AN EVALUATION OF THE EFFECTIVENESS OF SCHOOL PRINCIPAL LEADER BEHAVIOUR

by

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ABSTRACT

This research, conducted in major urban centres of the four western provinces, tested a theoretical proposal relating to the professionalization of teachers involving leader behaviours of school principals. The proposed theory has its bases in the works of Barnard (1938), Becker (1953), Halpin (1955), Stogdill (1959), Thompson (1961), Gross and Herriott (1963) and Brown (1966). It was proposed that the more professionalization that occurs on the part of teachers, the more Tolerance of Freedom, Consideration, and Tolerance of Uncertainty would be expected of school principal leader behaviour. At the same time principals would need to emphasize productive output, to predict outcomes more accurately, and to initiate structure to a greater extent to accomplish the goals of the school. Therefore, it was further proposed that principals who have more training would tend to behave in this manner to a greater extent than would lesser trained principals.

The investigation was designed to obtain descriptions of school principal leader behaviour as perceived by teachers. The critical variables formally employed in the hypotheses were those of teacher and principal training and education on the one hand, and six of Stogdill's (1959) twelve leader

behaviour dimensions on the other, using the LBDQ-12 questionnaire. The dimensions were as follows: Tolerance of Freedom, Consideration, and Tolerance of Uncertainty relating to idiographic or personnel aspects; Production Emphasis and Initiating Structure relating to nomothetic or system aspects; and Predictive Accuracy relating to the transactional aspect. An hypothesis was assumed to be supported if mean differences were significant at the .05 level. All the twelve leader behaviour dimensions were posited for purposes of exploring questions involving input variables, namely, school size, level of instruction; teacher age, sex, experience, training and education; and principal age, experience, training and education.

The LBDQ-12 was administered to teachers in February 1973 with the co-operation and assistance of District Superintendents and/or their designates. Three hundred and five teachers in ten school districts participated in this research on the basis of random selection and sampling.

The Single-Classification Analysis of Variance and the Separate Variance t Test Model, two tailed, statistical techniques were used for data analysis.

Findings in whole or in part sustained the hypotheses in this research relating to degree-holding teachers on the leader behaviour dimensions of Tolerance of Freedom, Consideration, and Tolerance of Uncertainty. Findings also sustained

the hypotheses relating to the leader behaviours of the principal with six or more years of training on the dimensions of Production Emphasis, Predictive Accuracy, and Initiating Structure. Leader behaviour of this principal was also accorded high mean scores on the dimensions of Tolerance of Freedom and Consideration.

Empirical evidence obtained in this investigation suggests that school principal leader behaviour in major urban centres in the four western provinces tends to respond to teachers' need for professional independence above all else.

Examiners: [redacted]

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CHAPTER I

INTRODUCTION

Since time immemorial, man has been concerned about the problem as to who should lead.

In the past, a leader was sometimes thought of as a great person who was born to lead. Plato in The Republic (trans. 1910) detailed how a leader was to be selected and trained. The future leader was to undergo alternate periods of formal training and gain practical experience. The trainee was to be brave, noble and keen of intellect. Such a person was required to be sound of mind and body, to be magnanimous, and to display an even temperament. Some candidates so selected were later eliminated. Others who were retained, at age fifty concentrated on philosophy, and devoted time and energy to the government of the state. No attention was paid to followership. Machiavelli in The Prince (trans. 1908) tended to view the problem of leading as being something above the structure of the group. He made casual observations of leaders. On this basis, he recommended a code of behaviour a ruler should follow for acquiring and maintaining control of the principality.

At the turn of this century, Terman (1904) repeated in the U.S.A. in part some earlier work of French psychologist

Alfred Binet. Both worked with school children to discover whether leaders could be identified. While Binet worked with 24, Terman studied 100 to discover those pupils who might be termed 'leaders' of their fellows, and to ascertain the qualities whereby they held this ascendency. There were interesting diverse observations, but the results were not claimed to have a high degree of absolute value.

In more recent times, Jenkins (1945) saw no single trait or group of characteristics to set the leader apart. He observed that there were no developed criteria of leader behaviour, nor any suggestion of an adequate working definition of the concept to guide research in isolating leader traits. He concluded that on the basis of information available, the prospect of deriving general principles of leader behaviour, or setting up a systematic theory in this area did not appear bright. Cattell (1951) came up with the concept of "group syntality" meaning "final" group performance. He defined a leader as a person who has demonstrable influence upon group syntality. Leader ability would be measured by the magnitude of syntality change produced by that person. Bavelas (1950) thought that leader behaviour in the formal organization can be analyzed by the functions that must be performed rather than who performs them.

The trait approach to leader identification was favoured by the early theorists. Traditional studies tended to focus on a search for the unique and universal traits of

leaders. Gradually, but not completely, this gave way to the situational approach. This latter view relates to the emergent leader, one who moves to the forefront by popular consent of his followers and remains there at their pleasure. This is in contrast with the leader who holds the position by virtue of appointment by an external authority. The problem of developing allegiance is inherent in the latter case. It is one thing to be in a leader position; it is quite another to lead.

Statement of the Problem

When Hencley (1962, p.5) discussed the need for more and better educational leadership, he noted the following as one of the dimensions of change that impinges upon education: "The forces surrounding the schools are powerful and pervasive; they are creating strong societal demands that quantity in education be matched with quality and that universality be paralleled by excellence."

Lauwerys (1972, p.26) reported that in 1970 Canada led the world in educational expenditure, using more than 10% of its GNP for this purpose. He added:

> The very powerful and influential Organization of Economic Co-operation and Development uses very sophisticated techniques for predicting educational expenditures. For Canada it notes that the growth factor in costs, if present policies are continued, is 17% a year. At this rate, by 1980, education will use up between 17% and 20% of the GNP. Compare this figure with other countries in 1980: Germany, 4%; U.S.A. 8.5%; France 9%; Japan 4.6%; U.K. 8%. After Canada with its 18%, comes the Netherlands with only

12%. That is, Canada would be quite out of step with the rest of the world.

Dr. Lauwerys predicted policy changes that in their elaboration and implementation will be difficult and painful, but which will present a challenge evoking creativity. He called this change a crisis, but he considers crisis a time of opportunity for wise decision-making. He went on as follows: "Central to the new policy must be the quest for excellence rather than for sheer size or number. No longer 'more and more' but 'better and better.' Quality rather than quantity" (p.26).

Hencley had stated further that there can be little doubt that tomorrow's educational leaders will need to assume an increasingly important social role in promoting constructive solutions to major societal problems through education. He said that upon these leaders will fall significant responsibilities for forging societal and professional agreements concerning the directions of education in the public schools.

This concern regarding the directions of education based on new societal needs relates to the nature and effectiveness of the necessary new professional responses thereto. It appears that the nature of these responses manifests itself in the attempted development of differing educational school philosophies, and the pursuit of related alternate educational goals. The school principal appears to emerge as a key decision-maker. That this might be the nature of what is happening is partly reinforced in an address by the

Hon. Robert Welch, Ontario Minister of Education (1971, p.18). He stated:

> At a time in the history of the province when the emphasis on curriculum design is being shifted from the central authority to the local level, those of you who are principals are emerging as key figures in the educational process of Ontario. Your influence, individually, on the detailed design and implementation of curriculum which truly reflects local needs--and in turn adopts local means to meet these needs--can hardly be overstated.

Over ten years ago, Dr. F. J. Gathercole (1962), Superintendent of Saskatoon Public Schools, pointed out that the principal, from his daily association with teachers and children, should be aware of the needs of the school and is, therefore, in the ideal position to exercise full and direct influence on the teaching-learning process. He added further that professional improvement within the school itself requires an atmosphere in which teachers feel they have the principal's support, confidence, respect, and he noted: "The onus, then, is on the principal to create this psychological climate without which teacher growth cannot take place" (p.11).

In response to a request by this writer for an official district policy statement with respect to the principal's responsibility in providing for the improvement of instruction, Mr. C. F. Moir (1972), Superintendent of Schools, Winnipeg School Division No. 1, replied as follows: "The principal is regarded as the educational leader in the school and is given the overall responsibility for the development of the program. Changes are brought about in consultation with the appropriate

superintendents."

The Board of School Trustees of School District No. 61 (Greater Victoria) as a matter of official policy considers the role of the principal of crucial importance. Its view is summed up in the following policy statement (1972): "The Board believes that the role of the principal is of crucial importance in determining the quality of learning in school."

It becomes clear that the principal is thrust into a leader position notwithstanding what might be inadequate leader identification, selection and training. That this is a current Canadian concern is attested to by several separate Canadian attempts to come to grips with this issue both in the field and on campus.

The question remains to be answered as to how the principal is faring in a relatively new role which is influenced by new societal demands, GNP considerations, and which lays heavy emphasis on local curriculum design. Is the principal leading and attempting to come to grips with issues? If so, how effectively?

The purpose of this research is to examine leader behaviour effectiveness of school principals as perceived and described by teachers in major urban centres in the four western provinces.

Definition of Terms

The terms listed and defined here are used in this study to mean the following:

Leader behaviour. This concept is descriptive in nature. It focusses upon observable behaviour, i.e., upon what the leader does. Behaviour, in this case, leader behaviour, can be observed and described in psychological dimensions. The Ohio State group (Hemphill, Coons, Halpin and Winer), in the early 1950's, delineated two major dimensions of leader behaviour, namely, Initiating Structure-in-Interaction and Consideration. Stogdill (1959) also of Ohio State did not find it reasonable to believe that two factors are sufficient to account for all the observable variance in leader behaviour. From his theory of role differentiation and group achievement, he suggested a set of new dimensions.

The following are Stogdill's (1963) twelve leader behaviour dimensions, with typical statements measuring these dimensions offered in each case:

Representation. The leader speaks and acts as the representative of the group. "He speaks as the representative of the group."

Demand Reconciliation. The leader reconciles conflicting demands and reduces disorder to system. "He gets confused when too many demands are made of him" (scored negatively).

Tolerance of Uncertainty. The leader is able to

tolerate uncertainty and postponement without anxiety or upset. "He remains calm when uncertain about coming events."

Persuasiveness. The leader uses persuasion and argument effectively and exhibits strong convictions. "He argues persuasively for his point of view."

Initiation of Structure. The leader clearly defines his own role, and lets followers know what is expected. "He assigns group members to particular tasks."

Tolerance of Freedom. The leader allows followers scope for initiative, decision and action. "He permits the members to use their own judgement in solving problems."

Role Assumption. The leader actively exercises the leadership role rather than surrendering leadership to others. "He overcomes attempts made to challenge his leadership."

Consideration. The leader regards the comfort, well being, status, and contributions of followers. "He does little things to make it pleasant to be a member of the group."

Production Emphasis. The leader applies pressure for productive output. "He keeps the group working up to capacity."

Predictive Accuracy. The leader exhibits foresight and ability to predict outcomes accurately. "He is accurate in predicting the trend of events."

Integration. The leader maintains a closely knit organization and resolves inter-member conflicts. "He keeps

the group working together as a team."

Superior Orientation. The leader maintains cordial relations with superiors, has influence with them, and is striving for higher status. "He gets along well with the people above him."

Other definitions are as follows:

Effectiveness. Figure 1 is inserted to clarify this definition.

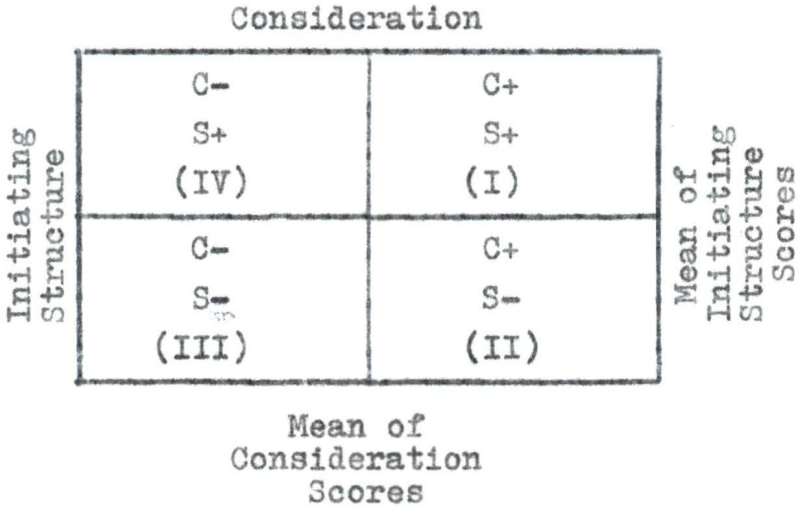

Figure 1 A quadrant scheme for describing leaders' behaviour on the Initiating Structure and Consideration dimensions. (From Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, 7, No. 2, October 1958.)

