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principals**

Meyer, Thomas Michael, Ed.D.

Andrews University, 1990

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School of Education**

**PERCEIVED LEADER AUTHENTICITY AS AN EFFECTIVE
INDICATOR OF PERCEIVED INSTRUCTIONAL
LEADERSHIP BEHAVIOR IN MIDDLE
LEVEL PRINCIPALS**

**A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education**

**by
Thomas M. Meyer**

July 1990

PERCEIVED LEADER AUTHENTICITY AS AN EFFECTIVE
INDICATOR OF PERCEIVED INSTRUCTIONAL
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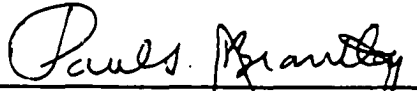
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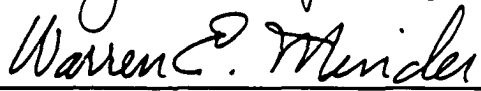

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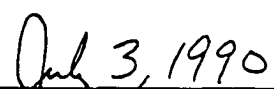

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ABSTRACT

**PERCEIVED LEADER AUTHENTICITY AS AN EFFECTIVE
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by

Thomas M. Meyer

Chair: Edward A. Streeter, Ed.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education
(Educational Administration and Supervision)

Title: PERCEIVED LEADER AUTHENTICITY AS AN EFFECTIVE
INDICATOR OF PERCEIVED INSTRUCTIONAL LEADERSHIP
BEHAVIOR IN MIDDLE LEVEL PRINCIPALS

Name of researcher: Thomas M. Meyer

Name and degree of faculty chair: Edward A. Streeter, Ed.D.

Date completed: July 1990

Problem

No study had been undertaken to examine any relationships which might exist between the two concepts of perceived leader authenticity and the perceived instructional leadership behaviors of middle-level principals.

Method

This ex post facto study obtained data from three groups--supervisors, principals, and teachers--via their responses to two questionnaires: the Leader Authenticity Scale and the Principal Instructional Management Rating

Scale. A total of 247 of the teachers, all 10 of the supervisors, and all 10 of the principals returned the surveys.

Canonical analysis, and one-, two-, and three-way ANOVA were conducted to test the five null hypotheses. Alpha was set at .05. Selected demographic variables were controlled.

Results

1. Significant correlation was found to exist between the two instruments as whole entities.
2. There were significant differences between the means of the three subgroups on 9 of the 14 subscales. Item analysis of each subscale enriched the interpretation of results.
3. Significant differences between means relative to gender were found on two of the 14 subscales.
4. Significant interaction between teacher age and number of years of working with current principal were found on 2 of 14 subscales.
5. There were significant differences between the means of higher enrollment schools and lower enrollment schools on 6 of 14 subscales.

Conclusions

1. A good instructional manager is an accountable, highly visible, supervisor of instruction

who provides performance incentives to both teachers and learners without manipulation.

2. Teachers have different perceptions about authenticity and instructional management than supervisors and principals.

3. Male teachers have some perceptions different than female teachers.

4. Older teachers with more years of working with the current principal perceived the principal to be more manipulative than other groups did.

5. Teachers in higher enrollment schools have higher perceptions of the frequency or quality of some principal behaviors than teachers from smaller enrollment schools.

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My many middle-school friends and colleagues graciously responded to my requests for help and quickly returned my surveys.

To Donna, my wife, my love . . . on to the future!

CHAPTER I

INTRODUCTION

Introduction and Background

Leadership is a multifarious phenomenon frequently studied in the framework of bureaucratic organizations. The organization's efficiency and effectiveness are largely determined by the ways in which leaders and their subordinates interact (Simon, 1968, p. xviii). Henderson (1981, pp. 1-2) contended that the implication of this relationship is important for leaders of organizations. The issue was not whether a leader was always agreed with, or even liked by subordinates, but that the extent to which a leader's subordinates viewed the leader as expressing and behaving in an authentic fashion directly affected the interpersonal effectiveness of the leader, and subsequently influenced the climate of the organization itself. To this end, Henderson contributed to the study of leadership an operationalized, constitutive definition of leader authenticity in the form of the Leader Authenticity Scale; henceforth referred to as the LAS.

That principals have a definite effect on the

productivity of schools primarily through their influence as instructional managers or leaders has been confirmed in numerous reviews of the literature on effective schools (Brookover et al., 1982; Clark, 1980; Edmonds & Frederickson, 1978; Purkey & Smith, 1982; Sweeney, 1982). Hallinger and Murphy (1985, p. 217) reported that few studies had investigated what principals do to manage curriculum and instruction, and that fewer still had examined the organizational and personal factors that influence principal instructional leadership. The Hallinger (1983) research helped fill part of this void by describing the instructional management behavior of principals in terms of specific job behaviors and by creating the very adequate Principal Instructional Management Rating Scales; henceforth referred to as the PIMRS.

Statement of Problem

As far as could be determined, no study had yet been undertaken to examine the importance of the centrality of authenticity as a quality of administrative leadership to the instructional leadership behaviors of middle-level principals. However, the validity and reliability of each of these discrete concepts--leader authenticity and instructional leadership behaviors--had been determined in numerous previous studies of each concept (Benjamin, 1987;

Courtney, 1987; Hallinger, 1983; Henderson, 1981; Jones, 1987; Krug, 1986; Kupersmith, 1983; O'Day, 1984).

Further, most studies of either concept focused on instructional leaders other than those working at the middle level.

Purpose of Study

The challenge of this study was to substantiate whether relationships existed between the perceived levels of leader authenticity and the perceived levels of instructional leadership behaviors for a selected group of middle-level principals. Additionally, the study described the nature of any relationships discovered between these two concepts. Applications for using the resultant information to assess and develop authentic principal instructional leadership were suggested.

Research Hypothesis

This ex post facto study hypothesized that a direct and positive relationship would be found between the degree to which a principal is perceived as being authentic and the degree to which a principal is perceived as being an effective instructional leader. Besides providing summative total scores, each instrument (LAS and PIMRS) yielded three summative subscale scores. Subhypotheses explored the amount of variance explained by each of the three subscale scores of the independent

variable (leader authenticity) working alone and in combination on the dependent variable (instructional leadership) and its three component parts. The effects of classificatory variables were also examined. Table 1 listed each variable in the study and its component parts.

Significance of Study

This study was significant in that it provided principals and their supervisors with substantive principal self-awareness data on two discrete concepts which, for those who so desired, might be used to modify behavior and subsequently increase the degree of perceived authenticity and instructional leader effectiveness.

The need for this type of self-awareness data for practitioners has been affirmed by four years of personal involvement with an effective school-improvement process based on a model from the National Center for School Effectiveness, whose director is Larry Lezotte. This personal involvement has been as both a principal-participant and observer of fellow principals. These experiences have led to the conclusion that the proficiency of individual principals relative to instructional leadership behaviors varies broadly. Finding measurement tools that could be used in diagnosing instructional leadership proficiency and variables affecting it could assist the effective schools'

TABLE 1
VARIABLES IN THE STUDY

Independent	Dependent	Classificatory
<u>LAS</u>	<u>PIMRS</u>	
Saliency of self over role	Defines mission	Age
Non-manipulation of subordinates	Manages instructional programs	Gender
Accountability	Promotes school climate	Educational specializations
		Highest degree
		Years experience as principal
		Administrative experience prior to principalship
		Years as principal at current school
		Level of experience as teacher
		Years of teaching experience
		Years as teacher at current school
		Number of students enrolled
		Faculty size
		Special programs
		Percent minority enrollment
		Percent AFDC enrollment

improvement process by helping principals realistically focus their energies in generating positive change.

Finally, if empirical support can be established in this study for the effect of leader authenticity on principal instructional leader effectiveness, it is possible that the study of other aspects of organizational and personal factors that influence principal instructional leadership will be further stimulated.

Theoretical Framework

The emerging research on effective schools holds promise for educators trying to improve their ability to produce reliable gains in the achievement levels of all students. Edmonds believed all effective schools shared the following indispensable characteristics which he called correlates: strong administrative leadership; a climate of high expectations for all students; an orderly, but not rigid, atmosphere conducive to instruction; emphasis on basic skills instruction; and, a system for monitoring student progress. Edmond's five correlates provided a skeletal model for effective schools but did not describe the actual behavior of students, teachers, or administrators in effective schools (Hallinger, Murphy, Weil, Mesa, & Mitman, 1983, p. 84).

This study focused on one ingredient of effective schools: the instructional leadership of the principal. It used the original PIMRS instrument developed by

Hallinger (1983) which operationally defined the instructional leadership behaviors of principals in behaviorally anchored terms. The PIMRS was designed to bridge the gap between this one general correlate of effective schools--instructional leadership--and the specific principal behaviors commonly found in effective schools.

However valid and reliable the PIMRS proved to be in describing requisite principal behaviors and their frequency in numerous studies (Courtney, 1987; Hallinger, 1983; Jones, 1987; Krug, 1986; O'Day, 1984), the PIMRS still did not consider personal or organizational factors that influenced principal instructional leadership.

This study incorporated the personal factor of leader authenticity as operationally defined by Henderson in 1981 and studied further by others (Benjamin, 1987; Kupersmith, 1983) as one way to partially fill this void. This study attempted to describe the nature of and the amount of variance on principal instructional leadership as it related to leader authenticity.

Definition of Terms

The following definitions of terms are presented as used in the conduct of this present study:

Leader Authenticity was succinctly defined by Henderson (1981, pp. 10-12):

Leader authenticity refers to the extent school teachers view their principal as being genuine or real. Leader authenticity has three aspects; accountability, manipulation, and salience of self over role. The authentic leader accepts responsibility for his or her own actions and mistakes. This accepting of responsibility is seen both in terms of personal behavior and organizational outcomes. The authentic leader is also seen to be non-manipulative. The authentic leader uses teacher talents but never uses the teachers themselves to further his or her own ends. Furthermore, the authentic leader exhibits a salience of self over role. The leader is able to function within a bureaucratic structure but that bureaucratic structure never engulfs the leader. The leader's personality shows through and the leader is able to overcome normal role requirements if the situation so dictates.

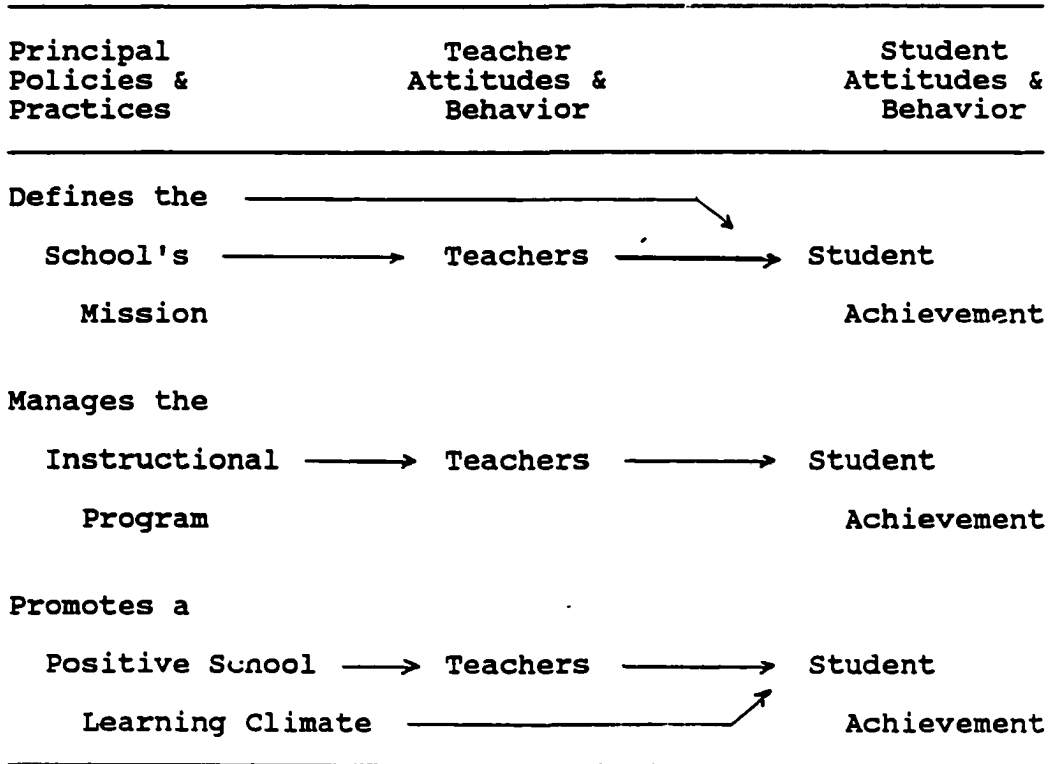
On the other hand, the inauthentic leader is thoroughly engulfed in the role requirements of the principal position. In fact, it seems that there is little substance to the principal other than his or her job status. Further, the inauthentic principal is seen to manipulate teachers. That person is viewed as aggrandizing situations to his or her own best interests. Finally, the inauthentic leader is engaged in an abundance of 'buck passing'. The inauthentic leader is prone to blaming others of circumstances for his or her own mistakes.

Principal Instructional Management Role was defined by Hallinger (1983, p. 11) based on a review of research on educational leadership and effective schools. His model viewed the principal as having both direct and indirect effects upon student behavior and, consequently, student achievement (see Table 2, p. 9). Other conceptualizations of the principal's role suggested that the principal's impact on students is only indirect.

