Measures of Central Tendency	Quadrants			
	1	2	3	4
Expected Mean	4.00	4.00	4.00	4.00
Mean	1.73	5.42	4.21	0.57
Mode	3.00	5.00	4.00	1.00
Median	2.00	5.00	4.00	0.00

Table 9 compared the principals' style adaptability (effectiveness) scores to their primary style range quadrants. These comparisons indicated that those principals (13) whose effectiveness scores were above the mean (+10.8) had more (62%) primary leadership behaviors styles in Quadrant two. The nineteen principals' style ranges were between Quadrant two (High task, High

Table 9

Principals' LEAD-Self Comparisons Style Adaptability
(Effectiveness)/Style Range

Principal	Rank Order Style (Effectiveness Adaptability Score)	Style Range (Quadrant)
K	+ 15	Quadrant 2
S	+ 15	Quadrant 2
D	+ 13	Quadrant 2
E	+ 13	Quadrant 3
L	+ 13	Quadrant 3
R	+ 13	Quadrant 3
C	+ 12	Quadrant 3
G	+ 12	Quadrant 2
O	+ 12	Quadrant 2
Q	+ 12	Quadrant 2
F	+ 11	Quadrant 2
*H	+ 11	Quadrant 2/3
P	+ 11	Quadrant 3
J	+ 10	Quadrant 2
M	+ 10	Quadrant 3
B	+ 8	Quadrant 2
A	+ 6	Quadrant 2
N	+ 6	Quadrant 3
I	+ 4	Quadrant 2
Quadrant Totals	Q2 = 12 Q3 = 8	* counted twice

relationship - 'selling') and Quadrant three (High relationship, low task - 'participating'). Sixty percent of the nineteen principals had primary leadership styles in Quadrant two with secondary leadership styles in Quadrant three. Forty percent of those principals' primary leadership styles were in Quadrant three with secondary leadership styles in Quadrant two.

The number of similarities between the principals' perceived leadership styles indicated on the effective school data sheets and the LEAD-SELF Survey assessments of their leadership styles are displayed in Table 10. In order to facilitate the comparisons the researcher equated the following styles:

Demographic Data		LEAD-Self Survey
<u>Styles</u>		<u>Styles</u>
DEMOCRATIC	=	SELLING
AUTHORITARIAN	=	TELLING
CONSULTATIVE	=	DELEGATING
PARTICIPATORY	=	PARTICIPATING

Thirty-two percent of the principals had leadership styles that were similar on both instruments.

Findings

The following leadership styles were identified on the principals' data sheet: democratic, participatory, and consultative. Using the LEAD-Self survey, the principals' responses indicated their styles were selling and

Table 10

Comparisons of Principals' Styles

Principal Demographic Questionnaire		Lead-Self Styles (Quadrant)
A	Participatory	Selling
B	Participatory	Selling
C	Democratic	Participating
D	Participatory	Selling
E*	Participatory	Participating
F	Participatory	Selling
G	Consultative	Selling
H*	Democratic	Participating/Selling
I*	Democratic	Selling
J	Consultative	Selling
K	Consultative	Selling
L	Consultative	Participating
M	Consultative	Participating
N	Consultative	Participating
O*	Democratic	Selling
P*	Participatory	Participating
Q	Consultative	Selling
R	Democratic	Participating
S*	Democratic	Selling
* Indicates similarities		
	Democratic	= Selling
	Authoritarian	= Telling
	Consultative	= Delegating
	Participatory	= Participating

participating. The principals who participated in the interviews identified various styles used by them,

authoritarian, democratic, participatory, and delegating. These findings indicated that the principals used a variety of styles based upon the situation and people.

Research Question #2

To what extent did each principal implement the five correlates?

Effective Schools Questionnaire

The Effective Schools Questionnaire (Archbold, Kerr and Saddler, 1988) Appendix C was compiled by the subdistrict's administrative staff. It measured the frequency with which each of the five effective schools' correlates were implemented by the principals in the subdistrict. Those correlates were mission, climate, leadership, high expectations, and assessment (Edmonds, 1978).

This questionnaire was designed to be completed by each school's staff as an assessment of their principal's behaviors. In this study it was also used by the principals as a self-assessment of their behaviors.

The questionnaire contained twenty-five statements describing behaviors that research has identified in principals of effective schools. The frequency with which each principal engaged in those behaviors was denoted by checking one of the following adverbs: (5) always, (4) often, (3) occasionally, (2) seldom, or (1) never. Each frequency was given a numerical value for statistical use.

In Table 11 the aggregate mean responses of the

Table 11

Effective Schools Questionnaire (Behaviors Frequencies)
Aggregate Mean Responses of Principals

Effective Schools Correlates	Principals
Leadership (Statements 1-4)	4.33
Mission (Statements 5-11)	4.03
Climate (Statements 12-16)	4.22
Expectations (Statements 17-21)	4.12
Assessment (Statements 22-25)	4.43

5 - Always	3 - Occasionally	1 - Never
4 - Often	2 - Seldom	

eighteen principals who took part in this study (1 of 19 principals declined to complete the questionnaire) are indicated.

The statements on the questionnaire related to the five effective schools' correlates (Edmonds, 1978). The mean scores for the principals' instructional leadership was 4.33, mission 4.03, climate 4.22, expectations 4.12, and assessment 4.43. The results suggested that the aggregate number of principals perceived themselves as "often"

utilizing those behaviors in implementing the five correlates.

The Effective Schools Questionnaire completed by the teachers measured their perceptions of the frequencies with which their principals engaged in behaviors that initiated effective implementation of the five correlates. Table 12 lists the aggregate mean responses of the teachers. Under instructional leadership (statements 1-4) the mean response of the teachers was 4.10 (often), mission (statement 5-11) the mean responses was 3.94 (occasionally), climate (statements 12-16) the mean response was 3.95 (occasionally) expectations (statements 17-21) the mean response was 3.90 (occasionally), and assessment (statements 22-25) the mean response was 4.02 (often).

To gather further data about the behaviors/styles of the principals' semi-structured interviews were conducted with selected principals.

Semi-Structured Interviews

The research procedures called for the one highest and lowest scoring principals (style adaptability) in each Quadrant (style range) to participate in the semi-structured interviews. (see Table 4)

The assessments of the style range quadrants indicated that the principals' effectiveness scores were found in only two of the four quadrants; quadrants two and three. The researcher refined the original procedures to reflect the

Table 12

Effective Schools Questionnaire (Behaviors Frequencies)Aggregate Mean Responses of Teachers

Effective Schools Correlates	Teachers
Leadership (Statements 1-4)	4.11
Mission (Statements 5-11)	3.94
Climate (Statements 12-16)	3.95
Expectations (Statements 17-21)	3.90
Assessment (Statements 22-25)	4.00

5 - Always	3 - Occasionally	1 - Never
4 - Often	2 - Seldom	

two instead of four quadrants. The highest and lowest scoring principals from Quadrants two and three were selected (see Table 9). In Quadrant two, principals S (+15) and I (+4) agreed to participate. In Quadrant three principals E (+13) and H (+11) participated. (Principals B (+8) and A (+6) were unavailable for the interviews).

