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THE RELATIONSHIP BETWEEN SELECTED FACTORS OF LEADERSHIP
BEHAVIOR AND SELECTED FACTORS OF TEACHER
AND PRINCIPAL SELF CONCEPTS

A Dissertation
Presented to
the Faculty of the Department of Education
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Wade Byron McCamey
August 1976

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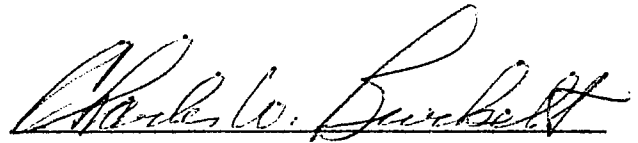
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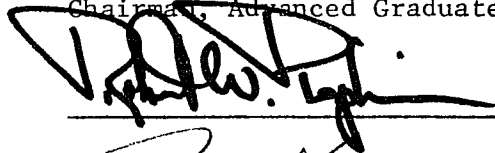
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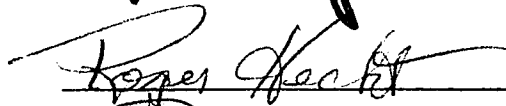
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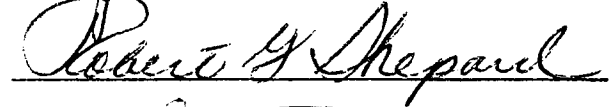
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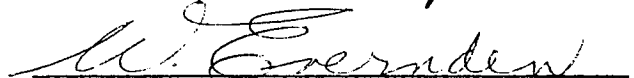


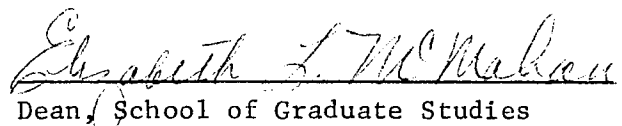
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Dean, School of Graduate Studies

THE RELATIONSHIP BETWEEN SELECTED FACTORS OF LEADERSHIP
BEHAVIOR AND SELECTED FACTORS OF TEACHER
AND PRINCIPAL SELF CONCEPTS

An Abstract
Presented to
the Graduate Faculty
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Wade Byron McCamey
August 1976

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THE RELATIONSHIP BETWEEN SELECTED FACTORS OF LEADERSHIP
BEHAVIOR AND SELECTED FACTORS OF TEACHER
AND PRINCIPAL SELF CONCEPTS

Purpose. The purpose of the study was to determine if relationships existed between (1) the observed leader behavior of the school principal as seen by representative teachers and the self concepts of those same teachers, (2) principal self concept and teacher self concept, (3) principal self concept and principal leader behavior, and (4) the way teachers with high self esteem perceived the leadership behavior of the principal and the way teachers with low self esteem perceived the leadership behavior of the same principal.

Method. This study followed the ex-post-facto design of a co-relational study. Twelve dimensions of the Leader Behavior Description Questionnaire - Form 12 were selected to assess the leader behavior of school principals. Twelve dimensions of the Tennessee Self Concept Scale were selected to measure the self concepts of teachers and principals.

Summary. The data were collected in fifteen randomly selected schools in ten upper East Tennessee public school systems. The random selection was stratified to include five high schools, five middle or junior high schools, and five elementary schools. A total of two hundred ten teachers completed the TSCS and the LBDQ-XII.

In the statistical analysis for Hypothesis 1, mean LBDQ-XII scores of principals were correlated with mean TSCS scores of teachers. For Hypothesis 2, mean LBDQ-XII scores of principals were correlated with the TSCS scores of principals. Hypothesis 3 required a correlation between TSCS scores of principals and TSCS scores of teachers. The Spearman rank correlation using the self esteem scores (most revealing score of the TSCS) of teachers and their respective principal on the LBDQ-XII were applied to Hypothesis 4.

Conclusions. The relationships showing significance in the study warranted the following conclusions:

A. Positive relationships do exist between the leader behavior of school principals and teachers' self concepts.

B. Negative relationships exist between the self criticism dimension of teachers' self concepts and the leader behavior perceived by those same teachers.

C. Very few significant relationships exist between principal leader behavior as perceived by teachers, and principal self concepts.

D. Principals with a very well-balanced self concept were perceived to be better leaders than were principals with a self concept so variable as to reflect little unity or integration.

E. Positive relationships exist between the self concept of principals and self concepts of teachers within the same school setting.

F. Teachers with high self concepts tended to rate principals higher on certain dimensions of leader behavior than did teachers with low self concepts.

G. As a group, the elementary school principals had higher self concepts than did the middle school or high school principals.

H. As a group, the high school teachers had higher self concepts than did the middle school teachers or the elementary school teachers.

I. As a group, middle school principals were perceived as being more effective leaders than were the high school principals or the elementary school principals.

J. Educators, both teachers and principals, tend to have more positive self concepts than a representative group of people selected from a cross strata of society.

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Dissertation prepared under the guidance of Dr. Charles W. Burkett, Dr. William L. Evernden, Dr. Roger Hecht, Dr. Harold Measel, Dr. Robert Peplies, and Dr. Robert Shepard.

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I wish to express my gratitude to those who have contributed time and effort to make this study possible. To Dr. Charles W. Burkett, chairman of my dissertation committee, I wish to express very grateful appreciation. In addition, I sincerely appreciate the assistance and guidance of Dr. William L. Evernden, Dr. Roger Hecht, Dr. Elizabeth McMahan, Dr. Harold Measel, Dr. Robert Peplies, and Dr. Robert Shepard.

I am grateful to the school personnel in the school districts where this study took place. The assistance and cooperation received from superintendents, principals, and teachers was invaluable and is very much appreciated.

An acknowledgement of this nature would certainly be incomplete without giving special recognition to Ann, my wife, for her calm understanding, consideration, and assistance during this long undertaking.

This dissertation is dedicated to Ann, my wife, who has made many sacrifices in order that I may complete this project and to my parents, for bringing me into the world and giving me guidance and assistance during the most difficult years.

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Chapter 1

INTRODUCTION

It has been stated that the goal of education is intelligent behavior.¹ In making this statement, Combs and Snygg were referring not only to the intelligent behavior of students but to intelligent behavior of teachers and school administrators as well. Many would agree that intelligent behavior must exist at all levels in the educational strata in order to achieve and maintain a sound educational system.

Controlled inquiry into human behavior has been of interest to educators and psychologists for many years. Numerous studies have been directed toward the problem of how to control and predict human behavior.² This study focused on human behavior from two major points of reference. First was the attempt to focus on the human behavior of school principals as seen by significant others, teachers within the school. For many years studies in human leadership, including school administration, were aimed at identifying personality traits rather than isolating human behavioral characteristics. Much of this changed with the development of the Leader Behavior Description Questionnaire, Form 12, (LBDQ-XII). This questionnaire was designed as a means to observe and assess human behavior

¹Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Row, 1959), p. 365.

²Don E. Hamachek, ed., Human Dynamics in Psychology and Education (Boston: Allyn and Bacon, 1968), p. 540.

from the point of view of another human being after existing in close contact with the behavior being observed for a period of time.³

Secondly, human behavior was examined in this study as seen by the self. It had long been recognized that the self concept or, what one thinks of one's self, played an important role in determining human behavior. This idea was stressed by such phenomenological theorists as Arthur W. Combs, Donald Snygg, and Carl Rogers.

Arthur Combs and Donald Snygg stated "what a person thinks and how he behaves are largely determined by the concept he holds about himself and his abilities." Combs and Snygg further stated, "the self perceptions we possess have a tremendous role in determining our every behavior."⁴ In order to assess human behavior as seen by the self, the Tennessee Self Concept Scale (TSCS) was developed. This instrument was utilized to permit school principals and school teachers to report their own human behavior as seen by the behaviorer himself. This instrument permitted the individual to express what he thought he was.

Many questions have been raised concerning the leadership behavior of school principals and the resulting effects on teacher behavior, attitudes, and self concepts. Some have questioned whether a principal can have an impact on teacher self concept by the style of leadership behavior he displayed. Others have conjectured as to the role the principal's self concept has played in influencing his leadership style.

A primary objective of all school administrators should be to ameliorate the learning environment by improving the attitudes and

³Ralph M. Stogdill, ed., Handbook of Leadership (New York: The Free Press, 1974), p. 128.

⁴Combs and Snygg, p. 122.

behavior of teachers. It has been demonstrated that the enhancement and maintenance of the perceived self was the motive behind all behavior.⁵ This had great applicability to education in that the behavior of teachers had a direct effect upon the degree of learning by the students in the classroom.⁶ Teachers who had a positive self concept tended to display a more positive attitude toward teaching. Fitts stated this idea as follows:

Whether learning is exciting and rewarding, or boring and irrelevant is largely dependent upon the teacher. Teachers can make students feel valuable, trustworthy, confident, and "turned on," or they can cause students to lose all sense of dignity and self-respect.⁷

Combs and Snygg stated "a major factor governing the success of the teacher has to do with the teacher's concept of himself . . . how a teacher behaves in the classroom depends . . . upon how he sees himself."⁸

Another major idea expressed by Combs, Avila, and Purkey was that a school principal will not behave according to the facts as others see them. Rather, principals will behave according to facts as they see them.⁹ This illustrated the importance of the need for the principal to have and maintain a positive self concept.

This study focused on the relationship between the leadership behavior of the school principal and teacher self concept and on how principals and teachers perceived themselves.

⁵William W. Purkey, Self Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1970), p. 10.

⁶William H. Fitts, The Self Concept and Performance (Nashville, Tennessee: Counselor Recordings and Tests, 1972), p. 44.

⁷Ibid.

⁸Combs and Snygg, p. 406.

⁹Arthur W. Combs, Donald L. Avila, and William W. Purkey, Helping Relationships: Basic Concepts for the Helping Professions (Boston: Allyn and Bacon, Inc., 1971), p. 17.

THE PROBLEM

The primary purpose of this study was to determine if a relationship existed between the observed leader behavior of the school principal as seen by representative teachers and the self concept of those same teachers.

Sub-problems

The sub-problems of this study were (1) to determine if a relationship existed between principal self concept and teacher self concept, (2) to determine if a relationship existed between principal self concept and exhibited principal leader behavior, and (3) to determine if a relationship existed between the way teachers with high self esteem perceived the leadership behavior of the principal and the way teachers with low self esteem perceived the leadership behavior of the same principal.

Identification of Variables

In order to accomplish this task, teacher self concept was used as the dependent variable while aspects of the leader behavior of the school principal and principal self concept were used as independent variables.

Need for the Study

The primary intent of this study was to determine if a relationship existed among the aforementioned variables and to suggest possible bases for causality. As was pointed out by Edwin A. Fleishman and James G. Hunt, leadership needed to be examined and considered in relation to

individual behavior level indexes.¹⁰ In further discussion of this point, Fleishman and Hunt stated that more attention needed to be given to the relation of leader behavior with individual group member behavior and attitudes.¹¹

Hypotheses to be Tested

The major hypotheses were that the study would give evidence that:

Hypothesis 1. There is a significant relationship between the leader behavior of the school principal as measured by the twelve dimensions of the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII) and teacher self concept as measured by the twelve dimensions of the Tennessee Self Concept Scale (TSCS).

Sub Hypotheses

1-A. Schools in which principals receive a high mean score in representation will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in representation.

1-B. Schools in which principals receive a high mean score in demanding reconciliation will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in demanding reconciliation.

1-C. Schools in which principals receive a high mean score in tolerance of uncertainty will tend to have teachers with a higher mean

¹⁰Edwin A. Fleishman and James G. Hunt, eds., Current Developments in the Study of Leadership (Carbondale, Illinois: Southern Illinois University Press, 1973), p. 182.

¹¹Fleishman and Hunt, p. 183.

score on the twelve dimensions of self concept than in schools where principals receive a low mean score in tolerance of uncertainty.

1-D. Schools in which principals receive a high mean score in persuasiveness will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in persuasiveness.

1-E. Schools in which principals receive a high mean score in initiation of structure will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in initiation of structure.

1-F. Schools in which principals receive a high mean score in tolerance of freedom will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in tolerance of freedom.

1-G. Schools in which principals receive a high mean score in role retention will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in role retention.

1-H. Schools in which principals receive a high mean score in consideration will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in consideration.

1-I. Schools in which principals receive a high mean score in production emphasis will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in production emphasis.

1-J. Schools in which principals receive a high mean score in predictive accuracy will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in predictive accuracy.

1-K. Schools in which principals receive a high mean score in integration will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in integration.

1-L. Schools in which principals receive a high mean score in influence with superiors will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in influence with superiors.

Hypothesis 2. The behavior of school principals is related to, is associated with, and is an expression of the principal's self concept. Therefore, there is a significant relationship between the leader behavior of the school principal as determined by the twelve dimensions of the LBDQ-XII and the principal's self concept as measured by the twelve dimensions of the TSCS.

Sub Hypotheses

2-A. Schools in which principals receive a high mean score in representation will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in representation.

2-B. Schools in which principals receive a high mean score in demanding reconciliation will tend to have a principal with higher scores

on the twelve dimensions of self concept than in schools where principals receive a low mean score in demanding reconciliation.

2-C. Schools in which principals receive a high mean score in tolerance of uncertainty will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in tolerance of uncertainty.

2-D. Schools in which principals receive a high mean score in persuasiveness will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in persuasiveness.

2-E. Schools in which principals receive a high mean score in initiation of structure will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low score in initiation of structure.

2-F. Schools in which principals receive a high mean score in tolerance of freedom will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low score in tolerance of freedom.

2-G. Schools in which principals receive a high mean score in role retention will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in role retention.

2-H. Schools in which principals receive a high mean score in consideration will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in consideration.

2-I. Schools in which principals receive a high mean score in production emphasis will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in production emphasis.

2-J. Schools in which principals receive a high mean score in predictive accuracy will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in predictive accuracy.

2-K. Schools in which principals receive a high mean score in integration will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in integration.

2-L. Schools in which principals receive a high mean score in influence with superiors will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in influence with superiors.

Hypothesis 3. There is a significant relationship between the self concept scores of principals included in the study and the mean self concept scores of teachers on a school-by-school basis as determined by the twelve dimensions of the TSCS.

Hypothesis 4. Teachers who score higher on the self concept dimension of self esteem (the most important dimension of the TSCS)¹² will rate their respective school principal higher on the twelve dimensions of the LBDQ-XII.

¹²William H. Fitts, Manual: Tennessee Self Concept Scale (Nashville, Tennessee: Counselor Recordings and Tests, 1965), p. 2.

A diagrammatical sketch showing the inter-relationships of the four major hypotheses is located in Figure 1. The oval areas depict the dimensions of measurable human characteristics and behaviors listed in the above hypotheses while the blocks and arrows illustrate the hypothesized relationships that were examined in the study.

Questions to be Answered

In addition to the aforementioned hypotheses, the data should also supply answers to the following questions:

1. How do elementary school principal self concept scores, as a group, compare to middle and high school principal self concept scores?
2. How do elementary school teacher self concept scores, as a group, compare to middle and high school teacher self concept scores?
3. How do the leader behavior scores of elementary school principals compare to middle and high school principals' leader behavior scores?

Definition of Terms

Leadership. The definition as set forth by Stogdill and Coons was selected for this study: "Leadership is the behavior of an individual when he is directing the activities of a group toward a shared goal."¹³

Self concept. Combs, Avila, and Purkey's definition was accepted for use in this study:

¹³Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement (Columbus, Ohio: College of Administrative Science, The Ohio State University Press, 1957), p. 7.

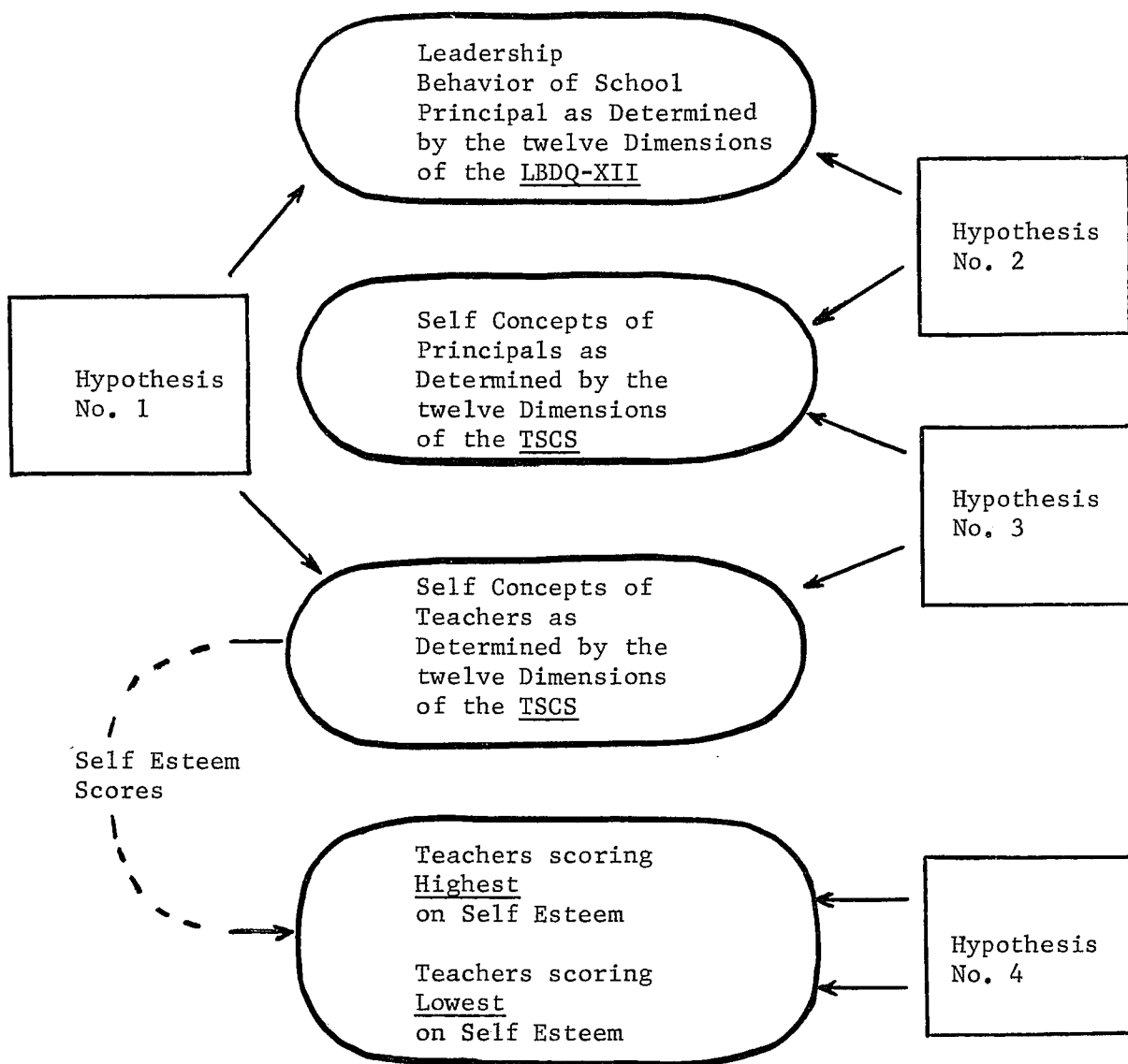


Figure 1

Inter-relationships of the Four Major Hypotheses

The self concept is all those aspects of the perceptual field to which we refer when we say "I" or "me." It is that organization of perceptions of self which seems to the individual to be who he is. It is composed of thousands of perceptions varying in clarity, precision, and importance in the person's particular economy. Taken together these are described by the perceptual psychologist as the self concept.¹⁴

Delimitations of the Study

1. This study was limited to fifteen randomly selected public schools, chosen from an eight county region of North-East Tennessee.

2. This study was limited in scope by considering only those variables included in the twelve dimensions of the LBDQ-XII and the twelve dimensions of the TSCS.

3. The educational scientist along with the social scientist face the problem of not being able to maintain direct control in a research setting. As was pointed out by Fred N. Kerlinger, direct control is not possible in ex-post-facto research, and therefore, was considered a delimitation of this study.¹⁵

Assumptions Underlying the Study

A research study of this nature must encompass some assumptions which further delineate and define more accurately certain dimensions of the study. The primary assumptions of this study included:

1. The leader behavior of the school principal would affect the self concept of teachers, and in turn, the self concept of teachers would influence the teaching/learning environment.

¹⁴Combs, Avila, and Purkey, Helping Relationships, p. 39.

¹⁵Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 380.

2. The principals and teachers would react to the measuring instruments in an honest manner, teachers accurately reflecting how they perceived the leader behavior of their principal and their own self concept and the principals reflecting how they perceived their own self concept.

3. It was assumed that the school environment would be a significant aspect of their total environment to the degree that it had an impact on teacher and principal self concepts.

4. Any differences in the findings in different organizational settings (schools) represented differences in leader behavior and self concept rather than a reflection of any fallacies in the data gathering procedures or instruments.

Chapter 2

REVIEW OF RELATED LITERATURE

INTRODUCTION

The process of reviewing related literature was an attempt to focus on prior studies dealing with two major aspects of human phenomena; leader behavior and human self concepts. There was also an attempt to find related studies dealing with relationships between these two dimensions of human totality.

In the portion of literature review dealing with leader behavior, there is a history of leader behavior studies, and a section focusing on how leader behavior has been defined and the effects the behaviors of leaders have on followers.

The literature review dealing with self concepts will include self concept development, self concept change, and the self concepts of educators.

In order to identify pertinent studies on leader behavior and self concept, bibliographies and references of major works were reviewed. In addition, an Educational Resources Information Center (ERIC) search was conducted through the Tennessee Research Coordinating Unit, the University of Tennessee.

LEADER BEHAVIOR

Since the beginning of time, history has shown that man has been constantly dominated by leaders. People often looked at rulers of the same family and viewed one as a good leader and one as a poor leader. In recent history, and most likely long before, persons have wondered what made one a good leader and another a poor leader.

