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A Comparison of the Perception of Two Groups of Elementary School Principals Concerning the Exercise of the Leadership Role in Effecting Change

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A COMPARISON OF THE PERCEPTIONS OF TWO GROUPS OF ELEMENTARY
SCHOOL PRINCIPALS CONCERNING THE EXERCISE OF THE
LEADERSHIP ROLE IN EFFECTING CHANGE

by

JAMES ERNEST MICHALETZ

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

1973

LIFE

James Ernest Michaletz was born in Chicago, Illinois, August 9, 1931.

He was graduated from St. Mel High School, Chicago, Illinois, June, 1949. He attended Northwestern University, Evanston, Illinois and was awarded the Bachelor of Arts degree from St. Ambrose College, Davenport, Iowa, in June, 1955. He was granted a teaching assistantship in chemistry by Loyola University, and received his Master of Science degree from that same school in January, 1957.

The author entered the Clerics of Saint Viator in September, 1952, and was ordained a priest of that community in May 1960. He taught at Saint Benedict High School for one year and was then assigned to Saint Viator High School, Arlington Heights, Illinois in September, 1961. He was appointed assistant principal of Saint Viator in September, 1963, and assumed the position of principal of that school in September, 1968. He is presently the superintendent of Sacred Heart of Mary High School, Rolling Meadows, Illinois.

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TABLE OF CONTENTS

	Page
LIFE.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF TABLES.....	v
CHAPTER	
I. THE PROBLEM.....	1
Introduction	
Leadership	
Change and Innovation	
Nature and Dimensions of the Study	
-Purpose	
-Individually Guided Education	
-Subjects of the Study	
-Areas of Leadership	
-Method of Study	
II. REVIEW OF THE LITERATURE.....	18
Leadership Studies	
The Principal's Role in Effecting Change	
Dimensions of Leadership: Rationale and Documentation	
-Expectation Dimension	
-Task Dimension	
-Authority	
-Expressive Dimension	
Hypotheses	

III.	PARTICIPANTS AND PROCEDURE OF STUDY.....	47
	Description of Schools	
	Description of Participants	
	-Background and Training of Principals	
	-Professional Association, Studies, and Interests	
	Procedure of the Study	
	Interview Guide	
IV.	PRESENTATION OF DATA.....	70
	Principals' Responses to Particular Questions	
	Results of the Interview	
V.	ANALYSIS OF DATA AND COMPARISON OF TWO GROUPS OF PRINCIPALS.....	113
	Introduction	
	Background Information	
	Principals' Expressions of Convictions	
	Interviews	
	-Introduction	
	-"t" Test	
	-Criteria of Acceptance of Hypotheses	
	-Hypothesis No. 1	
	-Hypothesis No. 2	
	-Hypothesis No. 3	
	-Hypothesis No. 4	
	-Hypothesis No. 5	
VI.	CONCLUSIONS AND RECOMMENDATIONS.....	199
	APPENDIX A.....	217
	APPENDIX B.....	221
	APPENDIX C.....	223
	APPENDIX D.....	228
	BIBLIOGRAPHY.....	230

LIST OF TABLES

Table	Page
1. Enrollment of schools by sex, religion and ethnic background.....	50
2. Teaching personnel.....	52
3. Facilities available to the students, instructional assistants and school tuition.....	55
4. Age, education and experience of principals.....	58
5. Associations and Organizations of which principals are members .	60
6. Books most frequently read by principals.....	62
7. Periodicals and magazines read by principals.....	63
8. Principals' responses to Interview Guide.....	111
9. Means and "t" values of responses to each dimension of leadership and the Auxiliary Questionnaire.....	140
10. Principals' responses to the statements (as a whole) of each dimension of leadership and the Auxiliary Questionnaire.....	141
11. Principals' responses to Expectation Dimension.....	142
12. Means and "t" scores of Expectation Dimension.....	143
13. Principals' responses to Task Dimension.....	153
14. Means and "t" values of Task Dimension.....	154
15. Principals' responses to Auxiliary Questionnaire.....	165
16. Means and "t" values of Auxiliary Questionnaire.....	166
17. Principals' responses to Authority Dimension.....	173
18. Means and "t" values of Authority Dimension.....	174
19. Principals' responses to Expressive Dimension.....	184
20. Means and "t" values of Expressive Dimension.....	185

CHAPTER I

THE PROBLEM

INTRODUCTION

The society of the seventies has been affected by the many substantial and rapid changes that have taken place in recent years. Initially, the changes were in technology, science, and communications. These changes were enthusiastically welcomed, because they made life easier and more enjoyable. However, concomitant with these changes are changes in lifestyle and personal relationships, which, although less evident at first, are having a far more radical influence on the lives of people.

The society of the seventies is more varied in composition and more complex in interest. The militant minorities have made demands, and are now being heard. The anti-war movement of the sixties has added a new dimension to such concepts as loyalty and patriotism. The mobility of the present society has resulted in many new and diverse relationships. It would seem that stability has a new meaning. Mobility, contemporary types of careers, and "women's liberation", have all presented a different set of challenges and stresses to the family, which was considered to be the basic unit of society.

The young people of the seventies live in a milieu different from that

of the fifties and sixties. A child of the seventies no longer simply hears and reads about a war "over-there", but can actually watch the killing and the maiming on the screen of the family room television set. Many of today's children can visit distant parts of his own country or other lands during the Christmas and Easter recesses, rather than merely read about them in geography books.

Society is changing and educators should take note. The schools must change with society, and indeed help young people prepare for future societies.

John Dewey reminds us of the school's role in society when he states:

The relationships of our present social life are so numerous and so interwoven that a child placed in the most favorable position could not readily share in many of the most important of them.¹

He then proceeds to describe the manner in which the school helps the child to understand society and to better adjust in it.

The vital role the school plays in society is readily acknowledged. There is evidence that contemporary society and future societies are and will be the result of radical and rapid changes. It would seem that it is now the task of the schools to adjust to the change and prepare children for more changes. If necessary changes are to come about, it is important that there be a change agent in each school - one who will exercise leadership in

¹John Dewey, Democracy And Education. (New York: The Free Press, 1944) p. 20.

bring about change.

Thoughts similar to these have prompted this investigation. Changes in schools are of primary concern. Leadership in the effecting of these changes is the principal object of this study.

LEADERSHIP

The nature of leadership is a much discussed and persistent theme in the history of American ideas. Leadership is a phenomenon of classic concern. The study of leadership can be undertaken from a variety of vantage points and could include a number of considerations.