For each interview held, the researcher received permission from the principals to tape record the session. Notes were also taken at the time of the interviews which offered further insights into the principals' behaviors.

Facial expressions, environment, gestures and their ease in answering were noted as they responded to the questions. Before the actual interview was recorded, the principal was given background information regarding the study by the researcher.

Each principal was asked to respond to the following questions which related to the frequency of implementation of the five effective school's correlates:

- 1) To what extent have you implemented:
 - a) Instructional Leadership?
 - b) Mission?
 - c) Climate?
 - d) Expectations?
 - e) Assessment?
- 2) For each correlate, answer the following:
 - a) Describe your initiating strategy?
 - b) How was the staff actively involved?
 - c) What were the positive aspects of implementing this strategy?
 - d) What were the negative aspects of implementing this strategy?
- 3) What characteristics make your school effective?
- 4) What qualities do you possess that make you an effective leader?
- 5) What training were you given prior to initiating the implementation of the correlates?

- 6) What are some of the strategies you used in involving your staff in implementing the correlates?
- 7) How much time do you feel is adequate to prepare for the implementation of the correlates? How much time did you have?
- 8) How did the training meet or not meet your needs?
- 9) What goals do you have for your school?
- 10) How do the Effective Schools Correlates assist you in meeting those goals?

The responses to the questions were transcribed and summarized to ascertain key behaviors/styles utilized by each principal as they implemented the correlates.

According to principal S, four of the five correlates had been implemented. An assistant principal and reading coordinator had been hired to oversee the instructional program. A mission statement expressing the expectations of the staff that every child would work to his fullest capacity was created. The school climate had always been positive due to the supportive staff and parents. The principal indicated that a committee was working on ways to implement the assessment correlate.

Unlike principal S, principal I indicated that although the staff had come together to create a mission statement, they were still in the discussion stages for most of the correlates. All correlates had been introduced by the principal but the high expectations correlate had been given

more stress. The principal also explained that although the school was not a "tight ship", it wasn't really loose either. The principal indicated that a good climate had always been maintained and credit was given to the stability of the community.

Principal E's school staff was quite familiar with the Effective School's Correlates due to their participation in an earlier attempt to implement the effective schools correlates led by the former superintendent of the public schools. According to principal E, the District's implementation enabled them to expand their goals for the school. The principal had been seeking programs and resources to bring to the schools that would enhance and support the goals. Committees were already formed and actively working on the mission of the school. The mission had been formalized by the principal and staff members, distributed to the parents and posted in every classroom. A management system was in place to improve the quality and quantity of the students' assessments. Programs were established to improve the climate and involve the parents. Staff members were actively involved in workshops in-services, and staff development programs to increase their expectations.

Unlike the other three principals, principal H decided to implement all five correlates at once. Grade level chairpersons met with the principal and were given the tasks

of reading the background information on the correlates, hold grade level discussion groups and make the plans for implementation selected staff, parents, and community members came together to create a mission statement for the school and also suggested ways of bringing about positive outcomes for the school's climate, expectations, and assessment.

Findings

The findings on the Effective School Questionnaire indicated that the principals had implemented the five correlates 'often' in their behaviors. In the interview three of the four principals indicated that less than five correlates had been implemented with regularity.

Research Question #3

What leadership behaviors were used by the principals to implement the correlates?

Principals I and H both gave an overview of the district proposal and then assigned the staff members to read the material and break up into committees to discuss materials. Principal S however, assigned a member of the staff to give a general overview of the correlates. An outgrowth of the meeting was the establishment of committees for each correlate. The purpose of each committee was to discuss ways of implementing the correlates into the school's program. Principal E attended workshops and in-service programs with the staff (established by previous

superintendent). They divided into committees and set up strategies, objectives, programs, and activities to enhance each correlate.

All of the principals agreed that the underlining philosophy that Dr. Edmonds embodied in his effective school's correlates was embraced readily by most of their staff members. Because of these shared beliefs, implementation was much smoother.

According to principals S and I most of the negative aspects came from those who were reluctant to change. They found that the pressure applied by the teachers' peers helped to pull them into the implementation activities. Principal E worked on getting negative staff members involved by assigning them various duties that assisted in the implementation. Principal H had no negative aspects to the implementation of the correlates.

Findings

The results of the LEAD-Self Survey indicated that the principals utilized either high task and high relationship behaviors or low task and high relationship behaviors. The principals who participated in the interviews indicated their behaviors in introducing the correlates were high task and low relationship. They also indicated that based upon the maturity levels of their staffs, their behaviors changed to either high relationship and low task, high task and high relationship, or low task and low relationship

Research Question #4

What was the relationship between the principals' leadership behaviors/styles and the frequencies of implementation of the effective schools correlates?

The interviews indicated that there was a difference between two principals' who had 'selling' styles. One of the principals indicated that four of the five correlates were implemented 'often' and the other principal indicated all five correlates were implemented. The other two principals with the 'participating' styles both implemented the five correlates 'often'.

In Table 13 the aggregate mean responses of the eighteen principals who took part in this study (1 of 19 principals declined to complete the questionnaire) are indicated.

The statements on the questionnaire related to the five effective schools' correlates (Edmonds, 1978). The mean scores for the principals' instructional leadership was 4.33, mission 4.03, climate 4.22, expectations 4.12, and assessment 4.43. The results suggested that the aggregate number of principals perceived themselves as "often" utilizing those behaviors in implementing the five correlates.

Findings

The findings from the LEAD-Self Survey and the Effective School Questionnaire indicated that for every

Table 13

Effective Schools Questionnaire (Behaviors Frequencies)
Comparisons of Aggregate Mean Responses of Principals and
Teachers

Effective Schools Correlates	Principals	Teachers
Leadership (Statements 1-4)	4.33	4.11
Mission (Statements 5-11)	4.03	3.94
Climate (Statements 12-16)	4.22	3.95
Expectations (Statements 17-21)	4.12	3.90
Assessment (Statements 22-25)	4.43	4.00

5 - Always	3 - Occasionally	1 - Never
4 - Often	2 - Seldom	

leadership style identified the frequency of implementation was 'often'.

Research Question #5

What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

Table 13 compared the aggregate mean response of the

principals with those of the teachers from their respective schools.

The comparisons indicated that the teachers perceptions of the frequencies of their principals' behaviors were somewhat lower than the principals self-perceptions. The principals perceived their behaviors as occurring 'often' whereas the teachers noted those behaviors 'occasionally'. The principals and teachers were in close agreement regarding their behaviors implementing the correlates of instructional leadership and assessment. Both groups indicated that this was an 'often' occurrence.