History of Leader Behavior Studies

Researchers started trying to assess leadership from several points of view. In 1935 Ordway Tead defined leadership as "the activity of influencing people to cooperate toward some goal which they came to find desirable."¹

Tead referred to such ideas as the "born leader" and "self-constituted leader."² Tead listed the qualities that were considered ideally desirable for a leader to possess.³

Upon close analysis, Ralph M. Stogdill found that most of the qualities listed could be classified as personality traits. Therefore, the study of leader behavior in the United States prior to 1945 focused upon distinguishing leaders from followers by studying personality traits of leaders. Research indicated that this type of approach met with little success. The major flaws of the trait approach were that traits demanded in a leader varied from one situation to another, and

¹Ordway Tead, The Art of Leadership (New York: McGraw-Hill, 1935), p. 20.

²Ibid., p. 27.

³Ibid., p. 83.

noted for initiating structure clearly defined his own role and let followers know what was expected of them.⁸

These two subscales of consideration and initiating structure have been used extensively in research since 1955. It was during that year that the first major use of the LBDQ was made with Air Force personnel.⁹

In 1956 Andrew W. Halpin studied the leadership of school superintendents as described by staff members, school board members, and selves. This study revealed that those superintendents rated effective as leaders by both staff and school board members were described high in both consideration and initiation of structure.¹⁰

During the 1960's and early 1970's, research from many situations indicated that leaders were rated as more effective when they received high scores in the two areas of consideration and initiating structure. It was during this period that Stogdill discovered that research in education situations revealed that students tended to make higher scores on tests of school achievement when teachers and principals were rated high in consideration and initiating structure.¹¹

⁸John A. Ramseyer and others, Factors Affecting Educational Administration: Guideposts for Research and Action (Columbus, Ohio: College of Education, The Ohio State University, 1955), p. 5.

⁹Stogdill, Handbook of Leadership, p. 129.

¹⁰Andrew W. Halpin, "The Observed Leader Behavior and Ideal Leader Behavior of Aircraft Commanders and School Superintendents," Leader Behavior: Its Description and Measurement, ed. Ralph M. Stogdill and Alvin E. Coons (Columbus, Ohio: College of Administrative Science, The Ohio State University, 1957), p. 67.

¹¹Stogdill, Handbook of Leadership, p. 140.

the trait approach ignored the interaction between the leader and his group.⁴

Due to the fruitless efforts of the personality trait approach, a decision was made to study the behavior of leaders rather than the personality traits. This involved an attempt to describe the individual's behavior while he acted as a leader of a group or organization.⁵

Fred E. Fiedler stated:

A man becomes a leader not only because of his personality attributes, but also on the basis of various situational factors and the interaction between the leader's personality and the situation.⁶

In 1945 the Ohio State Leadership Studies were organized with the intent of describing different aspects of leader behavior. A list of 1,800 descriptive items was developed in the early years of the study. After much refinement and categorization, the first form of the Leader Behavior Description Questionnaire was developed.⁷

John A. Ramseyer found that the descriptive items in the first form of the Leader Behavior Description Questionnaire measured two patterns of behavior--consideration and initiation of structure. A leader possessing the qualities of consideration regarded the comfort, well-being, status, and contributions of subordinates, while a leader

⁴Ralph M. Stogdill, ed., Handbook of Leadership (New York: The Free Press, 1974), p. 128.

⁵Ibid.

⁶Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill, 1967), p. 10.

⁷Stogdill, Handbook of Leadership, p. 128

After analyzing research conducted by Halpin and Croft, Stogdill was not satisfied that leader behavior could be adequately described with the two dimensions of consideration and initiating structure. Stogdill expressed his agreement with Halpin and Croft in stating that additional factors were needed to describe all the complexities of leader behavior.¹²

Following an examination of leader behavior studies, Stogdill concluded that little existed in the way of leadership theory at the time Ohio State Leadership Studies developed the Leader Behavior Description Questionnaire. As a result of research and experimentation, several additional identifiable patterns of behavior were discovered in leadership. Thus, in the early 1960's, through an analysis of both theory and research, the twelve dimensions of the Leader Behavior Description Questionnaire - Form 12 (LBDQ-XII) were developed.¹³

Additional work and ideas concerning leadership followed the efforts of Stogdill in more recent years. Many others concluded that several factors other than personality contributed to being a leader. Fiedler stated that much research showed that the leader's personality was only one factor in a group's performance, and an understanding of leadership required knowing something about the group.¹⁴

It was also felt by others that personality traits could not be isolated in assessing leadership ability. Robert Tannenbaum, Irving R.

¹²Stogdill, Handbook of Leadership, p. 142.

¹³Stogdill, Handbook of Leadership, p. 143.

¹⁴Fiedler, A Theory of Leadership Effectiveness, p. 16.

Weschler, and Fred Massarik pointed out that early leadership research focused on the leader himself to the exclusion of other variables.

It was assumed that leadership effectiveness could be explained by isolating psychological and physical characteristics, or traits, which were presumed to differentiate the leader from other members of his group.¹⁵

Fiedler's conclusions were that the most effective leadership style is dependent on three conditions:

1. Relations between the leader and group members.
2. Nature of the task to be accomplished - whether structured or unstructured.
3. Position power of the leader.¹⁶

Research into leader behavior has been continuing and growing. Many have felt that much additional work should be done. In 1971 Edwin A. Fleishman concluded that "leadership is full of interesting research potential and represents an active area into which a new generation of researchers has been attracted."¹⁷

The need for studies dealing with leader behavior and the resultant effects of leader behavior on subordinates was stressed by Walter A. Hill:

Students of leadership have examined this concept from the standpoints of traits, functions, styles, and situations; they have viewed it anthropologically, psychologically, and sociologically, as well as from the vantage points of political power and past experience. Despite the scope and magnitude of these efforts, we know little about what makes

¹⁵Robert Tannenbaum, Irving R. Weschler, and Fred Massarik, Leadership and Organization: A Behavioral Science Approach (New York: McGraw-Hill Book Co., 1961), p. 23.

¹⁶Fiedler, A Theory of Leadership Effectiveness, p. 27.

¹⁷Edwin A. Fleishman and James G. Hunt, eds., Current Developments in the Study of Leadership (Carbondale, Illinois: Southern Illinois University Press, 1973), p. 178.

a supervisor effective or why a supervisor is effective in one situation but not in another.¹⁸

Leader Behavior, Definitions,
and Effects on Others

Just as there have been many approaches taken in determining what made good leaders, so have there been many meanings used in defining leaders and in describing their behavior in becoming leaders. Fiedler stated that when there is no hereditary aristocracy every man is potentially a leader.¹⁹

Clarence A. Weber concluded that leadership is not synonymous with management. He felt management to be the process of devising plans of action to achieve pre-determined goals, carrying out such plans of action, and evaluating such plans in terms of the pre-conceived goals. Therefore, leadership could not be as impersonal as management. Leadership involved the process of helping people examine, evaluate, change, and develop goals and purposes.²⁰

Leadership cannot be determined solely by the person in charge. Weber also stated that one of the greatest obstacles to effective leadership was complacency of teachers and administrators.²¹ It was also stated that understanding of leadership required knowing something about the group being directed by the leader.²²

¹⁸Walter A. Hill, "Leadership Style Flexibility, Satisfaction, and Performance," Current Developments in the Study of Leadership, eds. Edwin A. Fleishman and James G. Hunt (Carbondale, Illinois: Southern Illinois University Press, 1973), p. 62.

¹⁹Fiedler, A Theory of Leadership Effectiveness, p. 3.

²⁰Clarence A. Weber, Leadership in Personnel Management in Public Schools (St. Louis, Missouri: Warren H. Greene Inc., 1970), p. 4.

²¹Ibid., p. 12.

²²Fiedler, Leadership Effectiveness, p.16.

More than leader and group personalities often become involved in leadership. Fiedler stated:

. . . the performance of a group depends upon both the leader's style of interacting with his group members and on the nature of the group situation in which he and his group find themselves.²³

Furthermore, Fiedler viewed leadership as an interpersonal relation in which power and influence were unevenly distributed so that one person was able to direct and control the actions and behavior of others to a greater extent than they directed or controlled his.²⁴

Others also felt that leadership was greatly influenced by the interactions of the group and the leader. Stogdill stated that leadership was the behavior of an individual when directing the activities of a group toward a shared goal.²⁵

The amount of interactions and controls placed by the leader may vary. Gordon L. Lippett and Edith Seashore found that leader behavior could range from almost complete control of decision-making by the leader to almost complete control by the group, with the leader contributing resources just like any other group member.²⁶

Thomas J. Sergiovanni viewed leadership basically the same way as Lippett and Seashore. He stated that the leader was the individual charged with the tasks of directing and coordinating group activities necessary to achieve or change goals. He elaborated by stressing three areas of involvement with which a school executive should be concerned:

²³Fiedler, p. 36.

²⁴Fiedler, p. 11.

²⁵Stogdill, Leader Behavior: Its Description and Measurement, p. 7.

²⁶Gordon L. Lippett and Edith Seashore, The Leader and Group Effectiveness (New York: Associated Press, 1962), p. 41.

"his behavior, the development of others, and group leadership functions."²⁷ It was also believed by Sergiovanni that leader behavior was composed of two major dimensions, goal achievement and group maintenance. Goal achievement would be related to getting the job done, while group maintenance would be related to a concern for people.²⁸

Some viewed leadership of such great significance that an organization should not retain a leader when their goals seemed to differ. Bernard Kutner stated that when a discrepancy occurred between the group's goals and the leader's behavior with regard to the group's activities, the time to change leaders had arrived.²⁹

Many times leaders have to be able to produce a change in the behavior of some who are being led. The manner in which this has been attempted often has a great impact on the follower. Paul Buchman listed several different ways that the behavior of a person could be changed. Foremost among the ways listed was to change the person himself.³⁰

Buchman made additional comments on how an individual's view of himself influenced what he did. This indicated that at the center of a person's reactions was his image of self, relations with others, and relations with the world at large.³¹

²⁷Thomas J. Sergiovanni and Fred D. Carver, The New School Executive: A Theory of Administration (New York: Dodd, Mead and Co., 1973), p. 198.

²⁸Ibid., p. 201.

²⁹Bernard Kutner, "Problems in Democratic Leadership," Studies in Leadership, ed. Alvin W. Gouldner (New York: Harper and Brothers, 1950), p. 461.

³⁰Paul C. Buchman, The Leader and Individual Motivation (New York: Association Press, 1962), p. 25.

³¹Ibid., p. 41.

SELF CONCEPT

The use of the concept of self in the behavioral sciences is comparatively recent.³² However, the importance of the human self concept in directing and influencing human behavior cannot be overstated. It was the belief of Earl C. Kelley that each person must have a workable concept of self and that the concept that one held greatly determined his behavior.³³ Arthur W. Combs expressed it best when he stated: "We are just beginning to understand the tremendous effects of the individual's concept of self upon his perceptions and behaviors."³⁴

One major reason the self concept is so important in determining behavior lies in the complexity of its existence. The self concept is not a single perception of the self. Hugh W. Perkins stressed the idea of complexity of self concept when he stated that "the individual's self concept consists of the persisting ways he sees himself in the many life situations that he faces or might face."³⁵

Self Concept Development

Many psychologists conjectured about the nature of self concept development in human individuals. One thing that most psychologists

³²Arthur W. Combs and Donald Snygg, Individual Behavior: A Perceptual Approach to Behavior (New York: Harper and Row, 1959), p. 128.

³³Earl C. Kelley, In Defense of Youth (Englewood Cliffs, New Jersey: Prentice-Hall, 1962), p. 139.

³⁴Arthur W. Combs, "Intelligence from a Perceptual Point of View," The Self in Growth, Teaching, and Learning, ed. Don E. Hamachek (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 143.

³⁵Hugh V. Perkins, "Changing Perceptions of Self," The Self in Growth, Teaching, and Learning, ed. Don E. Hamachek (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 450.

seemed to agree upon in the area of self theory was that the self concept begins to take form during the early months of life. William Purkey pointed out that a young child gradually recognizes the presence of significant family members, which sets the stage for the beginnings of awareness of self as an independent agent.³⁶

Arthur T. Jersild was in agreement with Purkey in describing self concept development. Jersild believed the self developed as the child came to grips with the experience of life. As the self evolves, it is made up of all that goes into a person's experiences of his individual existence. Jersild viewed the self as:

. . . a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitudes pertaining to his worth.³⁷

The uniqueness of the individual self was stressed by Earl C. Kelley in his description of the developing self. Kelley was also in agreement with Jersild on the premise that the self was formed or influenced by all of one's past experiences. In describing self concept formation, Kelley stated that it was:

. . . the accumulated experiential background, or backlog, of the individual. It is what has been built, since his life began, through unique experience and unique purpose, on the individual's unique biological structure. The self is, therefore, unique to the individual.³⁸

³⁶William W. Purkey, Self Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 28.

³⁷Arthur T. Jersild, "Social and Individual Origins of the Self," The Self in Growth, Teaching, and Learning, ed. Don E. Hamachek (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 196.

³⁸Earl C. Kelley, "The Fully Functioning Self," Perceiving, Behaving, Becoming, ed. Arthur W. Combs, 1962 Yearbook (Washington, D.C.: Association For Supervision and Curriculum Development, National Education Association, 1962), p. 9.

It was generally agreed in self concept theory that the self concept does not exist at birth. P. M. Symonds stressed this idea when he stated that:

The self as a percept is not present at birth but begins to develop gradually as perceptive powers develop. . . . The self develops as we feel ourselves separate and distinct from others, but the differentiations are dim and hazy. It is probably true that one learns to recognize and distinguish others before one learns to recognize and distinguish the self. . . . As the recognition of the familiar face takes shape, vague notions of the self simultaneously develop. As the mother begins to take place as a separate person, the baby forms vague notions of himself as a separate individual.³⁹

William H. Fitts also emphasized the importance of external experiences in self concept development. He stated that:

The self concept, or self image, is learned by each person through his lifetime of experiences with himself, with other people, and with the realities of the external world.⁴⁰

The lifetime experiences referred to by Fitts also include school experiences. Some have expressed a deep belief in the role schools should play in the development of self concepts in young people. Hugh V. Perkins pointed out that "schools must provide opportunity for experiences which enable people to develop self concepts for effective living."⁴¹

Not only should schools be concerned with self concept development, but also with self concept measurement. Wilbur B. Brookover,

³⁹P. M. Symonds, The Ego and the Self (New York: Appleton, 1951), p. 62.

⁴⁰William H. Fitts and others, The Self Concept and Self-Actualization (Nashville, Tennessee: Counselor Recordings and Tests, 1971), p. 3.

⁴¹Perkins, p. 453.

Shailor Thomas, and Ann Paterson found a significant and positive correlation between self concept and performance in the academic role. The relationship was substantial even when measured I. Q. was controlled.⁴²

Arthur Combs, Donald Avila, and William Purkey found evidence to suggest that the self concept may be a better predictor of a child's success in school than the time-honored I. Q. score.⁴³

Self Concept Change

An examination of relevant research on self concept theory revealed that more had been written on self concept development than on self concept change. Even though many psychologists were in apparent agreement about the importance of the self concept in determining behavior, few theories were found to exist on how to change or modify behavior through the process of changing or altering the self concept.

One theory was that the self concept develops stability in the early years and is subject to little change thereafter. Arthur Combs expressed this idea when he stated that "once established in a given personality, the perceived self has a high degree of stability."⁴⁴ Combs went on to say that the phenomenal self is an "extremely stable organization which provides the core of human personality."⁴⁵

⁴²Wilbur B. Brookover, Shailor Thomas, and Ann Paterson, "Self Concept of Ability and School Achievement," The Self in Growth, Teaching, and Learning, ed. Don E. Hamachek (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 484.

⁴³Arthur W. Combs, Donald L. Avila, and William W. Purkey, Helping Relationships: Basic Concepts for the Helping Professions (Boston: Allyn and Bacon, Inc., 1971), p. 45.

⁴⁴Combs, Individual Behavior: A Perceptual Approach to Behavior, p. 130.

⁴⁵Ibid.

Jersild believed the self concept stability and slowness to change resulted from the individual's holding on to already established ideas and beliefs. Jersild expressed this theory by stating:

. . . in the process of making new discoveries concerning his properties as an individual, the growing child has a strong tendency to preserve ideas and attitudes he already has formed. . . . His perceptions of new events in his life will be colored by views he already has established.⁴⁶

P. M. Symonds proposed a reason why the self concept is slow to change. Symonds saw the self as the integrating core of the human personality. He believed that any threats to its worth or adequacy were seen as a threat to the individual's very center of existence. In order to protect the self concept, Symonds believed that various psychological defenses are gradually built up around the self which are designed to protect it from insult.⁴⁷

Hubert Boner was in disagreement with the "stability theory" of self concept. He believed that the self concept must change in order for an individual to adjust to a constantly changing social environment. Boner stated, "the fate of every human self is that it must at all times adjust itself to the expectancies of others."⁴⁸

Hugh V. Perkins advocated the idea of self concept change. Perkins illustrated the motivation behind self concept change when he stated, "not only does a person have a perception of himself, but he also has an image of the kind of person he would like to become."⁴⁹

⁴⁶Jersild, p. 205.

⁴⁷Symonds, p. 62.

⁴⁸Hubert Boner, Social Psychology: An Interdisciplinary Approach (New York: American Book Co., 1953), p. 129.

⁴⁹Perkins, p. 450.

Perkins described this changing self concept as the future ideal self.

He stated:

. . . the extent of discrepancy between . . . self concept and self ideal is an indication of development and learning that has taken place . . . change in behavior cannot take place unless there is modification in his (the individual's) self concept.⁵⁰

Self concept change and self-actualization. Some have contended that self concepts must and do change in order for one to achieve a state of self-actualization. Abraham Harold Maslow perceived self-actualization as the human desire to "become more and more what one is capable of becoming."⁵¹ In his later works, Maslow went into greater detail to describe the state of self-actualization. He stated:

Self-actualizing people are, without one single exception, involved in a cause outside their own skin, in something outside of themselves. They are devoted working at something, something which is very precious to them.⁵²

Scientists who have written about the nature of self-actualization are generally agreed that one characteristic of such fortunate persons is the possession of a high degree of self-esteem. They see themselves in essentially positive ways.⁵³

James M. Hanlon saw a relationship between self concept change and self-actualization when he stated:

⁵⁰Perkins, p. 450.

⁵¹Abraham Harold Maslow, Motivation and Personality (New York: Harper, 1954), p. 92.

⁵²Abraham Harold Maslow, The Farther Reaches of Human Nature (New York: The Viking Press, 1971), p. 43.

⁵³Combs, Helping Relationships: Basic Concepts for the Helping Professions, p. 144.

When either a person or organization is experiencing difficulty in being or in becoming, it is in the process of actualization. . . .⁵⁴

Raymond F. Gale declared:

Strong within every person is the urge for self-actualization ---to give expression to what he believes are his strengths, to make actual that which he senses within himself as potentially significant assets.⁵⁵

Gale went on to express the belief that the pattern of life of every individual was a living out of his self concept. He saw the self concept as the "road map for living."⁵⁶

William Fitts was in agreement with Gale when he expressed his belief that the self concept and the state of self-actualization were highly related to each other. Fitts hypothesized that the self concept serves as an index of self-actualization.⁵⁷

Self Concepts of Educators

William Purkey pointed out that in self concept theory, people behaved according to their beliefs. This led Purkey to conclude that a teacher's belief about himself would strongly influence his effectiveness in working with students.⁵⁸

Don Hamachek considered teacher self concepts as one of the most significant causes of differences between good and poor teachers. The

⁵⁴James M. Hanlon, Administration and Education (Belmont, California: Wadsworth Publishing Company, Inc., 1968), p. 141.

⁵⁵Raymond F. Gale, Developmental Behavior: A Humanistic Approach (New York: MacMillan, 1969), p. 33.

⁵⁶Gale, p. 71.

⁵⁷Fitts, The Self Concept and Self Actualization, p. 8.

⁵⁸Purkey, p. 45.

more emotionally stable teachers were more apt to have positive kinds of self concepts.⁵⁹

Findings from numerous studies indicated that in general, teachers, as groups, tended to have quite normal self concepts. Fitts concluded that teacher groups tended to score a little above the norm on self concept reports.⁶⁰

It was the expressed belief of Angelo V. Boy and Gerald J. Pine that teaching was a personal expression of the self that could be interjected into the behavior of others:

People become fully functioning and emotionally expanded; they are not born that way. The self-actualizing whole personality is an achievement which can be realized through growth-producing experiences . . . positive, fully functioning people are the crowning achievement of psychologically mature teaching which emanates from psychologically whole persons.⁶¹

Combs, Avila, and Purkey saw the importance of teachers having positive self concepts when they stated:

Persons with positive self concepts are quite likely to behave in ways that cause others to react in corroborative fashion. People who believe they can, are more likely to succeed.⁶²

Warren Thompson summed it up best when he stated:

Individuals with healthy self concepts are more active in behaviors which involve expressing affection, inclusion,

⁵⁹Don E. Hamachek, ed., Human Dynamics in Psychology and Education (Boston: Allyn and Bacon, Inc., 1968), p. 195.

⁶⁰William H. Fitts, The Self Concept and Performance (Nashville, Tennessee: Counselor Recordings and Tests, 1972), p. 61.

⁶¹Angelo V. Boy and Gerald J. Pine, Expanding the Self: Personal Growth for Teachers (Dubuque, Iowa: William C. Brown Company, 1971), p. 4.

⁶²Combs, Individual Behavior: A Perceptual Approach to Behavior, p. 46.

and control toward others than they are in seeking these behaviors from others.⁶³

SUMMARY

The literature reviewed in this chapter dealt primarily with leader behavior and self concepts. This chapter contains a summary of some of the research that was completed in these two areas.

As was pointed out, the study of leadership went through an evolution from concentrating on personality traits to focusing on the actual behavior of the leader within the situational setting. Findings revealed that at the center of peoples' behavior was their image of self or self concept.

In the review of literature dealing with self concepts, the writer pointed out some major self concept theories. In recent years self concept theories opened avenues for examining the effects self concepts have on behavior. Research indicated that the self concept influences and largely determines the behavior of all individuals. In addition, research supported the theory that schools have an impact on the self concept development of young people. A number of psychologists believed that a teacher's self concept would greatly influence his effectiveness in working with students.