Hallinger's study affirmed other studies of effective schools research that suggested the principal's instructional management role consisted of three general

TABLE 2

INSTRUCTIONAL MANAGEMENT MODEL



SOURCE: Phillip Hallinger (May, 1983) Assessing the Instructional Management Behavior of Principals. Unpublished doctoral dissertation, Stanford University, Stanford, CA, p. 12.

dimensions: defining the school's mission, managing the instructional program, and promoting a positive school learning climate. Each of these dimensions was then divided into narrowly defined job functions (see Table 3). The job functions were then divided into operationalized, behaviorally anchored, variables.

Assumptions

The following assumptions should be noted:

1. It was assumed that leader authenticity and instructional leadership are often associated with effective school principals.
2. It was assumed that evaluative attitudes toward leader authenticity and principal instructional leadership are accessible to measurement by self-perception, subordinate-perception, and supervisor-perception.
3. It was assumed that the responses given truly reflected the perceptions of each respondent at that time.
4. Because the LAS and PIMRS measure two discrete concepts relative to principal behavior, there was virtually no possibility of a tautology occurring.

Limitations

The study had the following limitations:

1. Because both the LAS and PIMRS are extrinsic

TABLE 3

**DIMENSIONS OF INSTRUCTIONAL MANAGEMENT
AND JOB FUNCTIONS**

Dimensions:

Defines the Mission	Manages Instructional Program	Promotes School Climate
--------------------------------	--	------------------------------------

Functions:

Frame the School Goals	Supervise and Evaluate Instruction	Maintain High Visibility
Communicate the School Goals	Coordinate the Curriculum	Provide Incen- tives for Teachers
	Monitor Student Progress	Provide Incen- tives for Learning
	Protect Instruc- tional Time	
	Promote Professional Development	

measures, any principal self-perception data derived from the LAS and PIMRS was used for comparison purposes only.

2. Two discrete purposes exist for using the LAS and the PIMRS: as part of a principal evaluation program or as part of a professional development program.

Although there was overlap, the differing data needs associated with each of these purposes had to be addressed.

3. The process of describing principal behavior based on perception is subject to the limitation that perceptions are not evidence of actual behavior and can be affected by rating error (Latham & Wesley, 1981).

4. Because this was an ex post facto study, the independent variables could not be controlled. Therefore, a limitation of this study was that any analysis of the results had to be interpreted cautiously because relationships that might exist between dependent and independent variables may not infer causality (Kerlinger, 1973).

Delimitations

The study had the following delimitations:

1. The measurement of leader authenticity and principal instructional leadership was limited to items included on the LAS and PIMRS. No direct observation of principals was conducted. No data on student growth or achievement were collected.

2. The concepts of instructional management and instructional leadership were used synonymously in this study.

3. Due to practical limitations, the sample for this study was confined to principals, principal supervisors, and teachers from the ten middle schools located in three Indiana public school districts: South Bend Community School Corporation, South Bend; Penn, Harris, Madison School Corporation, Osceola; and, Elkhart Community Schools, Elkhart.

4. Because the sample selection was based on proximity to the researcher, and the availability and willingness of participants, it may not be representative of the population. Thus, the generalizability of any findings was limited.

Outline of the Study

Chapter I includes the introduction and background, statement of the problem, the purpose of the study, the research hypothesis, the significance of the study, the theoretical framework, the definition of terms, the assumptions, the limitations and delimitations of the study, and the outline of the study.

Chapter II contains a selected review of the literature and research relevant to effective schools, leader behavior of principals, and the concept of leader authenticity.

Chapter III outlines the methodology of the study and describes the procedure employed and instruments used. The sample is defined and the method of statistical analysis is described.

Chapter IV analyzes the results of the study and addresses the hypotheses in terms of these results.

Chapter V summarizes the results of the study, presents conclusions, and describes limitations, implications, and recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

Leader authenticity and principal instructional management or leadership are two concepts frequently mentioned in the literature on schools, but neither concept has received much attention as topics for systematic research. Perhaps this is because while both terms are heavily laden with positive connotations, both are complex and relatively ambiguous concepts. This literature review attempted to clarify the nature and meaning of these terms.

Authenticity

Halpin (1966) observed that the behavior of principals and teachers in some schools was vibrant and meaningful and that it seemed real and genuine. By contrast, behavior in other schools appeared to be a hollow ritual where individuals seemed to be stage actors who had learned their parts by rote and performed them without commitment. From their early work on the organizational climate of schools, Halpin and Croft (1963) identified the pivotal importance of authenticity in organizational

behavior even though it was not the focus of their research.

Other researchers have also written on the elusive concept of authenticity and its importance. Zimmerman (1981), reporting on the work of Heidegger, indicated that the authentic person is open, truthful, and allows others to show themselves as they really are. Defining authenticity for a person, Sartre (1948, p. 90) reported:

An hierarchial organization, in short, like an individual person, is authentic to the extent that; throughout its leadership, it accepts its finitude, uncertainty, and contingency; realizes its capacity for responsibility and choice; acknowledges guilt and errors; fulfills its creative managerial potential for flexible planning growth and charter of policy formation; and responsibly participates in the wider community.

Argyris (1962) agreed that personal authenticity was an important dimension of leader behavior which he derived from his study of interaction and human relations. He indicated that authentic relationships occurred when the individuals behaved in a manner consistent with what they appeared to be and worked to increase their sense of self-awareness and sense of other awareness and acceptance in such a way that others could do the same.

Carl Rogers (1961) was committed to the concept of principal self-awareness and authenticity as illustrated by his statements: "In my relationships with

persons, I have found that it does not help . . . to act as though I were something that I am not" (p. 529). "To the degree that each of us is willing to be himself, then he finds not only himself changing, but he finds that other people to whom he relates are also changing" (p. 533). It is probable that Rogers would have agreed in theory that to be an effective instructional leader, a principal's authenticity would be critical in contributing to the positive change and growth of teachers.

"To live authentically is to choose for oneself; it is to carve out life for oneself, not to be molded by it" (Kneller, 1963, p. 22). From this statement in an analysis on existentialism, Kneller indicated that the process of education must encourage individuals to become responsible for their own decisions. He suggested that authenticity with its stress on genuineness was a powerful concept which held significant implications for leader behavior and group member interaction.

McGregor (1967, p. 192) wrote that authentic communication could only occur in "a climate of mutual trust and support among members of the organization." This sort of climate would allow its members to be themselves and thus display their authentic behaviors.

Kupersmith (1983), drawing from Gibb's 1969 work, concluded that an authentic leader would act in a human

fashion and function as a person who is whole, direct, and open--not as a role incumbent. Such a leader would act as a facilitator and a resource to release the energy and direction of the group, thus helping the group grow and become autonomous. This person would never be inauthentic and merely exhibit a facade of consideration or manipulate or distort aspects of interpersonal relationships.

Blumberg and Greenfield (1980) in their book of effective principal leadership qualities reported on the key behavioral guides of authenticity, genuineness, and personal alignment with self-perception. These behaviors leave a person open to others and require open communication. Ouchi (1981) wrote that the clearest evidence of trust that a leader can provide is openness, honesty, and candor. The work of Abbott (1974) and Kupersmith (1983) suggested that trust in the leader appears to be related positively to authentic behavior.

Kottkamp (1982) found a positive relationship between perceived authenticity and supervisory productivity based on the development of healthy interpersonal relationships between principals and teachers. Paul (1982) determined that work performance is influenced by the social context in which supervision, teaching, and leadership take place. The implication from both of these studies is that school personnel can maximize their

influence in interpersonal relationships when they function as authentic social beings rather than formalized role players. This implication was affirmed by Benjamin (1987) when she determined the importance of perceived principal authenticity in predicting successful clinical supervisory experiences.

It was a comprehensive review of the literature by Hoy and Henderson in 1982 that identified the three components of leader authenticity: accountability, manipulation, and salience of self over role. While they are conceptually distinct, they vary together to form a general pattern of authenticity. Thus, leader authenticity was defined as a general and consistent pattern of behavior in which subordinates perceived their leader as demonstrating acceptance of organizational and personal responsibility for actions, outcomes, and mistakes; being non-manipulative of subordinates; and exhibiting a salience of self over role (Hoy & Kupersmith, 1984). Leader authenticity by this definition was defined by the teachers' perception of the principal's behavior in relative rather than absolute terms. This would be very much different than determining leader authenticity as perceived by an external observer who attempts to evaluate this authenticity against an absolute standard.

The importance of self-awareness, reality-centered leadership, and authenticity for a school

principal have been demonstrated in this portion of the literature review. The Leader Authenticity Scale developed by James E. Henderson (1981) provided an operationalized instrument for principals with which to measure realistic staff perceptions, modify self-behavior, and subsequently change teachers' behavior.

Research has shown that as the level of perceived principal authenticity increases, so does the openness of school climate and the productivity of supervision. These are desirable goals that enhance morale, encourage supportive, trusting relationships, and generate a school atmosphere conducive to learning. (Henderson, 1989, p. 28)

Principal as Instructional Leader

Numerous studies have addressed the key role that principals play in instructional management or leadership (Brookover et al., 1982; Clark, 1980; Purkey & Smith, 1982). Cross' (1979) review of the literature on principal effectiveness concluded that a connection between school variables such as school climate, innovation, and teacher performance, and principal behaviors such as leadership style did exist. That principals must lead others to bring about positive conditions and that effectiveness was multi-dimensional were also determined. Davidson's research as reported by Cross (1979) recognized that the leadership of the principal is the most significant influence on the change process in schools. Indeed, he referred to the principal as the "gatekeeper of change" (p. 220). Geltner's (1981)

intense phenomenological study of principal-teacher relationships in one elementary school recognized by several measures for its effectiveness came to the same conclusion; that is, ". . . teachers experienced their principal as a positive and significant force for instructional innovation within the school" (p. 149).

Bush's (1984) model for evaluating and improving staff development included the study of the principal's leadership relative to managing, harmonizing, motivating, and innovating as one critical dimension in his six-fold model for making schools more effective. While his focus was on staff development, he did include a table of strategies for strengthening the educational leadership of principals. This symbolized his recognition of the significance of principal leadership.

Schiff's (1978) statements that "Principals must be aware of the informal criteria necessary to maintain a positive and self-actualizing organizational climate for staff" and that "the principal's leadership style must be that of a facilitator to allow each staff member to reach an optimal level of efficiency" (p. 129) also affirm the significance of the principal's role. These comments indicated that the principal's role must have dimensions in addition to administration.

One dimension reported by several sources is the principal's role as instructional leader or manager

(Edmonds, 1979; Bird & Little, 1984; Bossert, Dwyer, Lee, & Rowan, 1981; Lyman, 1988; Sweeney, 1982). Leithwood and Montgomery (1982) stated that while typical principal behavior is largely administrative, ". . . an effective leader is involved in instructional leadership" (p. 329). These researchers listed the following behaviors as being indicative of effective principals: focus on school goals and program priorities being sure to include interaction with the staff; facilitate within school communication; create formal occasions for teacher interactions on professional issues; build and maintain interpersonal relations; and use the school's mission to define priorities and gain support from all stakeholders.

Bird and Little (1984) concluded that there is instructional leadership provided by high-school principals. This leadership included such actions as: fostering norms of collegiality and experimentation; observing and evaluating teaching; developing curriculum; involvement in shared planning or preparation of methods and materials; and designing and conducting inservice education. This two-year ethnographic study on the conditions and consequences of instructional leadership was one of very few found in the literature on secondary schools.

Lyman's (1988) analysis of 36 studies stated that principals must have a clear sense of school mission and

a vision of what the school can accomplish. He suggested that principals be effective leaders by setting personal quality goals, regularly assessing personal achievements, and by nurturing creativity in themselves and others through their responsibility as instructional leaders. Exhibiting skill in written and oral communication and listening; ensuring educational opportunities for all students and that all students are mastering essential skills; involving staff in decisions; empowering staff to succeed via goal setting, inservice training, and information access; and enhancing student and staff self-esteem by demonstrating belief in their abilities, concern for their needs, and applauding their successes-- all these behaviors comprised Lyman's list of responsibilities for effective instructional leaders.

The attitudes and behaviors described by Leithwood and Montgomery, Little and Bird, and Lyman, all with emphasis on sharing through communication and maintenance of interpersonal relationships a' la McGregor's Y management behavior, implied the necessity for the instructional leadership dimension in addition to the administrative role for the principal.

Hallinger and Murphy (1985), citing a critical gap in the literature relative to a lack of behavioral descriptions and measurable definitions of instructional management that would be generalizable to broad

populations, sought to remedy the situation by creating the Principal Instructional Management Rating Scales. This task-oriented research concluded that the role of instructional leadership was limited and was broadly defined as defining the school's mission, managing the instructional program, and promoting a positive learning climate. Each of these three categories was divided into more narrowly defined job functions.

As with leader authenticity previously discussed, instructional management by this definition was defined by the teachers' perception of the frequency of the principal's behavior in relative rather than absolute terms. An explanatory model developed at the same time illustrated how the execution of the three principal's instructional management responsibilities could have "both direct and indirect effects upon student behavior and consequently student achievement" (Hallinger, 1983, p. 11).

Summary

This chapter reviewed literature related to this study. The reviewed literature covered the concepts of leader authenticity and principal instructional management or leadership.

With regard to authenticity, the work of more than 17 authors representing counselors, psychologists, philosophers, management theorists, educators, and

researchers ranging from Jean-Paul Sartre to Ouchi was reviewed. Various definitions or descriptions of authenticity were discussed, as well as the effects of authenticity on both interpersonal and organizational relationships, and the application of authenticity to other leadership behaviors. The work of James Henderson who constitutively defined and operationalized leader authenticity was described.