Stephen Knezevich notes that:

...leadership has been conceived as (1) primarily an attribute of personality (symbolic leadership); (2) a status, title, or position recognized in a formal organization chart (formal leadership); and (3) a function or role performed in an organized group (functional leadership). There are many conceptions of the nature of leadership.²

A number of studies concerned with the various aspects of leadership have been carried out. However, the resultant conclusions of this research "is often contradictory and is always difficult to evaluate."³ It is for this

²Stephen J. Knezevich, Administration of Public Education, (New York: Harper and Brothers, Publishers, 1962), p. 88.

³Robert Stout and Conrad Briner, "Leadership" in the Encyclopedia of Educational Research, edited by Robert L. Ebel, 4th edition, (New York: The MacMillan Co., 1969), p. 699.

reason that it is difficult to say that a specific act is a leadership act, that specific evidence of behavior is an indication of leadership, or that a specific quality of personality is characteristic of a leader. For purposes of this study, the following assumptions are made:

1. Leadership is a social process. It "resides in individuals, but only by virtue of their interaction with other persons."⁴
2. Leadership involves a process of interaction between persons, "who are participating in goal oriented group activities."⁵
3. Leadership studies can be properly conducted "in places, where leadership would appear to exist and that if a person occupies a leadership position he is a fit subject for the study."⁶

CHANGE AND INNOVATION

The word change is a common word but admits to a variety of meanings. "It (change) generally implies that between time 1 and time 2, some noticeable alteration has taken place in somethings."⁷ However, the word can assume added significance. For some individuals, change can be very

⁴Ralph M. Stogdill and Carroll L. Shartle, "Methods for Determining Patterns of Leadership Behavior in Relation to Organization Structure and Objectives," Journal of Applied Psychology, Vol. 32, No. 3, June, 1948, p. 701.

⁵Ibid., p. 287.

⁶Ibid., p. 287.

⁷Matthew B. Miles, Innovation In Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 13.

threatening because it alters a desired "status quo" and leads to a less desirable state of instability. For others, change is a desired process almost in itself and the effecting of change becomes a primary concern. Aside from these psychological and emotional ramifications of change, the dimensions of purpose and planning can be added to the word and a new concept results.

Bennis speaks of "planned change," and defines it "as a conscious, deliberate, and collaborative effort to improve operations of a system."⁸ There are two distinct ideas contained in this definition. First, that planned change is "conscious, deliberate, and collaborative." This implies that the change is prepared for, arranged for, and organized for in a conscious manner. It is not haphazard or a result of accident. Secondly, planned change is an "effort to improve operations of a system." This intimates that planned change is goal oriented and initiated for a desired purpose.

A word that enters educational circles frequently is the word "innovation." This word can also elicit a variety of responses and it too can be emotionally and psychologically charged. There is no intention of discussing the various connotations of this word or the process of innovation at this time. However, it should be noted that innovation by definition bears a

⁸Warren G. Bennis, Kenneth D. Benne, and Robert Chim, The Planning of Change, (New York: Holt, Rinehart and Winston, 1961), p. 3.

distinct similiarity to planned change. This similarity is demonstrated in the definition of innovation by Miles. "...it seems useful to define an innovation as a deliberate, novel, specific change, which is thought to be more efficacious in accomplishing the goals of the system."⁹ It is apparent the Bennis' definition of planned change and Miles' definition of innovation are quite similar and it would seem that the two words could be used interchangeably.

Nevertheless, for purposes of this study, the phrase "planned change" is used exclusively, and lest there be cause for argumentation it is now specified that innovation is not the explicit concern of the study.

For the purposes of this study, change implies more than simple alteration. This study is concerned with change that is planned, and implemented so that goals and objectives can be accomplished in an improved manner.

NATURE AND DIMENSIONS OF THE STUDY

a. Purpose of the Study

The elementary school is a social system in which various individuals react with each other. The principal and his staff are persons, who interact with each other as they strive to achieve certain goals, which are more or less defined. The elementary school principal is the appointed administrator

⁹Matthew B. Miles, op. cit., p. 14.

and is the person in whom "leadership would appear to exist."¹⁰ Therefore, it is proper to conduct a study of leadership and direct the study to the principal of an elementary school.

When the principal acts to achieve an end, his actions have purpose. The elementary school principal is a person in a key position by which he attempts to achieve many ends as the designated leader. As principal, he posits certain actions that influence others (staff, student body, parents, and others in the community) in order to achieve these ends. Those acts he perceives, or the mode of operation he perceives, as enacted by himself to achieve these ends, is the "Principal's perception of the leadership role."

The purpose of this study is to determine the perceptions of two groups of elementary school principals concerning selected aspects of their leadership roles. The perceptions of the two groups of principals will then be compared, and the similarities and differences of their perceptions presented and discussed.

The two groups of elementary school principals differ. One group of principals is in the process of implementing the program of Individually Guided Education and the other group is not implementing this program.

¹⁰Note the assumptions of this study concerning leadership as found on p. 4.

b. Individually Guided Education

Individually Guided Education (IGE) is an approach to learning that provides a certain amount of structure for individualizing instruction. This program attempts to integrate such concepts as continuous progress education and team teaching. The program relies heavily on in-service training which is intended to reorganize and redirect the time, talents, and energy of administration and staff. One of the goals of the program is to create a relaxed personalized environment that is conducive to learning.

IGE has been organized in such a manner that there is a series of instructional processes utilized to carry out the program. These processes include a variety of learning programs for the students. The programs are structured in order to provide a continuous cycle of learning; involving assessment, specifying objectives, providing diversified learning opportunities and reassessment. Assessment is the procedure of determining where the student is at present and how he got there. Specifying objectives includes a decision as to what the learner is to pursue next, and providing diversified learning opportunities facilitates the learner attaining the objectives. Reassessment is evaluation of the learner's progress and decision as to whether or not the objectives have been accomplished.

The organizational structure of the school is altered in order to carry out the IGE program. Students, teachers, and teacher aides are divided into Units. The division of students is not solely dependent on age. However, the

Unit organization is established in such a manner that children can progress from one Unit to another Unit when they have achieved the goals and objectives set forth in the Unit in which they are presently enrolled. Within each Unit, there is considerable flexibility which allows a response to individual needs and to the interests of the learner. Children in pursuit of specific objectives may be grouped together. Of paramount importance within the Unit, is the teacher relationship. The teachers are expected to function as a team, with one teacher serving as a Unit leader. Built into the program is sufficient time for teachers to meet and plan the program as a team. The Unit leaders meet regularly with the principal and together they form the Instructional Improvement Committee (IIC). The principal is the chairman of this committee and this committee attends to problems and makes decisions that affect the total school operation. The basic Unit structure together with the IIC allows for a great deal of interaction and provides a structure for participatory decision making.