In the literature review it was revealed that very little research had been completed dealing with relationships between leader behavior and self concepts of leaders and followers. The psychologists whose works were reviewed alluded to the existence of such relationships.

⁶³Warren Thompson, Correlates of the Self Concept (Nashville, Tennessee: Counselor Recordings and Tests, 1972), p. 80.

Chapter 3

RESEARCH METHODOLOGY AND INSTRUMENTS

INTRODUCTION

This chapter contains the research design, the selection of the sample, the procedures followed in gathering the data, and a description of the instruments used in this study. In addition, an explanation is given of how the instruments were scored, and of the techniques followed in the statistical analysis of the data.

Research Design

This study followed the ex-post-facto design of a co-relational study. Many important social, scientific, and educational research problems do not lend themselves to experimentation, although many of them do lend themselves to controlled inquiry of the ex-post-facto kind.¹

Fred N. Kerlinger stated,

Ex-post-facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.²

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 392.

²Kerlinger, p. 379.

The design involved the collection of data utilizing (1) the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII) and (2) the Tennessee Self Concept Scale (TSCS) with an attempt to determine if a relationship existed between the sets of data. Before utilizing the ex-post-facto design, it was vital to understand that one could not always assume a causal relation between independent and dependent variables. If the predicted relationship was observed, it would not necessarily mean the variables were causally related.³

Therefore, according to Bruce W. Tuckman, co-relational studies were not adequate themselves for pinpointing causal relationships among variables but were very useful as a first step in that direction.⁴ All of this did not mean that experimentation was more important or more frequent in behavioral research. A large portion of research in sociology, education, and political science has been ex-post-facto.⁵

Selection of the Sample

Prior to selecting random schools for this study, an eight county region of North-East Tennessee was identified as the population area from which the selection was to be made. This region lay within a fifty mile driving radius of East Tennessee State University and was considered manageable by the researcher. Public education in the eight county region was structured and administered through fourteen public school systems.

The technique used in selecting schools consisted of a stratified random sampling of all schools in the eight county region having twenty

³Bruce W. Tuckman, Conducting Educational Research (New York: Harcourt, Brace, Jovanovich, Inc., 1972), p. 124.

⁴Tuckman, p. 125.

⁵Kerlinger, p. 383.

or more teachers and having had the same principal for a minimum of two years. The purpose in establishing a school requirement of twenty or more teachers was to insure that all schools selected would have a full-time principal. The two year requirement for leadership under the same principal was to provide ample opportunity for the school staff to develop an understanding of the leadership qualities possessed by the principal and to allow time for the influence of interaction tested in the hypotheses to mature.

In the selection process, the sampling was stratified to insure that five high schools, five middle or junior high schools, and five elementary schools were selected. The fifteen schools selected were located in ten of the fourteen public school systems in the defined region.

Initial contact was made with the superintendents of schools in each of the ten selected school systems. An explanation of the nature and intent of the study was made to each superintendent along with a request for permission to use the randomly selected school(s) from his school system. Permission was received from each superintendent to do the study.

The principals of each of the fifteen schools were visited by the researcher and were given an explanation of the purpose of the study. In each case, the principal was willing for himself and his staff to participate in the study. It was thoroughly explained to each principal that in the reported findings of this study, no school was to be identified by name. Code letters were used to differentiate data among schools.

Within each of the fifteen schools, ten teachers who had worked with the principal a minimum of two years were selected (according to appropriate statistical procedures for selection from a table of random numbers) to complete both the LBDQ-XII and the TSCS.

As an additional part of the study, one high school, one middle or junior high school, and one elementary school were selected from the fifteen schools for a different type of treatment. In each of these three representative schools, a minimum of thirty teachers were selected to complete both instruments. The purpose of selecting thirty teachers was to test more adequately hypothesis number four. Based on their self esteem scores, (the most important dimension of the TSCS)⁶ the thirty teachers in each of the three schools were ranked from high to low. An analysis was made to determine if teachers with higher self esteem scores perceived the leader behavior of the principal significantly differently from teachers with lower self esteem scores.

For the other previously explained facets of the study, ten teachers were randomly selected from the thirty in each of the three schools. The completed instruments of these ten teachers were analyzed in the same manner as were those completed by the ten teachers in the other twelve schools.

Gathering the Data

The researcher met with the randomly selected teachers of each school to ask them to participate in the project. It was explained to all teachers that their names were not to be placed on any of the forms

⁶William H. Fitts, Manual: Tennessee Self Concept Scale (Nashville, Tennessee: Counselor Recordings and Tests, 1965), p. 1.

since no attempt was being made to identify names with completed instruments. Teachers were instructed to complete both the LBDQ-XII and the TSCS. Ample time was allowed for each teacher to complete both instruments. In order to correlate certain factors of the study, it was necessary to request that the two response forms completed by each teacher be clipped together when they were returned to the researcher.

Each principal was asked to complete a TSCS. This instrument was administered to the principal the same day the teachers completed the LBDQ-XII and the TSCS.

INSTRUMENTS

LBDQ-XII

The Leader Behavior Description Questionnaire, Form 12, (see Appendix A) as developed by staff members of the Ohio State Leadership Studies and revised by the Bureau of Business Research, The Ohio State University, was administered to the selected teachers to measure the leadership behavior displayed by the school principal.

The LBDQ-XII, published in 1962, consisted of one hundred items which measured twelve dimensions of leader behavior with each arranged on a continuum. A high score on any one subtest indicated that the respondent (teacher) perceived that particular dimension of behavior to be present in the principal being described, while a low score indicated that the respondent perceived it to be absent in the principal being evaluated.⁷

⁷Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire - Form 12 (Columbus, Ohio: The Ohio State University Press, 1963), p. 2.

The twelve dimensions of leader behavior as identified by the LBDQ-XII were as follows:

Representation - speaks and acts as representative of the group.

Demand Reconciliation - reconciles conflicting organizational demands and reduces disorder to the system.

Tolerance of Uncertainty - is able to tolerate uncertainty and postponements without anxiety or upset.

Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions.

Initiation of Structure - clearly defines own role, and lets followers know what is expected.

Tolerance of Freedom - allows followers scope for initiative, decision, and action.

Role Retention - actively exercises leadership role rather than surrendering leadership to others.

Consideration - regards the comfort, well-being, status, and contributions of followers.

Production Emphasis - applies pressure for productive output.

Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately.

Integration - maintains a closely knit organization; resolves intermember conflicts.

Influence with Superiors - maintains cordial relations with superiors; has influence with them; is striving for higher status.⁸

Reliability. Reliability was defined by Kerlinger as the accuracy or precision of a measuring instrument.⁹ The internal consistency of a test was another interpretation of reliability.¹⁰ An analysis of subscales

⁸Stogdill, p. 143.

⁹Kerlinger, p. 443.

¹⁰Kerlinger, p. 451.

intercorrelations of the LBDQ-XII was conducted by the staff of the Ohio State Leadership Studies. This staff determined that each factor of the LBDQ-XII was strongly dominated by a single subscale and thereby established reliability for the LBDQ-XII.¹¹

Validity. Validity as defined by Kerlinger represented the degree to which a scale measured what it was designed to measure.¹² Stogdill tested the validity of the LBDQ-XII and concluded that the twelve scales measured what they were intended to measure.¹³

TSCS

The Tennessee Self Concept Scale (see Appendix B) counseling form was used as the research instrument to acquire information about teachers' and principals' concepts of self. As described by Fitts:

The scale consists of 100 self descriptive statements which the subject uses to portray his own picture of himself. The scale is self administering for either individuals or groups and can be used with subjects age twelve or higher and having a sixth grade reading ability.¹⁴

Fitts further pointed out that the scale was applicable to the whole range of psychological adjustment.¹⁵

The TSCS was developed by gathering a large pool of self descriptive items. This pool of items was derived from a number of other self concept measures and from written self descriptions. Seven clinical

¹¹Ralph M. Stogdill, ed., Handbook of Leadership (New York: The Free Press, 1974), p. 145.

¹²Kerlinger, p. 457.

¹³Stogdill, Handbook of Leadership, p. 144.

¹⁴Fitts, p. 1.

¹⁵Ibid.

psychologists were used as judges to classify the items. Forty-five of the items were considered to be negative, a "bad" thing to say about oneself, and forty-five of the items were considered to be positive, a "good" thing to say about oneself. The judges were in total agreement on the final ninety items used in the scale. Ten items were taken from the L-Scale of the Minnesota Multiphasic Personality Inventory to comprise the Self Criticism Scale.¹⁶

The counseling form of the TSCS was designed so that one might acquire information about the individual's level of self esteem, self criticism, identity, self satisfaction, behavior, physical self, moral-ethical self, personal self, family self, social self, total V (variability of scores), and D (distribution of scores).¹⁷

The above twelve dimensions of the Tennessee Self Concept Scale were defined as follow:

Level of Self Esteem - the degree to which persons tend to like themselves, feel they are persons of value and worth, have confidence in themselves and act accordingly.

Self Criticism - the degree to which the individual possesses a normal healthy openness and capacity for self-criticism.

Identity - what a person is as he sees himself.

Self Satisfaction - the level of self acceptance.

Behavior - the individual's perception of his own behavior or the way he functions.

Physical Self - the individual's perception of his body, his state of health, his physical appearance, skills, and sexuality.

Moral-Ethical Self - how the individual perceives his moral worth, relationship to God, feelings of being a "good" or "bad" person, and satisfaction with his religion or lack of it.

¹⁶Fitts, p. 1.

¹⁷Fitts, pp. 2-4.

Personal Self - the individual's sense of personal worth, his feeling of adequacy as a person, and his evaluation of his personality apart from his body or his relationship to others.

Family Self - the individual's feelings of adequacy, worth, and value as a family member.

Social Self - the individual's sense of adequacy and worth in social interaction with other people in general.

Total Variability - the total amount of variability for the entire record. High scores mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. Well-integrated people generally score below the mean on these scores but above the first percentile. High scoring persons tend to compartmentalize certain areas of self and view these as quite apart from the remainder of self.

Distribution Score - summary score of the way one distributes his answers across the five available choices in responding to the items of the scale. It is also interpreted as a measure of certainty about the way one sees himself. High scores indicate that the subject is very definite and certain about what he says about himself while low scores mean just the opposite. Low scores are found also at times with people who are being defensive and guarded.¹⁸

The ninety items on the TSCS were classified and placed on a two-dimensional, three-by-five scheme on the score sheet. The ten items not included in the three-by-five scheme report the level of self criticism.¹⁹

Norms for the TSCS were developed from a broad sample of 626 people. According to Fitts,

There were approximately equal numbers of sexes, both Negro and white subjects, representatives of all social, economic, and intellectual levels and educational levels from 6th grade through the Ph. D. degree.²⁰

¹⁸Fitts, pp. 2-4.

¹⁹Fitts, p. 2.

²⁰Fitts, p. 13.

Reliability. Peter M. Bentler reported that retest reliability was in the high .80's, large enough to warrant confidence in individual difference measurement.²¹ On the twelve dimensions used in this study, the test-retest reliability coefficients reported by Fitts with a group of sixty college students ranged from .67 to .92. Table 1, page 42, shows the means, standard deviations, and reliability coefficients for these twelve dimensions.²² Swinn ranked the TSCS among the better measures combining group discrimination with self concept information.²³

Validity. Procedures establishing validity for the TSCS consisted of four kinds: (1) content validity, (2) discrimination between groups, (3) correlation with other personality measures, and (4) personality changes under particular conditions. Numerous examples of studies were cited by Fitts that indicated that validity had been established for all four of the above areas. In summary, Fitts stated:

There is considerable evidence that people's concepts of self do change as a result of significant experiences. The Tennessee Self Concept Scale reflects these changes in predicted ways, thus constituting additional evidence for the validity of the instrument.²⁴

²¹Peter M. Bentler, "Tests and Reviews," The Seventh Mental Measurements Yearbook, ed. Oscar Krisen Buros (Highland Park, New Jersey: The Gryphon Press, 1972), p. 366.

²²Fitts, p. 14.

²³Richard M. Swinn, "Tests and Reviews," The Seventh Mental Measurements Yearbook, ed. Oscar Krisen Buros (Highland Park, New Jersey: The Gryphon Press, 1972), p. 369.

²⁴Fitts, pp. 28-30.

Table 1

Tennessee Self Concept Scale*

Means, Standard Deviations, and Reliability
Coefficients on the Dimensions
Used in This Study

Tennessee Self Concept Scale	Mean	Standard Deviation	Reliability
1. Level of Self Esteem	345.57	30.70	.92
2. Self Criticism	35.54	6.70	.75
3. Identity	127.10	9.96	.91
4. Self Satisfaction	103.67	13.79	.88
5. Behavior	115.01	11.22	.88
6. Physical Self	71.78	7.67	.87
7. Moral-Ethical Self	70.33	8.70	.80
8. Personal Self	64.55	7.41	.85
9. Family Self	70.83	8.43	.89
10. Social Self	68.14	7.86	.90
11. Total <u>V</u> (Variability)	48.53	12.42	.67
12. <u>D</u> (Distribution Score)	120.44	24.19	.89

* Fitts, p. 14.

Scoring the Instruments

The Tennessee Self Concept Scale answer sheets were hand delivered to Counselor Recordings and Tests, Nashville, Tennessee, by the researcher and computer processed at Vanderbilt University. The computer output provided a profile for each of the twelve variables, standard deviations for each variable, and punched IBM cards for further statistical work.

Group means for each separate sub-group (school) and the statistical analysis were processed by the computer center at East Tennessee State University.

The Leader Behavior Description Questionnaire - Form 12 was manually scored by the researcher by using scoring keys supplied by The Ohio State University. Twelve leader behavior scores were obtained on the principals of each of the fifteen schools. The scores were averaged by subgroups (schools) and the mean scores were determined for each of the twelve variables.

Statistical Analysis Procedures

For the purpose of statistical treatment, the null form for each hypothesis was tested. The use of the null hypothesis is a succinct way to test data against chance expectation. The null hypothesis asserts that there is no difference between population means, and that any difference found is unimportant and incidental.

The data from the completed instruments were transferred to computer punch cards and were statistically analyzed at East Tennessee State University. The Pearson Product Moment correlational analysis was used to determine the significance of the data for Hypotheses 1, 2, and 3. The Spearman Rank Order was used in analyzing the data for Hypothesis 4. In all cases involving comparison, the minimum acceptable level of statistical significance was .05.

Chapter 4

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

The data analysis and interpretation are presented in this chapter. Tables 2 through 13 pertain to the Pearson correlation statistical analysis and the level of statistical significance of the data for Hypothesis 1 and Sub-hypotheses 1-A, 1-B, 1-C, 1-D, 1-E, 1-F, 1-G, 1-H, 1-I, 1-J, 1-K, and 1-L. This major hypothesis dealt with the relationship between the leader behavior of the school principal as determined by the teachers' scores on the LBDQ-XII and each teacher's own self concept as determined by their scores on the TSCS.

Tables 14 through 25 pertain to the Pearson correlation statistical analysis and the level of statistical significance of the data for Hypothesis 2 and Sub-hypotheses 2-A, 2-B, 2-C, 2-D, 2-E, 2-F, 2-G, 2-H, 2-I, 2-J, 2-K, and 2-L. In Hypothesis 2, the relationship between the leader behavior of the school principal as determined by the teachers on the LBDQ-XII and the self concepts of the principals as determined by principals' scores on the TSCS were examined.

Tables 26 and 27 display the data analysis for Hypothesis 3. The comparison of mean self concept scores of both principals and teachers as determined by the TSCS is found in Table 26. Table 27 shows the Pearson correlation coefficient and the level of significance of the relationship.

Tables 28, 29, and 30 display data pertaining to Hypothesis 4. The Spearman rank correlation was used to statistically analyze the relationship in three schools between the level of teachers' self esteem as determined by the first dimension of the TSCS and their ratings of their respective principal in leader behavior, using the LBDQ-XII.

Tables 31 through 33 display the data for Questions 1, 2, and 3. An arithmetic rank-order comparison was used in each of these three tables to compare mean scores. The data for Question 1 in Table 31 show the mean self concept scores of high school principals, middle school principals, and elementary school principals. The data for Question 2 in Table 32 shows a comparison of the mean self concept scores for high school teachers, middle school teachers, and elementary school teachers. For Question 3, the mean leader behavior scores of all fifteen principals on the twelve dimensions of the LBDQ-XII are shown in Table 31.

HYPOTHESIS 1

Hypothesis 1 was considered through a series of sub-hypotheses analysis. As stated previously, Tables 2 through 13 supply analytical data for each of the twelve sub-parts, 1-A through 1-L, of Hypothesis 1.

Sub-hypothesis 1-A

Sub-hypothesis 1-A stated that schools in which principals receive a high mean score in Representation will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Representation.

The Representation score on the LBDQ-XII revealed how the teachers perceived that the principal spoke and acted as a representative of the

group. The TSCS scores showed how the teachers rated themselves on their own self concept in the areas of Level of Self Esteem, Self Criticism, Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Total V (Variability), and D (Distribution Score). Table 2 shows the relationship of the Representation score compared to each of the twelve scores on the TSCS.

Only the D (Distribution Score) of the TSCS showed a significant relationship with the Representation score of the LBDQ-XII at the .05 level of significance. The coefficient of correlation of the other eleven scores of the TSCS with the Representation score did not show a significant relationship at the acceptable .05 level. Therefore, the null hypothesis must be accepted for the first eleven dimensions of the TSCS not having a significant relationship to how teachers perceived that principals spoke and acted as representative of the group. Only the part of the null hypothesis that stated no relationship would be found between Representation and the D (Distribution Score) could not be accepted. The findings for sub-hypothesis 1-A showed there was very little relationship between teachers' self concepts as measured by the TSCS and how teachers perceived their principal in the way he acted and spoke as a representative of the group.

Sub-hypothesis 1-B

Sub-hypothesis 1-B stated that schools in which principals receive a high mean score in Demanding Reconciliation will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Demanding Reconciliation.

Table 2

Correlation Coefficient and the Level of Significance of the
Relationship Between the Representation Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Teachers' Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.26	.16
2. Self Criticism	-.35	.09
3. Identity	.35	.10
4. Self Satisfaction	.07	.39
5. Behavior	.31	.12
6. Physical Self	.29	.14
7. Moral-Ethical Self	.04	.43
8. Personal Self	.18	.25
9. Family Self	.34	.10
10. Social Self	.21	.21
11. Total <u>V</u> (Variability)	.27	.15
12. <u>D</u> (Distribution Score)	.55	.01 *

* Meets the minimum acceptable level of statistical significance
for this study of .05.

Table 3
Correlation Coefficient and the Level of Significance of the
Relationship Between the Demanding Reconciliation
Dimension of Principal Leader Behavior and
the Twelve Dimensions of Teachers'
Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.33	.11
2. Self Criticism	-.46	.04 *
3. Identity	.18	.25
4. Self Satisfaction	.30	.13
5. Behavior	.35	.09
6. Physical Self	.56	.01 *
7. Moral-Ethical Self	.17	.26
8. Personal Self	.37	.08
9. Family Self	.26	.16
10. Social Self	.08	.38
11. Total <u>V</u> (Variability)	-.19	.24
12. <u>D</u> (Distribution Score)	.43	.05 *

* Meets the minimum acceptable level of statistical significance
for this study of .05.

The Demanding Reconciliation dimension of the LBDQ-XII revealed how the teachers perceived the principal reconciled conflicting organizational demands and reduced disorder in the school. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS. The relationship of the Demanding Reconciliation score compared to each of the twelve teacher scores on the TSCS is shown in Table 3.

Three dimensions of the TSCS showed a significant relationship with the Demanding Reconciliation score of the LBDQ-XII at the acceptable .05 level of significance. The dimensions revealing significance were self criticism, the physical self and the distribution score. An inverse or negative relationship was found between the self criticism score of the TSCS and the Demanding Reconciliation score on the LBDQ-XII. Apparently, teachers who had a high capacity for self criticism (reflected by high self criticism scores) were also more critical of their leader (reflected by low leader behavior scores). High self criticism scores accompanied by low leader behavior assessment scores would result in a significant inverse relationship. The TSCS dimensions of the physical self and the distribution score were positive. The coefficient of correlation of the other nine scores of the TSCS with the Demanding Reconciliation score did not show a significant relationship at the acceptable .05 level. Therefore, the null hypothesis was accepted for nine dimensions showing no significant relationships. The findings for sub-hypothesis 1-B revealed there was some relationship between teachers' self concept as measured by the TSCS and how those same teachers viewed their principal in reconciling conflicting organizational demands and reducing disorder in the school organization.

Sub-hypothesis 1-C

Sub-hypothesis 1-C stated that schools in which principals receive a high mean score in Tolerance of Uncertainty will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Tolerance of Uncertainty.

The Tolerance of Uncertainty dimension of the LBDQ-XII was an indication of how the teachers rated the principals' ability to tolerate uncertainty and postponements without anxiety or becoming upset. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS. The comparison of principal's tolerance of uncertainty with the self concept is found in Table 4.

Table 4 indicates that for sub-hypothesis 1-C no significant relationships existed between the Tolerance of Uncertainty dimension of principal leadership behavior and the twelve dimensions of teacher self concept at the .05 level. Therefore, the null hypothesis was accepted. The distribution score dimension of teachers' self concept came closest to approaching the .05 level of significance.

Sub-hypothesis 1-D

Sub-hypothesis 1-D stated that schools in which principals receive a high mean score in Persuasiveness will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Persuasiveness.

Table 4

Correlation Coefficient and the Level of Significance of the
Relationship Between the Tolerance of Uncertainty
Dimension of Principal Leader Behavior and the
Twelve Dimensions of Teachers' Self Concept

Dimensions of Teachers' Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.14	.30
2. Self Criticism	.14	.30
3. Identity	.06	.40
4. Self Satisfaction	.26	.16
5. Behavior	.03	.45
6. Physical Self	.16	.27
7. Moral-Ethical Self	.05	.42
8. Personal Self	.10	.35
9. Family Self	.24	.19
10. Social Self	.04	.44
11. Total \underline{V} (Variability)	-.29	.13
12. \underline{D} (Distribution Score)	.35	.09

The Persuasiveness dimension of the LBDQ-XII indicated how teachers perceived the principal's ability to use persuasion and argument effectively with members of the professional staff of the school. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS. A comparison of the Persuasiveness dimension of the LBDQ-XII with the twelve dimensions of the TSCS is found in Table 5.