The implementation of the effective school's correlates aggregate mean scores in Table 14 compared the mean scores of the principals (Quadrants two and three) with the mean scores of their teachers. The principals in Quadrant two aggregate mean scores indicated that they 'often' used behaviors identified with effective schools. Their teachers' perceptions differed somewhat. They identified those behaviors as occurring between occasionally and often. Those aggregate mean scores in leadership, mission, and assessment that described the frequency as 'often' were lower than the mean score of the principals and closer to 'occasionally'.

The aggregate mean scores of the principals in Quadrant three indicated they perceived their effective schools' behaviors occurring "often". Their teachers as an aggregate

Table 14

Leadership Behaviors/Styles - Implementation of Effective Schools Correlates (Frequencies of Behaviors of Principals' and Teachers'

Aggregate Mean Scores

LEAD-Self

Quadrant 2 - High Task/High Relationship (Selling)

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principals	4.54	4.23	4.41	4.41	4.62
Teachers	4.08	4.02	3.95	3.97	4.05

5 - Always

3 - Occasionally

1 - Never

4 - Often

2 - Seldom

LEAD-Self

Quadrant 3 - High Relationship/Low Task (Participating)

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principals	4.65	4.25	4.52	4.27	4.71
Teachers	4.09	3.80	3.92	3.75	3.94

perceived those same behaviors as occurring 'occasionally'. These mean scores indicated significant differences in the perceptions of the principals and their teachers about the frequencies of their behaviors in implementing the five

correlates of an effective school.

More differences in perceptions between the principals and their teachers were seen in the comparison of the perceptions of the principals' leadership styles, Table 15. Only five (B, C, H, I, and S), twenty-eight percent of the principals' and teachers' perceptions were the same.

Additional data was collected from the perceptions of the principals who participated in the semi-structured interviews (S, I, E, and H) and their teachers in Table 16.

The mean scores of Principal S suggested that the effective schools behaviors occurred 'often'. The teachers of principal S differed in their assessments of the behaviors. Their mean scores rated the principal's behaviors as 'occasionally' occurring.

The mean scores of Principal I were the highest and closest to 'always' than the other principal's scores. But the teachers of principal I gave the behaviors of the principal the lowest mean scores of all the principals being interviewed. They perceived that the behaviors 'seldom' occurred.

One group of teachers' mean scores were the highest for each correlate, five (always). Interestingly, Principal E's mean scores were lower than the teachers. The principal's mean scores indicated that the behaviors 'often' occurred. The correlate where both principal and teachers agreed was assessment. Both mean scores indicated that the behaviors

Table 15

Demographic Data Comparisons of Leadership StylesPerceptions

	Principals' Perceptions	Teachers' Perceptions (Majority % Responses)	
A	Participatory	(50%)	Democratic
B*	Participatory	(50%)	Participatory/Consultative
C*	Democratic	(40%)	Democratic
D	Participatory	(60%)	Democratic
E	Participatory	(100%)	Democratic
F	Participatory	(100%)	Authoritarian
G	Consultative	(60%)	Democratic
H*	Democratic	(40%)	Authoritarian/Democratic
I*	Democratic	(67%)	Democratic
J	Consultative	(50%)	Democratic
K	Consultative	(50%)	Democratic
L	Consultative	(80%)	Participatory
M	Consultative	(25%)	Democratic/Participatory
	Consultative/Authoritarian		
N	Consultative	(67%)	Consultative
O	Democratic		DID NOT COMPLETE
P	Participatory	(75%)	Authoritarian
Q	Consultative	(40%)	Democratic/Participatory
R	Democratic	(50%)	Participatory
S*	Democratic	(100%)	Democratic

Table 16

Principals Selected for Semi-Structured Interviews Effective Schools Questionnaire Mean Responses of Principal/Teachers (Perceptions)

< QUADRANT 2 >

Principal S - + 15 Effectiveness Score - High Task/High Relationship

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principal S	4.50	4.14	4.20	4.00	4.75
Teachers	3.05	2.97	3.00	3.00	3.10

Principal I - + 4 Effectiveness Score - High Task/High Relationship

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principal I	5.00	4.71	4.00	4.80	4.50
Teachers	2.50	2.92	2.20	2.40	2.62

< QUADRANT 3 >

Principal E - + 13 Effectiveness Score - High Relationship/Low Task

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principal E	4.75	4.00	4.40	4.00	5.00
Teachers	5.00	5.00	5.00	5.00	5.00

Table 16 (con't)

Principal H - + 11 Effectiveness Score - High
Relationship/Low Task

Effective Schools Correlates	Leadership	Mission	Climate	Expectations	Assessment
Principal H	4.50	3.85	4.00	4.00	4.00
Teachers	3.62	3.82	3.60	3.40	3.93

5 - Always

3 - Occasionally

1 - Never

4 - Often

2 - Seldom

'always' occurred.

Principal H's mean scores also differed from the mean scores of the teachers. Principal H perceived the frequencies of behaviors as 'often' for each correlate except mission. Behaviors implementing that correlate occurred 'occasional'.

The teachers perceived all of the behaviors implementing the five correlates as occurring 'occasionally'.

Findings

The findings of the Effective Schools Questionnaire indicated that the principals and teachers did not agree on the frequency behaviors of the principals in initiating the correlates. Seventeen of the eighteen principals perceptions were higher than their teachers' perceptions.

One of the eighteen principals perception was lower than the teachers' perceptions.

NOTES TO CHAPTER IV

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Chapter V

SUMMARY OF PROCEDURES, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

The purpose of this Chapter was to summarize the procedures, draw conclusions, make recommendations, and suggestions for further study.

Summary of Procedures

The researcher enlisted the aid of the subdistrict's superintendent and staff in contacting each of the nineteen principals in the district who participated in the initiation of the effective schools correlates. Each principal was asked to complete the Hersey and Blanchard (1987) LEAD-Self questionnaire to ascertain a leadership style, style range, and style adaptability (effectiveness). They also completed the subdistrict's Effective Schools Questionnaire (1988). This instrument was used as a self-assessment for the principals in determining their frequencies of implementation of the effective schools correlates. Six teachers from each of the subdistrict's schools were also selected to complete the questionnaire based upon their perceptions of the principal's behaviors in implementing the correlates.

Once each principal's style and style range were

identified, the principals were ranked in each quadrant of the LEAD-Self instrument according to their adaptability (effectiveness) scores. The principals with the highest and lowest scores in each quadrant were selected to participate in a semi-structured interview in which they answered questions related to their leadership behaviors used in the implementation of the five effective schools correlates.