An attempt is made to unite all of the schools participating in the IGE program within a particular geographical area by forming the "League of Cooperating Schools." The principals of the schools meet periodically to share their experiences of implementing IGE and provide a basis for support. Provision is also made for Unit leaders and teachers within the League to meet at times and discuss their mutual problems and interests.

A special effort is made to interest the local community in the program.

An appeal is made for active interest on the part of parents and others in the community by encouraging them to serve as teacher aides. Less active involvement is encouraged through attendance at particular functions and during the school session itself. Special emphasis is placed on better public relations.

The program was originally developed at the Wisconsin Research and Development Center for Cognitive Learning.¹¹ The Institute of Development of Educational Activities (IDEA),¹² has assumed sponsorship of the program and provides many of the materials and much of the training necessary for the implementation of the program in particular schools.¹³

c. Subjects of the Study

Early in the Spring of 1971, all Catholic elementary schools in the Archdiocese of Chicago, were offered the opportunity to be part of the group of schools that would implement Individually Guided Education (IGE). The schools that wished to adopt the program were to inform the Archdiocesan

¹¹The Wisconsin Research and Development Center for Cognitive Learning is located at the University of Wisconsin, Madison, Wisconsin.

¹²IDEA can be contacted at Suite 300, 5335 Far Hills Avenue, Dayton, Ohio.

¹³The principal source for the material in this section is the Implementation Guide to Individually Guided Education, published by the Institute for Development of Educational Activities, Inc., Dayton, Ohio, pp. 1-3.

School Board. Interested schools were then invited to an "overview session", in which IGE was fully explained to the principal of each school, to the pastor of the parish, to representatives of the faculty, and members of the parish school board. The rationale of IGE was explained in the "overview session", and all those present were made aware of the time and effort required to implement the program. The representatives were then told to return to their schools and discuss the program. If they then wished to commit their schools to IGE, they were to communicate this fact to the Archdiocesan School Office.

Sixty-seven principals in the Archdiocese of Chicago expressed their desire to participate in the program. Representatives of the professional staff of the Archdiocesan School Board then visited each of the principals, their staffs, and toured the schools. There were no formal criteria established for the final selection. However, facilities that had the potential to become more open, and faculties that were more united in their desire to individualize, were given preference. Finally, principals were sought, whose leadership qualities would seem to insure the success of the program.

Thirty elementary schools were selected. The thirty schools were then divided into two leagues. A staff member from the Archdiocesan School Board was designated as a facilitator for each group. The groups were called the North League and the South League. The fifteen schools of the South League are in the southern part of Chicagoland, and the fifteen schools of the North

League are in the northern part of Chicago land. Each of the leagues has schools that represent the inner city, changing neighborhoods, affluent parts of the city, and suburban areas.

The fifteen principals of the North League were asked to cooperate in this study. All of them graciously accepted. It was then decided that an additional fifteen principals of Catholic elementary schools, who were not participating in the implementation of IGE, would also be asked to cooperate in this study. Care was taken to approach principals of schools that were approximately the same in enrollment and geographical location. Fifteen such principals accepted the invitation. The listing of principals, schools, location, and enrollment of the thirty schools that cooperated in the study can be found in Appendix "A".

All of the schools that participated in this study are Catholic elementary schools located in the Northern section of the Archdiocese of Chicago. Some of the schools are located in the innercity, some in changing neighborhoods, some in more affluent parts of the city, and suburbs and some in more distant and rural areas. The schools range in enrollment from 230 students to 1,000 students. Each of the thirty principals, except one, is a Catholic sister. The one lay person is a man.

Effort was not made to seek out a particular type of person. The fact that a person was a principal of a school in the North League implementing IGE, placed him or her in a category, which is termed Group I for purposes

of this study. The fact that a person was a principal of a Catholic elementary school in the Archdiocese of Chicago, located near a school in Group I and had approximately the same enrollment as a school in Group I, placed him or her in category Group II. For purposes of this study no effort is made to consider any principal as more innovative than another, even though IGE is considered to be an innovative program. It is very possible that a principal in Group II could be far more innovative than any one or all of those in Group I. For purposes of this study principals comprising Group I are principals of schools where IGE is being implemented and principals comprising Group II are principals of schools where IGE is not being implemented.

d. Areas of Leadership

The role of the principal as an agent of change is not well-defined. A study of the literature pertinent to the principal as a change agent, would necessarily include the investigation of such topics as the "change agent", "innovator", and "new principal". Some authors have described the effective change agent, or innovative person, as venturesome, a man of conviction, and one who knows the people with whom he works.

It is not the intention of this study to prove or disprove that the members of either group involved in the study are innovators, or for that matter, change agents. The main concern is with the principals' perceptions of the exercise of the leadership role in effecting change.

In order to effect change in a school, a principal must exercise his

leadership role in relation to several groups. He must direct his efforts to the community at large, the school board, the pupils and their parents, and the teachers and his staff. Implementing change necessitates that the principal effectively exercise his leadership role in reference to each of these groups. The main purpose of the study will be to determine the principal's perception of the exercise of this leadership role in relation to his teaching staff.

Inasmuch as the main concern of this study is the principal's perception of the exercise of the leadership role, the study could focus on one or more dimensions of the leadership role.

In order to innumerate and define those dimensions of the leadership role, upon which this study will focus, it is here noted that this study is primarily concerned with four dimensions of the leadership role. These four dimensions are termed the expectation dimension, the task dimension, the authority dimension and the expressive dimension. These four dimensions of the leadership role are defined in the following manner:

Expectation Dimension: the degree to which a principal perceives, in the exercise of the leadership role, the capacity to effect change.

Task Dimension: the degree to which a principal perceives he should organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs, which are changing.

Authority Dimension: the degree to which the principal perceives that he should share and delegate authority in the exercise of his leadership role.

Expressive Dimension: the degree to which the principal perceives that he should take into consideration the needs and interests of the teaching staff, in the exercise of the leadership role.

Literature documentation, which substantiates the relevancy of these four dimensions of leadership to effecting change, will be presented in Chapter II.