> The leaders described in Quadrant I are evaluated highly effective, whereas those in Quadrant III, whose behaviour is ordinarily accompanied by group chaos, are characterized as most ineffective. The leaders in Quadrant IV are the martinets and the "cold fish" so intent upon getting a job done that they forget they are dealing with human beings, not cogs in a machine. The individuals described in Quadrant II are also ineffective leaders. They may ooze with the milk of human kindness, but this contributes little to effective performances unless their Consideration behaviour is accompanied by a necessary minimum of Initiating Structure behaviour (Halpin, 1966, pp.98-99).

Professionalization. In this study it refers to the process or state in which teachers who have acquired the necessary professional skills and education, and who have internalized norms and ethical standards determined by colleagues, will supposedly function independently and autonomously seeking only voluntary advice and counsel in their work.

Bureaucracy. Thompson (1961, p.11) noted:

> Weber specified a list of criteria for the fully developed bureaucratic form, including technical training of officials, merit appointments, fixed salaries and pensions, assured careers, the separation of organizational rights and duties from the private life of the employee, and a fixed and definite division of work into distinct offices or jobs. . . .

Bureaucratization. In this study it refers to the process or state in which teachers who have acquired the necessary professional skills and education, but who have still not to any extent internalized norms and ethical standards determined by colleagues will, as a result, be subjecting themselves to external supervision to a greater extent.

Delineations

The following are significant:

1) There is a distinction very deliberately adhered to throughout this study between leader behaviour as defined previously and the commonly employed term 'leadership.' The latter presupposes the existence of a specified

capacity to lead and is evaluative in nature having to do with effectiveness and efficiency of what one does. There is then a tendency to treat 'leadership' as an entity, thus disregarding the coerciveness of situational factors upon leader behaviour. Therefore, the term 'leadership' will not be employed in this study except in the case of direct or indirect quotation.

2) For purposes of this study teachers holding a university degree with a minimum of four years post-secondary study including teacher education will be considered professionalized.

Assumptions

The following are basic for this study:

1) It is assumed that the more professional skills and teacher education a teacher acquires, and the greater the degree of internalization of norms and ethical standards, namely, the more professionalization that takes place, the more Tolerance of Freedom, Tolerance of Uncertainty and Consideration will be expected of the school principal by the professional teacher.

2) It is assumed that school principals by virtue of training and education will acquire the capacity to allow professional teachers the opportunity to function independently and relatively autonomously, but at the same time will secure their co-operation to accomplish the goals of the school.

Limitations

The following are some of the more pertinent:

1) The observations and descriptions of leader behaviours are basically perceptions of teachers, and must not be considered as factual although this might actually be the case in many instances.
2) The observations, perceptions and resulting descriptions relate only to how school principals behave, and not to how they should behave.
3) While the perceptions and descriptions relate to leader behaviours and not to traits, situational factors upon which leader behaviours might be contingent are not considered as such in this study.

CHAPTER II

REVIEW OF THE LITERATURE

This investigation concerns itself with perceived school principal leader behaviour effectiveness in the organizational setting of the school. It is logical, therefore, to review administrative theory and research with emphasis on The Ohio State Leadership Studies, and related Mid-western United States and Western Canadian studies. Leader behaviour in relation to conflict resolution is considered briefly in its specific context. The review closes by identifying the point of origin, considering the justification for this study, and advancing theoretical support for the study.

Administrative Theory and Research

In an analysis of executive functions Barnard (1938) distinguished between the 'effectiveness' and the 'efficiency' of co-operative action. He saw effectiveness as representing the accomplishment of co-operative purpose. This is social and non-personal in character. He identified efficiency as being the satisfaction of individual motives which are personal.

Halpin (1966) reiterated that the group leader is committed to two group goals, group achievement and group

maintenance. He pointed out that the investigators responsible for the personnel assessment program of the U.S.A. Office of Strategic Services in World War II had recognized this dual aspect of leadership in their definition: "Leadership is 'a man's ability to take the initiative in social situations, to plan and organize action, and in so doing to evoke cooperation'" (p.37).

'Goal achievement' and 'group maintenance' were described by Cartwright and Zander (1960) as group objectives.

The above significant identifications and descriptions of the two major group objectives still left leader behaviours, associated with the accomplishments of the objectives, to be delineated and described.

This was done by the Ohio State group, and two major dimensions of leader behaviour emerged: 1) Initiating Structure-in-Interaction and 2) Consideration. These were first both identified by means of the Leader Behaviour Description Questionnaire (LBDQ) devised by The Personnel Research Board at Ohio State University with Hemphill and Coons constructing the original form.

When Halpin and Winer (1953) reported on the development of an Air Force adaptation of this instrument, they delineated these dimensions by having 300 crew members describe the behaviours of their fifty-two B-29 aircraft commanders. Halpin then defined "effective" leaders as those who score high on both dimensions as perceived and described

by their followers.

Hemphill (1955) came to a similar conclusion from his study of the departmental administration in a liberal arts college, as did Halpin in a follow-up study utilizing administrative personnel in schools and air force training programs.

In a later major study Halpin (1956) secured the co-operation of fifty Ohio school superintendents to determine the relationship between the superintendent's own perception of how he behaved on Initiating Structure and Consideration as contrasted with the board and staff perceptions. Halpin also sought to discover the corresponding relationship between the superintendent's, the board's, and the staff's beliefs concerning how the superintendent should behave as a leader. The study involved 12 scores for each of 50 superintendents [LBDQ-Real and LBDQ-Ideal X 3 groups (self, staff, board) X 2 variables]. The Quadrant Analysis technique was used (see Figure 1, p.9).

The findings indicated that superintendents differentiated their role behaviour. In dealing with their board they tended to be effective as leaders, but they were inclined to be less effective in working with their staffs. Time is posited as a significant factor, i.e., they take more time to plan for meeting the board, but 'let down' a little with staff. The findings also suggested that superintendents allowed prime responsibilities to become obscured by trivia

with the result that they abdicated their leader role in favour of becoming functionaries.

The following definition of Initiating Structure and Consideration by Halpin (1959, p.4) makes the functional aspects more explicit:

> Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of his staff.

He also pointed out that these two dimensions are parallel to the two group goals of 'Group Achievement' and 'Group Maintenance.'

In his work, Halpin made it clear that he did not posit Initiating Structure and Consideration as leadership traits. He preferred the concept of "leader behaviour" over the concept of "leadership" (see p.7 for definition of the first, and p.10 for delineation regards the latter). He considered this distinction of signal importance. He cited comprehensive surveys of the research literature by Hemphill (1949), Stogdill (1948) and Gibb (1947) to support his position.

From a study of leader behaviour of ministers and other community leaders, Stogdill and associates (1963) found that with the dimensions not being reducible to the same factor each time, these dimensions appeared empirically

to have some independence. Table I from Stogdill's Manual is inserted at this point (p.18). It reveals that leaders in different organizational settings customarily exhibited somewhat different behaviours. For example, army officers scored relatively low on Consideration; senators, union leaders, and ministers scored comparatively high on Persuasiveness; college presidents were found to be highest on Tolerance of Freedom.

In Canada, Brown (1966) collected data by administration of the LBDQ-12 to 1551 teachers in 170 Alberta schools in February 1966. This enables a comparison between scores of Alberta school principals so derived with data for other leaders as per Stogdill's findings in Table I. Adapted Table II notes this comparison.

Inspection of this table reveals that school teachers accorded the highest mean scores to principal behaviours 6 and 7 (Tolerance of Freedom and Role Assumption). Corporation presidents were accorded highest mean scores on leader behaviours 12 and 7 (Superior Orientation and Role Assumption); labour leaders on 1, 4 and 7 (Representation, Persuasiveness and Role Assumption); college presidents on 1 and 7 (Representation and Role Assumption); and community leaders on 8 and 7 (Consideration above all and Role Assumption followed closely by others). One notes that Role Assumption in which the leader actively exercises the leadership role rather than surrendering leadership to others is commonly high, but that

TABLE I

Scores on Twelve Scales of the LBDQ Made by Leaders in Various Organizations

	Army Officers		Police Admin. Officers		Aircraft Company Executives		Ministers	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.Representation	20.0	3.0	19.9	2.8	19.8	2.8	20.4	2.4
2.Demand Reconciliation					19.2	2.8	19.8	3.1
3.Tolerance of Uncertainty	36.2	4.7	35.6	4.6	33.2	6.2	37.5	6.3
4.Persuasiveness	38.3	6.2	37.9	5.9	36.5	5.5	42.1	4.7
5.Initiating Structure	38.6	5.7	39.7	4.5	36.6	5.4	38.7	4.9
6.Tolerance of Freedom	35.9	6.5	36.3	5.3	38.0	5.9	37.5	6.0
7.Role Assumption	42.7	6.1	42.7	5.3	40.9	5.6	41.5	5.4
8.Consideration	37.1	5.6	36.9	6.5	37.1	5.8	42.5	5.8
9.Production Emphasis	36.3	5.1	35.8	5.7	36.1	5.6	34.9	5.1
10.Predictive Accuracy	36.2	2.1	35.6	2.1	38.3	2.6	41.0	2.3
11.Integration	39.0	2.6	38.2	2.7				
12.Superior Orientation	39.9	4.9	39.1	5.1	38.6	4.2		
Number of Cases	235		185		165		103	

Note: This table was adapted from that appearing on pp.9 and 10 of Stogdill's (1963) Manual.

- contd. -

TABLE I (contd.)

	Community Leaders		Corp. Presidents		Union Presidents		College Presidents		U.S. Senators	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
1.Representation	19.6	2.4	20.5	1.8	22.2	2.2	21.4	1.9	20.7	2.5
2.Demand Reconcil.	19.7	3.3	20.6	2.7	21.5	3.2			20.7	3.5
3.Tol. Uncertainty	37.7	5.6	35.9	5.4	40.4	5.6	37.2	5.5	35.3	7.6
4. Persuasiveness	39.5	5.5	40.1	4.2	43.1	4.8	41.1	4.2	42.5	4.6
5.Initiating Struc.	37.2	5.7	38.5	5.0	38.3	5.6	37.7	4.2	38.8	5.5
6.Tol. Freedom	36.4	5.0	38.9	4.9	38.0	4.0	39.6	3.9	36.6	6.2
7.Role Assumption	39.8	5.6	42.7	3.5	43.3	5.5	43.5	4.5	41.0	5.7
8.Consideration	41.1	4.7	41.5	4.0	42.3	5.5	41.3	4.1	41.1	5.9
9.Produc. Emphasis	35.4	6.8	38.9	4.4	36.0	5.0	36.2	5.0	41.2	5.2
10.Predic. Accuracy	39.5	2.5	40.1	1.8	41.7	2.0				
11.Integration										
12. Super. Orient.			43.2	3.1			42.9	2.9		
Number of Cases	57		55		44		55		44	

TABLE II

Comparative LBDQ-12 Means*

Subscale	Educational Administrators (N=170)	Corporation Presidents (N=55)	Labour Presidents (N=44)	College Presidents (N=55)	Community Leaders (N=57)
1. Representation	39.6	41.0	44.4	42.8	39.2
2. Demand Reconciliation	39.9	41.2	43.0	—	39.4
3. Tolerance of Uncertainty	36.9	35.9	40.4	37.2	37.7
4. Persuasiveness	37.0	40.1	43.1	41.1	39.5
5. Initiating Structure	38.3	38.5	38.5	37.7	37.2
6. Tolerance of Freedom	41.2	38.9	38.0	39.6	36.4
7. Role Assumption	40.1	42.7	43.3	43.5	39.8
8. Consideration	39.6	41.5	42.3	41.3	41.1
9. Production Emphasis	33.5	38.9	36.0	36.2	35.4
10. Predictive Accuracy	36.8	40.1	41.7	—	39.5
11. Integration	36.0	—	—	—	—
12. Superior Orientation	37.8	43.2	—	42.9	—
Average	38.2	40.2	41.1	40.3	38.5

*Data for corporation, labour, college and community leaders are adapted from Stogdill's (1963) Manual for LBDQ-12.

school principals exhibited the most Tolerance of Freedom.

A closer inspection of school principal leader behaviour scores by simple numerical ordering reveals an interesting principal leader behaviour profile (see Table III).