With regard to principal instructional leadership, the following concepts were discussed: establishing the role of the principal as instructional leader, the importance of that role in effective schools at all levels, how principals lead others, the range of observable instructional leadership behaviors, and a brief description of Phillip Hallinger's PIMRS instrument which operationally defined principal instructional management. This section of the review of literature considered the work of more than 16 authors including effective schools researchers, psychologists, management theorists, and other educational researchers.

CHAPTER III

METHODOLOGY

This chapter presents a description of the type of research used in this study, the sample, the instruments, the variables, the data collection procedures, and the analysis of data.

Type of Research

This ex post facto study analyzed the correlation between the perceived leader qualities delimited by Henderson's Leader Authenticity Survey and the perceived instructional leadership behavior of principals as defined by Hallinger's Principal Instructional Management Rating Scales.

Ex post facto research does not allow for the manipulation of independent variables. Kerlinger (1973, p. 117) indicated that in ex post facto research, the independent variables have already exercised their effects, if any. He emphasized that conclusions drawn from ex post facto research are empirically not as strong as those drawn from experimental research.

The Sample

The principals, teachers, and central-office principal supervisors from ten middle schools representing three different school corporations in the South Bend, Indiana, metropolitan area were invited to complete both instruments.

The South Bend Community School Corporation described as a large, urban district with 35.1% minority enrollment, has five middle schools serving only grades 7 and 8. The large, suburban Elkhart Community School Corporation with 17.6% minority enrollment has three middle schools serving grades 7 and 8. The medium-sized, suburban/rural Penr, Harris, Madison School Corporation with less than .8% minority enrollment has two middle schools--one with grades 7-8-9 and one with grades 6-7-8-9.

Although School City of Mishawaka is in the South Bend metropolitan area, it was specifically excluded from this study because the researcher is employed there as a middle-school principal and wished to avoid any possibility of personal or professional conflict.

Because the ten schools selected were in close proximity to the author's residence, administration and collection of the instruments was greatly expedited.

Much has been written in the current research literature on both the effective principal and the

effective school and most of it was based on work done in large, urban elementary schools with high minority enrollments. Both the range of demographic characteristics represented and the grade levels selected for this proposed study helped any inferences drawn from this research to add to the knowledge base on school and principal effectiveness.

The Instruments

The intention of this study was to measure the perceptions of all survey participants--the principal, teachers, and central-office principal supervisors.

The rationale for this focus for the study was an understanding that principals cannot exist in a vacuum. They are part of a social environment. Therefore, the perceptions of their subordinates have a significant value in the determination of the effectiveness and efficiency of the school as a social system (Benjamin, 1987, p. 79; Henderson, 1981, pp. 6-7).

Further, by comparing the data obtained from self-perception and supervisor perception with that obtained from subordinates' perceptions, practitioners in the field of educational administration may gain valuable insights. It is not known whether authenticity can be taught, but it is important to note the aspects of leader behavior that yield the attribution of leader authenticity from the organization's subordinates. By being

cognizant of the data derived from all three sources and analyzing it for alignment, principals may be able to change their behavior modestly and thus incrementally increase the authenticity rating that teachers have for them (Henderson, p. 105).

If this study were to find a direct, positive correlation between leader authenticity and perceived effective instructional management, such principal behavioral changes might also increase the perceived instructional management effectiveness of principals.

As a means of measuring these perceptions of all three groups, two survey instruments were administered. Operationalized definitions of variables, reliability, validity, and feasibility were important criteria in the selection of these instruments.

Authenticity: Leader
Authenticity Scale

The LAS developed by Henderson in 1981 consists of 32 Likert-type items which measure the perceived authenticity of principals. The item scores are added to provide a total score with higher scores indicating greater perceptions of leader authenticity. Henderson's original study (p. 72) and later ones (Henderson & Hoy, 1983, p. 73; Kupersmith, 1983, p. 115) all confirmed strong reliability for the LAS with alpha coefficients of

.96 for all three of the studies. The measure was developed in a comprehensive factor analytic study of principal behavior with hypotheses developed to test the relationships of perceived leader authenticity to Halpin and Croft's variables of "esprit" and "thrust," as well as to the personality variable of "status concern." Relationships were statistically significant and hypotheses were accepted. Leader authenticity was positively correlated with "esprit" ($r = .52$) and "thrust" ($r = .65$) and was negatively correlated with "status concern" ($r = -.30$) (Henderson & Hoy, 1983, pp. 71-73). In its final form the LAS contained items descriptive of three categories of principal behavior--salience of self over role, non-manipulation of subordinates, and accountability--all of which combined to equate with leader authenticity which was the independent variable in this study.

Instructional Management
Principal Instructional
Management Rating Scales

The revised PIMRS (Hallinger, 1987), developed originally by Hallinger in 1982, consisted of 50 Likert-type items which measured the perceived instructional management behavior of principals. These 50 behaviorally anchored items were placed in a conceptual model which includes three broad categories encompassing ten specific job functions based on research on effective schools.

The first category, defining school mission, included the job functions of framing and communicating the school's goals. The second category, managing the instructional program, included five job functions focused on supporting and improving the school's curriculum and instruction: supervising and evaluating instruction, monitoring student progress, protecting instructional time, and promoting instructional improvement and professional development. The third category, the climate dimension, included four job functions concerned with creating an atmosphere in which academic achievement and instructional effectiveness are highly valued by students and staff: maintaining high visibility, providing incentives for teachers, enforcing academic standards, and providing incentives for learning.

Hallinger used seven tests to determine the adequacy of the PIMRS: (1) the estimated strength of the empirical grounding in prior research, (2) the content validity with a minimum average agreement of .80 among a group of raters (range .80 to 1.00), (3) the reliability coefficient (Cronbach's alpha) of at least .80 (actual range .81 to .90), (4) the validity by one-way analysis of variance at .05 level of significance for comparing within-school principal rating variance, (5) subscale intercorrelation construct validity with Cronbach's alpha above .60 (actual range .78 to .90), (6) conceptual-

empirical linkages confirmed by the actual study, and (7) alignment of the analysis of documents related to instructional management behavior with data obtained from the PIMRS. Data obtained from the PIMRS provided an accurate picture of principal instructional management behavior for both research and evaluation (Hallinger, pp. 34-55) and constituted the dependent variable for this study.

Demographic Factors: Questionnaire

Survey participants were asked to supply the following personal and organizational information at the time of completing the LAS and PIMRS: age, gender, educational specializations, highest degree, years of experience as a principal, administrative experience prior to principalship, years as principal at current school, level of experience as teacher, years of teaching experience, years as teacher at current school, number of students enrolled in school, faculty size, special programs, percentage of minority enrollment, and socio-economic distribution, and/or percentage of AFDC enrollment. These classificatory variables were useful in analyzing and accounting for the variance that was found with the major variables in this study.

Data Collection Procedures

Permission was obtained from the superintendent's office in each of the three school corporations for the study to be conducted. The researcher met with each principal and principal supervisor to distribute the instruments, explain the process, and make arrangements for pick up of the instruments. A direction sheet was attached to each instrument as was a sealable envelope for each respondent. These were in turn distributed by each principal to each faculty member. Completed instruments were returned to the building secretary.

The researcher picked up the completed surveys after approximately two weeks. At this time a brief discussion was held with the principal and a request was made to borrow copies of each building's faculty handbook and student handbook.

The subjects were told that the survey questions were aimed at gathering information about school life and that the data gathered was to become part of the researcher's doctoral dissertation work in education. Further, all responses were to be held anonymous.

Analysis of Data

Subjects marked all responses directly on the LAS and PIMRS instruments which were then delivered to the Andrews University Center for Statistical Services for processing.

The null hypothesis of this research asserted that there would be no direct and positive correlation between the degree to which a principal is perceived as being authentic (LAS) and the degree to which the same principal is perceived as being an effective instructional manager (PIMRS). Each instrument produced a single summative score for use in simple univariate analysis with authenticity being the independent variable and instructional management effectiveness being the dependent variable.

Each instrument also produced summative subscale scores. The LAS had four subscales whose scores were derived by adding together the score values for all items of each subscale. Item values were reversed for any negatively stated items on the LAS. Thus higher subscale scores indicated "good." The PIMRS had three subscales with a total of ten job function subscales. The classificatory variables numbered at least 15. Hence, analysis of variance needed to be used with authenticity and classificatory variables serving as the independent variables and instructional management serving as the dependent variable.

Canonical analysis was also used in order to analyze the results from all ten schools together, and to carry out any additional notions that arose serendipitously. Canonical analysis (Fornell, 1982, Stevens,

1986) is a general multivariate method designed to describe, predict, or to explain a complex phenomena expressed as a set of observed variables via its relation to other phenomena expressed as individual variables or as sets of variables.

Summary

This chapter dealt with the research design, the sample, the instruments, the variables, the data collection procedures, and the analysis of data including the null hypothesis used in this ex post facto study.

Two Likert-type survey instruments--the LAS and the PIMRS--were used to collect the perceptions of three groups of middle-school educators from ten public schools--principals, principal-supervisors, and teachers--on leader authenticity and principal instructional management behaviors.

The data were statistically analyzed to test the null hypothesis: there is no direct and positive correlation between the degree of perceived leader authenticity and the degree of perceived principal instructional management behavior.

The results of the data analyses are presented in Chapter 4.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the results of the study of the perceptions of principal supervisors, principals, and teachers on leader authenticity and principal instructional management. It is divided into five sections: (1) a demographic description of the population, (2) the prediction of missing data, (3) the presentation of the canonical correlation analysis, (4) the testing of the five hypotheses using analysis of variance, and (5) the chapter summary.

Demographic Description of the Population

Instruments were distributed in early March 1990, to principal supervisors (n = 10), principals (n = 10), and teachers (n = 404) representing ten middle schools from three public school districts. By the end of March, 247 instruments--representing a 61% return rate from all teachers--were collected. The range of return rate for teacher instruments varied from a low of 25% in one building to a high of 86% in another. Seven buildings had teacher instrument return rates exceeding 60%. One

hundred percent of both the principal and principal supervisor instruments were returned.

Teacher respondents were comprised of 58.3% females and 40.5% males; 94.5% white, 3.8% black, and 1.6% other minorities; and, by degree were 22.7% bachelors or bachelors plus and 76.9% masters or masters plus.

Table 4 shows the frequency distribution for years of teaching experience. Sixty-nine percent of the teachers had ten or more years experience.

Table 5 shows the frequency distribution for the number of years of working with the current principal at the end of this school year. This table was included because of significant interaction found between this factor and teacher age in an analysis described later in this chapter.

The principals were comprised of nine males--seven white, one black, and one Asian--and one black female. Six had 5-9 years of teaching experience and four had 10-15 years prior to taking an administrative position. Two had worked as elementary principals, one as a high-school assistant, and eight as middle-school assistant principals before assuming the role of middle-school principal.

TABLE 4

YEARS OF TEACHING EXPERIENCE

Years Experience	Frequency	Percentage
1	12	5.0
2-4	22	9.1
5-9	39	16.1
10-15	55	22.7
16-20	42	17.4
≥ 21	71	29.3

n = 241 reported

TABLE 5

YEARS OF CURRENT PRINCIPAL AND TEACHER WORKING TOGETHER AT END OF THIS SCHOOL YEAR

Years Working Together	Frequency	Percentage
1	43	17.8
2-4	86	35.5
5-9	73	30.2
10-15	21	8.7
16-20	10	4.1
≥ 21	7	.8

n = 240 reported

With regard to the ten schools, enrollment for seven schools varied from 488 to 640. The three larger schools had enrollments of 720, 729, and 1,037. To keep the researcher's promise of anonymity for individual schools, data relative to racial composition and free and reduced lunch percentages were reported by district composite in Table 6. Total minority enrollment by district was 0.8%, 17.6%, and 35.1%. Free lunch percentages, often used as one indicator of socioeconomic status, by district were 4.9%, 19.2%, and 32%.

Prediction of Missing Data

The first run of the data analysis disclosed that 62 individual respondents from the sample teacher population failed to mark one or more responses from either the PIMRS or the LAS or both. Thus the sample size for analysis was reduced from 247 teachers to 185. All principal supervisor and principal respondents marked all responses requested.

Careful scrutiny of the data file showed that 23 respondents marked all but one of the 83 responses requested; 26 respondents failed to mark 2 to 8 responses; 7 respondents failed to mark 11 to 16 responses; and 6 respondents failed to mark 26 to 30 responses.

TABLE 6
RACIAL COMPOSITION, FREE, AND REDUCED LUNCH
BY DISTRICT

District	Racial Composition				Free Lunch	Reduced Lunch
	White	Black	Hispanic	Other		
1	64.8%	28.0%	4.9%	2.2%	32.0%	5.0%
2	82.1%	14.9%	1.6%	1.1%	19.2%	5.2%
3	99.2%		0.8%		4.9%	2.5%

In order to maximize the useable teacher sample, it was decided to have the BMDPAM computer program predict the missing data for those respondent cases with 16 or fewer missing responses. Thus, the usable teacher sample size was increased to 241. The program predicted the value for a missing item response based on the value of whichever other PIMRS item was most highly correlated with the item having a missing response. In all cases, the item on which the predicted value was based happened to be in the same subtest as the item with the missing response. This observation helped the researcher feel even more comfortable in choosing this method to predict missing data.

While this method is generally considered to be less conservative than supplying missing data based on an item average response, in this particular study the percentage of missing responses for any item for which a prediction was necessary never exceeded the single digits. Further, the size of the R^2 in all cases was never less than 25% and most of the percentages of explained variance were in excess of 50%.

Canonical Correlation Analysis

This study yielded 237 useable teacher responses to the PIMRS and the LAS. The ten subsets of the PIMRS and the four subsets of the LAS were labeled and described in Table 7.