Table 5

Correlation Coefficient and the Level of Significance of the
Relationship Between the Persuasiveness Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Teachers' Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.26	.17
2. Self Criticism	-.49	.02 *
3. Identity	.19	.24
4. Self Satisfaction	.20	.22
5. Behavior	.28	.14
6. Physical Self	.42	.06
7. Moral-Ethical Self	.07	.39
8. Personal Self	.25	.17
9. Family Self	.30	.13
10. Social Self	.08	.38
11. Total <u>V</u> (Variability)	.08	.38
12. <u>D</u> (Distribution Score)	.45	.04 *

* Meets the minimum acceptable level of statistical significance for this study of .05.

An analysis of the data in Table 5 showed that a significant positive relationship existed between the Persuasiveness dimension of leader behavior and the distribution score of teacher self concept. A significant inverse or negative relationship existed between the Persuasiveness dimension of leader behavior and the self criticism dimension of teacher self concept. This inverse relationship (as in sub-hypothesis 1-B) involved the self criticism dimension of teacher self concept, apparently again reflecting teachers with a high capacity for criticism. The coefficient of correlation for the other ten scores of the TSCS with the Persuasiveness score did not show a significant relationship at the acceptable .05 level. Therefore, the null hypothesis was accepted for ten tested relationships and was not accepted in those two areas showing significance. However, the physical self score of teacher self concept compared to the Persuasiveness dimension of leader behavior came extremely close to the acceptable level of significance. The findings for sub-hypothesis 1-D showed that very little relationship existed between teachers' self concept as measured by the TSCS and how teachers perceived the principal's ability to use persuasion and argument effectively with members of the professional staff of the school.

Sub-hypothesis 1-E

Sub-hypothesis 1-E stated that schools in which principals receive a high mean score in Initiation of Structure will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Initiation of Structure.

The Initiation of Structure dimension of the LBDQ-XII showed how the teachers perceived the way the principal defined his own role and let followers know what was expected of them. The TSCS score showed how the teachers rated themselves on their own self concept on each of the twelve dimensions of the TSCS. Table 6 shows the findings between the Initiation of Structure dimension of the LBDQ-XII and the teacher scores on each of the twelve dimensions of the TSCS.

Only the self criticism dimension of the TSCS showed a significant inverse or negative relationship with the Initiation of Structure dimension of the LBDQ-XII at the .05 level of significance. The total variability and distribution score dimensions of teacher self concept also came close to approaching the .05 level of significance. The coefficient of correlation of the other nine scores on the TSCS with the Initiation of Structure score of the LBDQ-XII did not approach the acceptable .05 significance level. Therefore, the null hypothesis was accepted for eleven dimensions of the TSCS not having a significant relationship with how teachers perceived Initiation of Structure. The null hypotheses was not accepted between teacher self criticism and Initiation of Structure. The findings for sub-hypothesis 1-E showed very little significance in the relationship between teacher self concept as measured by the TSCS and how teachers perceived the way the principal defined his own role and let followers know what was expected of them.

Sub-hypothesis 1-F

Sub-hypothesis 1-F stated that schools in which principals receive a high mean score in Tolerance of Freedom will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Tolerance of Freedom.

Table 6
 Correlation Coefficient and the Level of Significance of the
 Relationship Between the Initiation of Structure
 Dimension of Principal Leader Behavior and
 the Twelve Dimensions of Teacher
 Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.05	.43
2. Self Criticism	-.50	.02 *
3. Identity	.07	.39
4. Self Satisfaction	-.14	.30
5. Behavior	.21	.22
6. Physical Self	.21	.22
7. Moral-Ethical Self	-.03	.45
8. Personal Self	-.00	.49
9. Family Self	.02	.46
10. Social Self	.02	.46
11. Total \underline{V} (Variability)	.37	.08
12. \underline{D} (Distribution Score)	.35	.09

* Meets the minimum acceptable level of statistical significance
 for this study of .05.

The Tolerance of Freedom score on the LBDQ-XII showed how teachers perceived that the principal allowed teachers scope for initiative, decision, and action within the school. The TSCS scores of teachers showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS.

The results of the statistical correlation shown in Table 7 indicated that no significant relationships were found for sub-hypothesis 1-F between the degree of Tolerance of Freedom permitted by the school principal as determined by the LBDQ-XII and the twelve dimensions of teacher self concept as determined by the TSCS. Therefore, the null hypothesis was accepted.

Sub-hypothesis 1-G

Sub-hypothesis 1-G stated that schools in which principals receive a high mean score in Role Retention will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Role Retention.

The Role Retention dimension of the LBDQ-XII showed how teachers perceived the degree to which principals actively exercised the leadership role rather than surrendering the leadership role to others within the school. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS. Table 8 shows the Role Retention score compared to each of the scores for the twelve dimensions of the TSCS.

Table 7

Correlation Coefficient and the Level of Significance of the
Relationship Between the Tolerance of Freedom Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.16	.27
2. Self Criticism	-.00	.49
3. Identity	.12	.32
4. Self Satisfaction	.24	.18
5. Behavior	.06	.41
6. Physical Self	.14	.29
7. Moral-Ethical Self	.08	.38
8. Personal Self	.22	.20
9. Family Self	.25	.18
10. Social Self	.00	.49
11. Total \underline{V} (Variability)	-.21	.21
12. \underline{D} (Distribution Score)	.24	.18

Table 8

Correlation Coefficient and the Level of Significance of the
Relationship Between the Role Retention Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.36	.08
2. Self Criticism	-.47	.03 *
3. Identity	.24	.19
4. Self Satisfaction	.25	.17
5. Behavior	.45	.04 *
6. Physical Self	.55	.01 *
7. Moral-Ethical Self	.22	.21
8. Personal Self	.39	.07
9. Family Self	.22	.20
10. Social Self	.20	.23
11. Total \underline{V} (Variability)	-.05	.41
12. \underline{D} (Distribution Score)	.37	.08

* Meets the minimum acceptable level of statistical significance for this study of .05.

The teacher self concept dimensions of behavior and the physical self were significantly related to the Role Retention dimension of leader behavior at the .05 level. An inverse or negative relationship was found to exist between the self criticism dimension of teacher self concept and the Role Retention dimension of leader behavior at the .05 level. The inverse relationship again involved the self criticism dimension of teacher self concept. Three additional dimensions of teacher self concept, the level of self esteem, the personal self, and the distribution score came close to the .05 level of significance with scores of .08, .07, and .08 respectively. The coefficient of correlation of the other six scores of the TSCS with the Role Retention score did not approach the .05 level of significance. Therefore, the findings for sub-hypothesis 1-G showed that there was noticeable relationships between six dimensions of teacher self concept scores as measured by the TSCS and how those same teachers viewed the degree to which their principal actively exercised the leadership role rather than surrendering the leadership role to others. However, from a statistical standpoint, the null hypothesis was accepted for nine areas and was not accepted for the three areas showing statistical significance at the .05 level.

Sub-hypothesis 1-H

Sub-hypothesis 1-H stated that schools in which principals receive a high mean score in Consideration will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Consideration.

The Consideration score on the LBDQ-XII showed how teachers perceived the principal in the role of regarding the comfort, well-being,

status, and contributions of teachers. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS. Table 9 contains the data showing the relationship of the Consideration dimension of leader behavior compared to each of the twelve dimensions of the TSCS.

Only the family self score of the TSCS showed a significant relationship with the Consideration score of the LBDQ-XII at the acceptable .05 level of significance. The coefficient of correlation of the other eleven dimensions of the TSCS with the Consideration dimension of leader behavior did not show a significant relationship at the acceptable .05 level. Therefore, the null hypothesis was accepted for eleven of the tested relationships and was not accepted for the relationship between Consideration and the family self. For sub-hypothesis 1-H, the findings indicated very little relationship between teacher self concept as measured by the TSCS and how they perceived the role of the school principal in regarding the comfort, well-being, status, and contributions of teachers.

Sub-hypothesis 1-I

Sub-hypothesis 1-I stated that schools in which principals receive a high mean score in Production Emphasis will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Production Emphasis.

The Production Emphasis score on the LBDQ-XII showed how the teachers perceived the principal in the role of applying pressure for productive output. The TSCS scores showed how the teachers rated themselves on their own self concept in each of the twelve areas of the TSCS.

Table 9

Correlation Coefficient and the Level of Significance of the
Relationship Between the Consideration Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.29	.13
2. Self Criticism	-.04	.43
3. Identity	.30	.13
4. Self Satisfaction	.29	.14
5. Behavior	.19	.23
6. Physical Self	.24	.18
7. Moral-Ethical Self	.14	.30
8. Personal Self	.29	.14
9. Family Self	.42	.05 *
10. Social Self	.12	.32
11. Total \underline{V} (Variability)	-.22	.20
12. \underline{D} (Distribution Score)	.29	.14

* Meets the minimum acceptable level of statistical significance for this study of .05.

Table 10 shows the data comparing the Production Emphasis score on the LBDQ-XII with each of the twelve scores on the TSCS. None of the twelve correlation coefficient scores approached the .05 level of a meaningful, significant relationship. Therefore, for sub-hypothesis 1-I, the findings indicate no significant relationships existed between teacher self concept as measured by the TSCS and the amount of emphasis placed on productive output by the principal as assessed by the teachers. Based on these findings, the null hypotheses was accepted.

Sub-hypothesis 1-J

Sub-hypothesis 1-J stated that schools in which principals receive a high mean score in Predictive Accuracy will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Predictive Accuracy.

The Predictive Accuracy score on the LBDQ-XII showed how the teachers perceived the degree to which principals exhibited foresight and the ability to predict outcomes accurately. The TSCS scores showed how the teachers rated themselves on their own self concept in each dimension of the TSCS.

Table 11 shows the correlation coefficient between the Predictive Accuracy dimension of the LBDQ-XII and the twelve dimensions of teacher self concept as determined by the TSCS. As indicated by Table 11, no significant relationships were found for sub-hypothesis 1-J at the .05 level. Therefore, the findings show no significant relationships between teachers' self concept as determined by the TSCS and how teachers perceived the degree to which principals exhibited foresight and the ability to predict organizational outcomes accurately. In accordance with accepted research procedures, the null hypothesis was accepted.

Table 10

Correlation Coefficient and the Level of Significance of the
Relationship Between the Production Emphasis Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.00	.48
2. Self Criticism	-.33	.11
3. Identity	-.00	.48
4. Self Satisfaction	-.11	.33
5. Behavior	.15	.29
6. Physical Self	.15	.28
7. Moral-Ethical Self	-.07	.39
8. Personal Self	-.07	.40
9. Family Self	-.06	.40
10. Social Self	.09	.37
11. Total \underline{V} (Variability)	.21	.21
12. \underline{D} (Distribution Score)	.14	.30

Table 11

Correlation Coefficient and the Level of Significance of the
Relationship Between the Predictive Accuracy Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.23	.19
2. Self Criticism	-.29	.14
3. Identity	.09	.37
4. Self Satisfaction	.26	.17
5. Behavior	.24	.19
6. Physical Self	.33	.11
7. Moral-Ethical Self	.15	.28
8. Personal Self	.28	.14
9. Family Self	.17	.26
10. Social Self	.07	.38
11. Total <u>V</u> (Variability)	-.13	.31
12. <u>D</u> (Distribution Score)	.32	.12

Sub-hypothesis 1-K

Sub-hypothesis 1-K stated that schools in which principals receive a high mean score in Integration will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Integration.

The Integration score on the LBDQ-XII showed how the teachers perceived the degree that the principal maintained a closely knit

organization and resolved inter-member conflicts. The TSCS scores showed how the teachers rated themselves on their own self concept in the twelve dimensions of the TSCS. Table 12 shows the relationship of the Integration score compared to each of the twelve scores on the TSCS.

The data for sub-hypothesis 1-K in Table 12 shows one significant inverse relationship between the Integration dimension of principal leadership behavior and the self criticism dimension of the TSCS. The coefficient of correlation of the other eleven scores of the TSCS with the Integration score did not show a significant relationship at the acceptable .05 level. The data indicate no significant positive relationships between teacher self concept as measured by the TSCS and how the teachers perceived the degree that the principal maintained a closely knit organization. Therefore, the null hypothesis was accepted for all dimensions except the one involving the inverse relationship between teacher self criticism scores and how those teachers perceived their leader in maintaining Integration.

Sub-hypothesis 1-L

Sub-hypothesis 1-L stated that schools in which principals receive a high mean score in Influence with Superiors will tend to have teachers with a higher mean score on the twelve dimensions of self concept than in schools where principals receive a low mean score in Influence with Superiors.

The Influence with Superiors score on the LBDQ-XII showed how the teachers perceived the role the principal maintained with superiors along with the effort being expended by the principal to achieve a higher status. The TSCS scores showed how the teachers rated themselves on

their own self concept in each of the twelve areas of the TSCS. Table 13 shows the relationships of the Influence with Superiors score compared to each of the twelve scores on the TSCS.

Table 12

Correlation Coefficient and the Level of Significance of the Relationship Between the Integration Dimension of Principal Leader Behavior and the Twelve Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.21	.21
2. Self Criticism	-.42	.05 *
3. Identity	.15	.29
4. Self Satisfaction	.09	.36
5. Behavior	.31	.12
6. Physical Self	.35	.09
7. Moral-Ethical Self	.24	.18
8. Personal Self	.22	.21
9. Family Self	.12	.32
10. Social Self	.03	.45
11. Total <u>V</u> (Variability)	-.13	.31
12. <u>D</u> (Distribution Score)	.18	.24

* Meets the minimum acceptable level of statistical significance for this study of .05.

Table 13

Correlation Coefficient and the Level of Significance of the
Relationship Between the Influence with Superiors
Dimension of Principal Leader Behavior and the
Twelve Dimensions of Teacher Self Concept

Dimensions of Teacher Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.39	.07
2. Self Criticism	-.64	.00 *
3. Identity	.32	.11
4. Self Satisfaction	.17	.27
5. Behavior	.54	.01 *
6. Physical Self	.44	.04 *
7. Moral-Ethical Self	.36	.09
8. Personal Self	.32	.12
9. Family Self	.30	.13
10. Social Self	.27	.16
11. Total <u>V</u> (Variability)	-.08	.37
12. <u>D</u> (Distribution Score)	.55	.01 *

* Meets the minimum acceptable level of statistical significance
for this study of .05.

Three significant positively correlated relationships and one significant inverse or negative relationship were found among the LBDQ-XII dimension of Influence with Superiors and the twelve dimensions of teacher self concept as determined by the TSCS. The teacher self concept dimensions of behavior, physical self, and distribution score were found to be positively related to the leadership dimension of Influence with Superiors. The inverse relationship was again found between teachers' self criticism score and principals' influence with superiors. In the four areas showing significant relationships, the null hypothesis was not accepted. In the remaining eight areas the null hypothesis was accepted. However, in addition to the above four areas of significance, the relationship between teacher self esteem scores and the Influence with Superiors dimension of leadership came close to the .05 level of significance. The relationship between the other seven scores of the TSCS and the Influence with Superiors score did not approach the .05 level of significance. From this data, one could conclude that some significant relationships existed between teachers self concept as measured by the TSCS and how they viewed the relationship between their principal and his influence with superiors.

SUMMARY

The results of the statistical analysis for Hypothesis 1 indicated a number of significant positive and negative relationships. Ten significant positive relationships were found while six significant inverse relationships were discovered.

The ten significant positive relationships were found between the following areas: Representation and teacher D scores, Demand Reconciliation

and teacher physical self scores, Demand Reconciliation and teachers' D scores, Persuasiveness and teacher D scores, Role Retention and teachers' behavior scores, Role Retention and teachers' physical self scores, Consideration and teachers' family self scores, Influence with Superiors and teachers' behavior scores, Influence with Superiors and teachers' physical self scores, and Influence with Superiors and teachers' D scores.

Significant inverse or negative relationships were discovered between teachers' self-criticism scores and six dimensions of leader behavior. The six dimensions of leader behavior showing a significant inverse relationship with teacher self-criticism included: Demand Reconciliation, Persuasiveness, Initiation of Structure, Consideration, Integration, and Influence with Superiors. A significant inverse relationship will occur in research when low scores from one set of data accompany high scores from another set of data. Based on the frequency of appearance, teachers who had a high capacity for self-criticism (reflected by high self-criticism scores) apparently also tended to be more critical of their leader (reflected by low leader behavior scores). High scores on teacher self-criticism accompanied by low scores on selected dimensions of leader behavior would result in a significant inverse relationship. Final determination of the specific cause of these inverse relationships cannot be made in a study of this nature, using the ex-post-facto design of a correlated study.

HYPOTHESIS 2

The purpose of hypothesis 2 was to determine if significant relationships existed between the leader behavior of the school principal as determined by the teachers' scores on the LBDQ-XII and principals' self

concept, as determined by the TSCS. In order to test this hypothesis, hypothesis 2 was sub-divided into twelve sub-hypotheses, 2-A through 2-L, in the same manner as hypothesis 1. Tables 14 through 25 show the data from the Pearson correlation statistical analysis giving the correlation coefficient, the direction of the relationship, and the level of significance for each of the twelve sub-hypotheses.

Sub-hypothesis 2-A

Sub-hypothesis 2-A stated that schools in which principals receive a high mean score in Representation will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Representation.

The Representation score on the LBDQ-XII showed how the principal spoke and acted as a representative of the group as perceived and reported by a select group of teachers. The twelve TSCS scores showed how the principal rated himself on his own self concept in the areas of Level of Self Esteem, Self Criticism, Identity, Self Satisfaction, Behavior, Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, Total V (Variability), and D (Distribution Score). Table 14 shows the correlation coefficient resulting from the comparison of the degree of principal representativeness with principal self concept.

An examination of Table 14 shows that for sub-hypothesis 2-A, no significant relationships were found between the Representation dimension of principal leader behavior and each of the twelve dimensions of principal self concept. Therefore, for sub-hypothesis 2-A, the null hypothesis was accepted.

Table 14

Correlation Coefficient and the Level of Significance of the
Relationship Between the Representation Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.08	.37
2. Self Criticism	-.08	.37
3. Identity	.15	.29
4. Self Satisfaction	.12	.32
5. Behavior	-.09	.37
6. Physical Self	.31	.12
7. Moral-Ethical Self	-.14	.30
8. Personal Self	.26	.16
9. Family Self	-.26	.17
10. Social Self	.10	.35
11. Total <u>V</u> (Variability)	-.35	.10
12. <u>D</u> (Distribution Score)	-.13	.32

Sub-hypothesis 2-B

Sub-hypothesis 2-B stated that schools in which principals receive a high mean score in Demanding Reconciliation will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Demanding Reconciliation.

The Demanding Reconciliation dimension of the LBDQ-XII assessed how the principal reconciled conflicting organizational demands and reduced disorder in the school as reported by a randomly selected group of teachers. Scores on the twelve dimensions of the TSCS showed how the principal assessed his own self concept in each of the twelve areas of the TSCS. Table 15 shows the correlation between the Demanding Reconciliation dimension of leader behavior and principal self concept.

The data in Table 15, page 73, shows for sub-hypothesis 2-B, that one inverse or negative significant relationship was found between the Demanding Reconciliation dimension of principal leader behavior and the total variability dimension of principal self concept at the .05 level of significance. High scores in variability mean that the person's self concept is so variable from one area to another as to reflect little unity or integration. The other eleven correlation coefficients did not approach the .05 level of statistical significance. The null hypothesis was accepted for the eleven areas where no significant relationships were found and was not accepted in the one area showing significance. Therefore, the findings for sub-hypothesis 2-B would indicate a very weak relationship between the Demanding Reconciliation dimension of leader behavior and principal self concept.

Sub-hypothesis 2-C

Sub-hypothesis 2-C stated that schools in which principals receive a high mean score in Tolerance of Uncertainty will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Tolerance of Uncertainty.

Table 15

Correlation Coefficient and the Level of Significance of the
Relationship Between the Demanding Reconciliation Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	-.05	.42
2. Self Criticism	-.17	.26
3. Identity	-.13	.31
4. Self Satisfaction	.23	.20
5. Behavior	-.38	.07
6. Physical Self	.04	.43
7. Moral-Ethical Self	-.33	.11
8. Personal Self	.19	.24
9. Family Self	-.18	.26
10. Social Self	.12	.32
11. Total V (Variability)	-.47	.03 *
12. D (Distribution Score)	-.35	.09

* Meets the minimum acceptable level of statistical significance for this study of .05.

The Tolerance of Uncertainty score of the LBDQ-XII reported how the principal was able to tolerate uncertainty and postponements without anxiety or upset as perceived by randomly selected teachers in each school. The twelve TSCS scores represent how the principal rated himself on his own self concept.

As Table 16 shows, no significant relationships at the .05 level were found for sub-hypothesis 2-C, between the Tolerance of Uncertainty dimension of principal leader behavior as determined by the LBDQ-XII and the twelve dimensions of principal self concept as measured by the TSCS. Therefore, the null hypothesis was accepted for all areas of sub-hypothesis 2-C.

Sub-hypothesis 2-D

Sub-hypothesis 2-D stated that schools in which principals receive a high mean score in Persuasiveness will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Persuasiveness.

The Persuasiveness score on the LBDQ-XII showed how effectively the principal used persuasion and argument and the degree to which the principal exhibited strong convictions. The level of Persuasiveness was derived from an assessment of leader behavior as perceived by a random group of ten teachers in each school. Scores on the twelve dimensions of the TSCS showed how the principals rated themselves on their own self concept. Table 17 shows the correlation for sub-hypothesis 2-D.