Having defined the four dimensions of leadership with which this study is primarily concerned, it is now possible to re-state the purpose of this study in new terms. The purpose of this study is to determine, in the exercise of the leadership role, to what degree principals perceive:

1. that they have the capacity to effect change. (Expectation Dimension)
2. that they are to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs which are changing. (Task Dimension)
3. that they share and delegate their authority. (Authority Dimension)
4. that they take into consideration the needs and interests of the teaching staff. (Expressive Dimension)

e. Method of the Study

The interview method was the principal technique employed to gather the necessary data for this study. However, it should be noted that data were also collected by means of observation and questionnaire.

Each principal was visited in his school at least two times. The author

used the occasion of these visits to observe the school building and facilities in a general manner. It was intended that this type of observation would be the source of a better sense of environment.

The initial visit to the school was arranged so that the author could discuss the purpose and procedure of the study with the principal. Each of the principals was given a copy of the Background Questionnaire, (cf. Appendix "B") and asked to complete it. At this time, the principals were also asked to discuss in writing the following:

1. "The principal's responsibility to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs which are changing."
2. "The principal's responsibility to keep, share, and delegate in the decision making process."
3. "The principal's responsibility to take into consideration the needs and interests of the teachers."

These three questions are closely related to three of the dimensions of leadership, with which this study is concerned. A written response to these questions was requested to better prepare the author for the interview.

When all of the Background Questionnaires were completed and returned, arrangements were made for the second visit to the principal in his school. The chief purpose of the second visit was to carry out an interview of the principal.

The interview lasted about two hours and was recorded on a cassette tape. During the course of the interview the author asked a series of pre-

determined questions. The principals' responses to these questions were immediately recorded on the Interview Guide. (cf. Appendix "C")

The initial visit to each of the principals of schools, where IGE was being implemented, took place early during the first semester of the 1971-72 school year. The second visit occurred at the end of the first semester of that same school year. The principals of schools, where IGE was not being implemented, were first visited mid-way through the first semester of the 1971-72 school year, while the second visit took place early in the second semester of the 1971-72 school year.

The principals' responses to the background questionnaire and the three statements mentioned above, the authors observations, and the results of the interviews provided the necessary data for the comparison and analysis discussed in the later chapters of this dissertation.

CHAPTER II

REVIEW OF THE LITERATURE AND HYPOTHESES

LEADERSHIP STUDIES

Several surveys of the literature are concerned with leadership studies. Cecil Gibbs considers the concept of leadership at length.¹ He notes that phenomena of leadership and followership is a very important aspect of interpersonal relationships and is being given considerable attention by social scientists. He offers several studies as reference in considering personal qualities of leaders, leader behavior, group response to leadership and types of leadership. His conclusion of the results of the leadership studies up to the time of his article is that "it may be said that leadership is a function of personality and of the social situation, and of these two in interaction."²

Hanan Selvin³ introduces his own investigation³ of leadership with a

¹Cecil A. Gibbs, "Leadership", Handbook of Social Psychology, Gardner Lindzey (Ed.), (Cambridge, Massachusetts: Addison-Wesley Inc., 1954), pp. 877-920.

²Ibid., p. 917.

³Hanan C. Selvin, The Effects of Leadership, (Glencoe, Illinois: The Free Press, 1960).

thorough survey of the literature up to 1960. He considers the studies of main importance to be the Iowa Studies, the Anderson Studies, "Participatory and supervisory leadership" of Preston and Heintz, the Michigan studies, and the Ohio State Studies.⁴

The major portion of the investigation of the Iowa Studies was carried out by Kurt Lewin. Of principal concern was democratic, autocratic and laissez-faire models of leadership. The studies were carried out in a laboratory setting and the subjects were leaders of boys' clubs. Greater aggressive behavior was noted in groups where the leader was autocratic, while greater attention to group minded conversations appeared in laissez-faire and democratic leadership.⁵

In the Anderson Studies, Anderson and Brewer worked with teacher leaders and had observers classify the behavior of the teachers. The behaviors were termed dominative or integrative. The effects of these behaviors on students were studied. Dominative behavior on the part of the teacher resulted in dominative and unproductive behavior of pupils. Integrative behavior of the teacher led to integrative and productive behavior of the pupils.

⁴Ibid., pp. 2-5.

⁵W. P. Lewin, Ronald Lippitt, and Ralph White, "Leader Behavior and Member Reaction in Three Social Climates", in Dorwin Cartwright and Alvin Zander (eds), Group Dynamics (Evanston, Illinois: Harper & Row, 1968), pp. 581-611.

These studies were repeated several times with different types of pupils and teachers and the results were essentially the same.⁶

In the "participatory and supervisory leadership" studies, Preston and Heintz allowed the leaders to be elected by the group. The leaders were then instructed in two types of leadership behavior. The "participatory" leader was to take an active role in the decision making process. He was to insure that all members of the group participated in the discussion, but he was to be careful not to prejudice their opinions. The "supervisory" leader was limited to seeing that the work was done as soon as possible. Preston and Heintz found that the "participatory" leadership would result in a greater group consensus, greater flexibility in group decision-making and greater satisfaction with the decisions than would "supervisory" leadership.⁷

Robert Kahn and Daniel Katz studied the relationship between high and low production supervisors in industry. These studies were carried out at the Michigan Survey Research Center and three important differences were found. First, high production supervisors spent more time in planning. Second, these same supervisors gave their workers more freedom, which led

⁶Harold H. Anderson and Helen M. Brewer, "Dominative and Integrative Teachers", Applied Psychology Monograph, No. 6, (Stanford, California: Stanford University Press, 1945).

⁷Malcolm G. Preston and Roy K. Heintz, "Effects of Participatory vs Supervisory Leadership on Group Judgment," Journal of Abnormal and Social Psychology, XLIV, 1949, pp. 345-355.

to higher morale and productivity. Finally, high production supervisors seemed to be more employee oriented.⁸

The Ohio State leadership studies were more extensive and lasted over a period of ten years. The studies were principally under the direction of Ralph Stogdill. Other contributors included John Hemphill, Alvin Coons, Andrew Halpin, and James Winer. Aside from substantiating some of the conclusions of the studies presented above, types of leader behavior became an important aspect of the Ohio State Studies. The Leadership Behavior Description Questionnaire (LBDQ)⁹ is one of the principal instruments used in measuring leadership behavior and was devised as part of the Ohio State studies.

The most recent edition of the Encyclopedia of Educational Research, under the heading "Leadership", discusses leadership studies up to the year 1969.¹⁰ The observation is made that there have been a large number of investigations concerned with leadership, but the results of these numerous

⁸Robert L. Kahn and Daniel Katz, "Leadership Practices in Relation to Productivity and Morale," in Dorwin Cartwright and Alvin Zander, op. cit., pp. 612-628.