TABLE 7
LABELS AND DESCRIPTORS FOR ALL ASPECTS OF THE
PIMRS AND THE LAS

Label	Descriptor
<u>PIMRS</u>	
GOALS	Frame the School Goals
COMMUN	Communicate the School Goals
SUPINST	Supervise & Evaluate Instruction
CORDCURR	Coordinate the Curriculum
PROGRESS	Monitor Student Progress
INSTIME	Protect Instructional Time
PROFDEV	Promote Professional Development
VISIBLTY	Maintain High Visibility
TINCNTVE	Provide Incentives for Teachers
LINCNTVE	Provide Incentives for Learning
<u>LAS</u>	
ACCOUNT	Leader Accountability
MANIPUL	Manipulation of Subordinates
SELFROLE	Salience of Self or Role
AUTHENT	Leader Authenticity

The BMDP6M computer program was used to relate the four subsets of the LAS to the ten subsets of the PIMRS. Table 8 presents the correlation matrix for the 14 variables. Of the 65 correlations displayed, 52 had values $\geq .500$. Of the 40 correlations between subsets of the two instruments, 27 were $\geq .500$.

Fornell (1982, p. 37) reported that:

The canonical solution is the maximum correlation between pairs of linear composites of variables. The objective is to find pairs of variable combinations (canonical variates), so that the correlation between them is maximized. Subject to the restriction of variate orthogonality, new pairs can be formed from residual variances with the maximum number of pairs being equal to the number of variates in the smaller of the two sets. Hence each canonical variate is a constructed, unobservable variable, regressed on the observed variables within that set.

Table 9 gives the statistical significance tests for the canonical analysis using Bartlett's chi-square approximation of Wilk's Lambda. Two canonical variates were determined to be significant: $X^2_{\text{CNVRF1}} = 239.46$ (d.f. = 40), $p < .05$ and $X^2_{\text{CNVRF2}} = 57.15$ (d.f. = 27), $p < .05$. It was concluded that there was a strong, general correlation ($R_1 = .74$, $p < .05$) between the factors that contributed to a principal becoming a "good instructional manager" as defined by the PIMRS and the factors that combined to make an "authentic principal" as defined by the LAS. The second conclusion was that the correlation ($R_2 = .37$, $p < .05$) between the second canonical correlates while not as strong as that between the first

TABLE 8
BMDP6M CANONICAL ANALYSIS CORRELATIONS MATRIX

	94	95	96	97	84	85	86	87
ACCOUNT	MANIPUL	SELFROLE	AUTHENT	GOALS	COMM	SUPINST	CORDCURR	
94	1.000							
95	0.798	1.000						
96	0.712	0.720	1.000					
97	0.705	0.794	0.617	1.000				
84	0.548	0.502	0.406	0.542	1.000			
85	0.553	0.532	0.476	0.538	0.778	1.000		
86	0.562	0.574	0.430	0.569	0.651	0.670	1.000	
87	0.548	0.526	0.412	0.568	0.732	0.739	0.750	1.000
88	0.480	0.494	0.410	0.542	0.630	0.684	0.688	0.756
89	0.421	0.466	0.347	0.488	0.528	0.530	0.575	0.621
90	0.542	0.528	0.432	0.498	0.612	0.621	0.609	0.574
91	0.612	0.594	0.464	0.542	0.506	0.614	0.669	0.617
92	0.589	0.597	0.567	0.549	0.567	0.687	0.695	0.617
93	0.559	0.575	0.563	0.544	0.638	0.712	0.604	0.605

TABLE 8 (Continued)

	PROGRESS 88	INSTINE 89	PROFDEV 90	VISIBLTY 91	TINCNTVE 92	LINCNTVE 93
ACCOUNT'						
MANIPUL.						
SELFROLE						
AUTHENT						
GOALS						
COMM						
SUPINST						
CORDCURR						
PROGRESS	1.000					
INSTIME	0.584	1.000				
PROFDEV	0.606	0.582	1.000			
VISIBLTY	0.641	0.530	0.516	1.000		
TINCNTVE	0.665	0.517	0.605	0.745	1.000	
LINCNTVE	0.617	0.492	0.581	0.652	0.696	1.000

TABLE 9
BARTLETT'S TEST OF THE CANONICAL VARIABLES NECESSARY TO EXPRESS
THE DEPENDENCY BETWEEN THE TWO SETS OF VARIABLES

Eigenvalue	Canonical Correlation	Number of Eigenvalues	Bartlett's Test for Remaining Eigenvalues		
			Chi-Square	D.F.	Tail Prob.
			239.46	40	0.0000*
0.54970	0.74142	1	57.15	27	0.0006*
0.14038	0.37468	2	22.59	16	0.1252
0.02489	0.15778				

* $p < .05$
 N = 237

canonical correlates, was strong enough to be worthy of interpretation.

Table 10 presents the canonical variate-variable loadings used to interpret both pairs of canonical variates determined to be significant in this study. These loadings were printed in bold type. For the PIMRS (first set of variables), it should be noted that all 10 variables had uniformly strong loadings for CNVRFI with VISIBLTY (.860), TINCNTVE (.857), LINCNTVE (.828), and SUPINST (.828) high. For the LAS (second set of variables), all four variables had uniformly strong loadings for CNVRFI with ACCOUNT (.942) and MANIPUL (.922) high. Thus, other than the significant general linkage between all 14 variables of the first canonical variable, it was concluded that the subset relationship could be described as an accountable highly visible, supervisor of instruction who provided performance incentives to both teachers and learners with minimal or no manipulation of subordinates.

With regard to the second significant canonical variable, LINCNTVE (.387) and TINCNTVE (.327) from the PIMRS were loaded heavier than the remaining eight variables. SELFROLE from the LAS was loaded much heavier than the remaining three variables. Thus, the only significant linkage between the second canonical variables related the importance of salience of self over

TABLE 10

BMDP6M CANONICAL ANALYSIS--CANONICAL VARIABLE
LOADINGS FOR CORRELATIONS OF CANONICAL
VARIABLES WITH ORIGINAL VARIABLES

Original		CNVRF1	CNVRF2	CNVRF3	CNVRF4
Canonical Variable Loadings for First Set of Variables					
GOALS	84	0.782	0.202	0.221	0.408
COMMUN	85	0.799	0.064	0.142	0.266
SUPINST	86	0.828	0.153	0.214	0.236
CORDCURR	87	0.801	0.196	0.329	0.219
PROGRESS	88	0.735	0.016	0.496	0.098
INSTIME	89	0.660	0.067	0.457	0.319
PROFDEV	90	0.771	0.042	0.042	0.039
VISIBLTY	91	0.860	0.122	0.157	0.165
TINCNTVE	92	0.857	0.327	0.027	0.007
LINCNTVE	93	0.828	0.387	0.093	0.062
Canonical Variable Loadings for Second Set of Variables					
ACCOUNT	94	0.942	0.095	0.274	0.169
MANIPUL	95	0.922	0.094	0.011	0.377
SELFROLE	96	0.773	0.616	0.073	0.136
AUTHENT	97	0.879	0.049	0.474	0.016

N = 237

NOTE: Variables in bold-faced type are those used in naming each significant factor.

SET ONE: Factor 1 = "Good Instructional Manager"
Factor 2 = "Performance Incentive Provider"

SET TWO: Factor 1 = "Authentic Principal"
Factor 2 = "Salience Self Over Role"

role to providing performance incentives to both teachers and learners.

Testing the Hypotheses

The primary null hypothesis which guided the empirical analyses of this research was stated in Chapter 3. The other four subhypotheses comparing the role group responses to 14 summative subscale scores and various classificatory variables were identified in post hoc analyses. In this section, results are discussed relating to each hypothesis in turn.

Hypothesis 1

There is no direct and positive correlation between the degree of perceived leader authenticity and the degree of perceived principal instructional management behavior.

This hypothesis was tested by canonical correlation analysis as described in the previous section of this chapter. Bartlett's chi-square test of statistical significance found the first two canonical variates to be statistically significant with the following values: $X^2_{cnvrf1} = 239.46$ (d.f. = 40), $p < .05$ and $X^2_{cnvrf2} = 57.15$ (d.f. = 27), $p < .05$. The correlation for variables in canonical variate one was found to be ($R = .74$, $p < .05$). Leader authenticity then explains approximately .5497 of the variance of principal instructional management. The

correlation for variables in canonical variate two was found to be ($R = .32$ $p < .05$).

The evidence indicated that there was an overall direct and positive correlation; hence, the null hypothesis had to be rejected. The accepted hypothesis then became: There is a direct and positive correlation between the degree of perceived leader authenticity and the degree of perceived principal instructional management behavior.

Hypothesis 2

There is no difference in the perceptions of principal supervisors, principals, and teachers toward any of the ten aspects of the PIMRS or four aspects of the LAS.

In each case, the hypothesis was first tested by one-way analysis of variance (ANOVA) of total scores on each subscale using SPSS/PC+ software. This program was used to determine whether any significant role means existed.

The multiple range Student-Newman-Keuls procedure at the .05 level was computed automatically to determine which group means, if any, varied significantly from other group means on that given aspect.

Last, if statistically different means were found among the role groups on a given subscale, the items comprising that subscale were analyzed to attempt to

further explain such variance among role group means. It was not possible to do an item analysis chi-square test because the cell sizes for the principal supervisor and principal role groups were much too small with $N = 10$ for each role group. Neither was it desirable to attempt to build the cell sizes sufficient to run the chi-square analysis by compressing the five possible responses per item (1-2-3-4-5) into two categories of responses per item (1-3, 4 & 5). To have done so would have greatly diminished the richness of the data.

Table 11 presents the results of the one-way ANOVA comparing role on all aspects of the PIMRS and the LAS. The means of role groups on 9 of 14 subscales were found to be statistically significantly different. The probabilities at the .05 level for these nine subscales were printed in bold type on Table 7.

With regard to supervising and evaluating instruction, the principal group mean (20.9000) was found to be significantly different than the teacher group mean (17.0684) at the .05 level with $F = 5.0039$, $d.f. = 2/254$, $p = .0074$. Three of five items on this subscale-- aligning teacher classroom priorities with school goals; frequency of conducting informal classroom observations; and pointing out specific teacher strengths in

TABLE 11

ONE-WAY ANOVA COMPARING ROLE ON ALL ASPECTS
OF THE PIMRS AND THE LAS

Factors	Principal Supervisor			Principal			Teacher		
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	Prob.
GOALS	19.8000	3.3928	19.4000	2.4585	17.8249	4.6555			.2439
COMMUN	19.5000	3.8370	18.9000	2.5582	17.2608	4.6833			.1878
SUPINST	19.9000	2.8460	20.9000**	2.0790	17.0684**	4.6990			.0074*
CORDCURR	18.1000	3.5730	19.6000**	3.1340	15.7046**	5.0658			.0208*
PROGRESS	21.0000**	1.7638	18.9000	2.1833	16.0105**	5.0129			.0017*
INSTIME	20.5000**	2.9533	19.7000	2.2136	17.1042**	4.2967			.0091*
PROFDEV	20.9000	4.0947	20.8000	1.9322	18.8772	4.5033			.1617
VISIBLTY	19.8000**	3.9665	20.4000**	2.4129	15.8000**	4.4781			.0002*
TINCNTVE	19.3000	3.8601	18.9000	1.1005	16.7949	5.7543			.2087
LINCNTVE	21.2000	3.4897	20.3000	2.4518	19.0684	4.7645			.2763
ACCOUNT	51.3000**	8.0146	46.4000**	7.3817	37.9278**	13.5213			.0015*
MANIPUL	45.1000**	4.9989	42.6000	5.1897	35.9266**	11.3373			.0081*
SELFPROLE	27.1000**	3.4464	24.4000	3.4059	22.1473**	5.6778			.0122*
AUTHENT	15.7000**	.6749	14.5000**	1.0801	12.1401**	3.7409			.0018*
N	10		10		237				257

* $p < .05$

** Role group subscale means that were found to be significantly different using the Student-Newman-Keuls Procedure at .05 level.

postconferences--were more heavily marked at the lower end (1-2) of the teacher frequency scale. There appeared to be more like frequency distributions by role groups on the remaining two items--reviewing student work when evaluating instruction and pointing out specific teacher weaknesses in postconferences.

With regard to coordinating the curriculum, the principal group mean (19.6000) was found to be significantly different than the teacher group mean (15.7046) at the .05 level with $F = 3.9393$, $d.f. = 2/254$, $p = .0208$. Two of five items on this subscale-- monitoring classroom curriculum for alignment with school's curriculum objectives and active participation in curriculum material review--were more heavily marked at the lower end (1-2) of the teacher frequency scale. There appeared to be more even distributions by role groups on the remaining three items--making clear who is responsible for vertical curriculum articulation; using school-wide test results to make curricula decisions; and assessing overlap between school's curriculum objectives and achievement tests.

With regard to monitoring student progress, the principal supervisor group mean (21.0000) was found to be significantly different than the teacher group mean (16.0105) at the .05 level with $F = 6.5238$, $d.f. = 2/254$, $p = .0017$. Two of five items on this subscale--

discussing student academic progress with individual teachers and identifying curriculum strengths and weaknesses via test analysis--were more heavily marked at the lower end (1-2) of the teacher frequency scale. There appeared to be more like frequency distributions by role groups on the remaining three items--using test results to assess progress to school goals; written notification to teachers of school's performance results; and informing students of school's test results.