Table 16

Correlation Coefficient and the Level of Significance of the
Relationship Between the Tolerance of Uncertainty
Dimension of Principal Leader Behavior
and the Twelve Dimensions of
Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.12	.32
2. Self Criticism	.01	.48
3. Identity	.01	.47
4. Self Satisfaction	.23	.19
5. Behavior	-.02	.46
6. Physical Self	-.08	.38
7. Moral-Ethical Self	.02	.46
8. Personal Self	.23	.20
9. Family Self	.17	.27
10. Social Self	.34	.10
11. Total <u>V</u> (Variability)	-.09	.36
12. <u>D</u> (Distribution Score)	.04	.44

Table 17

Correlation Coefficient and the Level of Significance of the
Relationship Between the Persuasiveness Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.09	.37
2. Self Criticism	-.23	.19
3. Identity	.07	.39
4. Self Satisfaction	.32	.11
5. Behavior	-.30	.13
6. Physical Self	.15	.29
7. Moral-Ethical Self	-.05	.41
8. Personal Self	.22	.20
9. Family Self	-.12	.33
10. Social Self	.19	.24
11. Total <u>V</u> (Variability)	-.43	.05 *
12. <u>D</u> (Distribution Score)	-.25	.18

* Meets the minimum acceptable level of statistical significance for this study of .05.

As shown in Table 17, page 76, one significant inverse or negative relationship was found between the total variability score of the principal self concept as measured by the TSCS and the Persuasiveness dimension of principal leader behavior as determined by the LBDQ-XII. No other significant relationships were found between the remaining eleven dimensions of principal self concept and the Persuasiveness dimension of leader behavior. Therefore, the null hypothesis was not accepted for the relationship between principal Persuasiveness and total variability in principals' TSCS scores and was accepted for the other eleven relationships.

Sub-hypothesis 2-E

Sub-hypothesis 2-E stated that schools in which principals receive a high mean score in Initiation of Structure will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low score in Initiation of Structure.

The Initiation of Structure score on the LBDQ-XII indicated how clearly the principal defined his own role and let teachers know what was expected of them. Scores for Initiation of Structure were derived from an assessment of leader behavior as perceived by a random group of ten teachers in each school. The twelve TSCS scores showed how the principals rated themselves on their own self concept.

Table 18 contains the statistical results for sub-hypothesis 2-E. In a comparison of the Initiation of Structure dimension of leader behavior as determined by the LBDQ-XII with the twelve dimensions of self concept as determined by the TSCS, one significant inverse relationship

was found. The family self dimension of principal self concept was found to be significantly related to the Initiation of Structure dimension of leader behavior at the .05 level. In a comparison of Initiation of Structure with the other eleven areas of self concept, the relationships did not approach the .05 level of significance. Therefore, the null hypothesis was accepted for the eleven areas not approaching significance and was rejected for the relationship between Initiation of Structure and the family self dimension of principals' self concept.

Sub-hypothesis 2-F

Sub-hypothesis 2-F stated that schools in which principals receive a high mean score in Tolerance of Freedom will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low score in Tolerance of Freedom.

The Tolerance of Freedom score on the LBDQ-XII showed how the principal allowed teachers scope for initiative, decision, and action within the school as perceived by the teachers. The TSCS scores of principals showed how the principals rated themselves on their own self concept in each of the twelve areas of the TSCS.

Table 19 contains the analytical data for sub-hypothesis 2-F. Statistical analysis of the data showed no significant relationships between the Tolerance of Freedom dimension of principal leader behavior as determined by the LBDQ-XII and the twelve dimensions of principal self concept as measured by the TSCS. Therefore, the null hypothesis was accepted for all twelve areas being tested in this dimension of the study.

Table 18

Correlation Coefficient and the Level of Significance of the
Relationship Between the Initiation of Structure Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	-.12	.32
2. Self Criticism	-.09	.36
3. Identity	.02	.45
4. Self Satisfaction	-.13	.31
5. Behavior	-.17	.26
6. Physical Self	.22	.20
7. Moral-Ethical Self	-.19	.24
8. Personal Self	.04	.44
9. Family Self	-.48	.03 *
10. Social Self	-.26	.17
11. Total \underline{V} (Variability)	-.16	.27
12. \underline{D} (Distribution Score)	-.17	.26

* Meets the minimum acceptable level of statistical significance for this study of .05.

Table 19

Correlation Coefficient and the Level of Significance of the
Relationship Between the Tolerance of Freedom Dimension
of Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.01	.47
2. Self Criticism	-.22	.20
3. Identity	-.15	.29
4. Self Satisfaction	.32	.11
5. Behavior	-.30	.13
6. Physical Self	-.19	.24
7. Moral-Ethical Self	-.02	.45
8. Personal Self	.03	.45
9. Family Self	.08	.38
10. Social Self	.38	.08
11. Total \bar{V} (Variability)	-.37	.08
12. \bar{D} (Distribution Score)	-.28	.15

Sub-hypothesis 2-G

Sub-hypothesis 2-G stated that schools in which principals receive a high mean score in Role Retention will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low score in Role Retention.

The LBDQ-XII dimension of Role Retention showed the degree school principals actively exercised the leadership role rather than

surrendering the leadership role to others within the school. The twelve dimensions of the TSCS showed how principals rated themselves on their own self concept. Table 20 contains the analytical data for sub-hypothesis 2-G.

The statistical correlation results shown in Table 20, page 82, show no significant relationships at the .05 level between the Role Retention dimension of principal leader behavior as determined by the LBDQ-XII and the twelve dimensions of principal self concept as disclosed by the TSCS. Based on these findings, the null hypothesis was accepted for all areas of sub-hypothesis 2-G.

Sub-hypothesis 2-H

Sub-hypothesis 2-H stated that schools in which principals receive a high mean score in Consideration will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Consideration.

The Consideration score on the LBDQ-XII indicated how teachers perceived the principal in the role of regarding the comfort, well-being, status, and contributions of teachers. The TSCS scores showed how the principals rated themselves on self concept on each of the twelve dimensions of the TSCS. Table 21 contains the data showing the relationship of the Consideration dimension of leader behavior compared to the twelve dimensions of the TSCS.

Table 20

Correlation Coefficient and the Level of Significance of the
Relationship Between the Role Retention Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	-.00	.49
2. Self Criticism	.00	.49
3. Identity	.01	.47
4. Self Satisfaction	.10	.35
5. Behavior	-.18	.25
6. Physical Self	.25	.18
7. Moral-Ethical Self	-.27	.15
8. Personal Self	.24	.18
9. Family Self	-.28	.15
10. Social Self	-.01	.48
11. Total <u>V</u> (Variability)	-.38	.08
12. <u>D</u> (Distribution Score)	-.18	.25

Table 21

Correlation Coefficient and the Level of Significance of the
Relationship Between the Consideration Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.26	.17
2. Self Criticism	-.14	.29
3. Identity	.12	.32
4. Self Satisfaction	.50	.02 *
5. Behavior	-.14	.30
6. Physical Self	.08	.38
7. Moral-Ethical Self	.10	.36
8. Personal Self	.26	.17
9. Family Self	.20	.23
10. Social Self	.55	.01 *
11. Total \underline{V} (Variability)	-.42	.05 *
12. \underline{D} (Distribution Score)	-.11	.33

* Meets the minimum acceptable level of statistical significance for this study of .05.

Table 21, page 83, shows three areas with statistical significance at the .05 level. In correlating the Consideration dimension of principal leader behavior with the dimensions of principal self concept, the self satisfaction and the social self were found to be significantly related to leader consideration. A significant inverse relationship was found between the total variability score and leader Consideration. The relationships between Consideration and the other nine dimensions of principals' self concept were not significant at the .05 level. Therefore, for the nine areas, the null hypothesis was accepted and for the three relationships showing significance, the null was not accepted. Based on these findings, some degree of significance exists between the Consideration dimension of leader behavior and principal self concept.

Sub-hypothesis 2-I

Sub-hypothesis 2-I stated that schools in which principals receive a high mean score in Production Emphasis will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Production Emphasis.

An assessment in the area of Production Emphasis showed how the teachers perceived the principal in the role of applying pressure for productive output. Scores on the TSCS showed how the principals rated themselves on their self concept in each of the twelve areas.

Table 22 shows the data comparing the Production Emphasis score on the LBDQ-XII with each of the twelve dimensions of principal self concept as revealed by the TSCS. Results of the statistical correlation show no significant relationships at the .05 level for the dimensions assessed in sub-hypothesis 2-I. Therefore, the null hypothesis was accepted.

Table 22

Correlation Coefficient and the Level of Significance of the
Relationship Between the Production Emphasis Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.03	.45
2. Self Criticism	.12	.33
3. Identity	.18	.25
4. Self Satisfaction	-.12	.33
5. Behavior	.10	.35
6. Physical Self	.25	.17
7. Moral-Ethical Self	.06	.41
8. Personal Self	.07	.40
9. Family Self	-.21	.22
10. Social Self	-.23	.19
11. Total <u>V</u> (Variability)	.10	.36
12. <u>D</u> (Distribution Score)	.13	.31

Sub-hypothesis 2-J

Sub-hypothesis 2-J stated that schools in which principals receive a high score in Predictive Accuracy will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Predictive Accuracy.

The Predictive Accuracy score on the LBDQ-XII showed how the teachers perceived the degree to which principals exhibited foresight and

the ability to predict outcomes accurately. The TSCS scores showed how the principals rated themselves on their own self concept in the twelve areas of the TSCS.

Table 23 shows the correlation coefficient between the Predictive Accuracy dimension of the LBDQ-XII and the twelve dimensions of principal self concept as determined by the TSCS. As showed by Table 23, no significant relationships were found for sub-hypothesis 2-J at the .05 level. Based on these findings, the null hypothesis was accepted.

Sub-hypothesis 2-K

Sub-hypothesis 2-K stated that schools in which principals receive a high mean score in Integration will tend to have principals with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Integration.

The Integration score on the LBDQ-XII showed how the teachers perceived the degree that the principal maintained a closely knit organization and resolved intermember conflicts. The TSCS scores showed how the principals rated themselves on their own self concept in each of the twelve areas of the TSCS. Table 24 shows the relationship of the Integration score with each of the twelve scores on the TSCS.

The data for sub-hypothesis 2-K in Table 24 shows no significant relationships between the Integration dimension of principal leadership behavior and the dimensions of principal self concept. Consequently, the null form of sub-hypothesis 2-K was accepted.

Table 23

Correlation Coefficient and the Level of Significance of the
Relationship Between the Predictive Accuracy Dimension of
Principal Leader Behavior and the Twelve Dimensions
of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.05	.41
2. Self Criticism	-.20	.23
3. Identity	.04	.44
4. Self Satisfaction	.23	.20
5. Behavior	-.22	.20
6. Physical Self	.07	.39
7. Moral-Ethical Self	-.10	.35
8. Personal Self	.15	.29
9. Family Self	-.06	.41
10. Social Self	.22	.20
11. Total \underline{V} (Variability)	-.30	.13
12. \underline{D} (Distribution Score)	-.17	.26

Table 24

Correlation Coefficient and the Level of Significance of the
Relationship Between the Integration Dimension of
Principal Leader Behavior and the Twelve
Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.15	.28
2. Self Criticism	-.24	.19
3. Identity	.17	.26
4. Self Satisfaction	.34	.10
5. Behavior	-.24	.19
6. Physical Self	.23	.20
7. Moral-Ethical Self	-.01	.47
8. Personal Self	.19	.24
9. Family Self	-.08	.37
10. Social Self	.30	.13
11. Total <u>V</u> (Variability)	-.40	.06
12. <u>D</u> (Distribution Score)	-.18	.26

Sub-hypothesis 2-L

Sub-hypothesis 2-L stated that schools in which principals receive a high score in Influence with Superiors will tend to have a principal with higher scores on the twelve dimensions of self concept than in schools where principals receive a low mean score in Influence with Superiors.

The Influence with Superiors score on the LBDQ-XII showed how the teachers perceived the role the principal maintained with superiors along with the effort being expended by the principal to achieve a higher status. The TSCS scores showed how the principals rated themselves on their own self concept. Table 25 shows the relationships of the Influence with Superiors score compared to each of the twelve scores on the TSCS.

The statistical correlation coefficients in Table 25 show no significant relationships at the .05 level between the Influence with Superiors dimension of principal leader behavior as determined by the LBDQ-XII and the twelve dimensions of principal self concept as shown by the TSCS. As a result of these findings, the null form of sub-hypothesis 2-L was accepted.

SUMMARY

The data from the statistical analysis of Hypothesis 2 showed two significant positive relationships between principal leader behavior as assessed by teachers using the LBDQ-XII and principal self concept as shown by a self-report using the TSCS. A significant relationship was found between the Consideration dimension of leader behavior and principal self satisfaction. Another significant relationship was found between Consideration and the social self dimension of principal self concept.

Statistical analysis of Hypothesis 2 also revealed four statistically significant inverse relationships between principal leader behavior and principal self concept. Three of these inverse relationships were expected since they involved the total variability scores of principal self concept. Low scores were more desirable since high scores in

variability mean that the person's self concept is so variable from one area to another as to reflect little unity. However, the other significant inverse relationship between Initiation of Structure and the family self dimension of principal self concept was not expected.

Table 25

Correlation Coefficient and the Level of Significance of the Relationship Between the Influence with Superiors Dimension of Principal Leader Behavior and the Twelve Dimensions of Principal Self Concept

Dimensions of Principal Self Concept	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	-.06	.40
2. Self Criticism	.03	.45
3. Identity	-.12	.32
4. Self Satisfaction	.18	.25
5. Behavior	-.36	.09
6. Physical Self	.04	.43
7. Moral-Ethical Self	-.23	.20
8. Personal Self	.04	.43
9. Family Self	-.21	.21
10. Social Self	.10	.35
11. Total <u>V</u> (Variability)	-.33	.10
12. <u>D</u> (Distribution Score)	-.26	.16

A total of one hundred forty-four relationships were tested in Hypothesis 2. From that number, only two significant positive and four significant inverse relationships were found. From this data analysis, it would appear that there is very little in the way of significant relationships between self concepts of principals and their leader behavior as perceived by teachers within the same school.

HYPOTHESIS 3

Hypothesis 3 was designed to determine if there was a significant relationship between the self concept scores of principals and the mean self concept scores of teachers on a school-by-school basis. In order to assess the data for Hypothesis 3, self concept scores of principals on each of the twelve dimensions were correlated with the mean scores of teachers on each dimension. On each dimension, the scores for each of the fifteen principals were correlated with the mean scores for the teachers in each of the fifteen schools. The correlation coefficient and the level of significance for each dimension are shown in Table 26.

Table 26 showed that significant relationships existed between principals' self concept scores and mean teacher self concept scores on four dimensions of self concept at the .05 level. The four significant dimensions included the level of self esteem, self satisfaction, the personal self, and the family self. Three additional dimensions were significant at the .10 level. These three dimensions included the physical self, the moral-ethical self, and the social self. The relationship between the remaining five self concept dimensions; self criticism, identity, behavior, total variability, and the distribution score did not meet or come close to the acceptable level of significance.

Table 26

Correlation Coefficient and the Level of Significance of the Relationship Between the Mean Self Concept Scores for All Principals and All Teachers on the Twelve Dimensions of the TSCS

Dimensions of the Tennessee Self Concept Scale	(r) Correlation Coefficient	Level of Significance
1. Level of Self Esteem	.50	.02 *
2. Self Criticism	.16	.27
3. Identity	.24	.18
4. Self Satisfaction	.51	.02 *
5. Behavior	.25	.17
6. Physical Self	.38	.07
7. Moral-Ethical Self	.37	.08
8. Personal Self	.53	.02 *
9. Family Self	.44	.04 *
10. Social Self	.35	.10
11. Total <u>V</u> (Variability)	.21	.22
12. <u>D</u> (Distribution Score)	.11	.33

* Meets the minimum acceptable level of statistical significance for this study of .05.

The data and data analysis for Hypothesis 3 clearly indicated that positive relationships existed between the self concept of the principal and the mean self concept of teachers. Stated another way, in the categories showing significance, as the self concept scores of the principals increased or decreased, the scores of the teachers increased or decreased in a like manner.

As was pointed out in Chapter 3, the purpose of this study was not to establish cause and effect relationships. Therefore, one cannot conclude that an organizational environment having a principal with high self concept scores will, in turn, cause teachers to improve in their self concepts. Nor, can one assume that teachers with high self concept scores influence the self concept scores of the principal. However, as the data analysis for this hypothesis clearly shows, significant relationships do exist between selected dimensions of principal and teacher self concept.

Table 27 shows a listing of the mean self concept scores of all principals and of all teachers on the twelve dimensions of self concept. On the six dimensions of level of self esteem, self satisfaction, behavior, personal self, family self, and social self; the mean scores of principals were higher than the mean scores of teachers. Mean scores of teachers were highest on the dimensions of self criticism, identity, physical self, moral-ethical self, total variability, and the distribution score.

HYPOTHESIS 4

The purpose of Hypothesis 4 was to determine if teachers with positive or higher self concepts (distinguished by high self esteem scores) tended to rate their respective principals higher on the twelve

dimensions of leader behavior than did those teachers with negative or lower self concepts.

Table 27

Mean Self Concept Scores of All Principals and
Mean Self Concept Scores for All Teachers

Dimensions of the Tennessee Self Concept Scale	Mean Scores Principals	Mean Scores Teachers
1. Level of Self Esteem	361.26 *	357.50
2. Self Criticism	33.73	34.94 *
3. Identity	128.33	130.42 *
4. Self Satisfaction	111.33 *	110.26
5. Behavior	121.60 *	116.82
6. Physical Self	69.00	69.04 *
7. Moral-Ethical Self	74.66	74.92 *
8. Personal Self	69.86 *	68.70
9. Family Self	76.20 *	74.04
10. Social Self	71.53 *	70.80
11. Total \bar{V} (Variability)	40.26	44.54 *
12. \bar{D} (Distribution Score)	122.60	123.50 *

* Highest score for that dimension.

Since scores on the LBDQ-XII are based on leader behavior as seen and reported by significant others, could the scores possibly be biased by the person perceiving the leader behavior and making the assessment? If the person making the assessment was an individual characterized by a high self concept, would that person be more inclined to rate a leader higher on leader behavior than another individual possessing a low self concept?

In order to assess these questions, self esteem scores of ninety teachers, thirty from a high school, thirty from a middle school, and thirty from an elementary school were ranked from high to low within each school. Using the Spearman rank order correlation, an analysis was made to determine if the leader behavior assessment of principals as perceived and reported by the thirty teachers in each school would co-vary in the same manner as the self esteem scores of those same thirty teachers. Tables 28, 29, and 30 contain the data analysis for the three schools selected to represent the categories of high schools, middle schools, and elementary schools.

Table 28 showed the data analysis for school X, the representative high school. The results showed a significant relationship between the self esteem scores of the thirty high school teachers and the teachers' ratings of their principal on the Tolerance of Freedom dimension of leader behavior. Since the Spearman rank correlation was used, this would suggest that teachers with positive self concepts (higher self esteem scores) perceived the principal as a type of leader who would tolerate a high degree of freedom in the school; while teachers with negative self concepts (lower self esteem scores) apparently believed that the principal did not tolerate a high degree of freedom in the school.

Table 28

Spearman Rank Correlation Coefficients and Level of Significance
Between Teacher Self Esteem Scores and Teacher Ratings
of Principals on the Twelve Dimensions of
Leadership in School X - High School

Dimensions of Leadership	(r) Correlation Coefficient	Level of Significance
Representation	.03	.43
Demand Reconciliation	-.10	.28
Tolerance of Uncertainty	.08	.33
Persuasiveness	-.05	.38
Initiation of Structure	.03	.42
Tolerance of Freedom	.48	.003 *
Role Retention	-.06	.36
Consideration	.18	.16
Production Emphasis	-.05	.37
Predictive Accuracy	.04	.40
Integration	.01	.46
Influence with Superiors	-.16	.18

* Meets the minimum acceptable level of statistical significance for this study of .05.

Based on these results, the null hypothesis was not accepted on the relationship between Tolerance of Freedom and teacher self esteem. For the other eleven areas, the null hypothesis was accepted.

Table 29 showed that the number of significant relationships was much greater in the representative middle school (school Y) than in the

representative high school (school X). As shown in Table 29, a total of seven significant relationships were established. Middle school teachers with higher self esteem scores rated their principal significantly higher on the LBDQ-XII dimensions of Representation, Demanding Reconciliation, Tolerance of Freedom, Role Retention, Consideration, Production Emphasis, and Influence with Superiors; while those teachers in the same school who had lower self esteem scores rated their principal lower on the above seven dimensions. Therefore, for the seven areas showing significance at the .05 level, the null hypothesis was not accepted. In the remaining five areas, the null was accepted.

The data analysis comparing elementary teachers' self esteem scores with their assessment of their principal on the twelve dimensions of the LBDQ-XII are shown in Table 30. Examination of Table 30, School Z, showed five dimensions of elementary principal leader behavior as viewed by the teachers to be significantly related to teacher self esteem scores. These five significant dimensions included Tolerance of Uncertainty, Persuasiveness, Tolerance of Freedom, Consideration, and Predictive Accuracy. Stated another way, teachers with higher self esteem scores rated their principal higher in these five areas while teachers with lower self esteem scores rated the same principal low in the same five areas. Therefore, in the areas showing significance at the .05 level, the null hypothesis was not accepted. In the other seven areas, the null hypothesis was accepted.

Table 29

Spearman Rank Correlation Coefficients and Level of Significance
Between Teacher Self Esteem Scores and Teacher Ratings of
Principals on the Twelve Dimensions of Leadership
in School Y - Middle School

Dimensions of Leadership	(r) Correlation Coefficient	Level of Significance
Representation	.32	.03 *
Demand Reconciliation	.39	.01 *
Tolerance of Uncertainty	.12	.25
Persuasiveness	.22	.11
Initiation of Structure	.27	.07
Tolerance of Freedom	.42	.01 *
Role Retention	.42	.00 *
Consideration	.36	.02 *
Production Emphasis	.33	.03 *
Predictive Accuracy	.19	.15
Integration	.25	.08
Influence with Superiors	.30	.05 *

* Meets the minimum acceptable level of statistical significance for this study of .05.