TABLE III

Principal Leader Behaviour Profile

1.	Tolerance of Freedom	41.2	
2.	Role Assumption	40.1	
3.	Demand Reconciliation	39.9	
4./5.	Representation & Consideration	39.6	& 39.6
6.	Initiating Structure	38.3	
7.	Superior Orientation	37.8	
8.	Persuasiveness	37.0	
9.	Tolerance of Uncertainty	36.9	
10.	Predictive Accuracy	36.8	
11.	Integration	36.0	
12.	Production Emphasis	33.5	
	Average	38.2	

Adapted from Table II

On the basis of simple observation, it is interesting to note certain aspects of the above profile. In particular one observes that Consideration and Initiating Structure have similar means with the former a little higher. It is also noted that Tolerance of Freedom and Production Emphasis are at the extreme ends of the profile. This particular observation appears to open up an area for investigation, and is relevant to this writer's study. The question remains

to be answered as to whether this contributes to the effectiveness of school principal leader behaviour. It can be seen that Integration (inter-member conflict resolution) is at the lower end of the profile, an observation that is also of interest to the present investigation. The variables pertaining to the future, namely, Tolerance of Uncertainty and Predictive Accuracy are both at the lower end. Again this too is of particular interest to this study.

Brown and Anderson (1966) asked the question: "Who's a Good Principal?" The former factor analyzed "system-oriented leadership" Factor I (behaviour that responds to the needs of the school as the apersonalized system with its own goals, themes, and institutional existence); and "person-oriented leadership" Factor II (behaviour that responds to the idiosyncratic-personal and professional needs of the staff). With the help of subscale factor loading, Brown was able to suggest that school staffs distinguish between clusters of effective principals. These might be described as follows:

1) Those principals who respond chiefly to system needs and who are identified by high scores on Initiating Structure, Production Emphasis, Representation and Role Assumption.
2) Those principals who respond chiefly to the need for effective transaction between the institution and the person and who are identified by high scores on Integration, Predictive Accuracy, Superior Orientation, and Demand

Reconciliation.

3) Those principals who respond chiefly to idiosyncratic needs of staff and who are identified by high scores on Tolerance of Freedom, Tolerance of Uncertainty, and Consideration.

Brown found further that by utilizing a rough method of grouping leaders into categories labelled "Type of Leadership" and "Frequency of Leader Behaviour," he observed that the greater the perceived frequency of principal leader behaviour, the higher was the staff rating of job satisfaction, over-all school performance, and confidence in the effectiveness of their principal.

Another relevant Canadian study in this area was that of McKague (1968) who set out to determine the relationship between a principal's leadership style as indicated by his LPC score (leader's esteem for the person considered to be his Least Preferred Co-worker), and the behaviour of teachers in schools where GA (Group Atmosphere) was either high or low. This research has its basis in the Fiedler (1951-57) research program investigating leadership effectiveness which differs from that of Ohio State in the following respect: Fiedler's emphasis was on relating different leadership style to group performance in terms of behaviour manifested as a result of attitudes of the leader, whereas the Ohio State studies were in terms of perceptions of leader behaviour by followers.

McKague found that the degree of acceptance of the leader by his followers had a significant effect on the relationship. He also noted that low LPC principals were associated with the most desirable behaviours and attitudes. Fiedler had found that low LPC leaders exhibited a number of characteristics. For example, they gave and asked more questions, and were less inclined to tolerate or make irrelevant comments. They demanded and got more participation from members, and were more controlling and managing in their conduct of group interaction. Further, they interrupted group members more, and contributed more statements to the discussion.

Thus the LPC principal appeared to McKague as one to be both dynamic and involving. Provided that the leader behaviour of these principals was perceived to be acceptable, such behaviour was associated with higher morale, greater satisfaction, and increased effectiveness ratings on the part of teachers. McKague and Brown disagreed on one basic point. The former claimed that it is meaningless to discuss mere "frequency" of leader behaviour, as advocated by Brown, without considering also "what" the leader does on these occasions.

Recent research into leadership, according to McKague, has indicated that leader behaviour effectiveness is contingent on the demands of the situation, and attempts are made to determine which style of leadership is most appropriate

for the majority of situations. On the basis of studies reported, McKague posited a dynamic style of leader behaviour as most conducive to desirable group behaviours.

Leader Behaviour in Relation to Conflict Resolution

According to Piele (1971) conflict has become a pervasive element within the school environment as well as in the larger community. In this research review he focussed on conflict management, namely, ways to understand and deal with the differing opinions, needs, and ideas that are part of the present-day school.

Bailey (1971) spoke about success in conflict resolution characterized by leadership and organizational ability among other qualities. These are necessary to deal with crisis-type conflict.

Cave (1967) studied the descriptions of administrators in the central office, school boards, and members of teachers' unions in ten school districts in Michigan State to test the hypothesis that clashes between central office school administrators and teachers' unions are largely due to the conflicting perceptions of the school administrators' leader behaviour. The LBDQ-12 was used to collect data describing Ideal and Real administrator leader behaviour, and Halpin's Quadrant Analysis technique was used to determine the leader behaviour dimensions contributing most to conflict resolution. These were found to be the following:

1) Consideration

2) Initiation of Structure

3) Integration

4) Demand Reconciliation

5) Tolerance of Freedom

6) Production Emphasis.

These are leader behaviour dimensions of the central office administrator, and conflict is not a variable as such in this investigation. However, given the emergence of the above dimensions contributing most to conflict resolution, and the pervasiveness of conflict in school environments that Hencley (1962) and Piele (1971) spoke about, it will be interesting to observe where these same dimensions place in the principal leader profile of this study.

Point of Origin for This Study

The set of observations made in Brown's (1966) study, pertaining to principal leader behaviour scores and profile, essentially represent the point of origin for this investigation along with the observations made about leader behaviour dimensions pertaining to conflict resolution in Cave's (1967) study. The issue that McKague (1968) took with Brown's conclusion about 'frequency of leader behaviour' along with McKague's own concept of dynamic style of leadership as being most conducive to desirable group behaviour, both have relevance pertaining to school principal leader behaviour effectiveness.

Justification for This Study

When Kitchen (1968, p.27) asked questions about different profiles of school leader behaviour, he pointed out in part:

> Most of the LBDQ studies have been performed in the Mid-western United States and in Western Canada, areas perhaps unusually imbued with the idea of non-authoritarian leadership. Where teachers, pupils and subordinate leaders expect direction from above, or, contrariwise, where they expect to be individualistic in their work, it seems plausible that different patterns of leader behaviour are required, different profiles, of scores on the LBDQ-12.

Kitchen took it a step further, and suggested that differing patterns of leader behaviour are related to differing patterns of value-orientation. He also speculated that leaders might, perhaps, be trained to adjust their behaviour to the demands of the situation, including the values of the people among whom they happen to be working.

Given that this might be the direction that development and research needs to go, and in the light of information gained by this writer in conversations with senior district educational personnel in major urban centres of Western Canada, there is reason to believe that further research in school principal leader behaviour is justified. In fact, there is evidence that concern and uncertainty exists. In The B.C. School Trustees Association publication (1972) the question was asked, "The principal-educational leader or paper-pusher?" This was based on a six month study undertaken by the Greater Victoria Teachers' Associa-

tion (1971) in the Greater Victoria School District #61 on the role of administrators (principals and vice-principals); this was also based on the sixty-three page CEA (1971) study entitled, The Man in the Middle detailing how the secondary school principal sees his role and responsibilities.

There have been attempts at improved identification, selection, and training of school principals both in the field and on campus. However, more needs to be known about what school principal leader behaviour profiles might be like now, and how effectively school principal leader behaviour might be responding to the real issues of the day.

In the findings of this writer's previous survey, as noted earlier, it appeared that the development of differing educational school philosophies, and the pursuit of related alternate educational goals give rise to the emergence of the school principal as a key decision-maker, in apparent response to the needs of the present-day school. The operationalization of this is no mean task, in essence, to initiate structure and also to show consideration. It is one thing to allow teachers professional freedom; it is quite another for a principal to get the job done, i.e., to attain the goals of the school.

Theoretical Support for the Study

The theoretical formulation concerns itself essentially with constructing a set of well defined and related concepts. Simon (1950, p.37) suggested:

> The first task of administrative theory is to develop a set of concepts that will permit the description, in terms relevant to the theory, of administrative situations. The concepts, to be scientifically useful, must be operational; that is, their meanings must correspond to empirically observable facts or situations.

When administrative behaviour is considered theoretically, it can be viewed in several ways. Hemphill in Halpin (1966) suggested that as 'problem-solving,' leader acts relate to initiating structure as part of the process of solving a mutual problem. Griffiths in Halpin (1966) thought that as 'decision-making,' leader acts are part of the dynamics of human activity in the pursuit of goal attainment. From Getzels' point of view, also in Halpin (1966), administrative behaviour as 'social process,' can best be understood and described in terms of nomothetic (system) and idiographic (personal) dimensions of the school as a social system.

The set of school principal leader behaviours that will respond more effectively to the powerfully pervading forces, essentially socio-economic in nature, surrounding the school, creating societal demands for quality in education, must necessarily include ways to understand and deal with the differing opinions, needs, and ideas that are part of the present-day school. Specifically that means those of concern to the professional teacher, for the purposes of this study.

The superimposition of hierarchial authority over a group of individual specialists for the purpose of securing

co-operation in achieving the goals of the educational organization, is to an extent tantamount to bureaucratization of the professional teacher. This relates to what is known as the professionalism-authority issue.

Professional behaviour assumes that work is controlled in terms of norms and ethical standards which are determined by colleagues in the profession as opposed to a manager in an administrative hierarchy. Whether the professional becomes bureaucratized or bureaucracies become more professionalized, role conflicts will occur. These are processes that must be understood and dealt with.

These were, in fact, considered by Thompson (1961). He discussed conflict between cultural definitions of authority roles and the demands of technical specialization. According to him there is a resulting gap of increasing width between those who have the right to make decisions, and those who have the ability. This is essentially a conflict between administrative authority and its corresponding responsibility on the one hand, and the exercise of the professional prerogative to provide for individual differences and personal need-dispositions on the other.

Given this kind of role conflict, how then is the school principal to exhibit a set of leader behaviours that might affect the behaviours of the professional teacher, particularly in the present-day school?

Gross and Herriott (1963) recognized this problem and

noted:

> . . . in addition to creating problems for professional staff members, the professionalism-authority issue in organizations also creates problems for the representatives of the bureaucracy. One such problem is the extent to which executives of professionally staffed organizations should attempt to offer leadership to subordinates whose professional status entitles them to a considerable degree of autonomy in their work.

This dual membership in the profession and organization will, of necessity, lead to role conflict in that professionals will tend to resist and reject in varying degrees, bureaucratic rules, standards and supervision despite their conditional loyalty to the organization and its goals.

Given such conditional loyalty to the educational organization on the part of the professional teacher, what effect might specific leader behaviours of school principals have on the behaviours of teachers, if any, to achieve the goals of the school? Numerous variables come into play here. Some schools are larger than others, with different instructional levels. There are teachers who are older while others have more experience, training and education. Others have changed schools. Not all principals are old; nor do all principals have graduate degrees. Some have held several principalships. In attempting to ascertain some effect certain specific leader behaviours might have on the behaviours of teachers, such variables as noted above must be taken into consideration. At least one finding must be noted

here, namely, that Punch (1967) offered evidence that bureaucratization in schools was dependent to an extent on leader behaviour, and that the principal is in a position to shape the social structure of the school in varying degrees.

This research assumes that the more professional skills and teacher education acquired by teachers, and the greater the degree of internalization of norms and ethical standards determined by colleagues (professionalization), the more Tolerance of Freedom, Tolerance of Uncertainty, and Consideration will be expected of the school principal. At the same time the principal needs to emphasize productive output, predict outcomes, and initiate structure to accomplish the goals of the school. There needs to be, in fact, opportunity for decision-making on the part of the professional teacher to exercise professional prerogatives freely, to engage in untried and uncertain innovative practices, and to expect the necessary consideration to satisfy personal need-dispositions in turn for conditional loyalty to the school, its purposes, and its goals. The operationalization of such an arrangement calls for some delicate leader behaviours that will accomplish nomothetic and idiographic aspects simultaneously. It is assumed that training and education will help the principal to do this.

It is considered unlikely that more professionalized teachers will perceive and describe school principal leader behaviours satisfying on these counts. Becker (1953, p.6)

reported, as a result of a study of public school teachers, that "conflict arises when the principal ignores his teachers' need for professional independence. . . ." There is likely to be less conflict between principal leader behaviour and that of teachers among those less professionalized and still considerably bureaucratized teachers who apparently might need and want more external direction and supervision.

CHAPTER III

THE STUDY

This chapter deals with the following in the order listed: research design; hypotheses and questions; instrumentation; population, data collection; and data analysis.

Research Design

This investigation was designed to obtain descriptions of school principal leader behaviours as perceived by teachers in major urban centres in the four western provinces. The critical variables formally employed in hypotheses were that of teacher and principal training and education on the one hand, and six leader behaviour dimensions on the other. The latter are as follows: Tolerance of Freedom, Tolerance of Uncertainty, and Consideration relating to the idiographic or personal aspects; Production Emphasis and Initiating Structure relating to the nomothetic or system aspects; and Predictive Accuracy or transactional aspect, that is, one between the institution and the person. The other six leader behaviour dimensions listed in Chapter I (pp.7-9) did not come into focus to the same degree particularly during the argument for the theoretical support of this study.