With regard to protecting instructional time, the principal supervisor group mean (20.5000) was found to be significantly different than the teacher group mean (17.1042) at the .05 level with $F = 4.7835$, $d.f. = 2/254$, $p = .0091$. One of the five items of this subscale--ensuring that tardy and truant students suffer consequences for missing instructional time--was more heavily marked at the lower end (1-2) of the teacher frequency scale. There appeared to be more like frequency distributions by role group on the remaining four items--limiting interruptions with the PA; not calling students to the class during instructional time; encouraging teachers to practice new skills and concepts during instructional time; and limiting the intrusion of extra- and co-curricula activities.

With regard to maintaining high visibility, the principal supervisor (19.8000) and the principal

(20.4000) groups means are significantly different than the teacher group mean (15.8000) at the .05 level with $F = 8.8376$, $d.f. = 2/254$, $p = .0002$. Three of the five items on this subscale--discussing school issues in classroom visits; helping with class coverage; and tutoring students--were more heavily marked at the lower end (1-2) of the teacher frequency scale. There appeared to be more like frequency distributions by role groups on the remaining two items--talking to students and teachers during breaks and attending extra- and co-curricular activities.

With regard to leader accountability, the principal supervisor group (51.3000) and the principal group (46.4000) means were both found to be significantly different than the teacher group mean (37.9278) at the .05 level with $F = 6.6645$, $d.f. = 2/254$, $p = .0015$. The 12 items comprising this subscale are found in appendix E. Items 5 and 12 regarding criticism of the principal were more heavily marked at the negative end of the teacher frequency scale. Item 31 regarding the principal putting a board member or parent in his/her place was marked at the negative end of the frequency table by 52% of the teachers. Item 31 had the most even distribution of frequency ratings of any item by all three role groups. One would wonder if there was confusion about the intent of the item--whether the intent was that the principal

would correct or reprimand a board member or parent or whether the principal would replace himself/herself temporarily with a board member or parent.

With regard to leader manipulation of subordinates, the principal supervisor group mean (45.1000) was found to be significantly different than the teacher group mean (35.9266) at the .05 level with $F = 4.9031$, $d.f. = 2/225$, $p = .0081$. The ten items comprising this subscale are found in appendix E. Item 15 regarding having teacher do things to make the principal look good was more heavily marked at the negative end (agree) of the teacher frequency scale. Supervisors were all at the highest possible rating (disagree) on this item, while principals were fairly evenly distributed across four of the ratings.

With regard to the salience of self over role, the principal supervisor group mean (27.1000) was found to be significantly different than the teacher group mean (22.1473) at the .05 level with $F = 4.4802$, $d.f. = 2/254$, $p = .0122$. The seven items comprising this subscale are found in appendix E. Item 22 regarding the principal having "rehearsed" answers for teachers during conferences was disagreed with strongly by a majority of all three groups even though 44% of the teachers agreed to some degree.

With regard to leader authenticity, the principal supervisor group (15.7000) and the principal group (14.5000) means were both found to be significantly different than the teacher group mean (12.1401) at the .05 level with $F = 6.4618$, $d.f. = 2/254$, $p = .0018$. The three items that comprise this subscale are found in appendix E. Item 10 regarding the statement that the principal's beliefs and actions were consistent was disagreed with by 30% of the teachers.

The evidence presented demonstrated that the means of the role groups on 9 of the 14 subscales were statistically significantly different and the pairs of means that were significantly different were identified. Hence, the null hypothesis is rejected. There is a difference in the perceptions of principal supervisors, principals, and teachers in this study toward 5 of the 10 aspects of the PIMRS and all four of aspects of the LAS.

Hypothesis 3

Neither age nor sex of the teacher has any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS.

In each case, the hypothesis was tested by two-way analysis of variance (ANOVA) of total scores on each subscale using SPSS/PC+ software. Age ranges were compressed into two categories: 22-35 and 36-61+. Females were represented as category 1 and males as 2.

The SPSS/PC+ program was used to determine which, if any, age and/or sex group means varied significantly on a given aspect.

Just as in Hypothesis 2, analysis of variance was applied to all teachers as a group instead of teacher groups by schools. Thus maximum role group sample size was maintained.

A rationale for this approach to examination of teachers as individuals as units of analysis rather than the school as the unit of analysis, was that principals have individual relationships with teachers. Within the same school, it was possible for teachers to perceive the degree of leader authenticity and the degree of principal instructional management very differently, depending on the dynamics of these individual relationships. Therefore, not only did perceptions of authenticity and instructional management vary from one teacher to another, but perceptions varied within each school. To have said that one school had a more authentic principal than another school or that the degree of instructional management was higher in one school than in another, would have been to group these perceptions into average school scores, and in so doing, to have lost the individuality of principal-teacher relationships.

Further, it would have been very difficult to maintain the absolute anonymity required as a condition

of participation by one of the three districts and at least six of the ten individual schools. The individual school data analysis will be shared individually with each principal. The individual composite district analysis will be shared with principals and principal supervisors by individual district.

Table 12 presents the results of the two-way ANOVA comparing age by sex on all aspects of the PIMRS and the LAS. The means of the male group regardless of age exceeded statistically significantly the means of the female group regardless of age on 2 of the 14 subscales. The probabilities at the .05 level for these two subscales were printed in bold face on table 8.

With regard to monitoring student progress, the male group mean (16.92) was found to be significantly different than the female group mean (15.56) at the .05 level with $F = 4.66$, d.f. = 1/191, $p = .032$. There was no difference found with regard to age or interaction of age with sex. Male teachers more than female teachers perceived the principal more frequently monitored student progress.

With regard to providing incentives for learning, the male group mean (20.24) was found to be significantly different than the female group mean (18.49) at the .05 level with $F = 7.94$, d.f. = 1/191, $p = .005$. There was

TABLE 12

TWO-WAY ANOVA COMPARING AGE BY SEX ON ALL ASPECTS
OF THE PIMRS AND THE LAS

Factors	Age				Sex				Age x Sex Prob.		
	22-35		36-61+		Female		Male				
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.			
GOALS	18.48	4.23	17.71	4.87	.112	18.03	4.57	17.83	4.90	.763	.113
COMMUN	18.10	4.13	16.98	4.95	.065	17.32	4.82	17.35	4.60	.678	.371
SUPINST	16.81	4.66	17.50	4.66	.532	17.09	4.91	17.61	4.25	.593	.916
CORDCURR	16.39	4.60	15.76	5.23	.268	15.73	5.27	16.32	4.66	.505	.885
PROGRESS	15.95	4.57	16.15	5.00	.765	15.56	5.00	16.92	4.54	.032*	.306
INSTIME	17.32	4.15	17.51	4.07	.903	17.63	4.20	17.16	3.89	.617	.279
PROFDEV	18.89	4.47	18.98	4.47	.960	19.00	4.72	18.88	4.03	.747	.886
VISIBLTY	15.47	4.05	16.44	4.58	.263	15.55	4.48	17.08	4.21	.062	.601
TINCNTVE	17.03	4.70	16.81	6.07	.838	16.53	5.86	17.42	5.34	.434	.533
LINCNTVE	18.71	4.75	19.37	4.59	.695	18.49	4.60	20.24	4.53	.005*	.332
ACCOUNT	38.39	11.68	39.43	13.71	.856	38.38	13.29	40.27	12.79	.279	.715
MANIPUL	37.14	9.81	36.63	11.45	.460	36.41	11.18	37.39	10.60	.315	.328
SELFPROLE	22.11	5.85	22.52	5.25	.754	22.17	5.55	22.76	5.26	.376	.881
AUTHENTH	12.47	3.81	12.35	3.71	.498	12.07	3.92	12.90	3.38	.095	.397
N	62		138		123		77		190		

* p < .05

no difference found with regard to age or interaction of age with sex. Male teachers more than female teachers perceived the principal more frequently provided incentives for learning.

The evidence presented demonstrated that the means of the male group regardless of age on 2 of the 14 subscales were significantly different than the means of the female group. Hence, the null hypothesis is rejected. There is a difference in the perceptions of male teachers and female teachers toward two (PROGRESS, LINCNTVE) of the ten aspects of the PIMRS. There is no difference in the perceptions of male and female teachers toward any of the four aspects of the LAS. There is no difference regardless of age category in the perceptions of teachers toward any of the ten aspects of the PIMRS or the four aspects of the LAS.

Hypothesis 4

Neither age nor number of years of principal and teacher working together has any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS.

Testing of this hypothesis proceeded exactly as did that for hypothesis 2. Age ranges were compressed into two categories: 22-35 and 36-61+. Years of working together were compressed into two categories: 1-4 and 5-22+. These years of working together categories

corresponded roughly with the years of nontenure and tenure in the state of Indiana.

Table 13 presents the results of the two-way ANOVA comparing age by number of years of principal and teacher working together on all aspects of the PIMRS and the LAS. In one case, the means by category of number of years working together were found to be significantly different. In a second case, significant interaction between age and number of years working together was found. The probabilities at the .05 level for these two subscale cases were printed in boldface on table 9.

With regard to leader accountability, the group mean for 1-4 years together (41.13) was found to be significantly different than the group mean for 5-22+ years together (35.99) at the .05 level with $F = 3.92$, $d.f. = 1/190$, $p = .049$. There was no difference found with regard to age or interaction of age with number of years together on accountability. Teachers with fewer years of working with the principal (1-4) more than teachers with more years working with the principal (5-22+) perceived the principal to be more accountable.

With regard to leader manipulation of subordinates, interaction between age and number of years of working together was found ($F = 3.98$, $d.f. = 1/190$, $p = .047$) at the .05 level. Therefore, further analysis by two-way ANOVA comparing all means of age by years working

TABLE 13

TWO-WAY ANOVA COMPARING AGE X YEARS OF PRINCIPAL AND TEACHER WORKING TOGETHER ON ALL ASPECTS OF THE PIMRS AND THE LAS

Factors	22-35		36-61+		Years Together				Age x Years Tog. Prob.		
	\bar{X}	S.D.	\bar{X}	S.D.	1-4		5-22+				
					\bar{X}	S.D.	\bar{X}	S.D.			
GOALS	18.48	4.23	17.65	4.91	.281	18.31	3.90	17.36	5.64	.385	.578
COMMUN	18.10	4.13	16.89	4.99	.151	17.51	4.31	16.95	5.34	.574	.911
SUPINST	16.81	4.66	17.35	4.67	.469	17.15	4.73	17.21	4.59	.954	.929
CORDCURR	16.39	4.60	15.58	5.21	.386	16.37	4.73	15.09	5.46	.189	.744
PROGRESS	15.95	4.57	16.03	5.06	.873	15.75	4.71	16.35	5.16	.342	.638
INSTIME	17.32	4.15	17.43	4.10	.948	17.56	4.00	17.16	4.27	.735	.499
PROFDEV	18.89	4.47	18.90	4.51	.876	18.77	4.35	19.08	4.70	.559	.734
VISIBLTY	15.47	4.05	16.26	4.54	.212	16.09	4.53	15.89	4.21	.571	.786
TINCNTVE	17.03	4.70	16.72	6.18	.930	16.68	5.70	17.01	5.83	.974	.315
LINCNTVE	18.71	4.75	19.34	4.67	.428	18.91	4.48	19.46	4.98	.616	.796
ACCOUNT	38.39	11.68	39.30	13.31	.675	41.13	11.47	35.99	14.62	.049*	.168
MANIPUL	37.14	9.81	36.48	11.56	.516	38.18	9.80	34.58	12.29	.240	.602
SELFROLE	22.11	5.85	22.52	5.26	.481	22.57	5.08	22.14	5.94	.438	.602
AUTHENT	12.47	3.81	12.28	3.75	.689	12.63	3.63	11.92	3.92	.445	.367
N	62		132		114		80			194	

* p < .05

together on leader manipulation of subordinates was required. The results of this analysis are reported in table 14.

The group mean of younger teachers with fewer years working together was similar to that of younger teachers with more years working together. These group means were also similar to that of older teachers with fewer years together. However, the group mean of older teachers with more years working together (33.466) was lower than (indicating more perceived manipulation) the group mean of older teachers with fewer years working together (39.076). Stated another way, older teachers, with more years working together with the principal, perceived a higher degree of manipulation of subordinates (indicated by a lower mean score) than any other group.

In summary, the evidence presented demonstrated that the group with 1-4 years working together believed the principal was more accountable than the group with 5-22+ years working together. Further, with regard to manipulation of subordinates, the older teachers with more years working together believed the principal was more manipulative than did any other teacher group. Hence, the null hypothesis is rejected. There is a difference in the perceptions of the group with fewer years working together and the group with more years working together toward the accountability aspect of

TABLE 14

TWO-WAY ANOVA COMPARING CELL MEANS OF
AGE BY YEARS OF PRINCIPAL AND TEACHER
WORKING TOGETHER ON MANIPULATION
ASPECT OF LAS

Factors	Manipulation			
	22-35		36-61+	
Age				
Years Tog.	1-4	5-22+	1-4	5-22+
\bar{X}	36.698	38.142	39.076	33.466
S.D.	10.07	9.535	9.625	12.901
N = 194	43	19	71	62

Age by Years Together - prob. = .047 (prob. < .05)

the LAS. There is a difference in the perceptions of older teachers with more years working together with the principal toward the manipulation of subordinates and those perceptions of any other combination of age and years working together in this study. There is no difference in perceptions of teachers regardless of age and/or years working together relative to any of the ten aspects of the PIMRS.

Hypothesis 5

Neither age nor degree nor enrollment have any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS.

Testing of this hypothesis proceeded exactly as did that for hypothesis 2 except three-way analysis of variance (ANOVA) using the SPSS/PC+ was required. Age ranges were compressed into two categories: 22-35 and 36-61+. Degree status was compressed into two categories: B.A. and B.A.+ symbolized as B.A.(+) and M.A. and M.A.+ symbolized as M.A.(+). Enrollment was compressed into two categories: ≤ 699 (low) and ≥ 700 (high). All possible interactions were checked.