Based upon the information gathered, this study sought to answer the following questions:

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership styles and the frequencies of implementation of the effective schools correlates?
5. What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

Conclusions

There were two objectives for this study. The first objective was to identify the situational leadership

behaviors/styles of the nineteen principals involved in the study. The second objective was to identify the frequencies of the behaviors of the behaviors/styles used by those nineteen principals as they implemented the effective schools correlates.

As a result of these findings, the leadership behavior/style(s) which were demonstrated to have the greatest frequencies during the implementations were identified. The identification(s) of those successful behaviors/styles were essential. Much research has been done on identifying effective behaviors (Hersey and Blanchard, 1982, Cartwright and Zanders, 1960, Halpin, 1954, Tannebaum and Schmidt, 1973, and Fiedler, 1967). Those researchers agreed that the key behaviors were task and relationship oriented. Task behaviors referred to the extent to which leaders were likely to define and explain the roles and activities of the followers. Relationship behaviors referred to the extent to which leaders were likely to maintain personal relationships between themselves and their followers. They also noted that there was no single best leader behavior style that was effective in all situations. The effectiveness of the leaders' behaviors were dependent upon the situations and the needs of the followers.

The data gathered as a result of this study supported their theories and provided the answers to the following

research questions:

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership styles and the frequencies of implementation of the effective schools correlates?
5. What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

Research Question #1

What were the leadership styles of the subdistrict's principals?

Utilizing the Hersey and Blanchard's LEAD-Self instrument, the principals' styles were identified as either selling (S2) 63% or and participatory (S3) 37%.

The principals' self-perceptions of their styles noted on the demographic data sheets also indicated close similarities with those behaviors/styles identified by the LEAD-Self instrument. Those styles selected by the principals were democratic, participatory, and consultative.

Neither the LEAD-Self or the demographic instruments yielded any principal who was identified as authoritarian. Nineteen percent of the aggregate number of teachers indicated on the demographic data sheets that authoritarian was the basic style of their principals. Also to be noted was the fact that the principals indicated that the maturity levels of their staffs were fifty-three percent moderate-high maturity, twenty-six percent high maturity and twenty-one percent low-moderate maturity. These findings supported the theory of Hersey and Blanchard (1982) which proposed that the appropriate leadership style for given levels of maturity was portrayed by a bell-shaped curve they called a prescriptive curve because it showed the leadership style directly above the corresponding level of the maturity of the followers. According to the prescriptive curves the majority of leaders were between styles S2 (selling) and S3 (participating) and the followers ranged along the moderate maturity levels. Findings in the current study regarding the principals' styles and the followers maturity levels indicated the same prescriptive curve.

Research Question #2

To what extent did each principal implement the five correlates?

Based upon the aggregate mean responses of the principals to the Effective Schools Questionnaire, they implemented all five of the correlates. The frequencies of

those behaviors which were identified with each of the correlates were noted as 'often' displayed. The responses of their teachers to the same questionnaire indicated that the majority believed that the five correlates had been implemented but they perceived that the behaviors of their principals occurred from 'occasionally' to 'often'.

To gain further insight into the frequencies of the implementations of the correlates, the semi-structured interviews proved to be informative. The four principals (S, I, E, and H) selected to participate in the interviews indicated the following when asked the extent of their implementations of the correlates:

<u>Principals</u>	-	<u>How many of the five correlates Implemented?</u>
S		4
I		1
E		5
H		2

These findings supported the usefulness of the interview methods cited by Borg and Gall (1983). The interviews allowed the researcher to become more specific and obtain greater clarity about the data that was collected.

Although these findings differed to some extent from the Effective Schools Questionnaire, it should be noted that the principals interviewed indicated that their first steps were to introduce all the correlates to the staff. The percentage of teachers with limited or no knowledge of the correlates was fifty-eight percent. This 'telling' style was directly related to the low maturity of the teachers.

After the initial introductions the principals interviewed indicated that they formulated committees made up of staff members (principal H also had parents and community representatives). These committees were assigned diverse tasks dealing with the implementation of the correlates. Some principals assigned the tasks of implementing the correlates, others assigned readings and staff initiated in-service programs to develop higher maturity levels, and another assigned the task of creating participatory activities utilizing the correlates.

This sample population of principals' behaviors and methods appeared to be indicative of those utilized by most of the principals in the District as they implemented the five correlates. Again, this highlighted the variety of styles used by the principals as the knowledge level of their staffs increased.

Research Question #3

What leadership behaviors were used by the principals to implement the correlates?

The principals in this study indicated by their responses to the situations depicted on the LEAD-Self instrument the kinds of behaviors they would utilize. The majority of the principals' primary responses were in Quadrants two and three of the LEAD-Self instrument (see Table 7). These findings indicated that the leadership behaviors used by the principals were Q2 - high task and

high relationship and Q3 - high relationship and low task.

According to Hersey (1981):

People whose scores place the majority of their responses in styles two and three tend to do well working with people of average levels of maturity but find it difficult handling discipline problems and immature work groups (1) as well as "delegating" with competent people to maximize their development. ... if leaders with this profile are going to maximize their potential as leaders they need to use style one (telling) and style four (delegating).

Those principals who participated in the interviews indicated by their behaviors in introducing the correlates that their behaviors changed as the situations changed. In introducing the correlates they were high task and low relationship (Q1) as the staff gained in their knowledge they moved from Quadrant one to Quadrants two, three and in some cases four. One principal (S) moved from quadrant one directly to quadrant four based upon the perceived maturity level of the staff. Another principal, (I) remained in Q1 high task and low relationship discussing the correlate. The other principals found themselves going back and forth in relationship to their behaviors based upon the situations. These behaviors were supported by the research which indicated that effective leaders were able to adapt their styles of leader behaviors.

Research Question #4

What was the relationship between the principals' leadership styles and the frequency of implementation of the effective schools correlates?

The principals involved in this study styles were either 'selling' (S2) or 'participatory' (S3) as indicated by the LEAD-Self survey. On the demographic data sheets, the principals' styles ranged from democratic to participatory and consultative. Table 9 displayed the similarities of the styles. These similarities found supported the basic styles quadrants of the LEAD-Self.

Table 15 showed no significance differences between the styles and the frequencies of implementation. As an aggregate in each style quadrant, the principals responded 'often' to the frequencies of the implementation of the correlates.

Those principals who participated in the interviews indicated a variety of styles utilized as they initiated the correlates. They used telling, delegating, selling, and participating. These principals also indicated successful initiations of the five correlates and perceived their frequencies of implementations as 'often'. This information gathered during the interviews gave additional support for the views of the theorists regarding situational leadership styles and their effectiveness to the needs of the followers and the situations. The principals who didn't vary their behaviors (S and I) were perceived by their teachers as 'occasionally' to 'seldom' implementing the correlates (see Table 17).