The whole thrust of theory and study from Barnard (1938), through Halpin (1955) to Brown (1966) was essentially one of leader behaviour response to the nomothetic and idiographic needs of the organization. While the factors and dimensions relating to the two separate aspects are not mutually exclusive, they can in effect be considered logically in opposition to one another to some degree. Stogdill (1959) broke down Halpin's two, as has been previously noted, into twelve leader behaviour dimensions, some no doubt relating more to 'system,' others to 'person.' Cave (1967) in his study juxtaposed ten leader behaviour dimensions. The following three pairs are relevant here: Tolerance of Freedom versus Production Emphasis; Tolerance of Uncertainty versus Predictive Accuracy; Consideration versus Initiating Structure. Brown (1966), as has been noted (Chapter II, p.22), described clusters of effective principal behaviours which he suggested school staffs might distinguish. It is interesting to note that Tolerance of Freedom, Tolerance of Uncertainty, and Consideration ended up in the cluster relating to idiographic needs of staff.

All twelve leader behaviour dimensions were, however, posited as variables for purposes of exploratory questions in combination with various input variables. These were: school size; level of instruction; teacher age, sex, experience, training and education; and principal's age, experience, training and education. Since teacher and principal

training and education were posited as critical variables in the study along with the previously identified leader behaviour dimensions, the exploratory aspect did not apply in these instances except between categories not included in hypotheses. While teacher and principal experience and age appeared to be factors in the discussion as to what constituted professionalization on the part of teachers, and effective leader behaviour on the part of principals, these were excluded from formal consideration in hypotheses. Experience and age of both teachers and principals were dealt with extensively in the series of exploratory questions mentioned above.

No specific criteria were established by means of this research as to what constitutes "ideal" school principal leader behaviour as perceived by school administrators, school principals themselves, or teachers. Thus it was not possible to ascertain whether there is agreement or lack of it between expectancy and actual leader behaviour, that is, whether there is agreement as to how school principals should behave, and how they are actually perceived to behave. However, Brown's scores (Table II, Chapter II, p.20) served a similar purpose. Also as a result of the earlier survey of administrators in the four western provinces, this writer had no doubt as to the expectations held for school principal leader behaviour on the part of these district officials. In effect it was this emerging expectation that school

principals lead, that led this writer to investigate the "real" situation now, as perceived and described by professional teachers in major urban centres in Western Canada.

Hypotheses and Questions

The basic hypothesis of this research was that, all other things being equal, the more professionalized teachers would tend to perceive and describe school principal leader behaviour as less "tolerant" and less "considerate" towards teachers in their work than would teachers who were less professionalized. The following hypotheses were tested to ascertain mean differences using the .05 level of significance:

1) H_1 Teachers who are more professionalized will tend to perceive and describe school principal leader behaviour with a lower mean score on the dimension of Tolerance of Freedom than will teachers who are less professionalized.

2) H_2 Teachers who are more professionalized will tend to perceive and describe school principal leader behaviour with a lower mean score on the dimension of Consideration than will teachers who are less professionalized.

3) H_3 Teachers who are more professionalized will tend to perceive and describe school principal leader behaviour with a lower mean score on the dimension of Tolerance of Uncertainty than will teachers who are less professionalized.

In Chapter II arguments were presented with reference to expectations that more professionalized teachers would tend to have for more Tolerance of Freedom, Tolerance of Uncertainty, and Consideration by their principals. At the same time principals would need to emphasize productive output, to predict outcomes more accurately, and to initiate structure to accomplish the goals of the school. It is assumed in this study that school principals by virtue of training and education acquire the capacity to allow professional teachers the opportunity to function independently and relatively autonomously, but at the same time secure their co-operation to accomplish the goals of the school. The following hypotheses were tested to ascertain mean differences using the .05 level of significance:

4) H_4 School principals who have more training and education will tend to emphasize productive output to a greater extent than will principals who have less training and education as perceived and described by teachers.

5) H_5 School principals who have more training and education will tend to predict outcomes more accurately to a greater extent than will principals who have less training and education as perceived and described by teachers.

6) H_6 School principals who have more training and education will tend to initiate structure to a greater extent than will principals who have less training and educa-

tion as perceived and described by teachers.

In addition to testing the above hypotheses, a series of exploratory questions were asked to determine what significant differences existed among the set of twelve leader behaviour dimensions and other input variables.

The first two related to school size and the instructional level of the school.

1) What differences exist among schools with 9 or fewer teachers; 10 to 19; 20 to 29; 30 to 49; and 50 or more?
2) What differences exist among schools with grades 1 to 6; 1 to 8; 7 to 9; 8 to 10; and 10 to 12?

Teacher experience was considered both from the point of view of total teaching experience as well as experience in specific school, meaning the present school. The year categories were kept the same.

3) What differences exist among teachers with teaching experience in the present school for the first year; 2 to 4 years; 5 to 10; 11 to 20; and 21 years or more?
4) What differences exist among teachers with total teaching experience being one year; 2 to 4 years; 5 to 10; 11 to 20; 21 years or more?

One question related to the sex of teachers.

5) What difference exists between male and female teachers in their perceptions and descriptions of leader behaviours?

Both teacher age and age of principals were explored. The year categories were kept the same.

6) What differences exist among teachers who are 25 years or under; 26 to 35 years; 36 to 45; 46 to 55; and 56 to 65 or over?

7) What differences exist among principals who are 25 years or under; 26 to 35 years; 36 to 45; 46 to 55; and 56 to 65 or over?

The length of the principal's experience as principal was looked at from the length of experience in the present school. The categories were kept the same as teacher experience.

8) What differences exist among principals with experience as principal in the present school for the first year; 2 to 4 years; 5 to 10; 11 to 20; and 21 years or more?

The final two questions in this series related to the training and education of teachers and school principals.

9) What differences exist among teachers with 1 to 2 years training; 3 years; 4 years; 5 years; and 6 years?

10) What differences exist among school principals with fewer than 4 years training; 4 years; 5 years; 6 years (graduate work); more than 6 years?

Instrumentation

This study involved the administration of the LBDQ-12 questionnaire (Appendix C).

It was administered with the help of Stogdill's Manual for the Leader Behaviour Description Questionnaire--Form XII (1963). The manual was obtained from the Center

for Business and Economic Research, The Ohio State University, Columbus, Ohio, through the courtesy of Professor R. M. Stogdill, along with the necessary authorization (see Appendix A for copy of the latter).

Stogdill pointed out in his manual that the two factorially defined subscales, Consideration, and Initiation of Structure, have been widely used in empirical research as conducted by military organizations, industry and education. He quoted Halpin (1957) in stating that in several studies where the agreement among respondents in describing their respective leaders has been checked by a 'between-group vs. within-group' analysis of variance, the F ratios all have been found significant at the .01 level. Followers tend to agree in describing the same leader, and the descriptions of different leaders differ significantly.

In his manual, Stogdill also traced the development of LBDQ-12 from his theory of role differentiation and group achievement, and his survey of a large body of research data that supported that theory through empirical research to items that were developed for the hypothesized subscales. He noted further that questionnaires incorporating the new items were administered to successive groups, and after item analysis, the questionnaires were revised, administered again, reanalyzed, and further revised. He cited the use of the new scales in several significant studies, his own among them, with resulting means and standard deviations shown in

this study (Table I, Chapter II, p.18). Form XII represents the fourth revision of the questionnaire, and is subject to further revision according to Stogdill.

On Page 8 in the manual he assured Reliability of the Subscales as follows:

> The reliability of the subscales was determined by a modified Kuder-Richardson formula. The modification consists in the fact that each item was correlated with the remainder of the items in its subscale rather than with the subscale score including the item. This procedure yields a conservative estimate of subscale reliability.

He included reliability coefficients in Table 2, page 11 in his manual. (See adapted Table IV following.)

The questionnaire contains 100 items with the twelve subscales. The dimensions of Representation, Demand Reconciliation, Predictive Accuracy and Integration each have five items; the other dimensions each have ten items. Since each subscale or dimension is necessarily defined by its component parts, a particular leader behaviour dimension represents a complex pattern of behaviours. There are five choices for each item when completing the questionnaire. These are as follows:

A = Very Frequently or Always

B = Often

C = Occasionally

D = Seldom

E = Very Rarely or Never.

TABLE IV

Reliability Coefficients (Modified Kuder-Richardson)

Subscale	Army Division	Highway Patrol	Aircraft Executives	Ministers	Community Leaders	Corp. Presidents	Labour Presidents	College Presidents	U.S. Senators
1. Representation	.82	.85	.74	.55	.59	.54	.70	.66	.80
2. Demand Reconciliation			.73	.77	.58	.59	.81		.81
3. Tolerance of Uncertainty	.58	.66	.82	.84	.85	.79	.82	.80	.83
4. Persuasiveness	.84	.85	.84	.77	.79	.69	.80	.76	.82
5. Initiating Structure	.79	.75	.78	.70	.72	.77	.78	.80	.72
6. Tolerance of Freedom	.81	.79	.86	.75	.86	.84	.58	.73	.64
7. Role Assumption	.85	.84	.84	.75	.83	.57	.86	.75	.65
8. Consideration	.76	.87	.84	.85	.77	.78	.83	.76	.85
9. Production Emphasis	.70	.79	.79	.59	.79	.71	.65	.74	.38
10. Predictive Accuracy	.76	.82	.91	.83	.62	.84	.87		
11. Integration	.73	.79							
12. Superior Orientation	.64	.75	.81			.66		.60	

Note: This table was adapted from that appearing on page 11 of Stogdill's (1963) Manual.

All items are scored with numerical weighting of (5, 4, 3, 2, 1) for A, B, C, D, E respectively, except for twenty items. These are numbered as follows: 6, 12, 16, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 66, 68, 71, 87, 91, 92, 97. These twenty items are scored with a numerical weighting of (1, 2, 3, 4, 5) for A, B, C, D, E respectively. A close inspection of these latter items (see Appendix C) will quickly clarify the reason for the reverse or negative scoring. The specific item number references pertaining to specific leader behaviour dimensions are found in Stogdill's manual, page 7. For example, items numbered 5, 15, 25, 35, 45, 55, 65, 75, 85, 95 pertain to Tolerance of Freedom for a possible maximum score of 50; items numbered 9, 29, 49, 59, 89 pertain to Predictive Accuracy for a possible maximum score of 25.

Items 101 to 110 in the questionnaire relate to information about the school, the teacher, and the principal for purposes of considering various relationships pertaining to this research as noted previously in the form of exploratory questions. These items also each have five categories, but scoring was simply for purposes of classification.

Provision for responses were made on IBM/230 optical reader answer sheets, which are quickly and easily marked by teachers.

Population

Punch (1967) had reported that the LBDQ-12 was

independent of system effects. It became, therefore, empirically practicable to cut across school systems. More than 500 teachers representing approximately five per cent out of a total teacher population in excess of 10,000 in major urban centres in the four western provinces were requested to participate in this research on the basis of random selection and sampling.

Data Collection

The LBDQ-12 was administered to teachers as selected above in February 1973 with the co-operation and assistance of District Superintendents and/or their designates. The latter were usually Assistant Superintendents or other central office administrators, mainly district Research Officers. The Research Request (Appendix B) spells out the procedure followed. Ten school districts participated. The data were collected within the constraints of respective school district policy on matters of research.

Data Analysis

After receipt of the raw data the sums of raw scores on each of the twelve leader behaviour dimensions were obtained in accordance with weighted scoring as outlined under Instrumentation. Then the mean scores for all teachers were ascertained on each of the twelve leader behaviour dimensions. The results are reported in Chapter IV.

Next the hypotheses were tested for statistically

significant mean differences to ascertain whether hypotheses H_1, H_2, H_3, H_4, H_5, H_6 were tenable at the .05 level of confidence. Since the sample had been randomly selected, and since respondents were all teachers, the underlying assumptions as outlined by Popham (1967), namely, those of randomly selected samples, and group homogeneity, were met for the use of both the t test and Single Classification Analysis of Variance statistical techniques. The Separate Variance t test Model, two-tailed, was used in hypotheses testing. Strict mutual exclusivity of groups was adhered to. The results are reported in Chapter IV.

In order to ascertain differences for the purpose of answering the exploratory questions pertaining to input variables, it was first necessary to ascertain all mean scores of the twelve leader behaviour dimensions for items 101 to 110 and for the five categories in each (except item 105 which has only two categories--male and female) for a total of [12 X (9 X 5 + 2)] 564 mean scores. Then the Single Classification Analysis of Variance statistical technique was employed to determine differences among the categories in each of the ten items for the twelve leader behaviour dimensions. Once this was accomplished, it was then possible to determine what statistically significant differences existed among the set of twelve leader behaviours and other input variables, and thereby ascertain answers to the exploratory questions that had been posed.