Table 15 presents the results of the three-way ANOVA comparing age by degree by enrollment on all aspects of the PIMRS and the LAS. The means of enrollment groups were found to be statistically significantly different on 6 of the 14 subscales. The probabilities at the .05 level for these six subscales were printed in boldface on table 15.

With regard to framing the school goals, the high enrollment group mean (19.31) was found to be significantly different than the low enrollment group mean (17.37) at the .05 level with $F = 4.46$, $d.f. = 1/182$, $p = .036$. The teacher perception of framing school goals is higher in high enrollment schools.

With regard to communicating the school goals, the high enrollment group mean (19.24) was found to be significantly different than the low enrollment group

TABLE 15

THREE-WAY ANOVA COMPARING AGE BY DEGREE BY ENROLLMENT
ON ALL ASPECTS OF THE PIMRS AND THE LAS

Factors	Age						Degree			
	22-35		36-61+		B.A.(+)		M.A.(+)		S.D.	Prob.
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.		
GOALS	18.69	3.95	17.62	4.90	.529	18.33	3.28	17.81	5.07	.707
COMMUN	18.12	4.16	16.89	4.97	.640	17.46	4.31	17.22	4.93	.798
SUPINST	16.88	4.67	17.28	4.66	.394	16.73	3.60	17.32	5.02	.678
CORDCURR	16.48	4.58	15.52	5.19	.545	15.88	3.66	15.81	5.47	.535
PROGRESS	15.88	4.58	15.95	5.06	.473	15.64	4.27	16.04	5.14	.848
INSTIME	17.37	4.16	17.39	4.14	.358	17.41	3.79	17.37	4.28	.421
PROFDEV	18.89	4.50	18.89	4.52	.852	18.65	3.91	18.98	4.73	.536
VISIBLTY	15.50	4.08	16.24	4.52	.399	15.09	4.09	16.36	4.47	.088
TINCNTVE	17.11	4.70	16.67	6.14	.809	17.16	5.00	16.67	5.98	.968
LINCNTVE	18.79	4.75	19.28	4.65	.187	18.86	4.75	19.23	4.66	.935
ACCOUNT	38.73	11.48	39.09	13.69	.677	37.49	11.31	39.56	13.59	.113
MANIPUL	37.74	9.76	36.38	11.39	.885	35.72	9.99	37.07	11.22	.181
SELFROLE	22.32	5.65	22.46	5.19	.751	21.54	5.34	22.76	5.31	.142
AUTHENT	12.57	3.75	12.21	3.72	.889	11.96	3.68	12.48	3.74	.457
N	61		129			54		136		

* p < .05

TABLE 15 (Continued)

	Enrollment				Age x Degree x Enrol Prob.	Age x Degree x Enrol Prob.	Age x Degree x Enrol Prob.		
	$\bar{X} \leq 699$	S.D.	$\bar{X} \geq 700$	S.D.					
GOALS	17.87	4.89	19.31	3.66	.036*	.204	.953	.828	.982
COMMUN	16.42	4.86	19.24	3.86	.000*	.130	.474	.409	.295
SUPINST	16.72	4.97	18.12	3.72	.138	.745	.413	.725	.957
CORDCURR	15.37	5.22	16.86	4.38	.370	.764	.652	.761	.563
PROGRESS	15.62	5.17	16.63	4.16	.336	.560	.327	.542	.843
INSTIME	17.57	4.38	16.94	3.53	.618	.419	.201	.308	.829
PROFDEV	19.17	4.49	18.24	4.50	.197	.635	.964	.429	.760
VISIBLTY	15.30	4.53	17.58	3.60	.019*	.940	.754	.895	.460
TINCNTVE	16.00	5.92	18.64	4.75	.099	.877	.645	.798	.499
LINCNTVE	18.19	4.82	21.26	3.52	.001*	.877	.866	.082	.402
ACCOUNT	36.56	13.44	44.45	10.01	.007*	.529	.712	.957	.153
MANIPUL	34.82	11.24	40.96	8.67	.001*	.296	.645	.897	.398
SELFPROLE	21.73	5.30	23.98	5.11	.074	.943	.936	.460	.134
AUTHENT	11.84	3.90	13.45	3.02	.058	.973	.326	.303	.473
N	132		58					190 = N Total	

mean (15.30) at the .05 level with $F = 5.64$, d.f. = 1/182, $p = .019$. The teacher perception of high visibility is higher in high enrollment schools.

With regard to providing incentives for learning, the high enrollment group mean (21.26) was found to be significantly different than the low enrollment group mean (18.19) at the .05 level with $F = 12.54$, d.f. = 1/182, $p = .001$. The teacher perception of providing incentives for learning is higher in high enrollment schools.

With regard to leader accountability, the high enrollment group mean (44.45) was found to be significantly different than the low enrollment group mean (36.56) at the .05 level with $F = 7.53$, d.f. = 1/182, $p = .007$. The teacher perception of leader accountability is higher in higher enrollment schools.

With regard to manipulation of subordinates, the high enrollment group mean (40.96) was found to be significantly different than the low enrollment group mean (34.82) at the .05 level with $F = 6.68$, d.f. = 1/182, $p = .011$. The teachers in higher enrollment schools perceived that there was less manipulation by the principal than did those teachers in lower enrollment schools.

The evidence presented demonstrated that the group means of higher enrollment schools were

statistically significantly different than the lower enrollment group means. Hence, the null hypothesis is rejected. There is a difference in the perceptions of teachers in high enrollment schools compared to those in low enrollment schools toward four of the ten PIMRS aspects (GOALS, COMMUN, VISIBLTY, and LINCNTVE) and two of the four LAS aspects (ACCOUNT and MANIPUL). There is no difference regardless of age or degree categories in perceptions of teachers toward any of the ten aspects of the PIMRS or the four aspects of the LAS.

Summary

Chapter 4 included a demographic description of the population, an explanation of the process used to predict missing data, the presentation of the canonical analysis used to test the primary hypothesis, the presentation of the multivariate analysis used to test the remaining four post hoc hypotheses, and the testing of the null hypotheses.

Except in a very few specific testing situations, all five null hypotheses were rejected. There is a direct and significant correlation between the PIMRS and the LAS. Teachers have different perceptions relative to the PIMRS and LAS subscales than do principal supervisors and principals. Regardless of age, male teachers have different perceptions relative to some PIMRS subscales than do females. Older teachers with more years of

working with the current principal perceive the principal to be more manipulative than do other groups. Regardless of age or degrees, teachers in higher enrollment schools have higher perceptions of some principal behaviors from the PIMRS and the LAS than do teachers from lower enrollment schools.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents the summary and conclusions of the study, discussion of the findings, and recommendations for implementation and further research. The need for the study arose from the idea that the personal behaviors described as leader authenticity might further elaborate, in a practical sense, the effective schools correlate that the principal is the instructional leader.

Summary

The summary of the study is divided into four sections: (1) purpose, (2) overview of related literature, (3) population and instrumentation, and (4) null hypotheses, methods of analysis, and conclusions.

Purpose

The purpose of the study was to investigate the interaction of leaders and subordinates in the context of a middle-school environment by focusing on any possible relationships that might be found between the degree of

perceived leader authenticity and the degree of perceived principal instructional management behaviors.

Review of Related Literature

The review of literature for this study was presented in two sections. The first section, authenticity, reported on the importance of leader self awareness, reality-centered leadership, and authenticity for a school principal via the work of authors from such fields as counseling, psychology, philosophy, management theory, education, and research. The pioneering work of Halpin and Croft which identified the pivotal importance of authenticity in organizational behavior was described. The later work of Ouchi and others who established the positive relationship between trust and authentic behavior was reviewed. Finally, based on the work of Henderson and others, leader authenticity was defined as a general and consistent pattern of behavior in which subordinates perceived their leader as demonstrating acceptance of organizational and personal responsibility for actions, outcomes, and mistakes; being non-manipulative of subordinates; and exhibiting a salience of self over role.

The second section, principal as instructional leader, reported on the establishment of the principal's role as instructional leader in effective schools at all levels; how principals lead others; and a wide range of

observable instructional leadership behaviors. The work of authors from such fields as effective schools research, psychology, management theory, and education was included. From Davidson's early work on principals as "gatekeepers of change" to Lyman's recent meta-analysis of principal personal behaviors and instructional leadership skills and strategies, evidence was presented to affirm and describe the principal's role relative to instructional leadership. Finally, based on the work of Hallinger and others, the principal as instructional manager was defined as a pattern of perceived behaviors which fall into these broad categories--defining the school's mission, managing the instructional program, and promoting a positive learning climate--which collectively exert both direct and indirect effects upon student behavior and achievement.

Population and Instrumentation

The population consisted of principal supervisors (N = 10), principals (N = 10), and teachers (N = 404) from ten middle schools representing three different public school districts in one metropolitan area. Useable responses were received from all principal supervisors (N = 10), all principals (N = 10), and 247 teachers.

The questionnaire which was distributed to the population contained a demographic section, followed by

two surveys: the IAS and the PIMRS. The IAS consisted of four subscales: accountability (12 items), manipulation (10 items), self or role (7 items), and authenticity (3 items). Each of these four subscales consisted of statements with responses on a six-point Likert scale from "Agree Strongly" (6) to "Disagree Strongly" (1). The PIMRS consisted of ten subscales each with five items: frame the school goals, communicate the school goals, supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, maintain high visibility, provide incentives for teachers, promote professional development, and provide incentives for learning. Each of these ten subscales consisted of statements with responses on a five-point Likert scale from "Almost Always" (5) to "Almost Never" (1).

Null Hypotheses, Methods of Analysis, and Conclusions

Five null hypotheses were tested and conclusions were drawn:

Hypothesis 1

There is no direct and positive correlation between the degree of perceived leader authenticity and the degree of perceived principal instructional management behavior. This hypothesis was tested by the use of canonical correlation analysis which is a parsimonious

way of breaking down the association between two sets of variables through the use of uncorrelated linear combinations such that the number and nature of independent relationships existing between two sets of variables can be described.

Twenty-seven of the 40 correlations found between the subscales of the two instruments were $\geq .500$. The first two pairs of four canonical variates were both found to be significant and both were interpreted as being meaningful.

Each member of the first pair of canonical variates explained about 54.97% of the variance of the subscales of the other member of that pair. The instruments and their subscales were found to be highly correlated. It could be said that those elements that contribute to making an "authentic principal" have much in common with those that help make a "good instructional manager." Further interpretation, based on the canonical variate-variable loadings, identified four PIMRS variables (visibility, providing incentives for both teachers and learners, and supervising and evaluating instruction) and two LAS variables (accountability and manipulation) with higher loadings relative to other variables in each respective variate. A good instructional manager who embodied the elements of the first canonical variate might be described as an accountable, highly visible,

supervisor of instruction who provides performance incentives to both teachers and learners without manipulation.

Each member of the second pair of canonical variates explained about 14.04% of the variance of the subscales of the other member of that pair. Interpretation based on the canonical variate-variable loadings identified two PIMRS variables (providing incentives for both teachers and learners) and one LAS variable (salience of self over role) with higher loading relative to other variables in each respective variate. A person embodying the elements of the second canonical correlate might be described as a real or self-actualized leader who provides performance incentives for both teachers and learners.

Canonical variates 3 and 4 were not found to be significant and together explained less than 10% of the variance.

Hypothesis 1 was rejected.

Hypothesis 2

There is no difference in the perceptions of principal supervisors, principals, and teachers toward any of the ten aspects of the PIMRS or the four aspects of the LAS. This hypothesis was tested by one-way analysis of variance comparing role on all aspects of the

PIMRS and the LAS. Frequency response tables by role group for the 82 separate items were reviewed to identify any salient information that might enrich the interpretation of results. It was not possible to do a chi-square item analysis because the cell sizes for principal supervisors ($N = 10$) and principals ($N = 10$) were too small.

The means of the three role groups were found to be statistically significantly different on 9 of the 14 subscales--five from the PIMRS and all four from the LAS. Therefore, Hypothesis 2 was rejected for the five PIMRS sub-scales (supervise and evaluate instruction, coordinate the curriculum, monitor student progress, protect instructional time, and maintain high visibility) and all subscales of the LAS.

The supervisor group means alone were greater than the teacher group means on four subscales: monitoring student progress and protecting instructional time from the PIMRS; and, the salience of self over role and authenticity from the LAS. In these four subscales, principal group means were not statistically significantly different than teacher group means even though they were numerically higher in each case.

A review of the frequency response tables by role group or item suggested that supervisors probably believed more than principals and teachers that

principals more frequently: (1) discussed student academic progress with individual teachers; (2) identified curriculum strengths and weaknesses via test analysis; (3) ensured that tardy and truant students suffered consequences for missing instructional time; (4) never had teachers do things that would make the principal look good; (5) never appeared to have "rehearsed" answers for teacher conferences; and (6) had consistent beliefs and actions.

The principal group means alone were greater than the teacher group means on two subscales: supervising and evaluating instruction and coordinating the curriculum from the PIMRS. In neither case were supervisor group means significantly different than teacher group means even though they were much closer in actual value to principal group means.

A review of the frequency response tables by role group by item suggested that principals probably believed more than supervisors and teachers that principals more frequently: (1) conducted informal classroom observations; (2) pointed out specific strengths in postconferences; and (3) monitored classroom curriculum to see that it covered the school's curriculum objectives.

The supervisor and principal group means were both statistically significantly different than the teacher group means on three subscales: maintaining high

visibility from the PIMRS; and, accountability and manipulation from the LAS.