⁹A copy of the Leadership Behavior Description Questionnaire can be found in Andrew W. Halpin, The Leadership Behavior of School Superintendents. (Chicago, Illinois: Midwest Administration Center, University of Chicago, 1959), pp. 92-95.

¹⁰Robert Stout and Conrad Briner, "Leadership" in Encyclopedia of Educational Research, Robert L. Ebel, (Ed.), 4th edition, (New York: The MacMillan Co., 1969), pp. 699-706.

studies are often contradictory and "always difficult to evaluate."¹¹ Two principal reasons are offered for these difficulties. The first is that many of the investigations are carried out on a small scale and involve only select laboratory groups. The second difficulty arises because of the many and varied definitions of leadership that have been offered.

Stout and Briner review several leadership studies under the major categories of leadership personality and traits, leadership behavior and the difference the exercise of leadership makes. It is worth noting that they observe that "although there is a great deal of research evidence concerning what leaders do or are expected to do, little evidence is available to appraise the difference leadership makes."¹²

Two leadership investigations carried out within the last six years are worth noting at this point, because of their relationship to this study.

Gross and Herriott¹³ were concerned with the leadership exercised by the principal in relation to the staff. They defined "executive professional leadership" as the principal's attempt to influence teacher behavior.

¹¹ Ibid., p. 699.

¹² Ibid., p. 703.

¹³ Neal Gross and Robert Herriott, Staff Leadership in Public Schools: A Sociological Inquiry, (New York: John Wiley and Sons, 1965).

Included in this general definition were such specific dimensions of leadership as: closeness of supervision, support of innovation, off duty time devoted to the job, and importance of routine administrative duties. They also included the principal's motive for service, interpersonal skills and his intellectual ability. They found high positive relationships between scores in executive professional leadership and staff morale, professional orientation of teachers, and pupils' learning.¹⁴

Lieberman¹⁵ investigated the relationship between principal leadership and teacher morale, professionalism and style in the classroom. The principals and teachers were from thirty-one elementary schools. Fifteen of these were from a league of cooperating schools engaged in the implementation of Individually Guided Education. The three specific dimensions of leadership that were of primary concern were the dimensions of task, authority, and expressiveness.

Some of the conclusions of Lieberman's analysis of the results were that there was a positive relationship between principal task and expressive dimensions, between principal task and teacher professionalism and principal

¹⁴ Ibid.

¹⁵ Ann Lieberman, "The Effects of Principal Leadership on Teacher Morale, Professionalism and Style in the Classroom," (Unpublished Ed. D. dissertation, University of California at Los Angeles, 1969).

expressiveness and teacher morale. There was a negative relationship between principal authority and expressiveness and principal authority and teacher professionalism.¹⁶

The Principal's Role in Effecting Change

The principal shall assume administrative responsibilities and instructional leadership under the supervision of the superintendent and in accordance with reasonable rules and regulations of the board, for the planning, operation, and evaluation of the educational program of the attendance area to which he is assigned.¹⁷

The principal is the chief administrator in the school and is called upon to exercise "instructional leadership" in that school. Nevertheless, he is also responsible to the superintendent and to the Board of Education and he is to implement their policies. It is this subordination to higher authority that Daniel Griffiths found to be a serious obstacle to the principal effecting change. Griffiths concluded in his study of elementary school principals that the evidence indicated "that the elementary school principal seldom introduces a new idea into the school system. Even the few changes he initiates do not reflect aggressive leadership."¹⁸ He further concluded "that

¹⁶Ibid., p. 142.

¹⁷The School Code of Illinois, Circular Series A, No. 265, (Springfield, Illinois, 1969), p. 104.

¹⁸Daniel E. Griffiths, "The Elementary School Principal and Change in the School System," Theory Into Practice, II, No. 5 (December, 1963), p. 283.

the reason for the absence of strong personal direction rests with his place in the hierarchy of the organization--he is at least three steps from the top even in a small school district."¹⁹

Too much restriction of the principal's authority or too much interference on the part of the superintendent or the Board of Education can have a negative effect on the principal and his being an educational leader in bringing about change. Several authors would agree with Donald Erickson and his recommendations for more effective leadership on the part of the principal. Erickson notes that the principal should have more autonomy so that he can "determine the unique mix of personalities, skills, materials and programs that is needed in his school." Furthermore, he should have his own budget and be free to apportion it and should have jurisdiction over staff assignments.²⁰ In their report of 1961,²¹ Trump and Baynham called for a change in the principal's role from that of the "engineer of a hopefully efficient machine" to one of being an imaginative administrator giving the necessary leadership to his staff.

The majority of writers today do not see the principal's role as being

¹⁹Ibid.

²⁰Donald A. Erickson, "Forces for Change in the Principalship", Elementary School Journal, LXC, No. 2 (November, 1964), pp. 63-64.

²¹J. Lloyd Trump and Dorsey Baynham, Focus on Change: A Guide to Better Schools (Chicago: Rand McNally, 1961). (NB. Cf Handbook of Educ. p. 241.

limited or restricted by its very nature. In fact there seems to be substantial agreement that the nature of the principal's role allows for the effecting of change and the effectiveness is influenced more by the individual occupying the position and his mode of operation. This would seem to be implicit in Sommerville's statement:

In a rapidly changing society, the need for administrative and supervisory leadership which meets the challenge of change is apparent. Leadership which operates to maintain the status quo for institutions and organizations that are obviously failing in goal attainment fails in the context of leadership herein discussed. Such leadership is ineffective....Leaders, who fail to influence needed changes in the operation of the system contribute to its stagnation and failure to meet many of the challenges to schools today.²²

Sister Ann C. Leonard is more explicit, in stating "As the educational leader of the school, the principal occupies a pivotal position. It is the principal's responsibility to set the tone of the school, to create the kind of atmosphere that will foster learning, to bring a unity of purpose to those concerned with educational growth and development". Further on she adds, "Included in, but over and above, the 'agent of change' concept is the role of the principal as a creative leader".²³ Henry Brickell conducted a study

²²Joseph C. Sommerville, "Leadership That Rocks the Boat, a Boat that Needs Rocking!" Educational Leadership, XXIX, No. 1, (October, 1971), pp.45-46.