Table 30

Spearman Rank Correlation Coefficients and Level of Significance
Between Teacher Self Esteem Scores and Teacher Ratings of
Principals on the Twelve Dimensions of Leadership in
School Z - Elementary School

Dimensions of Leadership	(r) Correlation Coefficient	Level of Significance
Representation	-.09	.31
Demand Reconciliation	.19	.14
Tolerance of Uncertainty	.29	.05 *
Persuasiveness	.32	.04 *
Initiation of Structure	.24	.09
Tolerance of Freedom	.49	.00 *
Role Retention	.15	.20
Consideration	.32	.04 *
Production Emphasis	-.13	.23
Predictive Accuracy	.29	.05 *
Integration	.13	.23
Influence with Superiors	.05	.38

* Meets the minimum acceptable level of statistical significance for this study of .05.

SUMMARY

An "across-the-schools" comparison revealed that the leader behavior dimension, Tolerance of Freedom, was significantly related to teacher self esteem scores in each of the three representative schools.

This was the only significant relationship found between high school teachers' self esteem scores and the way those same high school teachers perceived the leader behavior of their principal. However, the number of significant relationships was much greater in the middle school, where a total of seven significant relationships was established. Five of the twelve tested relationships were found significant for the elementary school.

Collectively, in the three schools, a total of thirty-six relationships was tested. From this number, over one-third or thirteen of the relationships were found to be significant. This would indicate that a very significant difference exists between principals' leadership behavior as perceived by teachers with high self concepts and teachers with low self concepts.

QUESTION 1

As a by-product of this study, three questions were formulated for consideration. Question 1 pertained to a comparison of principal self concept scores on the basis of the type of school they were assigned to direct. Table 31 showed the mean self concept scores of high school, middle school, and elementary school principals.

As indicated by the rank order notations in parenthesis (1 = highest/2 = middle/3 = lowest), the group of elementary school principals achieved the highest scores on eight of the twelve self concept dimensions. The eight highest dimensions included: the level of self esteem, identity, behavior, the physical self, the moral-ethical self, the personal self, the social self, and the distribution score. In addition, the elementary principals were ranked second in three dimensions;

self criticism, self satisfaction, and the family self. In only one dimension, the total variability score, did the group of elementary school principals score the lowest.

Table 31

Comparison of Mean Self Concept Scores of High School Principals, Middle School Principals, and Elementary School Principals

Tennessee Self Concept Scale	Mean Self Concept Scores		
	High School Principals	Middle School Principals	Elementary School Principals
1. Level of Self Esteem	359.40 (2)	351.40 (3)	373.00 (1)
2. Self Criticism	32.60 (3)	34.80 (1)	33.80 (2)
3. Identity	125.80 (2)	125.60 (3)	133.60 (1)
4. Self Satisfaction	113.40 (1)	108.60 (3)	112.00 (2)
5. Behavior	120.20 (2)	117.20 (3)	127.40 (1)
6. Physical Self	66.20 (2)	65.80 (3)	75.00 (1)
7. Moral-Ethical Self	75.20 (2)	72.40 (3)	76.40 (1)
8. Personal Self	68.80 (2.5)	68.80 (2.5)	72.00 (1)
9. Family Self	78.40 (1)	73.40 (3)	76.80 (2)
10. Social Self	70.80 (3)	71.00 (2)	72.80 (1)
11. Total <u>V</u> (Variability)	42.40 (1)	39.60 (2)	38.80 (3)
12. <u>D</u> (Distribution Score)	120.80 (2)	111.00 (3)	136.00 (1)

(1) = Highest Score

(2) = Middle Score

(3) = Lowest Score

The group of middle school principals achieved the lowest scores, when compared to the high school and elementary school principals, on eight of the twelve dimensions of self concept. Table 31 showed that the elementary principals scored lowest on the dimensions of: level of self esteem, identity, self satisfaction, behavior, the physical self, the moral-ethical self, the family self, and the distribution score. Additional examination of Table 31 also showed that the middle school principals achieved the mid ratings on the dimensions of: the social self and the total variability score, achieved the same score on the personal self as did the group of high school principals, and achieved the highest score in only one area, the dimension of self criticism.

The high school principals randomly selected for this study achieved mid scores on six dimensions of self concept. The six included the level of self esteem, identity, behavior, the physical self, the moral-ethical self, and the distribution score. Highest ranking scores were achieved for high school principals in the areas of self satisfaction, the family self, and the total variability scores. Lowest ranking scores were achieved on self criticism and the social self. On the dimension of the personal self, the high school principals achieved the same score as did the middle school principals.

QUESTION 2

Question 2 was directed toward a comparison of mean teachers' self concept scores on the basis of the type of school in which they taught. Table 32 showed a comparison of the mean self concept scores for high school teachers, middle school teachers, and elementary school teachers.

Table 32

Comparison of Mean Self Concept Scores of High School Teachers,
Middle School Teachers, and Elementary School Teachers

Tennessee Self Concept Scale	High School Teachers	Middle School Teachers	Elementary School Teachers
1. Level of Self Esteem	359.46 (1)	355.28 (3)	357.78 (2)
2. Self Criticism	34.62 (2)	34.22 (3)	36.00 (1)
3. Identity	130.14 (2)	129.98 (3)	131.14 (1)
4. Self Satisfaction	112.64 (1)	107.92 (3)	110.24 (2)
5. Behavior	116.68 (2)	117.38 (1)	116.40 (3)
6. Physical Self	69.32 (1)	69.14 (2)	68.66 (3)
7. Moral-Ethical Self	75.20 (1)	74.92 (2)	74.64 (3)
8. Personal Self	69.22 (1)	67.92 (3)	68.96 (2)
9. Family Self	75.16 (1)	72.84 (3)	74.14 (2)
10. Social Self	70.56 (2)	70.46 (3)	71.38 (1)
11. Total \underline{V} (Variability)	44.84 (2)	43.16 (3)	45.62 (1)
12. \underline{D} (Distribution Score)	124.64 (1)	124.42 (2)	121.46 (3)

(1) = Highest Score

(2) = Middle Score

(3) = Lowest Score

The rank of each group of teachers in relationship to the other two groups was shown by the rank order number in parenthesis. A simple count of the rank order scores indicated the group of elementary school teachers scored highest on the four dimensions of: self criticism, identity, the social self, and the total variability score. Middle

rank scores were achieved by the group of elementary school teachers in the four areas of: level of self esteem, self satisfaction, the personal self, and the family self. The group of elementary teachers received lowest scores on the four dimensions of: behavior, the physical self, the moral-ethical self, and the distribution score.

Additional examination of Table 32 showed that the group of middle school teachers achieved highest scores on only one dimension of self concept, the behavior dimension. On three of the self concept dimensions, the group of middle school teachers received middle ranking scores when compared to the high school and the elementary school teachers. The three middle ranking dimensions included: the physical self, the moral-ethical self, and the distribution score. On eight of the twelve dimensions, the group of middle school teachers scored the lowest. The eight lowest dimensions included: the level of self esteem, self criticism, identity, self satisfaction, the personal self, the family self, the social self, and the total variability score.

The group of high school teachers achieved the best overall mean scores on self concept. As a group, they achieved top scores on seven dimensions and middle ranked scores on five dimensions. In no dimension did the group of high school teachers receive lowest mean scores. The seven highest dimensions included: the level of self esteem, self satisfaction, the physical self, the moral-ethical self, the personal self, the family self, and the distribution score. The five middle ranking scores were on the dimensions of: self criticism, identity, behavior, the social self, and the total variability score.

On the basis of the above ranking analysis, the results indicated that as a group, high school teachers achieved better scores on self

concept than did the middle or elementary school teachers. Elementary school teachers scored better than the middle school teachers but not as well as the high school teachers, while the middle school teachers, as a group, received the majority of lowest scores.

QUESTION 3

The mean leader behavior scores for all principals on all twelve dimensions of leadership were shown in Table 33. The data were arranged in order to derive an answer to Question 3, dealing with the comparison of leader behavior scores among high school principals, middle school principals, and elementary school principals.

By utilizing the same type of rank-order comparison for Question 3 as was used for Questions 1 and 2, the following was discerned. As a group, the middle school principals received highest scores on the greatest number of leader behavior dimensions. The highest scores were achieved on the dimensions of: reconciliation, tolerance of uncertainty, persuasion, tolerance of freedom, consideration, integration, and superior orientation. On the dimension of predictive accuracy, the middle school principals shared the highest scores with the high school principals. Middle ranking scores were noted for middle school principals on the three dimensions of: representation, initiation of structure, and production emphasis. On the one dimension of role assumption, the middle school principals received the lowest ranking score.

Elementary school principals achieved highest mean scores on four dimensions of leader behavior and lowest ranking scores on eight dimensions.

Table 33

Comparison of Mean Leader Behavior Scores for High,
Middle, and Elementary Schools, and Total Mean

Dimensions of Leader Behavior	High School Mean	Middle School Mean	Elementary School Mean	Total Mean
1. Representation	19.4 (3)	20.3 (2)	20.4 (1)	20.0
2. Reconciliation	17.4 (2)	18.0 (1)	16.3 (3)	17.2
3. Tolerance of Uncertainty	30.4 (2)	34.1 (1)	30.2 (3)	31.5
4. Persuasion	35.2 (2)	35.9 (1)	34.3 (3)	35.1
5. Structure	37.2 (3)	38.9 (2)	39.4 (1)	38.5
6. Tolerance of Freedom	39.3 (2)	40.2 (1)	36.1 (3)	38.5
7. Role Assumption	35.6 (2)	34.1 (3)	36.8 (1)	36.1
8. Consideration	34.9 (2)	36.3 (1)	33.3 (3)	34.8
9. Production Emphasis	31.3 (3)	31.8 (2)	34.5 (1)	32.5
10. Predictive Accuracy	17.7 (1)	17.7 (1)	17.4 (3)	17.6
11. Integration	16.7 (2)	18.2 (1)	16.5 (3)	17.1
12. Superior Orientation	34.6 (2)	37.2 (1)	32.6 (3)	34.8

(1) = Highest Score

(2) = Middle Score

(3) = Lowest Score

High school principals achieved the highest mean score, along with the middle school principals, on the one leader behavior dimension of predictive accuracy. Middle ranking scores were achieved on eight dimensions while lowest ranking scores were found for three dimensions.

A comparison of the analysis for the three groups of principals indicated that the middle school principals received the better overall leader behavior ratings. Due to the nature of the ranking of scores between the high school and elementary school principals, an overall ranking would indicate the two groups scored very close on leader behavior.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

SUMMARY OF PROCEDURE

The primary purpose of this study was to determine the relationship between selected factors of principal leadership behavior and selected factors of teacher and principal self concepts. The study was conducted during the spring semester of 1976.

Twelve dimensions of the Leader Behavior Description Questionnaire - Form 12--representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance of freedom, role retention, consideration, production emphasis, predictive accuracy, integration, and influence with superiors were selected to assess the leader behavior of school principals. The twelve dimensions of the Tennessee Self Concept Scale--self esteem, self criticism, identity, self satisfaction, behavior, physical self, moral-ethical self, personal self, family self, social self, total V, and D were selected to measure the self concept of teachers and principals.

The data were collected in fifteen randomly selected schools in ten upper East Tennessee public school systems. The random selection was stratified to include five high schools, five middle or junior high schools, and five elementary schools.

A total of two hundred ten teachers completed the TSCS and the LBDQ-XII. Of this total, scores from one hundred fifty teachers were used for Hypotheses 1, 2, and 3 with the remaining sixty scores being used along with thirty other sets of scores for Hypothesis 4. The principal of each of the fifteen schools completed the TSCS.

In the statistical analysis procedures for Hypothesis 1, mean LBDQ-XII scores of principals were correlated with mean TSCS scores of teachers. For Hypothesis 2, mean LBDQ-XII scores of principals were correlated with the TSCS scores of principals. Hypothesis 3 required a correlation between the TSCS scores of principals and the mean TSCS scores of teachers. The Spearman rank correlation using the self esteem scores (most revealing score of the TSCS) of teachers and their rating of their respective principal on the LBDQ-XII was applied to Hypothesis 4.

Questions 1, 2, and 3 were answered by utilizing a simple arithmetic ranking of mean scores. For Question 1, the mean self concept scores of high school principals, middle school principals, and elementary school principals were ranked and compared. The analysis for Question 2 consisted of a comparison of the mean teachers' self concept scores on the basis of their teaching in a high school, middle school, or elementary school. Question 3 dealt with a comparison of the mean leader behavior scores of high school principals, middle school principals and elementary school principals.

FINDINGS

From the results of the data analysis and interpretation, the following findings are reported. Findings are reported as they pertain to each Hypothesis and Question.

Hypothesis 1: There will be a significant relationship between the leadership behavior of the school principal as measured by the twelve dimensions of the LBDQ-XII and teacher self concept as measured by the twelve dimensions of the TSCS.

Findings From the Analysis of the Data for Hypothesis 1

Significant positive relationships existed between the following dimensions of principal leader behavior and teacher self concept:

- | | |
|-----------------------------------|------------------------------------|
| (1) Representation and | (12) <u>D</u> (Distribution Score) |
| (2) Demand Reconciliation and | (6) Physical Self |
| (2) Demand Reconciliation and | (12) <u>D</u> (Distribution Score) |
| (4) Persuasiveness and | (12) <u>D</u> (Distribution Score) |
| (7) Role Retention and | (5) Behavior |
| (7) Role Retention and | (6) Physical Self |
| (8) Consideration and | (9) Family Self |
| (12) Influence with Superiors and | (5) Behavior |
| (12) Influence with Superiors and | (6) Physical Self |
| (12) Influence with Superiors and | (12) <u>D</u> (Distribution Score) |

Figure 2 is a graphic illustration of the above relationships.

Significant inverse or negative relationships existed between the following dimensions of principal leader behavior and teacher self concept: demand reconciliation and self criticism, persuasiveness and self criticism, initiation of structure and self criticism, role retention and self criticism, integration and self criticism, and influence with superiors and self criticism. Figure 3 presents a graphic illustration of these significant negative relationships.

Principal Leader Behavior

Teacher Self Concept Dimensions

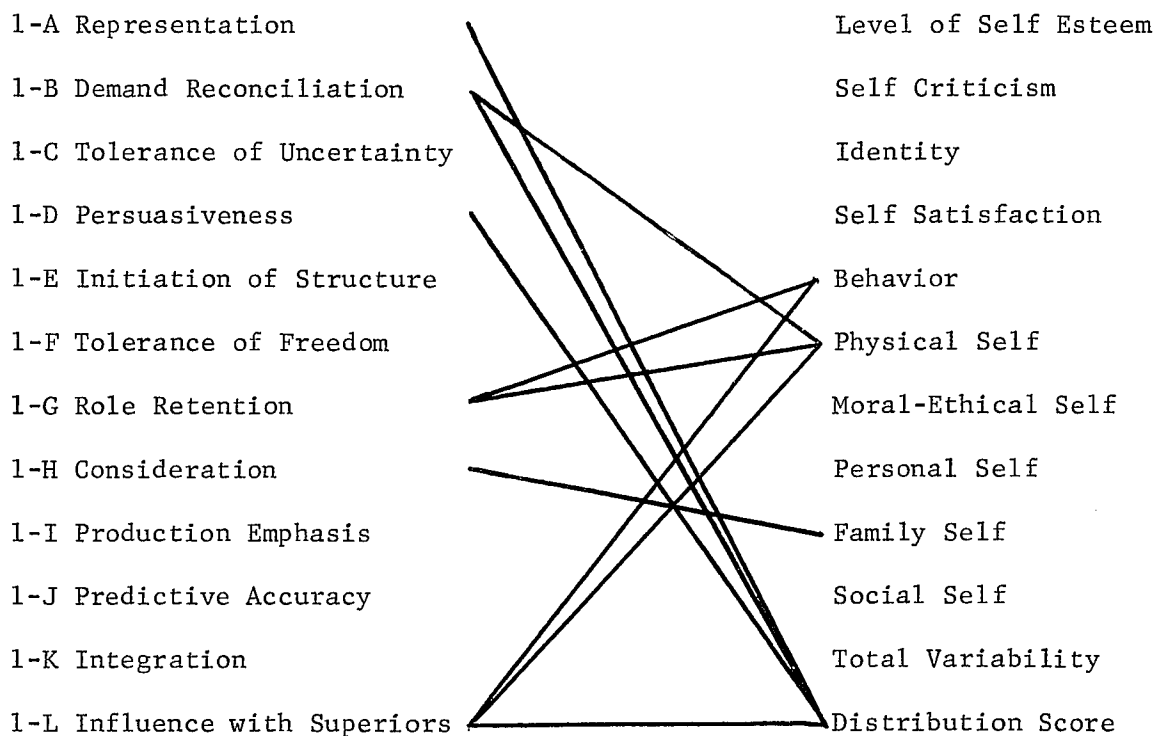


Figure 2

Areas of Significant Positive Relationships
Between Principal Leader Behavior
and Teacher Self Concept

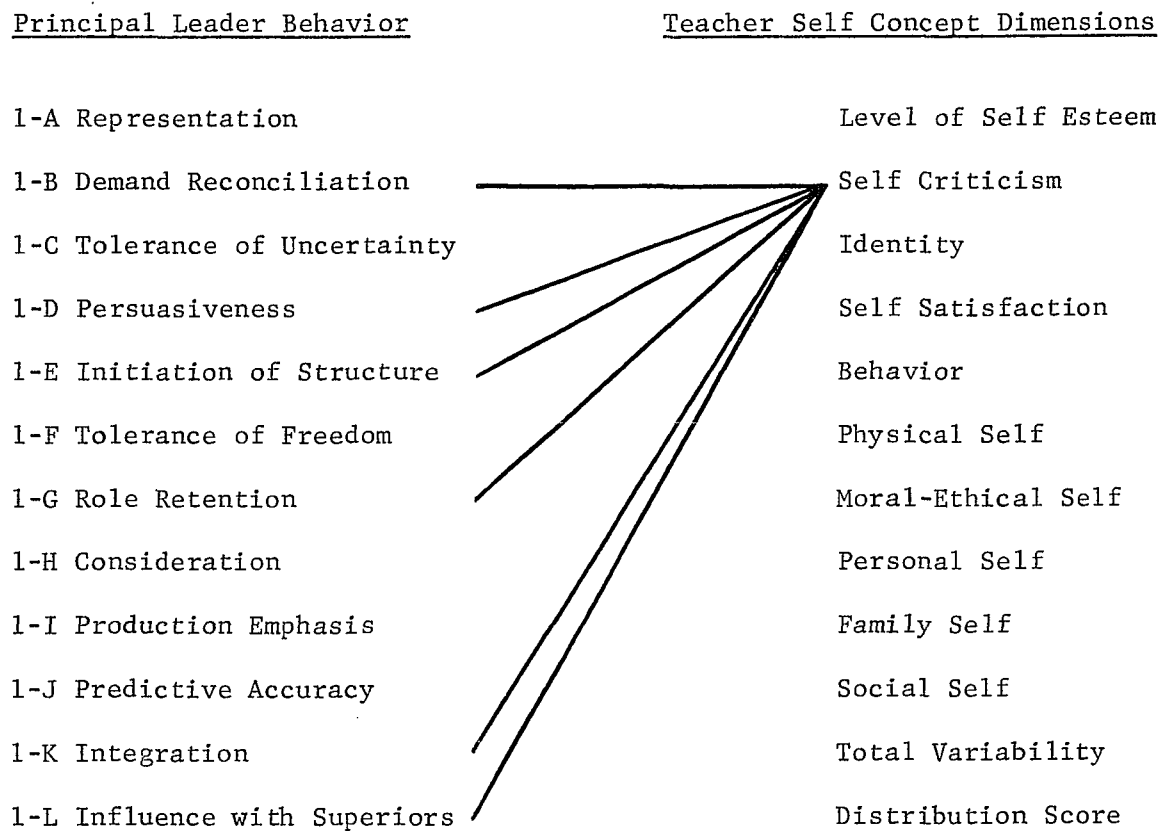


Figure 3

Areas of Significant Negative Relationships
Between Principal Leader Behavior
and Teacher Self Concept

As shown in Figure 3, all of the inverse relationships involved the teacher's self criticism scores. Teachers who had a high capacity for self criticism evidently also tended to be more critical of their principals.

Hypothesis 2: The behavior of the school principals will be related to, will be associated with, and will be an expression of the principal's self concept. Therefore, there will be a significant relationship between the leadership behavior of the school principal as determined by the twelve dimensions of the LBDQ-XII and the principal's self concept as measured by the twelve dimensions of the TSCS.

Findings From the Analysis of
the Data for Hypothesis 2

Significant positive relationships existed between the following dimensions of principal leader behavior and principal self concept: consideration and self satisfaction and consideration and social self. A graphic illustration of these relationships is shown in Figure 4.

Significant inverse or negative relationships existed between the following dimensions of principal leader behavior and principal self concept: demand reconciliation and total variability, persuasiveness and total variability, initiation of structure and family self, and consideration and total variability. See Figure 5 for a graphic illustration of these relationships.

Hypothesis 3: There will be a significant relationship between the self concept scores of principals included in the study and the mean self concept scores of teachers on a school-by-school basis as determined by the twelve dimensions of the TSCS.