A review of the frequency response tables by role group by item suggested that supervisors and principals both probably believed more than teachers that principals more frequently: (1) discussed school issues with students and teachers during classroom visits, (2) helped personally with class coverage, (3) tutored students, (4) were less defensive about any criticism, (5) allowed criticism of the principal, (6) would not hesitate to put a board member or parent in his/her place if necessary. This last item had the most even frequency distribution over all five possible responses for any item for all three role groups. It was speculated that this may have reflected confusion over the intent of the item--whether the principal would correct or reprimand a board member or parent (actual intent) or whether the principal would allow a board member or parent to take his/her position temporarily.

Hypothesis 2 was retained for five PIMRS subscales: (1) frame the school goals, (2) communicate the school goals, (3) provide incentives for teachers, (4) provide incentives for learning, and (5) promote professional development.

Hypothesis 3

Neither age nor sex of the teachers have any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS. This hypothesis was tested by two-way analysis of variance using total scores on each subscale.

The means of the male group statistically significantly exceeded the means of the female group on 2 of the 14 subscales: monitoring student progress and providing incentives for learning--both from the PIMRS. Therefore, hypothesis 3 relative to sex was rejected for these two PIMRS subscales. Hypothesis 3 relative to sex was retained for the remaining eight PIMRS subscales and all four LAS subscales. Hypothesis 3 relative to age was retained for all subscales of both instruments. Male teachers more than female teachers believed that the principal more frequently monitored student progress and provided incentives for learning.

Hypothesis 4

Neither age nor number of years of principal and teacher working together have any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS. This hypothesis was tested by two-way analysis of variance using total scores on each subscale. Further analysis was required in one case because significant interaction was found between age and

number of years of principal and teacher working together.

Hypothesis 4 relative to both age and number of years of principal and teacher working together was retained for all ten subscales of the PIMRS.

Hypothesis 4 relative to age was retained for three of the four LAS subscales: accountability, salience of self over role, and authenticity.

The group mean for 1-4 years together was statistically significantly greater than the group mean for 5-22+ years together for the LAS subscale accountability. Therefore, the portion of hypothesis 4 relative to years together was rejected for accountability. Statistically significant interaction was found between age and years together for the LAS subscale manipulation. Therefore, hypothesis 4 was rejected for the manipulation subscale of the LAS.

Teachers with fewer years of working with the current principal believed that the principal is more accountable than do those teachers who have worked with the principal a longer number of years.

Older teachers with more years working with the current principal, perceived a higher degree of manipulation by the principal than did any other group.

Hypothesis 5

Neither age nor degree nor enrollment have any effect on the teachers' perceptions toward any of the ten aspects of the PIMRS or the four aspects of the LAS. This hypothesis was tested by three-way analysis of variance using total scores on each subscale.

Hypothesis 5 relative to both age and degree was retained for all ten PIMRS subscales and all four LAS subscales. The means of larger enrollment groups were found to be statistically significantly greater than the means of the smaller enrollment groups on four of the ten PIMRS subscales (frame the school goals, communicate the school goals, maintain high visibility, and provide incentives for learning) and two of the four LAS subscales (accountability and manipulation). Therefore, hypothesis 5 relative to enrollment size was rejected.

Teachers believed principals in larger enrollment schools more frequently framed and communicated school goals, maintained higher visibility, and provided incentives for learning. Further, they believed principals in larger enrollment schools were more accountable and also less manipulative of subordinates.

Discussion and Implications

The findings of this study appear to have a number of implications for practicing principals, principal supervisors, principal training programs,

educators in general, and for those working at the middle-school level in particular..

The study affirmed the relationship of the two instruments as whole entities. In general, those elements that make an "authentic leader" have much in common with those that make a "good instructional manager."

Persons interested in improving professional development for principals, whether those principals are in practice or in training, should become aware of and knowledgeable about behaviors that comprise each of the component parts of both leader authenticity and principal instructional management. These component parts are frequently found in the various lists of correlates of the effective schools movement.

According to the literature, changes in either authenticity or instructional management will impact student behaviors and achievement either directly or indirectly. Many effective schools' researchers place the major responsibility for improving these student outcomes on the building principal when they describe that person as the instructional leader.

Principal development strategies could focus on awareness, skills, and behaviors that would build collegiality and genuineness. Other strategies could help principals develop an awareness of both teacher and

student improvement and excellence and the importance of acknowledging such to the teacher and the student.

Improving the communication skills of principals would be a significant factor here. The principal needs to consistently and frequently acknowledge or compliment the efforts, contributions, and achievements of teachers and students both publicly and privately and in a variety of ways.

Planning for and implementing an easily managed system with minimal time demands to monitor the frequency and/or effectiveness of the desired authenticity and instructional management behaviors would also be desirable. Such a system could not only form a behavioral baseline, but it could provide the impetus to maintain and further develop these behaviors.

Comparing the perceptions of the three role groups on the various behavioral subscales provided some insights. Supervisors apparently believed more than teachers that principals do a better job with monitoring student progress and protecting instructional time. Supervisors also believed more than teachers that principals were more a person first and administrator second in their dealings with others (self over role) and that principals were more authentic. Perhaps more time spent by the supervisors in working with principals and teachers on various tasks and actual visits to the

building and classrooms would bring the supervisors' perceptions more in line with those of teachers. Hopefully, this would mean that the teachers' perceptions would increase because an effective supervisor would work to help the principal improve if that were warranted.

Principals believed more than teachers that principals do a better job supervising and evaluating instruction and coordinating curriculum. The item analysis would suggest that teacher perceptions might be improved if principals conducted more informal classroom observations on a regular basis and pointed out specific strengths in teacher instructional practices in postobservation feedback. They should also better monitor the classroom curriculum to check that it aligns with the school's curriculum objectives.

Supervisors and principals both believed more than teachers that principals maintained high visibility and were more accountable and less manipulative of subordinates. According to the item analysis, specific principals' behaviors that might improve teacher perceptions in these areas would include: discussing school issues with students and teachers during classroom visits; covering classes personally; tutoring students or teaching an occasional class; being more open to

criticism; and tactfully challenging or correcting a board member or parent if the situation warrants.

Controlling for demographic or classificatory variable also generated interesting insights. For example, male teachers rated principals higher than female teachers on monitoring student progress and providing incentives for learning. Item analysis of these two subscales failed to produce any specific reasons or even hunches why this would be. Therefore, speculation could center on two possibilities: (1) Does the fact that only one principal of ten in the study is a female in some way skew these results? and, (2) Do expectations and/or perceptions of some academic standards relative to these related principal behaviors vary by teacher sex? Either question begs further study.

Teachers with fewer years of working with the current principal (1-4 years) believed that the principal was more accountable than did teachers who had worked with that principal a longer number of years. This may be true because, whether the teacher in the 1-4 year group is a new teacher, or a teacher new to a building, or the principal is new to a building, the teacher is settling into a new relationship with the principal. The teacher is in effect learning a new job with new situations and may, therefore, seek more interaction with the principal which could be directive or procedural in

nature. Thus the principal may be perceived to be more accountable.

Closely related to this demographic issue is another: Older teachers with more years working with the current principal perceived a higher degree of manipulation than did any other group. With both of these examples, the old adage--familiarity breeds contempt--comes to mind. Perhaps it might be modified to say--may breed contempt. In either case, possible solutions might include staff development programs that work on renewal for teachers and principals. Another possibility would be personnel transfers which could apply to both teacher and principals. This could be a regular, planned rotation system or a situationally based involuntary transfer procedure.

The last demographic factor to be dealt with is school enrollment size. Teachers believed principals in larger enrollment schools demonstrated a higher degree of both framing and communicating school goals, maintaining higher visibility, providing incentives for learning, accountability, and a lower degree of manipulation of subordinates. There are several plausible explanations. By design, the principal selection or assignment process may place principals with stronger instructional management and authenticity skills in larger buildings because such people would be more equal to the challenge.

They would be more focused on student outcomes and be more likely to practice many of the desired behaviors necessary to achieve such outcomes. Such strong leaders could be more accountable and thus more confident in their relations with subordinates.

Another line of thought relative to size of enrollment might be that sheer size demands more formalized structure. Of necessity the principal might focus more on such things as framing and communicating the school goals. Also, could size affect the perception of manipulation? Can teachers on a larger staff know the principal as well as those on a smaller staff? Would teachers on a larger staff assess manipulation in a manner similar to those on a smaller staff?

It is also interesting to note that larger enrollment schools were not significantly different than smaller enrollment schools on the dimension that Hallinger refers to as "manages instructional program": (1) supervise and evaluate instruction; (2) coordinate the curriculum; (3) monitor student progress; (4) protect instructional time; and, (5) promote professional development. This observation provides a basis for speculation about possible ramification.

As with the issue of variability by teacher sex, the issue of variability by enrollment size suggests further study is needed.

Recommendations

Based on the review of literature and the findings of this study, the following recommendations are made:

1. A larger sample of middle schools might be used in a future study to determine whether similar findings with reference to leader authenticity and principal instructional management will result.

2. Because of the relative sparsity of principal instructional management studies as they relate to effective schools correlates at the secondary level, this study might be replicated with a high-school sample population.

3. Future studies might consider the relative merit of the instruments used in this study compared to those that are required for principal assessment in some state-mandated school improvement programs.

4. A study focused on teacher authenticity and the degree of 'fit' relative to the quality of perceived instructional management provided by the principal might provide some unique insights into the teacher-principal dynamic.

5. Because of the multidimensionality of the principal leadership role, other studies may choose to pair a different instrument with either instrument used

in this study and thus possibly establish different reference points.

6. Replication of this study with a larger sample of female principals or an equal size sample of principals of both sexes, might provide information useful in further understanding the effect of the sex of the leader on the perceptions of subordinates.

7. Examining the leader authenticity of both the principal supervisor and the principal and exploring the impact of that relationship on the perceived level of principal instructional management behavior might contribute to better understanding the supervisor-principal dynamic.

This study investigated the effects of leader authenticity on principal instructional management behaviors. While the above list of recommendations for further research is not exhaustive, it may serve as a guide in future studies.

A P P E N D I C E S

APPENDIX A

CORRESPONDENCE



NATIONAL CENTER FOR
EFFECTIVE SCHOOLS

Suite 160, 2199 Jolly Road, Okemos, MI 48864. (517) 349-8841

LAWRENCE W. LEZOTTE, Ph.D.
Director

June 22, 1989

Tom -

Per our conversation this afternoon, please
find attached the articles.

Let me know if I can be of further assistance.

Larry



January 22, 1990

Mr. Tom Meyer
1237 Nature Way
Niles
MI 49120

Dear Mr. Meyer:


I apologize for the delay in responding to your request concerning the availability of the **Principal Instructional Management Rating Scale**, but I just recently moved. I hope that the enclosed information assists you in making a decision regarding the use of the PIMRS in your research.

The PIMRS is a copyrighted test instrument. The original instrument is contained in an article that appeared in the November 1985 issue of the Elementary School Journal. A revised form of the original instrument (Hallinger, 1986) is available for use by researchers who are studying principal instructional leadership. The revised edition of the PIMRS contains 50 behavioral items measuring 10 subscales of principal instructional leadership. In several dissertation studies, the instrument has provided reliable, valid data on principal instructional leadership (see Courtney, 1987; Hallinger, 1983; Jones, 1987; Krug, 1986; O'Day, 1984 – all are available through university microfilms). Currently, the PIMRS is being used in over 60 studies of principal leadership in the United States, Canada, Australia, Holland, England, Austria, Indonesia, the Phillipines, and Singapore.

If you wish to use the PIMRS, there is a one time fee of \$50.00 for reproduction rights for use in your research. In return I will provide you with three master copies of the instrument, one for each of the forms (i.e., teacher, principal, and supervisor) and a manual detailing the necessary information on instrument reliability and validity. As a user of the PIMRS, you may call upon me as necessary to answer questions regarding its use in your study. If you wish to examine an early form of the PIMRS prior to making a decision, please refer to the Elementary School Journal article cited above.

Should you be interested in using the PIMRS, payment should be in the form of a check made out to "Philip Hallinger." I also request that you send me a full copy of your study upon completion. This makes it possible for me to share the results of your research using the PIMRS with others. Please feel free to contact me at 615-343-7092 if you have questions.

Sincerely,


Philip Hallinger
Director, Center for the Advanced
Study of Educational Leadership

Pimr1.let

School City of Mishawaka

MISHAWAKA, INDIANA 46544-5297

YOUNG SCHOOL
1801 N. MAIN STREET
219-258-3020

RICHARD L. BRAINERD, Superintendent
THOMAS M. MEYER, Principal
BARBARA M. THOMAS, Asst. Principal

January 29, 1990

Dr. Phillip Hallinger
Director, Center for the Advanced Study of
Educational Leadership
George Peabody College for Teachers
Vanderbilt University
Nashville, Tennessee 37203

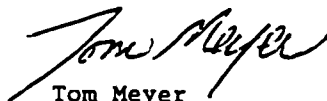
Dear Dr. Hallinger:

Enclosed is my \$50.00 check to cover the one time fee for reproduction rights for the PIMRS. Please send the three master copies of the instrument and the manual to:

Tom Meyer
1237 Nature's Way
Niles, MI 49120

The PIMRS and Jim Henderson's Leader Authenticity Scale will be used in my dissertation study focused on middle level principals.