Research Question #5

What was the relationship between the principals' perceptions of the frequencies of their initiating behaviors and their teachers' perceptions of the principals' initiating behaviors?

Based upon the findings indicated in Table 7, those principals whose leadership behaviors were high task and high relationship were consistent in their levels of implementation. They 'often' implemented the correlates. Their teachers indicated that they 'occasionally' implemented the effective schools behaviors.

Those principals whose behaviors were high relationships and low task had levels of implementation indicated as 'often'. Their teachers indicated the frequency as 'occasionally'. A closer examination of these relationships with the principals who took part in the interviews also revealed similar findings (see Table 16). The teachers' perceptions of the frequencies of implementation were also lower with one exception, principal E. The principal's self-perceptions were somewhat lower than the teachers? The teachers perceived the principal's behaviors as 'always' occurring and the principal perceived them as 'often' occurring. The data gathered from the interview with principal E indicated that the staff and principal had been involved in a similar initiated introduced by the former superintendent of schools. They

had prior knowledge due to their participation in and extensive training program (ongoing throughout program). The principal and staff were trained together. The principal displayed situational leadership styles as the staff's knowledge and experiences increased. Principal E's role has become one of a facilitator in seeking out resources and programs to support the school's goals and objectives. This principal also motivated the staff to continue in their commitment of making the school effective.

Principal E was perceived as effective by the staff due to the ability to adapt to the needs of the followers.

Concluding Statement

The search for effective leadership behaviors/styles is ongoing. Finding successful leadership styles is essential in this age of reforms. The outcomes of this study indicated there wasn't a 'single' best style which was more effective in the initiation and implementation of the effective schools correlates. The situations and the maturity levels of the staffs determined the effectiveness of the behaviors/styles of the principals. This conclusion supported the research of situational leadership theorists.

Training programs should be formulated to assist principals in developing the leadership skills to manage the change process. In order for all schools to become effective, principals must be prepared to 'lead' the way.

Recommendations

As a result of this study the researcher made the following recommendations:

1. Prior to the implementation of any change program, the District should provide meaningful, on-going training programs for both the principals and their staffs.
2. Knowledgeable District personnel or other resource persons should be assigned to monitor and assist each principal to insure consistency in the applications of the program's goals and objectives.
3. Principals should be given time lines by the District to insure compliance to the change program.
4. Additional training should be given to principals to develop skills in motivating staff members to participate in the change process.
5. Principals need to develop skills in adapting and integrating change programs to meet the needs of the children, staff, parents, and community.
6. Principals and staff need on-going training in communicating and group dynamics.
7. Principals need to develop and maintain management systems to insure that the goals and objectives are being met.
8. Principals should involve themselves in the committees that are formed. Periodic reports should be given by committee members to the principal. The principal's

occasional attendance in committee meetings would show interest in and support for the change process.

Suggestions for Further Study

The following suggestions were offered for further study:

1. A study on the effects of an on-going training program for change versus an introductory in-service. The maintenance and durability of the change process in the schools involved in the study will be examined.
2. A comparison study of the effects of initiating change programs involving principal who is trained along with his/her staff and a principal who is trained alone and is responsible for the training of his/her staff.
3. A longitudinal study should be done on the 19 schools involved in the study to compare and describe the achievement levels before and after the implementation of the five correlates.
4. A comparative analysis of the leadership styles of the principals and the achievement levels of their students involved in the longitudinal study.
5. Further study involving all of the principals in the District in semi-structured interviews to gather more in-depth data on the successful behaviors and styles used in initiating the correlates and achieving the goals and objectives of the programs.

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APPENDIX A

PRINCIPAL QUESTIONNAIRE

Instructions: Place an "x" in the space next to the appropriate answer.

1. Experience as a principal:
_____ a. 1 - 5 years
_____ b. 6 - 10 years
_____ c. 11 - 15 years
_____ d. 16 + years
2. Number of years at present school:
_____ a. 1 - 5 years
_____ b. 6 - 10 years
_____ c. 11 - 15 years
_____ d. 16 + years
3. Highest degree attained:
_____ a. Masters
_____ b. Masters plus graduate credit
_____ c. Doctorate
4. Size of school staff:
_____ a. 1 - 25
_____ b. 26 - 40
_____ c. 41 - 60
_____ d. 61 or more
5. Which of the following terms best describes your leadership style?
_____ a. Democratic
_____ b. Authoritarian
_____ c. Consultative
_____ d. Participatory
6. Prior to district implementation, how knowledgeable were you of Ronald Edmond's correlates of effective schools?
_____ a. Knowledgeable
_____ b. Moderately knowledgeable
_____ c. Limited knowledgeable
_____ d. No knowledge
7. In reference to the maturity level of your staff (where maturity level refers to the willingness and ability of the staff to take responsibility for the specific task of implementing the effective school correlates) what is the maturity level of your staff?
_____ a. Low maturity
_____ b. Low-moderate maturity
_____ c. Moderate-high maturity
_____ d. High maturity

APPENDIX B

TEACHER QUESTIONNAIRE

Instructions: Place an "x" in the space next to the appropriate answer.

1. Experience as a teacher:
____ a. 1 - 5 years
____ b. 6 - 10 years
____ c. 11 - 15 years
____ d. 16 + years
2. Number of years at present school:
____ a. 1 - 5 years
____ b. 6 - 10 years
____ c. 11 - 15 years
____ d. 16 + years
3. Highest degree attained:
____ a. Bachelors
____ b. Masters
____ c. Masters plus graduate credit
____ d. Doctorate
4. Size of school staff:
____ a. 1 - 25
____ b. 26 - 40
____ c. 41 - 60
____ d. 61 or more
5. Which of the following terms best describes your leadership style?
____ a. Democratic
____ b. Authoritarian
____ c. Consultative
____ d. Participatory
6. Prior to district implementation, how knowledgeable were you of Ronald Edmond's correlates of effective schools?
____ a. Knowledgeable
____ b. Moderately knowledgeable
____ c. Limited knowledgeable
____ d. No knowledge
7. In reference to the maturity level of your staff (where maturity level refers to the willingness and ability of the staff to take responsibility for the specific task of implementing the effective school correlates) what is the maturity level of your staff?
____ a. Low maturity
____ b. Low-moderate maturity
____ c. Moderate-high maturity
____ d. High maturity

APPENDIX C

LEAD Self

Developed by Paul Hersey and Kenneth H. Blanchard

Directions:

Assume YOU are involved in each of the following twelve situations. Each situation has four alternative actions you might initiate. READ each item carefully. THINK about what YOU would do in each circumstance. Then, CIRCLE the letter of the alternative action choice which you think would most closely describe YOUR behavior in the situation presented. Circle only *one choice*.