²³Sister Anne C. Leonard, "Agent of Change: The Principal as Leader," Today's Catholic Teacher, V, No. 2 (October, 1971) pp. 13 and 39.

which focused exclusively on programs which require significant shifts in the normal arrangements of institutional elements. He concluded that innovations of the type studied cannot be brought about by teachers, but by administrators. He found that the authority exercised by the school administrator is significant in bringing about change.²⁴ In a publication prepared by the Institute for the Development of Educational Activities, which is intended to help principals facilitate change, the following observation is made: "it seemed to us that the local school, with its pupils, teachers, principal and community is an appropriate--perhaps the most appropriate--unit for change.... We assumed, further that the principal is in a leadership role where he can release the human potential of the school."²⁵ In discussing the excellence of the school, J. Lloyd Trump notes that "the principal, therefore must bear responsibility for the degree of teaching and learning excellence. No one is in a better position than the principal to influence the quality of the school."²⁶ He offers in conclusion that "the principal has to take the lead in developing different patterns

²⁴Henry M. Brickell, "The Dynamics of Educational Change", Theory Into Practice, I, No. 2, (April, 1962), pp. 81-88.

²⁵The Principal and the Challenge of Change, Institute for Development Of Educational Activities, Inc., Dayton, Ohio, (1968), pp. 6-7.

²⁶J. Lloyd Trump, "Principal Most Potent Factor in Determining School Excellence", The National Association of Secondary School Principals Bulletin, LVI, No. 362 (March, 1972), p. 4.

for teaching and learning in the school."²⁷ Finally, Kenneth A. Tye specifically notes "The principal can and should be the key agent for change in his school."²⁸ Further on, he dramatically states in support of our contention, "This decade well may be the decade of the principal. Bureaucratic district structures and state and federal intervention have not markedly changed American education. The single school with its principal as leader is the setting for effecting significant educational change."²⁹

S. Bart Simmons discusses how to be effective in bringing about improvement through innovation. The responsibility of instructional leadership rests firmly on the shoulders of the building principal. Consequently, it is the responsibility of the principal to determine the manner in which to exercise his leadership. Simmons offers a model which is intended to help the administrator, who is in need of improving his curriculum, to bring about change. The first phase is that of analysis. It demands that the principal become knowledgeable of the total situation, including staff, student body, community, curriculum, and physical facilities. It is based on the premise that the more the principal knows in advance, the more effective the implementation of

²⁷Ibid., p. 6.

²⁸Kenneth A. Tye, "The School Principal: Key Man in Educational Change", The National Association of Secondary School Principals Bulletin, LVI, No. 364, (May, 1972) p. 77.

²⁹Ibid., p. 84.

change. He must be aware of the total environment in which he works. The second phase is that of planning and designing for the change. It includes curriculum studies and the identifying of goals and objectives. It is further demanded that there be suggestions on his part of possible changes and in-service training. The third phase is that of implementation. One of the primary responsibilities of the principal in this phase is to find the needed resources to make the change effective. The principal must have an unwavering and clear rationale to justify change. The fourth phase is that of stabilization. It is imperative in this phase that sufficient time is allowed for the program to stabilize before going further ahead or introducing other changes. Finally, the change must be evaluated. This phase is of extreme importance because it either justifies the change or dictates certain adjustments to justify the change.³⁰

Melvin Heller discusses the leadership role of the principal in bringing about the specific educational change of team teaching. Heller does not state that the principal is essential in effecting the change, but he does say that the principal can serve a leadership role in a variety of ways. After noting that the most important way the principal can exercise his leadership

³⁰S. Bart Simmons, "Successful Innovation Through Effective Educational Leadership", Journal of Secondary Education, XLVI, No. 3 (March, 1971), pp. 117-120.

role is by exerting a positive influence by providing moral support to teachers, he says:

In order to provide this support, the administrator must believe that team teaching is a valuable and efficient means to achieve the end of improvement of the teaching-learning situation. The principal must be willing to effect the attitudinal changes necessary to make this viewpoint his convictions.³¹

Heller also points out that the leadership role of the administrator as it relates to team teaching can be treated broadly under the two categories of physical structure and psychological structure. Included in the physical structure is providing such things as space, equipment, and supplies. Under psychological structure, Heller says:

The administrative provisions for the psychological structure of a team teaching situation are very challenging. It is readily understood that team teaching involves an attitudinal change on the part of the teachers on the team. As stated before, this change in attitude is required of the administrator, also. With intelligent administrative guidelines, the changes necessary need not be traumatic for those involved. The principal should make certain that all involved understand why the change from the conventional school organization to team teaching is made.³²

Further on Heller offers certain guidelines for implementation of team teaching. Of particular note is a series of guides which he suggests,

³¹Melvin P. Heller, Team Teaching: A Rationale, (Dayton, Ohio: National Catholic Educational Association, 1967) p. 15.

³²Ibid., p. 17.

relate exclusively to the administrator's role in initiating a team teaching endeavor. Included in this series of guides are: assess the climate for change; seek cooperation of the entire staff; be certain that the team teachers are adequately informed of purposes, guides, goals; and give strong administrative support to the team teachers.³³

Chesler, Schmuck, and Lippitt carried out a study in which they tried to determine the principal's role in effecting change.³⁴ In particular they tried to determine what influence the principals' behavior has on the development and sharing of innovative classroom practices. Their research dealt primarily with variables that would lead to the identification and diffusion of teaching practices promoting subject-matter, competence and pupil mental health. The investigation included assessments of the styles or personal qualities and methods of teachers and principals and their interrelations within the school. Staff communications were analyzed along with the priority given to professional growth to determine their contribution to staff norms of support of innovation. The data collected substantiated the assumption that the principal plays an important role in stimulating creative classroom teaching.

³³Ibid., pp. 23-25.

³⁴Mark Chesler, Richard Schmuck, and Ronald Lippitt, "The Principal's Role in Facilitating Innovation: Theory Into Practice, II, No. 5 (December, 1963) pp. 269-277.

There is high correlation between staff inventiveness and the staff's perception of the principal's support for innovative teaching. There was even higher correlation between the teacher's perception of the principal's support and the teacher's perception of his own colleague's support of innovation. The authors concluded that the principal can play at least an indirect role by creating a climate supporting innovation among the entire staff.

Further research indicated that the principal must have an accurate perception of the values and skills of his staff and the staff must be aware of the priority that the principal places on the improvement of classroom teaching. Another important factor uncovered in the course of the study was that principals with innovative staffs are more professionally oriented than those with less innovative staffs.