Thank you,



Tom Meyer
Principal

TMM/jkn



February 1, 1990

Mr. Tom Meyer
1237 Nature's Way
Niles
MI 49120

Dear Mr. Meyer:

Please find enclosed master copies of the **Principal Instructional Management Rating Scale**. The PIMRS is a copyrighted test instrument. You have obtained the right to make unlimited copies of the PIMRS for your research and for this purpose only (the right to use the PIMRS for staff development purposes is provided under separate terms). The enclosed PIMRS Users Manual should be useful as you prepare to conduct your investigation. I will be in touch with you from time to time to provide you with updates on other PIMRS users' research.

I ask your consideration in remembering that a condition of your use of the PIMRS is that you forward a full copy of the study results to me upon completion. This makes it possible for me to share the results with other PIMRS users

Feel free to call me at 1-800-288-3357 or 1-615-343-7092 if you have any questions. Good luck with your study.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip Hallinger".

Philip Hallinger
Director
Center for the Advanced Study of Educational Leadership

Enclosure
Pimr2.let

School City of Mishawaka

MISHAWAKA, INDIANA 46544-5297

YOUNG SCHOOL
1801 N. MAIN STREET
219-258-3020

RICHARD L. BRAINERD, Superintendent
THOMAS M. MEYER, Principal
BARBARA M. THOMAS, Asst. Principal

February 14, 1990

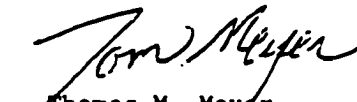
Dr. James E. Henderson
Superintendent
Reading School District
Ace & Washington Streets
Reading, PA 19601

Dear Dr. Henderson:

Thank you for giving me permission in our phone conversation on January 19, 1990 to use your Leader Authenticity Scale as one of the instruments to gather data for my dissertation. In my research, I am studying the nature of the relationships between leader authenticity and the instructional management/leadership behaviors of middle level principals.

I will gladly send you a copy of my results upon completion of my dissertation.

Sincerely,


Thomas M. Meyer
Principal

TMM/jkn

School City of Mishawaka

MISHAWAKA, INDIANA 46544-5297

YOUNG SCHOOL
1801 N. MAIN STREET
219-258-3020

RICHARD L. BRAINERD, Superintendent
THOMAS M. MEYER, Principal
BARBARA M. THOMAS, Asst. Principal

February 14, 1990

Dr. Jack Bechtold
Superintendent
Elkhart Community School Corp.
2720 California Road
Elkhart, IN 46514


Dear Dr. Bechtold:

I am a doctoral student at Andrews University doing research on my dissertation under the direction of Dr. Edward Streeter, Chairman, Educational Administration and Supervision. In my research, I am studying the nature of the relationships between leader authenticity and the principal instructional management/ leadership behaviors of middle level principals. The focus will be on improvement and/or change in professional development for principals.

In order to complete this study and ensure its validity, I am requesting your permission to have each of your middle school principals, each principal's immediate supervisor, and each middle school faculty member complete two Likert-type surveys (copies of each enclosed). I propose to meet with principals and their supervisor(s) to answer any questions, have them complete the surveys, and make arrangements for each faculty to participate. If possible, I would like to have the data collected by March 23, 1990, or sooner. Envelopes will be provided for each participant to ensure strict confidentiality and the anonymity of all respondents will be guaranteed. I hope to be able to include the middle schools from Elkhart; Penn, Harris, Madison; and South Bend in my study.

I will contact you in the next week to see whether you need further information or clarification. Thank you for your kind assistance.

Sincerely,


Thomas M. Meyer
Principal

TMM/jkn
Enclosures

School City of Mishawaka

MISHAWAKA, INDIANA 46544-5297

YOUNG SCHOOL
1801 N. MAIN STREET
219-888-3080

RICHARD L. BRAINERD, Superintendent
THOMAS M. MEYER, Principal
BARBARA M. THOMAS, Asst. Principal

February 14, 1990

Mr. Bryce Miller
Assistant Superintendent for Instructional Services
Penn, Harris, Madison School Corporation
Educational Services Center
P.O. Box 500
Osceola, IN 46561

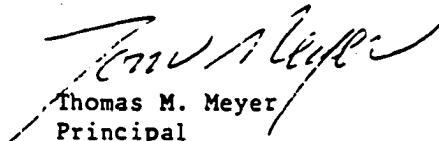
Dear Bryce:

I am a doctoral student at Andrews University doing research on my dissertation under the direction of Dr. Edward Streeter, Chairman, Educational Administration and Supervision. In my research, I am studying the nature of the relationships between leader authenticity and the principal instructional management/ leadership behaviors of middle level principals. The focus will be on improvement and/or change in professional development for principals.

In order to complete this study and ensure its validity, I am requesting your permission to have each of your middle school principals, each principal's immediate supervisor, and each middle school faculty member complete two Likert-type surveys (copies of each enclosed). I propose to meet with principals and their supervisor(s) to answer any questions, have them complete the surveys, and make arrangements for each faculty to participate. If possible, I would like to have the data collected by March 23, 1990, or sooner. Envelopes will be provided for each participant to ensure strict confidentiality and the anonymity of all respondents will be guaranteed. I hope to be able to include the middle schools from Elkhart; Penn, Harris, Madison; and South Bend in my study.

I will contact you in the next week to see whether you need further information or clarification. Thank you for your kind assistance.

Sincerely,


Thomas M. Meyer
Principal

TMM/jkn
Enclosures

100

School City of Mishawaka

MISHAWAKA, INDIANA 46544-5297

YOUNG SCHOOL
1801 N MAIN STREET
219-258-3020

RICHARD L. BRAINERD, Superintendent
THOMAS M MEYER, Principal
BARBARA M THOMAS, Asst. Principal

February 14, 1990

Dr. Monte Sriver
Superintendent
South Bend Community School Corp.
635 S. Main Street
South Bend, IN 46601

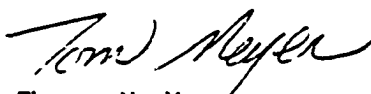
Dear Monte:

I am a doctoral student at Andrews University doing research on my dissertation under the direction of Dr. Edward Streeter, Chairman, Educational Administration and Supervision. In my research, I am studying the nature of the relationships between leader authenticity and the principal instructional management/ leadership behaviors of middle level principals. The focus will be on improvement and/or change in professional development for principals.

In order to complete this study and ensure its validity, I am requesting your permission to have each of your middle school principals, each principal's immediate supervisor, and each middle school faculty member complete two Likert-type surveys (copies of each enclosed). I propose to meet with principals and their supervisor(s) to answer any questions, have them complete the surveys, and make arrangements for each faculty to participate. If possible, I would like to have the data collected by March 23, 1990, or sooner. Envelopes will be provided for each participant to ensure strict confidentiality and the anonymity of all respondents will be guaranteed. I hope to be able to include the middle schools from Elkhart; Penn, Harris, Madison; and South Bend in my study.

I will contact you in the next week to see whether you need further information or clarification. Thank you for your kind assistance.

Sincerely,


Thomas M. Meyer
Principal

TMM/jkn
Enclosures

School City of Mishawaka

YOUNG SCHOOL
1801 N. MAIN STREET
219-258-3020

MISHAWAKA, INDIANA 48544-5297

RICHARD L. BRAINERD, Superintendent
THOMAS M. MEYER, Principal
BARBARA M. THOMAS, Asst. Principal

March 10, 1990

Dear Colleagues,

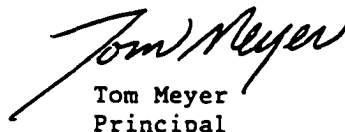
I am a doctoral student in curriculum and administration at Andrews University doing research on my dissertation. In my research, I am studying the nature of the relationships between leader authenticity and the instructional management/leadership behaviors of middle level principals. The focus of my work will be on improvement in professional development for principals.

In order to complete this study, I have received permission from your district superintendent to have each middle school principal and each respective middle school faculty respond to the attached questionnaire. The middle schools from Elkhart; Penn, Harris, Madison; and South Bend will be included in this study.

Please mark your responses directly on the form provided. Your personal responses will be anonymous and will be held in strictest confidence. At no time will the original individual questionnaires be shared with your principal or any other administrator. Your responses will be combined with those of other teachers in order to study relationships. An envelope, which can be sealed, has been provided for your convenience. Please return it to your building principal or secretary.

I would like to collect the forms from each school by the end of the day on Friday, March 23, 1990, if possible. In order to assure the validity and reliability of my study, it is important to have as close to 100% participation as possible. I offer my sincere gratitude for your valuable time and your kind assistance.

Sincerely,



Tom Meyer
Principal



SOUTH BEND COMMUNITY SCHOOL CORPORATION
635 SOUTH MAIN STREET SOUTH BEND, INDIANA 46601

March 21, 1990

**Thomas M. Meyer, Principal
Young School
1801 North Main Street
South Bend, IN. 46544-5297**

Dear Mr. Meyer:

Your request to conduct research in the following South Bend Community Schools Corporation has been approved.

**Clay Middle
Dickinson Middle
Edison Middle
Jackson Middle
Navarre Middle**

Please note that participation by any of our schools, principals, teachers or students is completely voluntary.

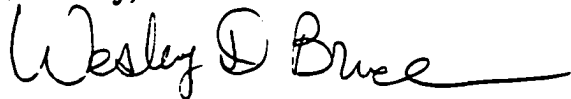
Any publication resulting from this research can not contain information that allows individuals to be identified and all responses must remain strictly confidential. The use of the information is also limited to the express purpose for which it was gathered. Any further release or publication of the information must be approved by the South Bend Community School Corporation.

Tom Meyer
Page Two

Further, we do request that a copy of the results be submitted to this office.

If I can be of further assistance, please call. (282-4165)

Sincerely,

A handwritten signature in cursive script that reads "Wesley D. Bruce". The signature is written in black ink and includes a long horizontal flourish at the end.

Wesley D. Bruce, Director,
Evaluation/Research/Testing

cc: **Ralph Komasinski**
Barbara VanOtterloo
Michael Harding
James Kapsa

APPENDIX B

**QUESTIONNAIRE PART I
RESPONDENT INFORMATION**

**SUPERVISOR
RESPONDENT INFORMATION**

PART I: Please provide the following information:

(A) District Name: _____

(B) Your Position in the District: _____

(C) Principals' Name: _____

(D) Number of years he/she has been principal at this

___ 1 ___ 5-9 ___ more than 15

___ 2-4 ___ 10-15

(E) Years you have worked with this principal at the end
of this school year:

___ 1 ___ 5-9 ___ more than 15

___ 2-4 ___ 10-15

(F) Number of visits greater than 20 minutes in length
to the principal's school this school year:

___ 1 ___ 5-9 ___ more than 15

___ 2-4 ___ 10-15

TEACHER

RESPONDENT INFORMATION

PART I: Please provide the following information about yourself:

(A) Age:

22-25 36-40 51-55
 26-30 41-45 56-60
 31-35 46-50 61-

(B) Sex: Female Male

(C) Race: White American Indian or Alaskan Indian
 Black Asian or Pacific Islander
 Hispanic

(D) Highest Degree(s) Earned:

Bachelor's Master's Specialist
 Bachelors + Master's + ED.D/Ph.D.
 Other _____

(E) Years of working with current principal at the end of this school year:

1 5-9 16-20
 2-4 10-15 21 or more

(F) Years of experience as a teacher at the end of this school year:

1 5-9 16-20
 2-4 10-15 21 or more

APPENDIX C

QUESTIONNAIRE PART II

THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE

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APPENDIX D

**QUESTIONNAIRE PART III
LEADER AUTHENTICITY SCALE**

APPENDIX E

**ITEMS FORMING THE FOUR ASPECTS FROM THE
LEADER AUTHENTICITY SCALE**

A. 12 Items Forming The Accountability Aspect of the LAS

2. The principal is obsessed with rules.
5. The principal is very defensive about any criticism
11. The principal finds it difficult to accept failure.
12. It's an unwritten rule around here that you don't criticize the principal.
13. If the principal makes a mistake, a reason is made to cover up for the error.
14. The principal accepts and learns from mistakes.
20. If something goes wrong in the school, the principal is sure to blame someone else on the staff.
21. The principal is easily swayed by parent pressure.
27. The principal accepts responsibility for the principal's own actions and for the progress of the school.
30. Whenever authority is delegated to a staff member, the principal stands behind that person.
31. The principal would not hesitate to put a board member or parent in his/her place if necessary.
32. The principal likes to take credit for teachers' accomplishments, but doesn't want to be blamed for any failures.

B. 10 Items Forming The Manipulation Aspect of the LAS

6. The principal is honest in face-to-face interactions.
7. Many times the principal will say one thing to teachers and something quite different to students or parents.
9. It's not uncommon to see the principal pit one teacher against another.
15. The principal usually has teachers do things to make the principal look good.

17. The principal doesn't have much to do with teachers unless a teacher can help the principal in some way.
18. The principal is an opportunist in dealing with teachers.
24. The principal manipulates the teachers.
26. Discussing serious issues, the principal likes to "play games."
28. Teachers are afraid if they confide in the principal that the information will be used against them.
29. The principal seems to talk at you and not with you.

C. 7 Items Forming The Salience of Self Or Role Aspect of The Las

1. The principal is obsessed with rules.
3. When dealing with a teacher, the principal behaves like a know-it-all.
4. The principal is not afraid to admit when he/she doesn't know something.
16. After meeting together in situations like evaluation conferences, I feel that I know the principal better as a person.
19. The principal encourages "give and take" discussion with individual teachers.
22. The principal appears to have "rehearsed" answers for teachers during conferences.
23. The principal is a person first, and an administrator second.

D. 3 Items Forming The Leader Authenticity Aspect of The LAS

8. The principal is authentic.
10. The principal's beliefs and actions are consistent.
25. The principal is phoney.

B I B L I O G R A P H Y

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