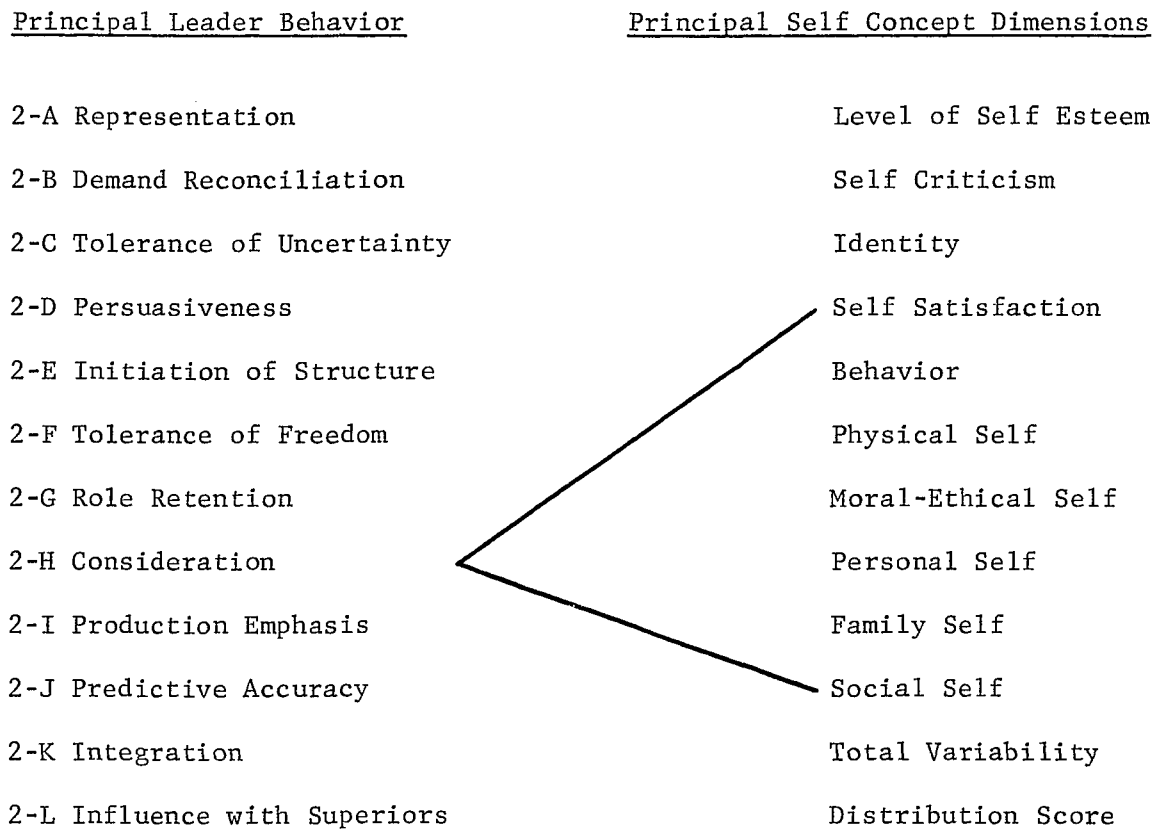


Figure 4

Areas of Significant Positive Relationships
Between Principal Leader Behavior
and Principal Self Concept

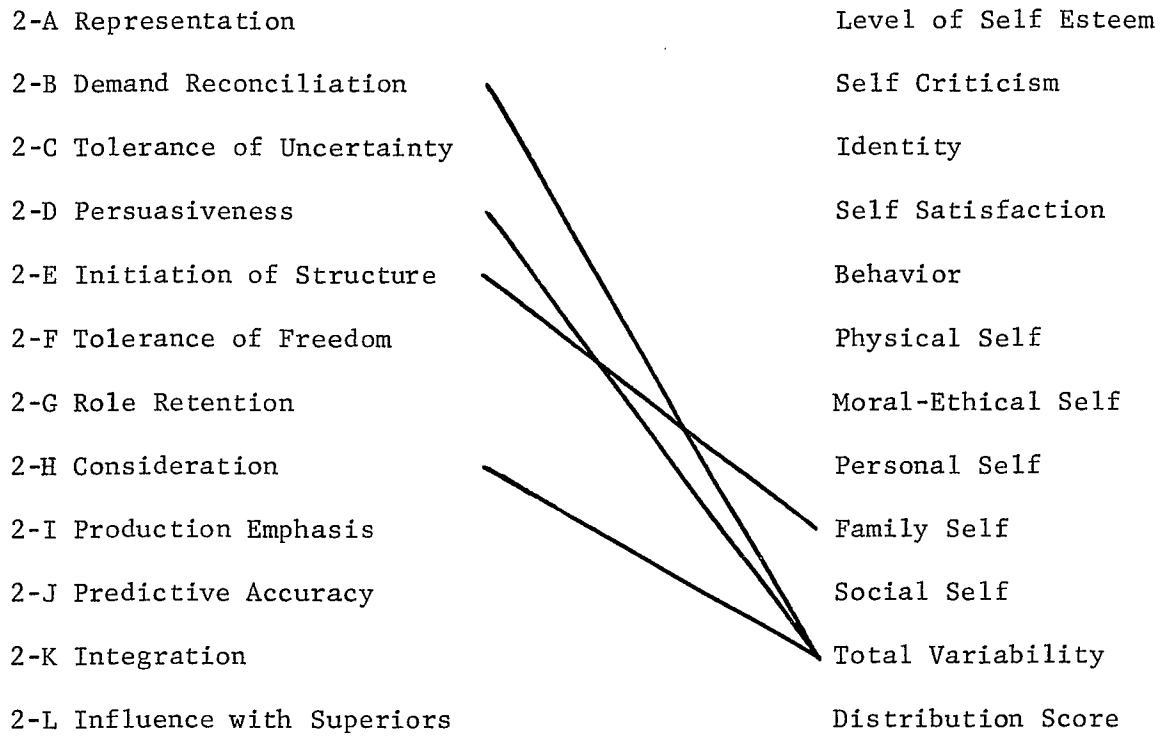
Principal Leader BehaviorPrincipal Self Concept Dimensions

Figure 5

Areas of Significant Negative Relationships
Between Principal Leader Behavior
and Principal Self Concept

Findings From the Analysis of
the Data for Hypothesis 3

A significant positive relationship existed between principals' self concept scores and mean teacher self concept scores on four of the twelve dimensions of self concept at the .05 level. These four dimensions included: level of self esteem, self satisfaction, personal self, and family self. Table 26, found on page 92, shows the correlation coefficient and the level of significance for each of the four significant dimensions.

Three additional dimensions were significant at the .10 level. These three dimensions included the physical self, the moral-ethical self, and the social self. The relationship between the remaining five self concept dimensions; self criticism, identity, behavior, total variability, and the distribution score did not meet or come close to the acceptable level of significance.

Hypothesis 4: Teachers who score higher on the self concept dimension of self esteem (the most important dimension of the TSCS) would rate their respective school principal higher on the twelve dimensions of the LBDQ-XII.

Findings From the Analysis of
the Data for Hypothesis 4

Significant positive relationships existed between high school teachers self esteem scores and their rating of their respective principal on the tolerance of freedom dimension of leader behavior. Significant positive relationships existed between middle school teachers self esteem scores and the representation, demand reconciliation, tolerance of freedom, role retention, consideration, production emphasis, and influence

with superiors dimensions of leader behavior. In the elementary school, significant positive relationships existed between teacher self esteem scores and the tolerance of uncertainty, persuasiveness, tolerance of freedom, consideration, and predictive accuracy dimensions of leader behavior. Figure 6 graphically illustrates these relationships.

Question 1: How did elementary school principal self concept scores, as a group, compare to middle school principal and high school principal self concept scores?

Findings From the Analysis of the Data for Question 1

The group of elementary school principals achieved highest scores on eight of the twelve dimensions. The group of middle school principals achieved the lowest scores on eight of the twelve dimensions. Mid scores on six dimensions of self concept were achieved by high school principals.

Question 2: How did elementary school teachers' self concept scores, as a group, compare to middle and high school teachers' self concept scores?

Findings From the Analysis of the Data for Question 2

The group of elementary school teachers scored highest on four dimensions, lowest on four dimensions, and middle on four dimensions. The group of middle school teachers scored highest on one dimension, lowest on eight dimensions, and middle on three dimensions. The group of high school teachers achieved the best overall mean scores on self concept, scoring highest on seven dimensions and middle on five dimensions. In no dimension did the group of high school teachers receive lowest mean scores.

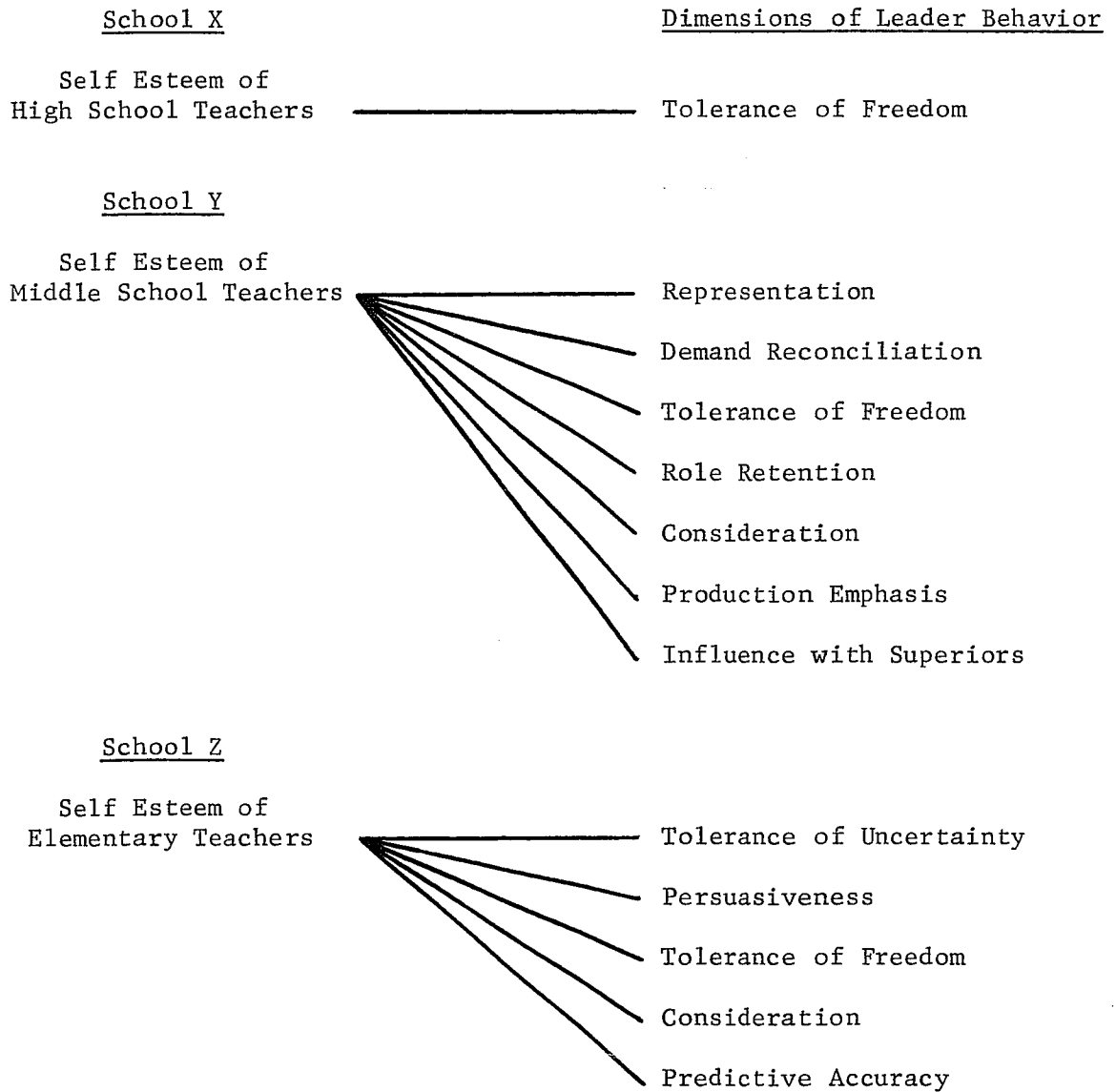


Figure 6

Significant Positive Relationships Between Self Esteem of Teachers and Dimensions of Leader Behavior in Schools X, Y, and Z

Question 3: How did the leader behavior of elementary school principals compare to middle and high school principals' leader behavior?

Findings From the Analysis of
the Data for Question 3

As a group, the middle school principals received highest scores on the greatest number of leader behavior dimensions. Elementary school principals received the highest scores on the second greatest number of leader behavior dimensions. However, due to the nature of the ranking of scores between high school and elementary school principals, an overall assessment would indicate the two groups were rated very closely on leader behavior.

CONCLUSIONS

The conclusions which follow are drawn from the results of this research. The sample was limited to fifteen schools randomly selected from an eight county region of Northeast Tennessee. The schools were delineated by selecting only schools having twenty or more teachers and having had the same principal a minimum of two years. Therefore, the conclusions are applicable to the public school population of Northeast Tennessee.

As was indicated by the findings, a large number of significant relationships was not found. For Hypothesis 1, out of one hundred forty-four tested relationships, ten significant positive relationships and six significant inverse relationships were found. For Hypothesis 2, two significant positive relationships and four significant inverse relationships were discovered to exist in the one hundred forty-four tested areas. The findings for Hypothesis 3 revealed that four of the

twelve tested relationships were significantly positive. From the findings for Hypothesis 4, thirteen of the thirty-six tested relationships were significantly positive.

The relatively low number of significant relationships was not unusual since the ex-post-facto design was used. In research, the ex-post-facto method is much more difficult to control than is experimental research.¹

The positive and inverse relationships showing significance in the study warranted the following conclusions:

A. Positive relationships do exist between the leader behavior of school principals and some aspects of teachers' self concepts.

B. Negative relationships exist between the self criticism dimension of teachers' self concepts and the leader behavior perceived by those same teachers.

C. Very few significant relationships exist between principal leader behavior as perceived by teachers, and principal self concepts. However, the findings indicated that relationships do exist between the consideration dimension of leader behavior and some facets of principal self concept.

D. Principals with a very well-balanced self concept (determined by a low total variability score) were perceived to be better leaders (higher leader behavior scores) than were principals with a self concept so variable as to reflect little unity or integration.

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 391.

E. Positive relationships exist between the self concepts of principals and self concepts of teachers within the same school setting.

F. Teachers with high self concepts tended to rate principals higher on certain dimensions of leader behavior than did teachers with low self concepts.

G. As a group, the elementary school principals had higher self concepts than did the middle school or high school principals.

H. As a group, the high school teachers had higher self concepts than did the middle school teachers or the elementary school teachers.

I. As a group, middle school principals were perceived as being more effective leaders than were the high school principals or the elementary school principals.

J. A comparison of Table 1, page 42, with Table 27, page 94, showed that educators, both teachers and principals, tend to have more positive self concepts than a representative group of people selected from a cross strata of society.

IMPLICATIONS

The findings of this study provided several implications for school administrators and school teachers. Foremost, school principals should be more concerned about what effects their behavior and actions as leaders will have on the self concept and behavior of teachers. Since research indicated that teachers with more positive self concepts tend to be "better" teachers, principals should initiate actions to enhance the self concepts of teachers. A person's behavior is largely dependent

on his self concept, and the behavior of a principal could possibly negate the positive behavior of teachers.

In administering the LBDQ-XII in a school in order to gauge the leader behavior of the principal, one should be aware of the "level of criticism" that exists within the teacher population. It appears that teachers who are self-critical also tend to be more critical of the behavior of principals. It is very possible that this may be one area of weakness in using the LBDQ-XII. Conversely, teachers with higher self concepts tend to perceive principals as being more effective leaders. This factor would also be important when attempting to assess leader behavior. The results of teachers assessing the leader behavior of a principal might be based as much upon the type of teachers doing the assessing as on the actual behavior of the leader being assessed.

RECOMMENDATIONS

As a result of this study, it is recommended that educators devote more attention to the self concept of both peers and subordinates. This additional attention should manifest itself both in additional research and additional concern in daily human interactions.

Additional research is vitally needed to determine cause-and-effect relationships between the self concepts of subordinates and the behavior of leaders. Since teachers' feelings about themselves are essentially private, actions need to be initiated to allow principals the opportunity to understand more about their teachers. This should be followed by the development of well defined programs that could be introduced into the school environment to assist administrators in enhancing self concepts.

Further research is needed to identify other extraneous variables that may have an impact on the development and formation of self concepts of educators and students in public schools.

More research is needed in areas dealing with leader behavior. Educators need to determine what effects leader behavior has on other identifiable dimensions of the school environment. Closer attention should be focused on the affective and cognitive domain.

It is further recommended that, in future studies dealing with the relationships between the human variables of leader behavior and self concepts, data be collected over a much larger region. This would help to offset the scale linkage problem that results when data derived from localized areas are applied to problems that may be much broader in scope.

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APPENDIXES

APPENDIX A

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII



THE OHIO STATE UNIVERSITY

July 29, 1976

Mr. Wade McCamey
215 Pinecrest Drive
Greenville, Tennessee 37743

Dear Mr. McCamey,

This is to confirm our telephone conversation of July 28, 1976, giving you permission to include copies of the Leader Behavior Description Questionnaire Form XII in your dissertation, provided that you indicate in the dissertation that we gave you permission to do this.

Sincerely,

A handwritten signature in cursive script, appearing to read "Diane W. Poulton".

Diane W. Poulton
Assistant to the Dean
and Director of
College Communications

DWP/mc

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

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

Purpose of the Questionnaire

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

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

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

Published by

**Bureau of Business Research
College of Commerce and Administration
The Ohio State University
Columbus, Ohio**

- a. READ each item carefully.
- b. THINK about how frequently the leader 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. DRAW A CIRCLE around *one* of the five letters (A B C D E) following the item to show the answer you have selected.

A = Always
 B = Often
 C = Occasionally
 D = Seldom
 E = Never

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

- Example: He often acts as described..... A B C D E
- Example: He never acts as described..... A B C D E
- Example: He occasionally acts as described..... A B C D E

-
- 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 group members know what is expected of them..... A B C D E
 - 5. He allows the members 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
 - 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

- A = Always
 B = Often
 C = Occasionally
 D = Seldom
 E = Never

- | | | | | | |
|--|---|---|---|---|---|
| 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 members 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 member of the group... | A | B | C | D | E |
| 18. He stresses being ahead of competing groups..... | A | B | C | D | E |
| 19. He keeps the group working together as a team..... | A | B | C | D | E |
| 20. He keeps the group 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 in the group members..... | 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 |
| 28. He needles members 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 members do their work the way they think best..... | A | B | C | D | E |
| 36. He lets some members take advantage of him..... | A | B | C | D | E |

- A = Always
- B = Often
- C = Occasionally
- D = Seldom
- E = Never

- 37. He treats all group members as his equals..... A B C D E
- 38. He keeps the work moving at a rapid pace..... 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 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 increased production..... A B C D E
- 49. Things usually turn out as he predicts..... A B C D E
- 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 group members to particular tasks..... A B C D E
- 55. He turns the members loose on a job, and lets them go to it..... 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 asks the members to work harder..... 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

A = Always
 B = Often
 C = Occasionally
 D = Seldom
 E = Never

- | | | | | | |
|---|---|---|---|---|---|
| 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 part in the group is understood by the group members | A | B | C | D | E |
| 65. He is reluctant to allow the members any freedom of action..... | A | B | C | D | E |
| 66. He lets some members have authority that he should keep..... | A | B | C | D | E |
| 67. He looks out for the personal welfare of group members..... | A | B | C | D | E |
| 68. He permits the members 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 |
| 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 group 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 occurs..... | A | B | C | D | E |
| 83. He persuades others that his ideas are to their advantage..... | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- 84. He maintains definite standards of performance..... A B C D E
- 85. He trusts the members 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 the group to beat its previous record..... A B C D E
- 89. He anticipates problems and plans for them..... A B C D E
- 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 group members follow standard rules and regulations..... A B C D E
- 95. He permits the group to set its 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 group..... A B C D E
- 98. He keeps the group working up to 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

APPENDIX B
TENNESSEE SELF CONCEPT SCALE

COUNSELOR RECORDINGS AND TESTS

Box 6184 • Acklen Station
Nashville, Tennessee 37212

July 28, 1976

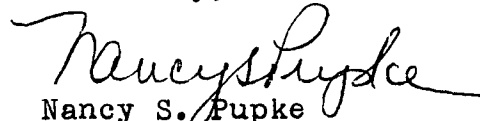
Wade McCamey
215 Pinecrest Drive
Greeneville, Tennessee 37743

Dear Mr. McCamey:

You have the permission of the publisher to reproduce one copy of the Tennessee Self Concept Scale in the body or the Appendix of your research study.

We would appreciate receiving an abstract of your completed work for Dr. Fitts' files. We wish you a successful completion of your paper. Thank you.

Sincerely,


Nancy S. Pupke
Executive Secretary

**TENNESSEE
SELF CONCEPT SCALE**

COMPUTER SCORED EDITION

by

William H. Fitts, PhD

Published by

Counselor Recordings and Tests

Box 6184 - Acklen Station

Nashville, Tennessee 37212

DIRECTIONS: Fill in your name and other information on the separate answer sheet.

The statements in this inventory are to help you describe yourself as you see yourself. Please answer them as if you were describing yourself to yourself. Read each item carefully; then select one of the five responses below and fill in the answer space on the separate answer sheet.

Don't skip any items. Answer each one. Use a soft lead pencil. Pens won't work. If you change an answer, you must erase the old answer completely and enter the new one.