A series of ten tentative tables, one for each item, were constructed for this purpose. The following types of data were included in each of the tables: the mean scores for the twelve leader behaviour dimensions for each of the categories in each item; the identification and number of respondents in each category, and the total number of respondents; the degrees of freedom; resultant F values obtained by application of Single Classification Analysis of Variance statistical technique; and the .01 and .05 levels of significance values ascertained from Distribution F, one-tailed test. Differences were observed and designated as significant (Sig.) or non-significant (NS). The tentative tables served only a functional purpose, and do not appear as a formal part of this thesis.

Further t tests for looking at mean differences were run. Several results for any item could be ascertained depending on the various probable arrangements. However, in each case only two categories, one to the mutual exclusion of the other, were tested to determine what statistically significant mean differences existed between categories. The two categories in each case along with the results are reported in appropriate table form in Chapter IV.

Research and computation procedures used were those in Culbertson and Hencley (1963), Sax (1968) and Popham (1967). The university computing services were utilized to accomplish the statistical tasks.

CHAPTER IV

THE RESULTS

The answer sheets of 305 respondents were processed. This represents a return of approximately 60%. A detailed summary of the number of respondents for each item and category is found in Table XXIX at the end of this chapter.

Three sets of results are reported here in table form as follows: overall ten school district means on twelve dimensions of school principal leader behaviour; hypotheses testing results; and answers to exploratory questions.

Overall Ten School District Means

The data in Table V represent the means of school principal leader behaviour on the twelve dimensions in ten district total score summations.

TABLE V

LBDQ-12 Means for Ten School Districts

Representation	19.7
Demand Reconciliation	19.2
Tolerance of Uncertainty	35.8
Persuasiveness	35.8
Initiating Structure	35.9
Tolerance of Freedom	41.9
Role Assumption	37.6
Consideration	38.0
Production Emphasis	31.5
Predictive Accuracy	18.2
Integration	17.2
Superior Orientation	36.4

A comparison of the data in Table V with those of Brown's (1966) study are found in Table XXVIII.

Hypotheses Testing

The data in Table VI and Table VII represent the results of testing hypotheses H_1, H_2, H_3, H_4, H_5, H_6 for statistically significant mean differences by use of the Separate Variance t Test Model. The level of significance in each case is indicated by the use of an asterisk or more as follows:

* significant < .05

** significant < .02

*** significant < .01

There was a statistically significant mean difference on the leader behaviour dimension of Tolerance of Freedom between the perceptions and descriptions of teachers with 4, 5 and 6 years of training and teacher education, and those teachers with 1, 2 and 3 years. Degree-holding teachers perceived themselves as receiving less freedom in doing their work. The same group also perceived itself as receiving less Consideration although the difference was not statistically significant. There was very little difference on Tolerance of Uncertainty. There were no significant differences on the same three dimensions between teachers with 1 to 4 years, and those teachers with 5 and 6 years; however, the latter reported lower mean scores in each case. The same occurred between teachers with 1 to 5 years, and those with 6 years training, that is, the latter reported

TABLE VI

Relationship Between Years of Teacher Training for Teachers in Various Stages of Professionalization and Leader Behaviour Dimensions of Tolerance of Freedom, Consideration and Tolerance of Uncertainty

Teacher Training		Tolerance of Freedom		Consideration		Tolerance of Uncertainty	
Group	N	Mean	SD	Mean	SD	Mean	SD
1, 2, 3 yrs	89	43.2	5.56	38.9	7.28	35.7	6.57
4, 5, 6 yrs	216	41.4	6.27	37.7	7.35	35.8	6.62
Resultant *t* values		2.489	**	1.358	NS	0.115	NS
1 to 4 yrs	216	42.2	6.16	38.5	7.37	35.9	6.86
5 to 6 yrs	89	41.1	5.99	36.9	7.18	35.3	5.94
Resultant *t* values		1.373	NS	1.694	NS	0.769	NS
1 to 5 yrs	282	42.1	6.09	38.2	7.29	35.9	6.67
6 years	23	39.8	6.21	35.5	7.64	34.4	5.59
Resultant *t* values		1.692	NS	1.641	NS	1.167	NS
Teachers 1-4 years with principals who have 6 or more yrs.	78	43.6	5.31	40.6	6.63	37.1	6.39
Teachers 5&6 years with principals who have 6 or more yrs.	50	41.4	5.93	37.8	6.58	34.9	5.83
Resultant *t* values		2.071	*	2.360	**	2.013	*

* significant < .05

** significant < .02

TABLE VII

Relationship Between Years of Principal Training for Principals at Graduate Levels and Others and Leader Behaviour Dimensions of Initiating Structure, Production Emphasis and Predictive Accuracy

Principal Training		Initiating Structure		Production Emphasis		Predictive Accuracy	
Group	N	Mean	SD	Mean	SD	Mean	SD
Teachers with principals who have 6 or more years	128	36.9	6.00	32.9	6.27	18.9	2.92
Teachers with principals who have 5 years	102	35.4	5.62	30.4	5.38	17.8	3.01
Resultant t values		1.886	NS	3.196	***	2.626	***
Teachers with principals who have 6 or more years	128	36.9	6.00	32.9	6.27	18.9	2.92
Teachers with principals who have less than 6 years	169	35.1	6.13	30.5	5.38	17.7	3.07
Resultant t values		2.488	**	3.408	***	3.327	***

** significant < .02

*** significant < .01

lower mean scores in each case. There was a tendency on the part of teachers to provide lower mean scores on these three dimensions of leader behaviour as the number of years of training and teacher education increased.

Teachers with 5 and 6 years of training compared to teachers with 1 to 4 years, but who all have principals with 6 or more years of training, differed significantly on the leader behaviour dimensions of Tolerance of Freedom, Consideration, and Tolerance of Uncertainty. In each case, the better trained teachers accorded lower mean scores on leader behaviours of their principals than did the lesser trained teachers. The better trained respondents perceived themselves as receiving less freedom of action in teaching than did those in the other group. The 5 and 6 year teachers also had the feeling that their comfort and well-being as teachers was considered less. These same degree-holding teachers thought that their principals could tolerate uncertainty and postponement of events to a lesser extent than did the teachers with 1 to 4 years training.

The perceptions of teachers who have principals with 5 years training differ significantly with those of teachers who have principals with 6 or more years of training on the dimensions of Production Emphasis and Predictive Accuracy. In both cases, the teachers with the lesser trained principals accorded lower mean scores on leader behaviours of their principals. These teachers thought that their princi-

pals placed less emphasis on productive output, and also predicted outcomes less accurately than did those teachers who have principals with more training.

When the perceptions of teachers who have principals with less than 6 years training were compared with those of teachers who have principals with 6 or more years of training, there were significant differences on all three dimensions of Initiating Structure, Production Emphasis and Predictive Accuracy. In each case, teachers who have lesser trained principals accorded lower mean scores to their principals' leader behaviours than did the teachers who have principals with more training. The latter group perceived their principals to initiate structure to a greater extent, to emphasize productive output, and to predict outcomes more accurately.

Answering Exploratory Questions

The data in Table VIII to Table XXVII represent the results of further testing to answer exploratory questions by use of the Separate Variance t Test Model. The tests were to determine whether statistically significant mean differences exist between certain categories of the various input variables on all twelve leader behaviour dimensions.

The leader behaviour dimensions of Representation and Superior Orientation were not considered critical variables, but statistically significant mean differences did emerge between degree and non-degree teachers. Degree-holding

teachers perceived themselves as being represented to a lesser extent than did the others. The former also perceived their principals to have less influence with their superiors than did teachers without university degrees (ref. Table VIII).

TABLE VIII

Relationship Between Years of Teacher Training for Degree and Non-Degree Teachers and Leader Behaviour Dimensions of Representation & Superior Orientation

Teacher Training		Representation		Superior Orientation	
Group	N	Mean	SD	Mean	SD
1, 2, 3 years	89	20.3	2.99	37.4	5.22
4, 5, 6 years	216	19.5	2.99	36.1	4.95
Resultant *t* values		2.277	*	2.017	*

*significant < .05

TABLE IX

Relationship Between Years of Teacher Training for Five and Six Year Degree Teachers and Others and Leader Behaviour Dimensions of Role Assumption and Superior Orientation

Teacher Training		Role Assumption		Superior Orientation	
Group	N	Mean	SD	Mean	SD
1 to 4 years	216	38.1	6.83	37.0	4.95
5 & 6 years	89	36.3	6.80	35.0	5.05
Resultant *t* values		2.096	*	3.180	***

* significant < .05

*** significant < .01

Significant mean differences occurred on the leader behaviour dimensions of Role Assumption and Superior Orientation between teachers with 1 to 4 years of training, and those with 5 and 6 years. The latter group perceived principals to be assuming their leader roles to a lesser extent, and to have less influence with their superiors, than did the other group of teachers with reference to its principals (ref. Table IX).

TABLE X

Relationship Between Years of Teacher Training for Six Year Degree Teachers and Others and Leader Behaviour Dimension of Superior Orientation

Teacher Training	Superior Orientation		
Group	N	Mean	SD
1 to 5 yrs	282	36.6	5.10
6 years	23	34.9	4.31
Resultant *t* value		1.797	NS

There were no statistically significant mean differences between the perceptions of teachers with 1 to 5 years of training and those with 6 years. It was noted; however, that the latter group felt its principals did not get along as well with senior officials as did the other group (ref. Table X).

Teachers with 5 and 6 years of training who have principals with similar qualifications thought that their principals' relations with superior officers were less

cordial than did the other teachers with less than 5 years who have principals with training similar to their own (ref. Table XI).

TABLE XI

Relationship Between Years of Teacher and Principal Training for Teachers and Principals with Similar Qualifications and Leader Behaviour Dimension of Superior Orientation

Teacher & Principal Training		Superior Orientation	
Group	N	Mean	SD
Teachers 1-4 years with principals who have less than 5 years	132	36.6	4.88
Teachers 5 & 6 years with principals who have 5 or more years	37	33.8	5.55
Resultant *t* values		2.810	***

*** significant < .01

Teachers with 5 and 6 years of training compared to teachers with 1 to 4 years, but who all have principals with 6 or more years of training, differed significantly on the leader behaviour dimensions of Demand Reconciliation, Role Assumption and Superior Orientation. In each case, the teachers with higher qualifications accorded lower mean scores to their principals' leader behaviours than did the others. The better trained teachers perceived their principals to be reconciling conflicting demands less readily, and to be assuming their leader roles less vigorously. This

same group of teachers perceived its principals to be striving for higher status to a lesser extent than the teachers with 1 to 4 years felt about their principals (ref. Table XII).

TABLE XII

Relationship Between Years of Teacher and Principal Training for Teachers with Principals at Graduate Level and Leader Behaviour Dimensions of Demand Reconciliation, Role Assumption and Superior Orientation

Teacher/Principal Training		Demand Reconciliation		Role Assumption		Superior Orientation	
Group	N	Mean	SD	Mean	SD	Mean	SD
Teachers 1-4 yrs with principals who have 6 or more years	78	20.3	3.70	39.7	6.18	37.9	5.13
Teachers 5&6 yrs with principals who have 6 or more years	50	19.0	3.52	36.2	7.52	36.0	4.54
Resultant t values		2.014	*	2.791	***	2.178	*

* significant < .05

*** significant < .01

On several dimensions the perceptions of teachers who have principals with 5 years of training differed significantly from those of teachers who have principals with 6 or more years of training. In each case, the teachers with the lesser trained principals accorded their principals lower mean scores. These teachers felt less fully represented; thought their principals were less persuasive in argument; and

they believed themselves to be accorded less consideration than did those teachers who have better trained principals (ref. Table XIII).

TABLE XIII

Relationship Between Years of Principal Training for Five Year and Graduate Level Principals and Leader Behaviour Dimensions of Representation, Persuasiveness and Consideration

Principal Training		Represent.		Persuasive.		Consideration	
Group	N	Mean	SD	Mean	SD	Mean	SD
Teachers with principals who have 6 or more years	128	20.2	2.72	37.8	6.87	39.5	6.73
Teachers with principals who have 5 years	102	19.3	3.19	34.4	6.98	37.1	7.91
Resultant t values		2.381	**	3.693	***	2.421	**

** significant < .02

*** significant < .01

When the perceptions of teachers with principals who have less than 6 years of training were compared with those of teachers with principals who have 6 or more years of training, there were significant differences on several dimensions. In each case, teachers who have lesser trained principals accorded lower mean scores to their principals' leader behaviours than did the teachers who have better trained principals. The respondents with lesser trained

principals felt less fully represented; thought their principals handled complex problems less effectively; and perceived their principals to be less persuasive in argument. They also thought that the leader behaviours of their principals allowed the teachers less freedom in their work, accorded them less consideration, and settled conflicts less readily when these occurred in the group (ref. Table XIV).