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10

Leader Effectiveness & Adaptability Description

<p style="text-align: center;">SITUATION</p> <p>1 Your followers are not responding lately to your friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Emphasize the use of uniform procedures and the necessity for task accomplishment. B. Make yourself available for discussion but don't push your involvement. C. Talk with followers and then set goals. D. Intentionally do not intervene.</p>
<p style="text-align: center;">SITUATION</p> <p>2 The observable performance of your group is increasing. You have been making sure that all members were aware of their responsibilities and expected standards of performance.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance. B. Take no definite action. C. Do what you can to make the group feel important and involved. D. Emphasize the importance of deadlines and tasks.</p>
<p style="text-align: center;">SITUATION</p> <p>3 Members of your group are unable to solve a problem themselves. You have normally left them alone. Group performance and interpersonal relations have been good.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Work with the group and together engage in problem solving. B. Let the group work it out. C. Act quickly and firmly to correct and redirect. D. Encourage the group to work on the problem and be supportive of their efforts.</p>
<p style="text-align: center;">SITUATION</p> <p>4 You are considering a change. Your followers have a fine record of accomplishment. They respect the need for change.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Allow group involvement in developing the change, but don't be too directive. B. Announce changes and then implement with close supervision. C. Allow the group to formulate its own direction. D. Incorporate group recommendations, but you direct the change.</p>
<p style="text-align: center;">SITUATION</p> <p>5 The performance of your group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Allow the group to formulate its own direction. B. Incorporate group recommendations, but see that objectives are met. C. Redefine roles and responsibilities and supervise carefully. D. Allow group involvement in determining roles and responsibilities, but don't be too directive.</p>
<p style="text-align: center;">SITUATION</p> <p>6 You stepped into an efficiently run organization. The previous administrator tightly controlled the situation. You want to maintain a productive situation, but would like to begin humanizing the environment.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Do what you can to make the group feel important and involved. B. Emphasize the importance of deadlines and tasks. C. Intentionally do not intervene. D. Get group involved in decision making, but see that objectives are met.</p>

<p style="text-align: center;">SITUATION</p> <p>7 You are considering changing to a structure that will be new to your group. Members of the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Define the change and supervise carefully. B. Participate with the group in developing the change, but allow members to organize the implementation. C. Be willing to make changes as recommended, but maintain control of implementation. D. Avoid confrontation; leave things alone.</p>
<p style="text-align: center;">SITUATION</p> <p>8 Group performance and interpersonal relations are good. You feel somewhat insecure about your lack of direction of the group.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Leave the group alone. B. Discuss the situation with the group and then initiate necessary changes. C. Take steps to direct followers toward working in a well-defined manner. D. Be supportive in discussing the situation with the group, but not too directive.</p>
<p style="text-align: center;">SITUATION</p> <p>9 Your boss has appointed you to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they have the talent necessary to help.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Let the group work out its problems. B. Incorporate group recommendations, but see that objectives are met. C. Redefine goals and supervise carefully. D. Allow group involvement in setting goals, but don't push.</p>
<p style="text-align: center;">SITUATION</p> <p>10 Your followers, usually able to take responsibility, are not responding to your recent redefining of standards.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Allow group involvement in redefining standards, but don't take control. B. Redefine standards and supervise carefully. C. Avoid confrontation by not applying pressure; leave the situation alone. D. Incorporate group recommendations, but see that new standards are met.</p>
<p style="text-align: center;">SITUATION</p> <p>11 You have been promoted to a new position. The previous supervisor was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Take steps to direct followers toward working in a well-defined manner. B. Involve followers in decision making and reinforce good contributions. C. Discuss past performance with the group and then examine the need for new practices. D. Continue to leave the group alone.</p>
<p style="text-align: center;">SITUATION</p> <p>12 Recent information indicates some internal difficulties among followers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are well qualified for the task.</p>	<p style="text-align: center;">ALTERNATIVE ACTIONS</p> <p>A. Try out your solution with followers and examine the need for new practices. B. Allow group members to work it out themselves. C. Act quickly and firmly to correct and redirect. D. Participate in problem discussion while providing support for followers.</p>

Address inquiries or orders to one of the following:

University Associates, Inc.
8517 Production Avenue
San Diego, California 92121
(619) 578-5900

University Associates of Canada
4190 Fairview Street
Burlington, Ontario L7L 4Y8
(416) 632-5832

University Associates International
Challenge House
45-47 Victoria Street
Mansfield, Notts NG18 5SU
England
0623 640203

LEAD

Developed by Paul Hersey and Kenneth H. Blanchard

DIRECTIONS FOR SELF-SCORING AND ANALYSIS



Leader Effectiveness & Adaptability Description

DIRECTIONS FOR SCORING

Circle the letter that you have chosen for each situation on the same line to the right, under Column I (STYLE RANGE) and also Column II (STYLE ADAPTABILITY). After you have circled alternative actions, total the number of circles for each sub-column under Column I (STYLE RANGE) and Column II (STYLE ADAPTABILITY) and enter totals in the spaces provided below.

SITUATIONS	COLUMN I (Style Range) Alternative Actions				COLUMN II (Style Adaptability) Alternative Actions			
	(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)
1	A	C	B	D	D	B	C	A
2	D	A	C	B	B	D	C	A
3	C	A	D	B	C	B	A	D
4	B	D	A	C	B	D	A	C
5	C	B	D	A	A	D	B	C
6	B	D	A	C	C	A	B	D
7	A	C	B	D	A	C	D	B
8	C	B	D	A	C	B	D	A
9	C	B	D	A	A	D	B	C
10	B	D	A	C	B	C	A	D
11	A	C	B	D	A	C	D	B
12	C	A	D	B	C	A	D	B
Sub-columns	(1)	(2)	(3)	(4)	(a)	(b)	(c)	(d)

Multiply by:			
(a)	(b)	(c)	(d)
-2	-1	+1	+2
<input style="width: 20px; height: 20px;" type="text"/>			
+ + + + =			
TOTAL			

Processing Data from Column I (Style Range)

Sub-column totals from Column I (Style Range) can be located on the basic styles, (the middle portion) of the Tri-Dimensional Leader Effectiveness Model¹ below. The column numbers correspond to the quadrant numbers of the leadership model as follows:

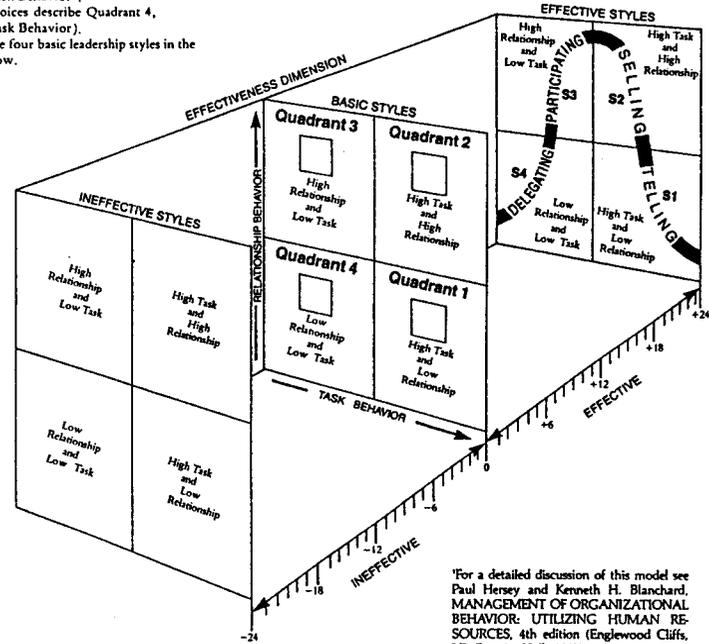
- Sub-column (1)—alternative action choices describe Quadrant 1, (High Task/Low Relationship Behavior).
- Sub-column (2)—alternative action choices describe Quadrant 2, (High Task/High Relationship Behavior).
- Sub-column (3)—alternative action choices describe Quadrant 3, (High Relationship/Low Task Behavior).
- Sub-column (4)—alternative action choices describe Quadrant 4, (Low Relationship/Low Task Behavior).

Enter the totals associated with each of the four basic leadership styles in the boxes provided on the leadership model below.

Processing Data from Column II (Style Adaptability)

Multiply the totals entered in sub-columns (a), (b), (c), and (d) under column II by the positive and negative factors in the same sub-columns. Enter the product in the space provided directly below. (Be sure to include pluses and minuses.) Then add all four figures and record the sum in the box designated TOTAL.

Then place an arrow (↔) at the corresponding number along the ineffective or effective dimension of the leadership model below.



¹For a detailed discussion of this model see Paul Hersey and Kenneth H. Blanchard, MANAGEMENT OF ORGANIZATIONAL BEHAVIOR: UTILIZING HUMAN RESOURCES, 4th edition (Englewood Cliffs, NJ: Prentice-Hall, 1982).

Address inquiries or orders to one of the following:

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England
0623 640203

APPENDIX D

EFFECTIVE SCHOOL QUESTIONNAIRE

THE FIVE MAJOR ELEMENTS (CORRELATES) THAT LEAD TO SCHOOL EFFECTIVENESS ARE LEADERSHIP, MISSION, CLIMATE, EXPECTATIONS, AND ASSESSMENT.

PLEASE INDICATE THE FREQUENCY WITH WHICH YOUR PRINCIPAL ENGAGES IN EACH LISTED ITEM OF BEHAVIOR BY CHECKING (✓) ONE OF THE CORRESPONDING ADVERBS.

5 - ALWAYS
4 - OFTEN

3 - OCCASIONALLY
2 - SELDOM

1 - NEVER

RESEARCH STATEMENT	ITEMS	5	4	3	2	1
<p><u>INSTRUCTIONAL LEADERSHIP</u> - EFFECTIVE PRINCIPALS STRONGLY REJECT THE FAMILIAL EFFECTS THEORY! THE FAMILY BACKGROUND OF A STUDENT IS THE KEY DETERMINING FACTOR TO WHETHER GRADE LEVEL PERFORMANCE CAN BE ACHIEVED. THE EFFECTIVE PRINCIPAL HOLDS HIGH EXPECTATIONS OF ACADEMIC ACHIEVEMENT FOR THE STAFF AND STUDENTS. TEACHERS WHO WORK IN SUCH TYPE SCHOOLS SHOW A COMMON UNDERSTANDING OF SCHOOL-WIDE GOALS AND EXPECTATIONS.</p>	1. COMMUNICATES TO TEACHERS THAT ALL STUDENTS CAN MASTER GRADE LEVEL SKILLS.	---	---	---	---	---
	2. SETS REALISTIC AND OBTAINABLE GOALS FOR THE SCHOOL AND COMMUNICATES THEM TO THE STAFF, STUDENTS AND PARENTS.	---	---	---	---	---
	3. LETS EACH TEACHER KNOW WHAT IS EXPECTED OF HIM/HER RELATIVE TO STUDENT ACHIEVEMENT.	---	---	---	---	---
	4. ACKNOWLEDGES EFFECTIVE TEACHING AND LEARNING.	---	---	---	---	---
<p><u>MISSION</u> - EFFECTIVE PRINCIPALS ARE FAMILIAR WITH THE MAJOR CONTENT AND LEARNING EXPERIENCES TO WHICH STUDENTS AT VARIOUS LEVELS SHOULD BE TAUGHT. EFFECTIVE PRINCIPALS ARE AWARE OF THE DISCREPANCY BETWEEN WHAT IS VIEWED AS IDEAL (A GOAL) AND WHAT IS SEEN AS A PRESENT STATUS (THE ACTUAL CONDITION) AS A NEED THAT SHOULD BE ADDRESSED THROUGH CURRICULAR OR INSTRUCTIONAL CHANGES.</p>	5. ARTICULATES THE GOALS OF THE SCHOOL IN CLEAR, DIRECT AND CONCRETE TERMS.	---	---	---	---	---
	6. IMPLEMENTS A STAFF DEVELOPMENT PROGRAM IN THE SCHOOL BASED ON IDENTIFIED NEEDS OF TEACHERS.	---	---	---	---	---
	7. CONDUCTS INSERVICE SESSIONS WITH TEACHERS.	---	---	---	---	---
	8. COLLECTS AND REVIEWS LESSON PLANS ON A FREQUENT BASIS.	---	---	---	---	---
	9. UTILIZES SUPPORTIVE PROGRAMS (ECIA, BILINGUAL ETC.) IN WAYS THAT ENHANCE THE INSTRUCTIONAL PROGRAM.	---	---	---	---	---