RESPONSES	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
	C	M		M	C
	F	F	PF - PT	T	T
	1	2	3	4	5

TENNESSEE SELF CONCEPT SCALE

- | | |
|--|----|
| 1. I have a healthy body | 1 |
| 2. I am an attractive person | 2 |
| 3. I consider myself a sloppy person | 3 |
| 4. I am a decent sort of person | 4 |
| 5. I am an honest person | 5 |
| 6. I am a bad person | 6 |
| 7. I am a cheerful person | 7 |
| 8. I am a calm and easy going person | 8 |
| 9. I am a nobody | 9 |
| 10. I have a family that would always help me in any kind of trouble | 10 |
| 11. I am a member of a happy family | 11 |
| 12. My friends have no confidence in me | 12 |
| 13. I am a friendly person | 13 |
| 14. I am popular with men | 14 |
| 15. I am not interested in what other people do | 15 |
| 16. I do not always tell the truth | 16 |
| 17. I get angry sometimes | 17 |
| 18. I like to look nice and neat all the time | 18 |
| 19. I am full of aches and pains | 19 |
| 20. I am a sick person | 20 |
| 21. I am a religious person | 21 |
| 22. I am a moral failure | 22 |
| 23. I am a morally weak person | 23 |
| 24. I have a lot of self-control | 24 |
| 25. I am a hateful person | 25 |
| 26. I am losing my mind | 26 |
| 27. I am an important person to my friends and family | 27 |
| 28. I am not loved by my family | 28 |
| 29. I feel that my family doesn't trust me | 29 |
| 30. I am popular with women | 30 |
| 31. I am mad at the whole world | 31 |
| 32. I am hard to be friendly with | 32 |
| 33. Once in a while I think of things too bad to talk about | 33 |
| 34. Sometimes when I am not feeling well, I am cross | 34 |
| 35. I am neither too fat nor too thin | 35 |
| 36. I like my looks just the way they are | 36 |
| 37. I would like to change some parts of my body | 37 |
| 38. I am satisfied with my moral behavior | 38 |
| 39. I am satisfied with my relationship to God | 39 |
| 40. I ought to go to church more | 40 |

41. I am satisfied to be just what I am	41
42. I am just as nice as I should be	42
43. I despise myself	43
44. I am satisfied with my family relationships	44
45. I understand my family as well as I should	45
46. I should trust my family more	46
47. I am as sociable as I want to be	47
48. I try to please others, but I don't overdo it	48
49. I am no good at all from a social standpoint	49
50. I do not like everyone I know	50
51. Once in a while, I laugh at a dirty joke	51
52. I am neither too tall nor too short	52
53. I don't feel as well as I should	53
54. I should have more sex appeal	54
55. I am as religious as I want to be	55
56. I wish I could be more trustworthy	56
57. I shouldn't tell so many lies	57
58. I am as smart as I want to be	58
59. I am not the person I would like to be	59
60. I wish I didn't give up as easily as I do	60
61. I treat my parents as well as I should (Use past tense if parents are not living)	61
62. I am too sensitive to things my family say	62
63. I should love my family more	63
64. I am satisfied with the way I treat other people	64
65. I should be more polite to others	65
66. I ought to get along better with other people	66
67. I gossip a little at times	67
68. At times I feel like swearing	68
69. I take good care of myself physically	69
70. I try to be careful about my appearance	70
71. I often act like I am "all thumbs"	71
72. I am true to my religion in my everyday life	72
73. I try to change when I know I'm doing things that are wrong	73
74. I sometimes do very bad things	74
75. I can always take care of myself in any situation	75
76. I take the blame for things without getting mad	76
77. I do things without thinking about them first	77
78. I try to play fair with my friends and family	78
79. I take a real interest in my family	79
80. I give in to my parents.(Use past tense if parents are not living)	80
81. I try to understand the other fellow's point of view	81
82. I get along well with other people	82
83. I do not forgive others easily	83
84. I would rather win than lose in a game	84
85. I feel good most of the time	85
86. I do poorly in sports and games	86
87. I am a poor sleeper	87
88. I do what is right most of the time	88
89. I sometimes use unfair means to get ahead	89
90. I have trouble doing the things that are right	90
91. I solve my problems quite easily	91
92. I change my mind a lot	92
93. I try to run away from my problems	93
94. I do my share of work at home	94
95. I quarrel with my family	95
96. I do not act like my family thinks I should	96
97. I see good points in all the people I meet	97
98. I do not feel at ease with other people	98
99. I find it hard to talk with strangers	99
100. Once in a while I put off until tomorrow what I ought to do today	100

APPENDIX C
MEAN LEADER BEHAVIOR SCORES
FOR EACH SCHOOL

MEAN SCORES FOR EACH SCHOOL ON THE TWELVE DIMENSIONS OF PRINCIPAL LEADER BEHAVIOR

Dimensions of Leader Behavior	Schools														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Representation	19.9	19.2	18.6	22.4	17.1	21.3	20.9	20.2	19.7	19.5	23.0	20.7	18.9	19.9	19.9
Dem. Recon.	17.0	19.1	16.5	20.6	14.2	19.7	20.9	17.3	18.8	13.7	21.3	16.3	14.7	15.9	13.6
Tol. of Uncrty.	31.6	29.7	31.0	30.1	29.8	37.3	28.9	31.2	37.4	36.1	40.1	31.5	28.3	28.4	22.7
Persuasiveness	35.8	37.6	34.2	41.2	27.7	38.4	37.6	37.2	36.8	29.6	41.7	37.1	28.9	30.9	33.1
Init. of Struct.	35.1	39.0	36.3	45.4	30.6	41.4	41.0	39.5	37.2	35.4	41.6	37.4	37.1	38.8	42.5
Tol. of Freedom	39.8	40.2	38.7	39.2	39.0	42.4	41.3	37.5	42.0	38.3	44.4	41.2	35.9	29.9	29.4
Role Retention	32.6	39.5	34.7	42.4	29.2	37.2	42.0	36.5	35.9	29.3	42.9	33.8	33.0	37.8	36.7
Consideration	37.2	37.1	32.9	35.2	32.3	36.7	36.4	35.7	37.6	35.5	43.3	37.3	31.1	27.5	27.5
Prod. Emphasis	29.6	35.7	32.9	33.9	24.6	33.0	31.8	35.5	29.5	29.2	32.5	32.7	29.7	37.2	40.6
Pred. Accuracy	17.1	19.4	17.8	19.1	15.4	19.0	19.1	18.5	17.2	14.7	21.5	17.1	16.8	15.7	15.9
Integration	16.8	18.4	16.0	18.9	13.4	17.9	20.0	19.2	19.0	15.3	20.8	16.2	16.6	13.7	15.6
Inf. w/Super.	35.8	33.5	33.7	38.9	31.3	37.1	40.8	36.4	36.7	35.0	38.5	31.1	30.5	31.1	32.2

APPENDIX D
MEAN TEACHER SELF CONCEPT SCORES
FOR EACH SCHOOL

MEAN TEACHER SELF CONCEPT SCORES FOR EACH SCHOOL

Dimension of Teacher Self Concept	Schools														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Self Esteem	366.7	356.5	364.6	356.5	353.0	337.4	374.0	346.3	359.2	359.4	377.3	353.2	338.7	365.0	354.7
Self Criticism	32.2	35.6	35.0	33.0	37.3	33.7	32.1	34.3	33.8	37.2	36.2	37.5	37.6	35.6	33.1
Identity	133.4	129.6	128.3	130.5	128.9	124.2	136.0	127.3	128.6	133.8	135.5	132.3	125.7	131.6	130.6
Self Satisf.	113.2	111.7	117.6	109.8	110.9	102.8	111.2	104.5	113.1	108.0	119.0	108.4	104.0	114.1	105.7
Behavior	120.1	115.2	118.7	116.2	113.2	110.4	126.8	114.6	117.5	117.6	122.8	112.5	109.0	119.3	118.4
Physical Self	70.4	70.3	69.8	69.7	66.4	66.5	72.1	67.6	72.3	67.2	70.9	67.5	65.4	72.5	67.0
Moral-Ethical S.	75.7	73.6	78.8	74.5	73.4	69.8	78.6	74.6	75.8	75.8	77.6	72.5	74.0	75.1	74.0
Personal Self	70.2	69.0	69.5	67.8	69.6	64.8	72.5	65.4	70.1	66.8	73.4	67.9	65.1	69.8	68.6
Family Self	78.6	75.4	72.6	75.5	73.7	69.9	75.2	69.7	73.1	76.3	79.6	74.6	68.3	74.9	73.3
Social Self	71.8	68.2	73.9	69.0	69.9	66.4	75.6	69.1	67.9	73.3	75.8	70.7	65.9	72.7	71.8
Total <u>V</u>	44.9	39.1	44.4	54.1	41.7	46.3	40.8	44.1	39.0	45.6	40.6	50.1	46.8	40.9	49.7
<u>D</u> Scores	128.1	115.3	133.8	131.5	114.5	131.3	129.9	115.5	116.4	129.0	133.9	121.3	104.7	127.0	120.4

APPENDIX E
PRINCIPAL SELF CONCEPT SCORES
FOR EACH SCHOOL

PRINCIPAL SELF CONCEPT SCORES FOR EACH SCHOOL

Dimensions of Principal Self Concept	Schools														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Self Esteem	399	364	356	337	341	317	345	355	382	358	401	365	365	358	376
Self Criticism	28	33	34	30	38	31	37	35	31	40	37	31	26	39	36
Identity	137	126	122	122	122	116	120	133	134	125	141	129	133	127	138
Self Satisf.	136	119	103	102	107	93	110	108	129	103	129	114	102	103	112
Behavior	126	119	131	113	112	108	115	114	119	130	131	122	130	128	126
Physical Self	81	68	59	67	56	54	69	65	75	66	81	68	74	73	79
Moral-Ethical S.	80	75	84	69	68	65	67	74	77	79	79	78	77	67	81
Personal Self	73	70	63	68	70	65	67	70	76	66	78	70	67	74	71
Family Self	87	79	82	69	75	67	70	74	79	77	82	75	77	76	74
Social Self	78	72	68	64	72	66	72	72	75	70	81	74	70	68	71
Total <u>V</u>	32	34	74	37	35	47	19	51	22	59	28	26	54	46	40
<u>D</u> Scores	145	115	162	89	93	86	92	108	123	146	156	104	139	135	146

APPENDIX F
RAW DATA FOR HYPOTHESIS 4

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	1. Rep.	2. Rec.	3. Tol. Unc.	4. Persua.
1.	306	418	18	18	31	34
2.	325	418	18	16	34	31
3.	321	414	20	9	28	20
4.	319	403	15	14	28	24
5.	322	403	19	12	26	28
6.	314	402	22	24	38	39
7.	302	394	23	17	36	41
8.	305	394	17	15	26	38
9.	307	392	18	16	35	24
10.	316	392	21	17	35	41
11.	329	386	24	24	40	46
12.	313	383	16	11	22	35
13.	327	381	19	17	36	34
14.	320	378	8	9	23	22
15.	304	371	14	14	22	27
16.	308	371	19	20	34	45
17.	315	371	25	18	31	37
18.	311	369	23	13	24	25
19.	326	367	19	19	35	41
20.	318	363	14	9	31	22
21.	330	362	19	15	29	29
22.	312	360	23	16	32	36
23.	310	359	21	14	30	28
24.	309	341	22	15	31	34
25.	317	332	22	21	38	43
26.	323	332	15	10	19	24
27.	303	319	19	18	34	41
28.	324	317	20	16	33	34
29.	328	309	11	18	26	32
30.	301	287	15	18	31	30

Self Esteem Scores for the thirty teachers of school X (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Representation, Reconciliation, Tolerance of Uncertainty, and Persuasion.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	5. Init. St.	6. Tol. F.	7. Role R.	8. Consid.
1.	306	418	37	38	33	33
2.	325	418	30	38	38	34
3.	321	414	34	43	17	25
4.	319	403	19	43	26	25
5.	322	403	34	39	26	33
6.	314	402	36	47	46	44
7.	302	394	41	43	38	44
8.	305	394	37	38	36	29
9.	307	392	34	39	29	34
10.	316	392	39	47	39	43
11.	329	386	46	42	38	40
12.	313	382	38	46	27	30
13.	327	381	34	43	38	39
14.	320	378	25	38	25	19
15.	304	371	36	37	30	26
16.	308	371	40	46	44	45
17.	315	371	38	43	30	34
18.	311	369	39	37	37	34
19.	326	367	43	44	37	39
20.	318	363	31	29	29	26
21.	330	362	29	42	27	30
22.	312	360	40	36	33	33
23.	310	359	34	39	28	31
24.	309	341	37	36	35	29
25.	317	332	46	44	45	44
26.	323	332	34	29	21	27
27.	303	319	37	38	39	32
28.	324	317	33	35	37	32
29.	328	309	27	26	33	28
30.	301	287	30	33	35	26

Self Esteem Scores for the thirty teachers of school X (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Initiation of Structure, Tolerance of Freedom, Role Retention, and Consideration.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	9. Prod. E.	10. Pre. A.	11. Integ.	12. Inf. S.
1.	306	418	35	17	18	37
2.	325	418	26	16	15	31
3.	321	414	24	15	9	27
4.	319	403	22	10	10	23
5.	322	403	32	17	12	26
6.	314	402	38	20	22	37
7.	302	394	34	19	22	41
8.	305	394	38	18	11	22
9.	307	392	25	16	14	29
10.	316	392	42	17	16	42
11.	329	386	29	20	22	39
12.	313	382	36	17	14	35
13.	327	381	32	17	16	35
14.	320	378	24	10	10	25
15.	304	371	30	18	14	30
16.	308	371	39	22	22	42
17.	315	371	41	16	22	48
18.	311	369	28	13	8	29
19.	326	367	37	20	20	40
20.	318	363	27	12	13	30
21.	330	362	30	17	17	44
22.	312	360	37	20	20	42
23.	310	359	30	16	15	30
24.	309	34k	33	16	15	32
25.	317	332	39	20	24	40
26.	323	332	29	14	10	22
27.	303	319	34	20	16	43
28.	324	317	30	16	11	42
29.	328	309	27	15	12	19
30.	301	287	31	16	13	31

Self Esteem Scores for the thirty teachers of school X (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Production Emphasis, Predictive Accuracy, Integration, and Influence with Superiors.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	1. Rep.	2. Rec.	3. Tol. Unc.	4. Persua.
1.	802	430	20	24	38	43
2.	820	415	25	15	25	44
3.	816	413	25	22	30	43
4.	821	408	25	18	30	48
5.	806	387	21	20	36	39
6.	814	382	21	15	31	38
7.	822	382	19	17	38	35
8.	823	380	24	21	40	45
9.	818	373	23	17	32	35
10.	807	371	23	18	30	34
11.	813	361	20	19	36	41
12.	825	361	23	16	27	29
13.	812	360	20	19	36	39
14.	819	359	22	21	34	46
15.	815	349	21	19	40	45
16.	811	347	20	10	36	42
17.	824	341	24	15	29	44
18.	829	340	24	16	27	40
19.	830	340	21	15	36	34
20.	827	339	21	18	32	37
21.	828	338	23	13	23	38
22.	817	337	22	20	38	39
23.	808	336	20	19	31	37
24.	805	333	25	18	37	40
25.	809	332	23	14	23	31
26.	801	328	21	13	25	37
27.	810	318	17	14	26	31
28.	804	317	14	17	31	39
29.	803	312	18	16	35	41
30.	826	312	21	18	38	46

Self Esteem Scores for the thirty teachers of school Y (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Representation, Reconciliation, Tolerance of Uncertainty, and Persuasion.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	5. Init. St.	6. Tol. F.	7. Role R.	8. Consid.
1.	802	430	42	45	49	46
2.	820	415	45	46	36	36
3.	816	413	45	43	47	44
4.	821	408	45	45	43	41
5.	806	387	43	41	40	35
6.	814	382	40	40	35	36
7.	822	382	38	38	32	39
8.	823	380	48	46	44	39
9.	818	373	43	32	44	35
10.	807	371	37	39	36	42
11.	813	361	41	27	41	36
12.	825	361	36	32	35	31
13.	812	360	39	39	34	39
14.	819	359	48	45	42	43
15.	815	349	42	39	42	46
16.	811	347	41	43	41	38
17.	824	341	46	36	39	32
18.	829	340	43	31	37	33
19.	830	340	42	38	38	38
20.	827	339	45	36	41	37
21.	828	338	39	29	34	30
22.	817	337	43	41	41	43
23.	808	336	41	35	40	37
24.	805	333	43	38	38	40
25.	809	332	34	35	32	30
26.	801	328	40	34	30	28
27.	810	318	37	33	35	32
28.	804	317	39	32	34	32
29.	803	312	39	43	31	35
30.	826	312	45	42	42	42

Self Esteem Scores for the thirty teachers of school Y (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Initiation of Structure, Tolerance of Freedom, Role Retention, and Consideration.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	9. Prod. E.	10. Pre. A.	11. Integ.	12. Inf. S.
1.	802	430	42	22	22	42
2.	820	415	44	18	23	50
3.	816	413	40	22	24	44
4.	821	408	38	21	20	40
5.	806	387	41	19	21	38
6.	814	382	32	19	16	35
7.	822	382	28	17	20	36
8.	823	380	48	23	22	43
9.	818	373	35	18	18	37
10.	807	371	24	17	18	31
11.	813	361	44	19	19	37
12.	825	361	34	15	15	36
13.	812	360	34	20	20	36
14.	819	359	40	20	24	37
15.	815	349	34	19	24	34
16.	811	347	32	19	22	37
17.	824	341	38	18	21	41
18.	829	340	35	19	19	40
19.	830	340	34	18	21	35
20.	827	339	36	19	17	41
21.	828	338	37	15	18	32
22.	817	337	33	20	22	41
23.	808	336	41	19	20	41
24.	805	333	35	19	23	43
25.	809	332	38	16	15	34
26.	801	328	37	20	20	42
27.	810	318	34	16	16	29
28.	804	317	30	18	17	33
29.	803	312	33	19	20	31
30.	826	312	34	21	21	40

Self Esteem Scores for the thirty teachers of school Y (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Production Emphasis, Predictive Accuracy, Integration, and Influence with Superiors.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	1. Rep.	2. Rec.	3. Tol. Unc.	4. Persua.
1.	1318	417	16	11	19	35
2.	1319	408	22	23	39	42
3.	1325	393	18	23	45	45
4.	1324	392	14	18	27	28
5.	1320	388	13	13	21	30
6.	1323	386	22	18	34	31
7.	1305	379	15	13	34	22
8.	1302	378	19	13	32	30
9.	1316	378	21	16	24	38
10.	1328	378	10	11	31	18
11.	1312	370	19	16	28	30
12.	1315	365	22	16	34	34
13.	1326	363	17	14	31	31
14.	1327	363	21	22	30	34
15.	1329	362	21	23	39	36
16.	1314	360	17	14	24	32
17.	1303	356	25	18	32	45
18.	1313	353	16	21	32	41
19.	1317	349	19	16	23	31
20.	1301	345	21	13	23	25
21.	1306	345	14	17	22	22
22.	1309	342	19	18	35	31
23.	1322	339	19	12	19	28
24.	1307	335	17	18	31	30
25.	1330	334	21	17	26	34
26.	1304	326	19	16	28	34
27.	1321	320	17	14	24	26
28.	1311	313	14	15	31	28
29.	1308	308	18	11	25	28
30.	1310	273	22	10	21	22

Self Esteem Scores for the thirty teachers of school Z (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Representation, Reconciliation, Tolerance of Uncertainty, and Persuasion.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	5. Init. St.	6. Tol. F.	7. Role R.	8. Consid.
1.	1318	417	47	41	30	35
2.	1319	408	46	47	44	48
3.	1325	393	48	40	47	41
4.	1324	392	29	35	31	28
5.	1320	388	33	39	23	28
6.	1323	386	46	44	36	35
7.	1305	379	38	32	37	30
8.	1302	378	34	40	35	34
9.	1316	378	44	47	32	35
10.	1328	378	31	35	18	22
11.	1312	370	35	42	34	34
12.	1315	365	41	39	30	41
13.	1326	363	32	39	28	34
14.	1327	363	42	43	42	31
15.	1329	362	48	39	48	38
16.	1314	360	33	34	35	29
17.	1303	356	48	43	38	46
18.	1313	353	34	42	42	45
19.	1317	349	33	32	36	35
20.	1301	345	21	33	29	24
21.	1306	345	48	34	32	31
22.	1309	342	40	49	33	36
23.	1322	339	36	27	30	25
24.	1307	335	34	38	32	29
25.	1330	334	41	39	42	36
26.	1304	326	42	37	30	34
27.	1321	320	33	33	29	28
28.	1311	313	33	36	30	30
29.	1308	308	30	31	26	24
30.	1310	273	36	22	38	23

Self Esteem Scores for the thirty teachers of school Z (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Initiation of Structure, Tolerance of Freedom, Role Retention, and Consideration.

Leader Behavior Scores

	Subject	Self Esteem Scores (High to Low)	9. Prod. E.	10. Pre. A.	11. Integ.	12. Inf. S.
1.	1318	417	25	18	15	27
2.	1319	408	29	24	23	43
3.	1325	393	38	22	24	41
4.	1324	392	25	14	11	26
5.	1320	388	26	15	9	22
6.	1323	386	31	19	17	30
7.	1305	379	33	18	17	29
8.	1302	378	24	17	17	33
9.	1316	378	31	18	20	29
10.	1328	378	22	13	10	24
11.	1312	370	29	14	15	32
12.	1315	365	28	17	17	32
13.	1326	363	26	14	13	26
14.	1327	363	29	21	13	32
15.	1329	362	26	22	23	37
16.	1314	360	29	14	12	26
17.	1303	356	43	23	24	40
18.	1313	353	36	17	22	36
19.	1317	349	27	18	13	24
20.	1301	345	21	11	10	26
21.	1306	345	30	17	17	34
22.	1309	342	31	18	20	27
23.	1322	339	36	15	13	32
24.	1307	335	32	16	15	27
25.	1330	334	33	16	16	33
26.	1304	326	31	18	21	36
27.	1321	320	31	15	14	30
28.	1311	313	26	15	15	28
29.	1308	308	25	14	13	25
30.	1310	273	27	16	12	28

Self Esteem Scores for the thirty teachers of school Z (ranked high to low) and their corresponding scores of their ratings of their school principal on the Leader Behavior dimensions of Production Emphasis, Predictive Accuracy, Integration, and Influence with Superiors.

VITA

Name: Wade Byron McCamey

Address: 215 Pinecrest Drive
Greeneville, Tennessee 37743

Degree and Date to be Conferred: Ed. D., August 1976

Date of Birth: November 28, 1946

Place of Birth: Greeneville, Tennessee

Secondary Education: McDonald High School
Mohawk, Tennessee

<u>Collegiate Institutions</u>	<u>Dates</u>	<u>Degree</u>	<u>Major</u>
Hiwassee College	9/64 - 6/66	A. A.	Business Admin.
East Tennessee State University	9/66 - 8/68	B. S.	Geography
East Tennessee State University	6/70 - 8/72	M. A.	Education Admin.
East Tennessee State University	9/72 - 8/76	Ed. D.	Education Admin.

Positions Held: Biology Teacher
West Greene High School
Mosheim, Tennessee

Geography Teacher
Chuckey-Doak High School
Afton, Tennessee

Principal
Chuckey-Doak High School
Afton, Tennessee

Teaching Fellow - College of Education
East Tennessee State University
Johnson City, Tennessee

Assistant Director
Upper East Tennessee Educational Cooperative
Johnson City, Tennessee