In a mean difference test on age, teachers 45 years or less differed significantly in their perceptions on seven dimensions from those teachers more than 45 years of age. The younger group felt less fully represented. These teachers also felt that their principals were less patient in waiting for decisions, and allowed teachers less freedom in their work. This younger group perceived principals to be less friendly, to make decisions less accurately, and to keep teachers working together as a group to a lesser extent. They also thought that leader behaviours of their principals exhibited less interest in getting along better with senior officials (ref. Table XV).

When the perceptions of a group of teachers age 26 to 45 were compared with that of a group of younger teachers, and a group of older teachers, the middle group thought that principals spoke up less on its behalf, were less convincing in argument, and received less favourable reaction from superiors (ref. Table XVI).

TABLE XIV

Relationship Between Years of Principal Training for Graduate and non-Graduate Principals and Leader Behaviour Dimensions of Representation, Demand Reconciliation, Persuasiveness, Tolerance of Freedom, Consideration and Integration

Principal Training		Represent.		Demand Reconcil.		Persuasiv.		Tolerance of Freedom		Consider.		Integration	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teachers with principals who have 6 or more yrs.	128	20.2	2.72	19.8	3.67	37.8	6.87	42.7	5.64	39.5	6.73	18.0	4.18
Teachers with principals who have less than 6 years	169	19.4	3.22	18.8	4.01	34.2	7.37	41.2	6.46	36.9	7.61	16.7	4.17
Resultant $\underline{t}$ values		2.400	**	2.077	*	4.372	***	2.172	*	3.160	***	2.532	**

* significant < .05

** significant < .02

*** significant < .01

TABLE XV

Relationship Between Teacher Age for Teachers Forty-Five Younger and Older and Leader Behaviour Dimensions of Representation, Tolerance of Uncertainty, Tolerance of Freedom, Consideration, Predictive Accuracy, Integration and Superior Orientation

Teacher Age		Represent.		Tolerance of Uncert.		Tolerance of Freedom		Consider.		Predict. Accuracy		Integrat.		Superior Orientat.	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
45+yrs	60	20.5	2.86	37.6	5.86	43.9	4.52	40.2	6.29	18.8	2.90	18.2	4.22	37.8	4.84
45 yrs or less	245	19.5	3.03	35.3	6.70	41.4	6.36	37.5	7.48	18.0	3.10	17.0	4.18	36.1	5.06
Resultant *t* values		2.339	*	2.629	***	3.467	***	2.915	***	2.033	*	2.033	*	2.395	***

* significant < .05

*** significant < .01

TABLE XVI

Relationship Between Teacher Age for Teachers Twenty-Six to Forty-Five Younger and Older and Leader Behaviour Dimensions of Representation, Persuasiveness, and Superior Orientation

Teacher Age		Represent.		Persuasiv.		Superior Orientat.	
Group	N	Mean	SD	Mean	SD	Mean	SD
Less than 26 & more than 45	121	20.2	2.97	36.8	6.66	38.0	4.84
26 to 45	184	19.4	3.00	35.1	7.67	35.5	4.96
Resultant *t* values		2.396	**	2.040	**	4.385	***

** significant < .02

*** significant < .01

TABLE XVII

Relationship Between Teacher Age for Teachers Thirty-Five Younger and Older and Leader Behaviour Dimensions of Tolerance of Freedom, Consideration and Integration

Teacher Age		Tolerance of Freedom		Consider.		Integration	
Group	N	Mean	SD	Mean	SD	Mean	SD
More than 35 years	121	42.9	5.21	39.1	7.16	18.1	4.17
35 yrs or less	184	41.2	6.59	37.3	7.37	16.7	4.15
Resultant *t* values		2.402	**	2.194	*	2.917	***

* significant < .05

** significant < .02

*** significant < .01

The younger teachers of 35 years of age or less felt they were allowed less freedom in their work, and found their principals less approachable when their perceptions were compared with those of more than 35 years of age. They also perceived their principals to co-ordinate to a lesser extent the work of the group of teachers in school (ref. Table XVII).

Teachers in the same two age groups as in the previous test, that is, more than 35 years of age and those 35 and less, were compared as to their perceptions of their principals who were more than 45 years of age. Significant differences were found on nine leader behaviour dimensions. In this particular age grouping the younger group again accorded lower mean scores on each of these dimensions. These teachers felt less fully represented, thought their principals handled complex problems less efficiently, and made expectations less clear to teachers. The same teachers also thought their principals waited for results less patiently, perceived themselves having less freedom in their work as teachers, and felt their principals were less pleasant to work with. They did not think that their principals emphasized productive output, nor predicted outcomes accurately to the same extent as the teachers in the other group thought. The former group also felt that its work was less co-ordinated by principals (ref. Table XVIII).

When the perceptions of teachers with principals

TABLE XVIII

Relationship Between Teacher/Principal Age for Teachers Thirty-Five Younger and Older, Principals Older Than Forty-Five and Leader Behaviour Dimensions of Representation, Demand Reconciliation, Initiating Structure, Tolerance of Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy and Integration

Teacher & Principal Age		Represent.		Demand Reconcil.		Initiating Structure		Tolerance of Freedom		Role Assumption	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teachers more than 35 Principals over 45	63	20.3	3.13	19.6	4.09	37.2	6.45	43.1	5.24	38.9	6.48
Teachers 35 or less Principals over 45	76	19.2	3.38	18.1	4.35	34.9	6.01	39.8	7.91	36.5	7.79
Resultant t values		2.020	*	2.125	*	2.103	*	3.022	***	2.000	*
		Consider.		Production Emphasis		Predictive Accuracy		Integration			
Teachers more than 35 Principals over 45	63	38.7	7.95	32.7	5.54	18.7	3.12	18.1	4.65		
Teachers 35 or less Principals over 45	76	35.7	7.91	30.5	7.13	17.5	3.30	15.6	4.39		
Resultant t values		2.240	*	2.081	*	2.084	*	3.317	***		

* significant < .05

*** significant < .01

more than 45 years of age were compared with those teachers with principals 45 years of age or less, their perceptions differed significantly on three dimensions. The teachers with the older principals perceived leader behaviour to be less tolerant of postponement of events without anxiety, to be less considerate of teachers' well-being, and to be less influential with those above them (ref. Table XIX).

TABLE XIX

Relationship Between Principal Age for Principals Forty-Five Younger and Older and Leader Behaviour Dimensions of Tolerance of Uncertainty, Consideration and Superior Orientation

Principal Age		Tolerance of Uncertainty		Consideration		Superior Orientation	
Group	N	Mean	SD	Mean	SD	Mean	SD
Teachers with principals 45 years or less	162	36.6	5.75	38.8	6.66	37.3	4.99
Teachers with principals over 45 years	139	34.8	7.41	37.0	8.04	35.5	5.03
Resultant t values		2.356	**	2.053	*	2.976	***

* significant < .05
** significant < .02
*** significant < .01

The group of teachers with principals more than 55 years of age compared with the group with principals 55 years of age or less, perceived leader behaviours to be significantly different, on the same three dimensions as in the previous test, namely, Tolerance of Uncertainty, Consideration,

and Superior Orientation. The perceptions of the teachers with the older principals in this test were also in the same direction, that is, in all three cases the older principals were accorded lower mean scores. In addition the same teachers perceived the leader behaviours of their principals to be less persuasive, and to resolve inter-member conflicts less readily (ref. Table XX).

There were statistically significant mean differences between the perceptions of teachers with total teaching experience of 5 to 20 years on the one hand, and those with 1 to 4 years and more than 20 years on the other. These differences occurred on five leader behaviour dimensions. The teachers of the middle group felt that they were not as well represented, thought their principals to be less persuasive, and perceived principals to have less influence with senior officials. They also thought their principals to be more hesitant about taking the initiative in the group of teachers, and to resolve inter-member conflicts less readily (ref. Table XXI).

Statistically significant mean differences were found on a number of leader behaviour dimensions when comparisons were made of perceptions of teachers, arranged in two groups according to their teaching experience in their present school. The perceptions of teachers in their first year and more than 10 years in the present school were compared with those of teachers having between 2 to 10 years

TABLE XX

Relationship Between Principal Age for Principals Fifty-Five Younger and Older and Leader Behaviour Dimensions of Tolerance of Uncertainty, Consideration, Integration, Superior Orientation and Persuasiveness

Principal Age		Tolerance of Uncertainty		Consideration		Integration		Superior Orientation		Persuasive.	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teachers with principals 55 years or less	238	36.3	6.36	38.6	7.17	17.6	4.08	37.0	4.99	36.2	7.03
Teachers with principals over 55 years	63	34.0	7.32	35.7	7.71	15.8	4.47	34.3	4.85	34.0	8.32
Resultant t values		2.258	**	2.694	***	2.819	***	3.888	***	1.913	NS

** significant < .02

*** significant < .01

TABLE XXI

Relationship Between Total Teacher Experience for Teachers Five to Twenty Years More and Fewer and Leader Behaviour Dimensions of Representation, Persuasiveness, Role Assumption, Integration and Superior Orientation

Total Teacher Experience		Represent.		Persuasive.		Role Assumption		Integration		Superior Orientation	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1-4 years and 20+ years	118	20.3	2.91	36.9	6.55	39.1	5.90	17.9	3.75	37.5	4.30
5-20 years	187	19.3	3.02	35.1	7.71	36.6	7.25	16.8	4.43	35.8	5.38
Resultant t values		2.834	**	2.207	**	3.276	***	2.170	**	3.105	***

** significant < .02

*** significant < .01

experience in their present school. The teachers of the middle experience group felt their principals reconciled conflicting demands to a lesser extent, and made expectations of the group less clear. The same teachers thought their principals assumed their leader roles less readily. They perceived themselves as receiving less consideration in doing their work as teachers. The same middle group also perceived their principals to predict outcomes less accurately, to resolve inter-member conflicts to a lesser extent, and to have less influence with their superiors (ref. Table XXII).

Two groups of respondents were composed of teachers whose principals were in their present school for the first year, and those teachers whose principals were completing more than their first year of service in their present school. There was a statistically significant mean difference on the leader behaviour dimension of Consideration. First year principals were perceived to be more friendly. There was also a difference, but not statistically significant, on Tolerance of Uncertainty, that is, first year principals were perceived to tolerate uncertainty and postponement without anxiety to a greater degree (ref. Table XXIII).

In the test where teachers were divided into one group who have principals with 5 or more years experience as principal in the present school, and into another group with

TABLE XXII

Relationship Between Teacher Experience Present School for Teachers Two to Ten Years, First Year and Over Ten and Leader Behaviour Dimensions of Demand Reconciliation, Initiating Structure, Role Assumption, Consideration, Predictive Accuracy, Integration and Superior Orientation

Teacher Experience Present School		Demand Reconciliation		Initiating Structure		Role Assumption		Consideration	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD
First year and over 10 years	76	20.2	3.92	37.2	6.24	38.9	6.96	39.7	7.56
2-10 years	229	18.9	3.83	35.5	6.09	37.1	6.78	37.5	7.19
Resultant t values		2.526	**	2.028	*	1.975	NS	2.304	**
		Predictive Accuracy		Integration		Superior Orientation			
First year and over 10 years	76	18.8	3.02	18.6	4.18	37.6	5.27		
2-10 years	229	18.0	3.07	16.8	4.13	36.1	4.94		
Resultant t values		2.007	*	3.228	***	2.198	*		

* significant < .05

** significant < .02

*** significant < .01

TABLE XXIII

Relationship Between Principal Experience Present School for Principals First Year and More and Leader Behaviour Dimensions of Tolerance of Uncertainty and Consideration

Principal Experience Present School		Tolerance of Uncertainty		Consideration	
Group	N	Mean	SD	Mean	SD
First year	58	37.3	6.53	39.7	6.41
More than 1 yr.	243	35.5	6.48	37.6	7.50
Resultant *t* values		1.850	NS	2.093	*

* significant < .05

principals who have fewer than 5 years experience as principal in the present school, there was a statistically significant mean difference on the dimension of Superior Orientation. Principals with fewer than 5 years experience as principal in the present school were perceived to get along better with officials above them (ref. Table XXIV).