The conclusions gave rise to many practical suggestions, offered by the authors, to help the principal who wishes to be a facilitator of innovation or a change agent. It would seem that the very fact that these suggestions are offered as a result of the study, would substantiate the assertion that the principal can be a very effective change agent in his school.

DIMENSIONS OF LEADERSHIP: RATIONALE AND DOCUMENTATION

This study is primarily concerned with four dimensions of the leadership role, namely expectation, task, authority and expressive. Each of these dimensions has been defined and discussed in Chapter I. At this point the

documentation and rationale of each of these dimensions is presented for two reasons. First, to demonstrate that there are a number of sources in contemporary literature that support the contention that these specific dimensions of leadership are relevant to change. Second, to indicate the principal sources used in formulating items for the Interview Guide. The references cited constitute the major sources of research used in preparing the Interview Guide.

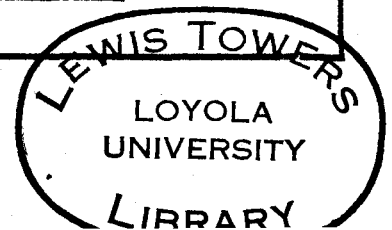
The procedure followed in this section is simply one of stating and defining the particular dimension of leadership and then offering a rationale of sources in the literature supporting the dimension to be relevant to change. Each section is terminated with an assumption, which seems to be valid in light of the documents cited and which serves as a foundation for contending that the particular dimension of leadership studied is relevant to change.

Expectation Dimension

The expectation dimension of the leadership role is the degree to which the principal perceives his leadership role to have the capacity to effect change.

Fielder suggested that the faculty would be more effective, if the principal maintained a psychological distance.³⁵ Griffiths concluded that

³⁵Fred E. Fielder, Leader Attitudes and Group Effectiveness (Urbana, Illinois: University of Illinois Press, 1958).



"if we are to have change in the school system, we cannot look to the principal to initiate change. The initiative....must come from the top."³⁶

A closer examination of Griffiths' conclusion indicates that the primary reason he offers this contention is that he feels the principal does not have sufficient autonomy to be an effective change agent. Wayson studied principals, who are presently in action and found that these principals did have sufficient autonomy and calls for such autonomy in the "new principal" or the principal of the future.³⁷ Substantial evidence in favor of the principal being an effective change agent is offered by Hughes and Urban,³⁸ Miles,³⁹ and Rogers,⁴⁰ who support the principal's capability of effecting change. Finally and most pertinent to this study is Annese's statement that the principals'

³⁶Griffiths, op. cit., pp 63-64.

³⁷William W. Wayson, "A New Kind of Principal", The National Elementary School Principal, L, No. 2 (February, 1971) pp. 8-19.

³⁸Larry W. Hughes and Gerald C. Urban, "New Leadership for the Secondary School", National Association of Secondary School Principals' Bulletin, LIV, No. 347 (September, 1970) pp. 61-75.

³⁹Matthew B. Miles, Innovation In Education, (New York: Bureau of Publications, Teachers' College, Columbia University, 1964) p. 641.

⁴⁰Richard O. Carlson, Art Gallaher Jr., Matthew B. Miles, Roland J. Pellegrin, Everett M. Rogers, Change Processes In the Public Schools, (Eugene, Oregon: Center for Advanced Study of Educational Administration, University of Oregon, 1965) pp. 60-61.

perception of the leadership role is "crucial" in effecting change.⁴¹

It would therefore seem that the principal can effect change in the exercise of his leadership role. Furthermore, if a principal is to be effective in bringing about change he must perceive his leadership role as having the capability of effecting change.

Task Dimension

The task dimension of the leadership role is the degree to which a principal perceives he should organize activities and resources around educational problems to promote ideas and stimulation for the teachers about school needs which are changing.

In describing the new elementary school principal, Wayson notes that "He shall assist all staff members in gaining a better understanding of the school's role in resolving current social problems" and "shall recruit and select staff members who can promote a creative, open, problem solving accountable school program." Further on he says the principal "should be able to articulate a process for implementing a solution for a major problem."⁴²

A Climate for Individuality stresses that "the administrator's attitude toward

⁴¹Louis E. Annese, "The Principal as a Change Agent", The Clearing House, XLV (January, 1971) p. 277.

⁴²Wayson op. cit., p. 17.

change can permeate a whole school."⁴³ Chesler, Schmuck, and Lippitt concluded that the principal's support of innovative teaching has a substantial effect on the innovativeness of the staff. These authors are more specific as to the manner in which a principal can show support for innovation. The principal can arrange released time for his teachers, he might use a tape recording system to facilitate staff communications about new practices, he can find consultants to guide his teachers to important literature in the field and he can collaborate with University project staffs and resource personnel to develop in-service training programs.⁴⁴

Gordon defines the task dimension of authority in reference to the teacher in the classroom. He says that the task dimension refers to "that dimension of teacher behavior that refers to the extent to which the teacher organizes activity in the classroom in order to maximize specific goals in a program."⁴⁵ Lieberman adapted Gordon's definition of the task dimension of

⁴³A Climate for Individuality, Statement of the Joint Project on the Individual and the School, Published by: American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Secondary School Principals, NEA Department of Rural Education, Washington, D.C., (1965) p. 55.

⁴⁴Chesler, Schmuck, and Lippitt, op. cit., pp. 275-276.

⁴⁵C. Wayne Gordon and Leta McKinney, Dimensions of Teacher Leadership in Classroom Social Systems: Pupil Effects on Productivity, Morale, and Compliance, (Los Angeles, California: Department of Education, University of California. 1963) p. 30.

authority to principal leadership by stating that the task dimension of authority is "the extent to which a principal organizes activities and resources to promote ideas and stimulation for teachers about changing schools' needs."⁴⁶ In order to determine this dimension of principal leadership, Lieberman prepared a questionnaire for teachers in which she formulated questions that were centered around the principal and faculty meetings, outside resource personnel, his attendance at professional meetings and workshops, teacher conferences and new teacher orientation.⁴⁷ Questions about resources and activities such as these were intended to give some idea of the task dimension of principal leadership.

It would then seem that the elementary school principal can exercise leadership in bringing about change, by organizing activities and resources to stimulate teachers in meeting school needs which are changing.

Authority Dimension

The Authority dimension of the leadership role is the degree to which a principal perceives he should share and delegate his authority in the exercise of the leadership role.

⁴⁶Ann Lieberman, The Effects of Principal Leadership on Teacher Morale, Professionalism and Style in the Classroom, (Unpublished doctoral dissertation, University of California at Los Angeles, 1969) p. 20.