RESEARCH STATEMENT	ITEMS	5	4	3	2	1
<p>CLIMATE - THE CLIMATE CREATED IN EFFECTIVE SCHOOLS IS GENERALLY ORDERLY AND POSITIVE. IT PLACES DEMANDS ON TEACHERS BUT THEY FEEL THAT IT IS A GOOD PLACE TO WORK. IN EFFECTIVE SCHOOLS THERE IS CONSISTENCY IN ENFORCING THE SCHOOL'S POLICIES AND PROCEDURES.</p>	10. SELECTS TEXTBOOKS AND OTHER INSTRUCTION MATERIALS IN ALL CURRICULUM AREAS THAT MEET PREDETERMINED OBJECTIVES.	---	---	---	---	---
	11. REVIEWS INDEPENDENT ACTIVITIES THAT TEACHERS ASSIGN TO STUDENTS IN ORDER TO DETERMINE APPROPRIATENESS.	---	---	---	---	---
	12. REWARDS EFFECTIVE TEACHING AND LEARNING.	---	---	---	---	---
	13. EXPRESSES DISSATISFACTION TO TEACHERS WHO EXHIBIT INEFFECTIVE TEACHING BEHAVIOR.	---	---	---	---	---
	14. SEEKS IDEAS AND SUGGESTIONS FROM STAFF.	---	---	---	---	---
	15. EXHIBITS DECISIVE AND FIRM BEHAVIOR.	---	---	---	---	---
	16. ALLOCATES FUNDS AND MATERIALS IN WAYS THAT MAXIMIZE TEACHING EFFECTIVENESS.	---	---	---	---	---
	17. MONITORS THE CLASSROOMS.	---	---	---	---	---
	18. KEEPS ABREAST OF STUDENT PROGRESS MADE IN INDIVIDUAL CLASSROOMS.	---	---	---	---	---
	<p>EXPECTATIONS - EFFECTIVE PRINCIPALS MONITOR INSTRUCTION CLOSELY. THEY ALSO HAVE SPECIFIC INFORMATION ABOUT WHAT IS HAPPENING IN THEIR SCHOOLS. EFFECTIVE PRINCIPALS LET TEACHERS KNOW WHAT IS EXPECTED OF THEM RELATIVE TO STUDENT ACHIEVEMENT. THEY ALSO PROVIDE ASSISTANCE FOR TEACHERS IN ORDER TO ENSURE THAT THE STATED EXPECTATIONS ARE ACTUALIZED.</p>	19. OBSERVES THE TEACHING/ LEARNING PROCESS AND TEACHER PUPIL INTERACTION IN THE CLASSROOM.	---	---	---	---
20. ENSURES THAT HOMEWORK IS AN INTEGRAL PART OF THE INSTRUCTIONAL PROGRAM.		---	---	---	---	---
21. OFFERS SUPPORT AND ASSISTANCE TO TEACHERS WHO EXPERIENCE DIFFICULTY IN THEIR TEACHING EFFORTS.		---	---	---	---	---

RESEARCH STATEMENT	ITEMS	5	4	3	2	1
<p>ASSESSMENT - MOST EFFECTIVE PRINCIPAL'S EVALUATION OF THE TEACHING/LEARNING PROCESS IS MEANINGFUL. TEACHERS ARE GIVEN FEEDBACK ON THEIR PERFORMANCE. UNLIKE TEACHERS IN SCHOOLS WHO NEITHER KNOW HOW THEIR TEACHING HAD BEEN PERCEIVED NOR RECEIVED HELP DESIGNED TO IMPROVE THEIR SKILLS, TEACHERS WORKING IN SCHOOLS HEADED BY MORE EFFECTIVE PRINCIPALS ARE PROVIDED WITH SPECIFIC DETAILS ABOUT THEIR PERFORMANCE AND ARE GIVEN INSIGHTS INTO WHY THEY PERFORMED AS THEY DID.</p>	22. CONSIDERS STUDENT ACHIEVEMENT IN TEACHER EVALUATION.	---	---	---	---	---
	23. SHARES WITH THE TEACHERS THE ACHIEVEMENT PROGRESS OF THEIR STUDENTS.	---	---	---	---	---
	24. LETS TEACHERS KNOW HOW THEIR TEACHING PERFORMANCE IS VIEWED.	---	---	---	---	---
	25. SEEKS HELP AND ASSISTANCE FOR TEACHERS IN THEIR AREAS OF WEAKNESSES OR AREAS OF CONCERN.	---	---	---	---	---

SCHOOL _____

PRINCIPAL _____

DATE _____

REVISED - JULY 1988
GA/

APPENDIX E

Semi- Structured Interview Questions

1. What were the leadership styles of the subdistrict's principals?
2. To what extent did each principal implement the five correlates?
3. What leadership behaviors were used by the principals to implement the correlates?
4. What was the relationship between the principals' leadership styles and the frequencies of implementation of the effective schools correlates?
5. What was the relationship between the principals' perceptions of themselves and their initiating behaviors and their teachers' perceptions of them and their initiating behaviors?

APPENDIX F

Mrs. Velma R. Wilson
9036 South Constance Avenue
Chicago, Illinois 60617

September 3, 1988

Ms. Maureen Shriver
Vice President of Administration
Center for Leadership Studies
230 West Third Avenue
Escondido, CA. 92025

Dear Ms. Shriver,

I am a doctoral student at Loyola University in Chicago, Illinois. My research advisor is Dr. Max Bailey. I am requesting permission to use the LEAD-Self Questionnaire for my dissertation.

The title of my proposal is "A Descriptive and Comparative Analysis of Elementary School Principals' Leadership Styles in Implementing The Effective Schools Correlates in District Seven of The Chicago Public Schools." The LEAD-Self would be administered to a group of 19 principals in a specific Chicago Public School district.

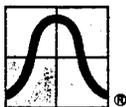
If you grant permission, I will also need information about ordering the LEAD-Self instruments. I would like to field test in September, 1988.

Thank you for your consideration.

Sincerely,

Mrs. Velma R. Wilson

APPENDIX G



**LEADERSHIP
STUDIES**

September 9, 1988

Mrs. Velma R. Wilson
9036 South Constance Avenue
Chicago, Illinois 60617

Dear Mrs. Wilson:

This letter is in response to your inquiry to use the LEAD Questionnaire for your dissertation. Leadership Studies is pleased to grant permission to use the LEAD, to encourage this we have discounted the price significantly for academic research.

You may order the instruments directly from University Associates, 8517 Production Avenue, San Diego, California 92121. To receive the discount you must order the material on school letterhead and specify that the questionnaires are for academic research. This will reduce the cost of the questionnaires from 2.95 to .95 each.

I have taken the liberty of enclosing statistical information on reliability and validity. Best of luck with your dissertation.

Sincerely,

Ron Campbell
Ronald E. Campbell
Director of Training

230 W. THIRD AVE.
ESCONDIDO,
CALIFORNIA
92025-4180
619/741-6595

APPENDIX H



Robert A. Saddler
District Superintendent

March 3, 1989

TO: District Seven Principals
FROM: Robert A. Saddler
District Superintendent 
RE: Mrs. Velma Wilson's Research

Mrs. Wilson will contact principals on an individual basis to seek staff response to the Effective School Questionnaire. She will randomly select six (6) teachers between 8:30 and 9:00 A.M.

RAS:gh

RAS:gh

APPROVAL SHEET

The dissertation submitted by Velma R. Wilson has been read and approved by the following committee:

Dr. Max A. Bailey, Director
Associate Professor, Educational Leadership and Policy
Studies, Loyola University

Dr. Phillip M. Carlin
Associate Professor, Educational Leadership and Policy
Studies, Loyola University

Dr. L. Arthur Safer
Assistant Professor, Educational Leadership and Policy
Studies, Loyola University

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

November 20, 1991
Date

Max A. Bailey
Director's Signature