TABLE XXIV

Relationship Between Principal Experience Present School for Principals Five Years More and Fewer and Leader Behaviour Dimension of Superior Orientation

Principal Experience Present School		Superior Orientation	
Group	N	Mean	SD
Fewer than 5 years	171	37.0	4.90
5 or more years	130	35.7	5.14
Resultant *t* value		2.314	*

* significant < .05

The mean difference test between teachers in schools with grades 7 to 9, 8 to 10, and 10 to 12, and those in schools with grades 1 to 6 and 1 to 8 resulted in statistically significant differences on three leader behaviour dimensions. The teachers in the upper grade group perceived their principals to tolerate uncertainty and postponement of events without anxiety to a lesser extent, felt they were receiving less consideration in their work as teachers, and thought their principals to be less influential with superior officers. While the difference of perceptions on the leader behaviour dimension of Integration was not statistically significant, the upper grade group felt that principals resolved inter-member conflicts to a lesser extent (ref. Table XXV).

TABLE XXV

Relationship Between Instructional Level for Upper Grade Teachers and Others and Leader Behaviour Dimensions of Tolerance of Uncertainty, Consideration, Integration and Superior Orientation

Instructional Level		Tolerance of Uncert.		Consider.		Integrat.		Superior Orientat.	
Group	N	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Teachers in schools gr.1-6, 1-8	203	36.3	7.00	38.7	7.31	17.6	4.30	36.9	4.73
Teachers in schools gr. 7-9, 8-10, 10-12	102	34.8	5.62	36.7	7.26	16.6	3.95	35.5	5.56
Resultant t values		2.002	*	2.180	*	1.930	NS	2.096	*

* significant < .05

In the means difference test where teachers were divided into one group of those in schools of 50 or more teachers, and into another group of those in schools with 49 or fewer teachers, the perceptions differed significantly on the leader behaviour dimensions of Tolerance of Uncertainty and Consideration. Teachers in the large school felt their principals tolerated uncertainty and postponement without anxiety to a lesser degree, and they also perceived themselves as receiving less consideration in their work as teachers (ref. Table XXVI).

TABLE XXVI

Relationship Between School Size for Teachers in Large Schools and Others and Leader Behaviour Dimensions of Tolerance of Uncertainty and Consideration

School Size		Tolerance of Uncertainty		Consideration	
Group	N	Mean	SD	Mean	SD
Teachers in schools with 49 or fewer	266	36.2	6.64	38.5	7.11
Teachers in schools with 50 or more	39	32.8	5.51	34.6	7.96
Resultant *t* values		3.505	***	2.946	***

*** significant < .01

Perceptions of female respondents differed significantly from those of male respondents on the leader behaviour dimension of Superior Orientation. Female teachers perceived their principals to have more cordial relations with senior officials than male teachers thought to be the case.

Females also perceived themselves as receiving slightly more freedom in their work as teachers than males thought they were receiving (ref. Table XXVII).

TABLE XXVII

Relationship Between Sex of Teacher and Leader Behaviour Dimensions of Tolerance of Freedom and Superior Orientation

Teacher Sex		Tolerance of Freedom		Superior Orientation	
Group	N	Mean	SD	Mean	SD
Female	176	42.5	6.05	37.1	5.10
Male	124	41.1	6.25	35.5	4.92
Resultant *t* values		1.852	NS	2.780	***

*** significant < .01

Comparisons

The data in Table XXVIII represent a comparison between the means of school principal leader behaviour on the twelve dimensions in ten district total score summations in this study and that of Brown's (1966) study.

TABLE XXVIII

Comparative LBDQ-12 Means
Brown's Study (1966) and Present Study (1973)

Subscale	Brown's Study (1966)	Present Study (1973)
1. Representation	39.6	39.4
2. Demand Reconciliation	39.9	38.4
3. Tolerance of Uncertainty	36.9	35.8
4. Persuasiveness	37.0	35.8
5. Initiating Structure	38.3	35.8
6. Tolerance of Freedom	41.2	41.9
7. Role Assumption	40.1	37.6
8. Consideration	39.6	38.0
9. Production Emphasis	33.5	31.5
10. Predictive Accuracy	36.8	36.4
11. Integration	36.0	34.4
12. Superior Orientation	37.8	36.4
Average	38.2	36.8

The overall average in the present study is down 1.4 from that of Brown's (1966) study. Tolerance of Freedom is the only dimension to increase (by 0.7) in the present study.

Summary of Respondents

The data in Table XXIX represent the specific number of respondents for the ten input variables and the five categories in each. The maximum number of respondents for each item is 305.

TABLE XXIX

Summary of Respondents for Each Item and Category in Present Study

No.	101. School Size Category
22	9 or fewer
104	10 to 19
83	20 to 29
57	30 to 49
39	50 or more
305	

No.	102. Instructional Level Category
98	Gr. 1-6
105	Gr. 1-8
30	Gr. 7-9
13	Gr. 8-10
59	Gr. 10-12
305	

No.	103. Teacher exp. this school Category
58	First year
154	2-4 years
75	5-10 years
16	11-20 years
2	21 yrs. or more
305	

No.	104. Teacher exp. Total Category
14	First year
59	2-4 years
106	5-10 years
81	11-20 years
45	21 yrs. or more
305	

No.	105. Teacher Sex Category
124	Male
176	Female
300*	

No.	106. Teacher Age Category
61	25 yrs. or less
123	26-35 years
61	36-45 years
43	46-55 years
17	56-65 or over
305	

No.	107. Teacher Training Category
46	1-2 years
143	3 years
127	4 years
66	5 years
23	6 years
305	

No.	108. Principal Age Category
0	25 yrs or less
41	26-35 years
121	36-45 years
71	46-55 years
63	56-65 or over
296**	

No.	109. Principal exp. this school Category
58	First year
113	2-4 years
100	5-10 years
77	11-20 years
3	21 yrs. or more
301**	

No.	110. Principal Training Category
11	Fewer than 4 yrs
56	4 years
102	5 years
102	6 years
26	over 6 years
297**	

* It appears that 5 respondents choose not to identify their sex.

** It appears that 9 respondents, perhaps, did not know, nor wish to inquire about the principal's age. This also probably holds true for the 4 respondents under Principal Experience, and the 8 respondents under Principal Training.

CHAPTER V

CONCLUSIONS AND DISCUSSION

Conclusions

The findings in this research make it possible to offer a number of observations about the population investigated.

As noted earlier, Becker (1953, p.6) had reported that "conflict arises when the principal ignores his teachers' need for professional independence. . . ." Further, Cave (1967) had stated that the dimension of Tolerance of Freedom was among the six leader behaviour dimensions contributing most to conflict resolution. Empirical evidence obtained in this research suggests that school principal leader behaviour in major urban centres in the four western provinces tends to respond to teachers' need for professional independence above all else. The dimension of Tolerance of Freedom remains in the first position of the school principal leader behaviour profile as it was in Brown's study (1966). While the overall average of means of the twelve leader behaviour dimensions in this investigation decreased from that of Brown's, every leader behaviour dimension contributed to this decline except Tolerance of Freedom. It increased over that of

Brown's (ref. Table XXVIII). If allowing teachers more professional independence lessens the occasion for conflict, and contributes to the resolution of conflict, then the leader behaviour of the western Canadian school principal can be seen as making a contribution to the lessening and the resolution of conflict in schools in major urban centres. It can, therefore, be anticipated that this will have the desired consequence of contributing to the improvement of the quality of education in response to individual and societal needs.

Degree-holding respondents in this research perceived themselves as receiving less freedom from their principals in their work as teachers than the non-degree teachers perceived themselves as receiving.

The teachers who hold degrees which demand five and six years of training and teacher education and worked with principals who have six or more years of training also perceived themselves as receiving less freedom in their work than did teachers with one to four years of training also with principals who have the same level of training as the others. The very same degree-holding respondents had the feeling that their comfort and well-being as teachers was considered less than the teachers with one to four years of training felt about themselves. Again when comparing the perceptions of the same two groups the better trained teachers perceived less toleration of uncertainty

and postponement of events without anxiety on the part of leader behaviors of their principals than the lesser trained teachers perceived about their principals.

It appears from the empirical evidence obtained in this investigation that there is a tendency on the part of teachers to provide lower mean scores on the leader behaviour dimensions relating to the idiographic aspects of professional staff as the number of years of training and teacher education increases. The above findings in whole or in part sustain those hypotheses in this research that relate to these idiographic aspects, the ones which were, in fact, entered in argument for the theoretical support of this study. In effect, these findings support the basic assumption in this research, namely, that the more professionalization that occurs, the more Tolerance of Freedom, Consideration and Tolerance of Uncertainty will be expected of school principal leader behaviour.

In making a theoretical case for this study, it was also argued that while teachers would tend to hold greater expectations of principals as they became more professionalized, principals at the same time would need to emphasize productive output, to predict outcomes more accurately, and to initiate structure to a greater extent to accomplish the goals of the school.

Empirical evidence obtained in this research indicates that the leader behaviours of the better trained

principals, specifically those with six or more years of training and education, tended to be vigorous on all these three counts. In addition the evidence indicates that this principal tended to allow teachers more professional independence than did other principals, and appeared to be the one who was the most considerate of the comfort and well-being of teachers in their work.

With reference to the dimensions of Initiating Structure and Consideration, the overall ten district mean scores were 35.9 and 38.0 respectively. In the comparison of teachers with principals who have less than six years of training and those who have six or more years, the mean scores accorded the leader behaviour of the latter were 36.9 on Initiating Structure and 39.5 on Consideration. Both these scores are above the mean. According to Halpin (1966) this makes for effective leader behaviour. The overall ten district means for the dimensions of Tolerance of Freedom and Production Emphasis were 41.9 and 31.5 respectively. The mean scores accorded leader behaviour of the principal with six or more years of training on the same test were 42.7 on Tolerance of Freedom and 32.9 on Production Emphasis, again both above the mean. This also tends to make for effective leader behaviour on the part of this principal in that teachers are allowed considerable freedom in their professional practice, and at the same time the leader behaviour of the principal emphasizes productive output. Also on

the same test, the leader behaviour of the same principal was accorded a mean score of 18.9 on Predictive Accuracy. This score too is above the overall mean of 18.2. These findings relate to five of the six critical leader behaviour variables in this research.

When teacher perceptions were compared by age, the younger teachers of two such groups emerged as those who felt more restricted in their work. They also thought that their welfare as teachers was considered less than the older teachers felt. And the younger group felt that its principals were less tolerant of uncertainty and postponement of events without anxiety than the older group of teachers felt about its principals.

These findings tend to represent younger teachers, not necessarily youngest, as exhibiting relatively similar expectations as did more professionalized teachers on the leader behaviour dimensions of Tolerance of Freedom, Consideration and Tolerance of Uncertainty.

Surprisingly, the younger teachers of two groups tended to feel that their principals emphasized productive output less, and also felt that their principals initiated structure to a lesser extent than older teachers felt. The younger group thought that its principals predicted outcomes less accurately too. In other words, the younger teachers of two groups accorded leader behaviour of principals lower mean scores on all the six critical variables of this

research.

In addition the younger of two groups of respondents felt less fully represented; perceived its principals to exercise leader roles less actively; and thought its principals used persuasion and argument less effectively than the older of two groups thought about its principals. The same relative expectations tended to represent the younger of two groups of respondents to perceive their principals as reconciling conflicting demands less readily; resolving inter-member conflicts less easily; and having less influence with senior officials than older respondents tended to be represented by their expectations.

Younger teachers obviously perceived the leader behaviour of their principals as less effective, if not ineffective.

The group of teachers with two to ten years experience in the present school, which this writer has come to call the middle experience teachers, needs careful attention. These were 229 in number out of the total sample of 305 respondents.

When the perceptions of these teachers were compared with those in their present schools for the first year or more than ten years, no expectations were exhibited for more professional freedom. This large group did, however, feel that its comfort and well-being as teachers was considered less than the smaller group felt about itself. The middle

experience group also preferred more structure, and thought that its principals needed to exercise leader roles more actively. This larger group of respondents perceived leader behaviour of principals as reconciling conflicting demands less easily, and resolving inter-member conflict less readily than the smaller group of respondents did.

It appears from the empirical evidence assembled here that the middle experience group tends to expect principals to lead more actively, to clarify expectations to a greater degree, and to reconcile and to resolve conflict more readily to facilitate the process of teaching and learning. Interestingly enough, these group members felt that their principals had less influence with senior officials than those teachers felt who were in their present school for the first year or more than ten years. The two groups did not feel significantly differently about the emphasis their principals placed on productive output, or to the extent their principals predicted outcomes more accurately.

Discussion

Degree-holding teachers were hypothesized as having become professionalized to a greater or lesser extent, and as having perceived themselves with certain professional needs.

It was generally expected, in view of the pervasive-

ness of conflict in school environments, which Hencley (1962) and Piele (1971) spoke about earlier, that younger teachers might tend to be more critical about, and to perceive themselves as having greater expectations of, leader behaviour.

It was assumed that training and education made a significant difference to school principal leader behaviour effectiveness. It was, therefore, hypothesized that the better trained principal would tend to be more effective.

The most surprising response, perhaps, is the one of the middle experience group, that is, those with two to ten years teaching experience in their present school. These findings seem to show that teachers in this group tend to commit themselves for a period of time to a particular school, and its people and programs operative in it. The findings might suggest that it would be a valid administrative practice to transfer teachers into new school environments from time to time.

If this writer were to recommend the most effective teacher-principal team, to bring about improvements in the quality of education, the team would be composed of a younger teacher with five or six years training and teacher education who remains in the present school between two to ten years with a principal who has a graduate degree.

Recommendations for Further Research

1. Examine professional needs of the degree-holding teacher with five or six years of training and teacher education.

2. Attempt to establish leader behaviour criteria for principals at the graduate level of training.

3. Examine professional needs of younger teachers.

4. Examine professional needs of the middle experience teacher in the present school.

Summary

This research was undertaken to examine school principal leader behaviour effectiveness as perceived and described by teachers in major urban centres in the four western provinces. The findings suggest that it is important, if not necessary, that graduate work for school princiapls be undertaken to bring about desired improvements in the quality of education in response to individual and societal needs.

APPENDIX A

STATEMENT OF POLICY

Concerning the Leader Behavior Description Questionnaire and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.

2. Adaptation and Revision: The directions and the form of may be adapted to specific situations when such steps are considered desirable.

3. Duplication: Sufficient copies for a specific research project may be duplicated.

4. Inclusion in Dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.

5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."

6. Inquiries: Communications should be addressed to:

Center for Business and Economic Research
The Ohio State University
1775 College Road
Columbus, Ohio 43210
U.S.A.

April, 1972

APPENDIX B

RESEARCH REQUEST

To teachers in major urban centers four western provinces

I am doing educational research pertaining to school principal leader behaviour effectiveness. It involves the administration of questionnaire (copy attached) for data-collection purposes.

I have solicited the participation of your school district obtaining the cooperation and assistance of your superintendent/assistant in the administration thereof on the basis of random selection of teachers, and you are among those so selected. I am; therefore, in turn requesting your cooperation and assistance in supplying responses on answer sheet provided, to all items on questionnaire, using HB pencil (do NOT use pen). Also do NOT identify yourself in any way on answer sheet or envelope. All other necessary directions are on questionnaire.

After completion, place answer sheet only in envelope provided, seal and return to your central school district office for return to me. Since questionnaire cannot be used again in whole or in part without permission, I request you dispose of it in any one of the following ways:

1) Keep it for your own professional reference only.
2) Destroy it yourself.
3) Or return to your central school district office for destruction there.

From one professional educator to another, thank you in advance for your cooperation, time, and participation in this educational research work.

J. E. Kreiser
Graduate Studies
St/690050
University of Victoria
Victoria, B.C.

JEK/jlw

Copies: Supervisory Committee and School District Superintendents, Directors of Education, or assistants.

February, 1973

APPENDIX C

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Form XII

Originated by staff members of
The Ohio State Leadership Studies

On the following pages is a list of items that may be used to describe the behavior of your school principal or, if applicable, the assistant principal in charge of your unit. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Please do not evaluate the items in terms of "good" or "bad" behavior but read each item carefully and respond in terms of how closely the statement describes your principal.

It is important that your answers be "independent"--- please do not discuss your answers with other teachers. Though there is no time limit, it will probably take you 20 to 25 minutes to complete.

Please be frank in your response with the assurance that individual responses are strictly confidential.

Do NOT write your name on answer sheet or envelope.

Complete anonymity in the analysis of data and the reporting of findings is assured.

DIRECTIONS:

a) READ each item carefully.

b) THINK about how frequently the principal (or assistant principal in charge of your unit) engages in the behavior described by the item.

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

d) BLACKEN the space on answer sheet with HB pencil under one of the five letters (A B C D E) corresponding to the letter following the item to show the answer you have selected.

A = Very Frequently or Always

B = Often

C = Occasionally

D = Seldom

E = Very Rarely or Never

e) MARK your answers on answer sheet as shown in the examples below.

EXAMPLE: He often acts as described _____ A B C D E

EXAMPLE: He never or very rarely acts as described _____ A B C D E

EXAMPLE: He occasionally acts as described _____ A B C D E

NOTE: For the pronoun "He," read "She" throughout, where applicable.)

1. He acts as the spokesman of the group _____ A B C D E
2. He waits patiently for the results of a decision _____ A B C D E
3. He makes pep talks to stimulate the group _____ A B C D E
4. He lets teachers on his staff know what is expected of them _____ A B C D E
5. He allows the teachers complete freedom in their work _____ A B C D E
6. He is hesitant about taking initiative in the group _____ A B C D E
7. He is friendly and approachable _____ A B C D E
8. He encourages overtime work _____ A B C D E

Please respond to EVERY item

A = Very Frequently or Always

B = Often

C = Occasionally

D = Seldom

E = Very Rarely or Never

9. He makes accurate decisions _____ A B C D E
10. He gets along well with the people above him _____ A B C D E
11. He publicizes the activities of the group __ A B C D E
12. He becomes anxious when he cannot find out what is coming next _____ A B C D E
13. His arguments are convincing _____ A B C D E
14. He encourages the use of uniform procedures _____ A B C D E
15. He permits the teachers to use their own judgment in solving problems _____ A B C D E
16. He fails to take necessary action _____ A B C D E
17. He does little things to make it pleasant to be a teacher on his staff _____ A B C D E
18. He stresses being ahead of other schools ___ A B C D E
19. He keeps the group working together as a team _____ A B C D E
20. He keeps the school in good standing with higher authority _____ A B C D E
21. He speaks as the representative of the group _____ A B C D E
22. He accepts defeat in stride _____ A B C D E
23. He argues persuasively for his point of view _____ A B C D E
24. He tries out his ideas in the group _____ A B C D E
25. He encourages initiative among the teachers on this staff _____ A B C D E
26. He lets other persons take away his leadership in the group _____ A B C D E
27. He puts suggestions made by the group into operation _____ A B C D E

Please respond to EVERY item

A = Very Frequently or Always
B = Often
C = Occasionally
D = Seldom
E = Very Rarely or Never

28. He needles the teachers for greater effort ___ A B C D E
29. He seems able to predict what is coming next_ A B C D E
30. He is working hard for a promotion _____ A B C D E
31. He speaks for the group when visitors are present _____ A B C D E
32. He accepts delays without becoming upset ____ A B C D E
33. He is a very persuasive talker _____ A B C D E
34. He makes his attitudes clear to the group ___ A B C D E
35. He lets the teachers do their work the way they think best _____ A B C D E
36. He lets some staff members take advantage of him _____ A B C D E
37. He treats all staff members as his equals ___ A B C D E
38. He checks to see that teachers cover the course of studies _____ A B C D E
39. He settles conflicts when they occur in the group _____ A B C D E
40. His superiors act favorably on most of his suggestions _____ A B C D E
41. He represents the group at outside meetings _ A B C D E
42. He becomes anxious when waiting for new developments _____ A B C D E
43. He is very skillful in an argument _____ A B C D E
44. He decides what shall be done and how it shall be done _____ A B C D E
45. He assigns a task, then lets the staff members handle it _____ A B C D E
46. He is the leader of the group in name only __ A B C D E
47. He gives advance notice of changes _____ A B C D E
48. He pushes for higher academic standards _____ A B C D E
49. Things usually turn out as he predicts _____ A B C D E

Please respond to EVERY item

A = Very Frequently or Always

B = Often

C = Occasionally

D = Seldom

E = Very Rarely or Never

50. He enjoys the privileges of his position ____ A B C D E

51. He handles complex problems efficiently _____ A B C D E

52. He is able to tolerate postponement and uncertainty _____ A B C D E

53. He is not a very convincing talker _____ A B C D E

54. He assigns staff members to particular tasks _____ A B C D E

55. He respects the professional freedom of a classroom teacher _____ A B C D E

56. He backs down when he ought to stand firm ___ A B C D E

57. He keeps to himself _____ A B C D E

58. He sets an example by working hard himself __ A B C D E

59. He is accurate in predicting the trend of events _____ A B C D E

60. He gets his superiors to act for the welfare of the group members _____ A B C D E

61. He gets swamped by details _____ A B C D E

62. He can wait just so long, then blows up _____ A B C D E

63. He speaks from a strong inner conviction ____ A B C D E

64. He makes sure that his role in the school is understood by the staff members _____ A B C D E

65. He is reluctant to allow the teachers any freedom of action _____ A B C D E

66. He lets some staff members have authority that he should keep _____ A B C D E

67. He looks out for the personal welfare of teachers in this school _____ A B C D E

68. He permits the teachers to take it easy in their work _____ A B C D E

69. He sees to it that the work of the group is coordinated _____ A B C D E

Please respond to EVERY item

A = Very Frequently or Always
B = Often
C = Occasionally
D = Seldom
E = Very Rarely or Never

70. His word carries weight with his superiors ___ A B C D E
71. He gets things all tangled up _____ A B C D E
72. He remains calm when uncertain about coming events _____ A B C D E
73. He is an inspiring talker _____ A B C D E
74. He schedules the work to be done _____ A B C D E
75. He allows the group a high degree of initiative _____ A B C D E
76. He takes full charge when emergencies arise _ A B C D E
77. He is willing to make changes _____ A B C D E
78. He drives hard when there is a job to be done _____ A B C D E
79. He helps staff members settle their differences _____ A B C D E
80. He gets what he asks for from his superiors _ A B C D E
81. He can reduce a madhouse to system and order _____ A B C D E
82. He is able to delay action until the proper time _____ A B C D E
83. He persuades others that his ideas are to their advantage _____ A B C D E
84. He maintains definite standards of performance _____ A B C D E
85. He trusts teachers to exercise good judgment _____ A B C D E
86. He overcomes attempts made to challenge his leadership _____ A B C D E
87. He refuses to explain his actions _____ A B C D E
88. He urges teachers to improve constantly the standard of instruction _____ A B C D E
89. He anticipates problems and plans for them ___ A B C D E

Please respond to EVERY item

A = Very Frequently or Always

B = Often

C = Occasionally

D = Seldom

E = Very Rarely or Never

90. He is working his way to the top _____ A B C D E

91. He gets confused when too many demands are made of him _____ A B C D E

92. He worries about the outcome of any new procedure _____ A B C D E

93. He can inspire enthusiasm for a project _____ A B C D E

94. He asks that teachers in this school follow standard rules and regulations _____ A B C D E

95. He permits each teacher to set his own pace _ A B C D E

96. He is easily recognized as the leader of the group _____ A B C D E

97. He acts without consulting the staff _____ A B C D E

98. He ensures that teachers work to their full capacity _____ A B C D E

99. He maintains a closely knit group _____ A B C D E

100. He maintains cordial relations with superiors _____ A B C D E

Please respond to EVERY item

CONTINUE ON BACK PAGE

SOME INFORMATION ABOUT YOU, YOUR SCHOOL AND YOUR PRINCIPAL

(BLACKEN corresponding space on answer sheet)

101. Number of teachers in your school, including the principal (choose one):

A 9 or fewer
B 10 to 19
C 20 to 29
D 30 to 39
E 50 or more

102. What grades does your school include? (Choose the one below which most clearly describes your school)

A Gr. 1 to 6
B Gr. 1 to 8
C Gr. 7 to 9
D Gr. 8 to 10
E Gr. 10 to 12

103. How long have you been in your present school, including this year?

A First year
B 2 to 4 years
C 5 to 10 years
D 11 to 20 years
E 21 years or more

104. How many years of teaching experience do you have, including the present year?

A First year
B 2 to 4 years
C 5 to 10 years
D 11 to 20 years
E 21 years or more

105. Your sex:

A Male
B Female

106. What is your age?

A 25 years or under
B 26 to 35 years
C 36 to 45 years
D 46 to 55 years
E 56 to 65 or over

- contd. -

107. How many years of training are you credited with for salary purposes? (Please drop fractional years)

A 1 to 2 years
B 3 years
C 4 years
D 5 years
E 6 years

108. What is your principal's approximate age?

A 25 years or under
B 26 to 35 years
C 36 to 45 years
D 46 to 55 years
E 56 to 65 or over

109. What is the length of your principal's experience as principal in this school?

A First year
B 2 to 4 years
C 5 to 10 years
D 11 to 20 years
E 21 years or more

110. How many years of training does your principal have?

A Fewer than 4 years
B 4 years
C 5 years
D Graduate work (6 years)
E More than 6 years

Please place answer sheet only in envelope provided, seal and return. Thank you.

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AN EVALUATION OF THE EFFECTIVENESS OF SCHOOL PRINCIPAL LEADER BEHAVIOUR

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