⁴⁷Ibid., pp. 157-159.

Kenneth Tye says "as a leader the principal has a three fold responsibility in decision making. He monitors instructional decisions by teachers, he serves as a facilitator for their decision making, and he acts as a transactional agent between and among levels of decision making."⁴⁸ Wayson speaks of the new school as one in which "teachers will have more authority and responsibility in selecting methods and materials for instruction."⁴⁹ He further adds that the new principal "should recognize the many forces that bear on decisions made in school. He should be reluctant to make decisions without considering these forces...he should be open to criticism and should accept wide participation in problem solving."⁵⁰ Erickson adds that "there must be autonomy for individuals and teams within school faculties."⁵¹ A Climate for Individuality advises that "the administrator must confer from time to time with representative teachers."⁵² Gubser concluded that there is no contention that autocratic administrators directly create an atmosphere of authoritarianism. However, the authoritarian principal may have an indirect

⁴⁸Tye, op. cit., p. 81.

⁴⁹Wayson, op. cit., p. 17.

⁵⁰Ibid., p. 18.

⁵¹Erickson, op. cit., p. 60.

⁵²A Climate for Individuality, op. cit., p. 55.

effect on faculties by discouraging younger, more anti-authoritarian teachers from remaining on their staffs.⁵³ In their study of participatory decision making, the data collected by Belasco and Alutto indicated that "those teachers with lower satisfaction levels (e.g. those who are most willing to consider leaving their current employment) also possess the highest level of decisional deprivation."⁵⁴ They concluded from the study that "at least some of the teaching population experienced dissatisfactions which were associated with their state of decisional participation and which could have a deleterious effect on the educational system."⁵⁵ Singer concluded that "success in instructional improvement demands involvement, interest, and commitment on the part of teachers. They must be listened to and brought in to the true decision making level."⁵⁶ Schuster and Wetzler suggest "real leadership comes about as the principal is able to recognize when to use other people's skill in response to

⁵³ M. M. Gubser, "Authoritarianism Among Teachers and School Principals and Its Possible Relationship to Faculty Morale," The Journal of Educational Research, LXIII, No. 1, (September, 1969) p. 38.

⁵⁴ James A. Belasco and Joseph A. Alutto, "Decisional Participation and Teacher Satisfaction", Educational Administration Quarterly, VIII, No. 1, (Winter, 1972) p. 54.

⁵⁵ Ibid., pp. 54-55.

⁵⁶ David A. Singer, Jr., "Staff Leadership Teams: Listen to Me! (Dammit)." Journal of Secondary Education, XLVI, No. 2, (February, 1971) p. 80.

changing conditions and when to exert personal leadership in the over-all educational program of his school."⁵⁷

Warren Schmidt presents a continuum of leadership, ranging from leader-centered to group-centered. He does not state that a leader, who is group-centered on all occasions, is necessarily successful. Schmidt maintains that certain decisions must be effectively made here and now. However, group-centered leadership is more likely to achieve longer range objectives. Schmidt states, "There is a persuasive body of research evidence, gathered from many kinds of organizations, which says that group-centered leadership is more likely to achieve (these) longer range objectives."⁵⁸

The type of change with which this study is concerned is planned, goal-oriented change. It would seem that the literature supports the fact that the principal, who is to be effective, in bringing about such change must be more democratic or group-centered and must share and delegate his authority in the exercise of the leadership role.

⁵⁷ Albert H. Schuster and Wilson F. Wetzler, Leadership In Elementary School Administration and Supervision, (Boston: Houghton Mifflin Co., 1958) p. 6.

⁵⁸ Warren H. Schmidt, "Executive Leadership", The National Elementary School Principal, XLI, No. 4 (January, 1962) p. 38.

Expressive Dimension

The expressive dimension of the leadership role is the degree to which the principal perceives that, he should take into consideration the needs and interests of the teachers, in the exercise of his leadership role.

Wayson notes that the new principal "shall create (or facilitate the creation of) conditions that will secure maximum participation of the staff..."⁵⁹ In A Climate For Individuality, it is suggested that the principal must assess the degree to which his staff are individuals. The administrator should encourage his staff to find out and nurture individual differences.⁶⁰ Joseph C. Sommerville says that "the role of the administrator and/or supervisor is to create a climate and organizational arrangement in which personalities within the group who are influential enough to offer support for a significant change may act to implement change."⁶¹ Kenneth Tye says "I would suggest that in those schools where the climate is open and where the principal balances his initiation and consideration behavior, more school improvement does occur."⁶² Leo Hilfiker found that "a significant relationship was found to exist between school system innovativeness and the interpersonal process norms of openness

⁵⁹Wayson, op. cit., p. 17.

⁶⁰A Climate For Individuality, op. cit., p. 55.

⁶¹Sommerville, op. cit., p. 47.

⁶²Tye, op. cit., p. 80.

and trust as perceived by the personnel of the system." and "The social support perceived as given the faculty members by principals was found to have significant relationship to innovativeness of the system."⁶³ Openness is defined "as a quality or state of being characterized by ready accessibility, cooperative attitudes, tolerance of internal change and permissiveness of diversity in social situations."⁶⁴ Trust is "the degree to which an individual perceives interpersonal relationships as characterized by an assured reliance or confident dependence, upon character, ability, or truthfulness of others."⁶⁵ Finally, social support is defined "as the degree to which teachers perceive the principal as a warm, socially responsive individual, who tends to create an empathic and non-threatening environment."⁶⁶

Chesler, Schmuck and Lippitt found that "principals with innovative staffs were found to be in tune with their teachers' feelings and values about education and better informed about their informal relationships."⁶⁷

⁶³Leo R. Hilfiker, "Factors Relation to the Innovativeness of School Systems", The Journal of Educational Research, LXIV, No. 1, (September, 1970) p. 26.

⁶⁴Ibid., p. 23.

⁶⁵Ibid., p. 23.

⁶⁶Ibid., p. 23.

⁶⁷Chesler, Schmuck and Lippitt, op. cit., p. 275.

Goodenough says that first and foremost a change agent must possess an attitude of mind toward himself and his clients. "The attitude of mind we speak of is the agent willingness to accept other people as fellow human beings, entitled to the same respect for their wants, felt needs...and sense of personal worth, as he expects for his."⁶⁸ Gordon again spoke of this dimension in relation to teacher leadership, and termed it the expressive dimension. Gordon says that it is the dimension, which "is conceived as having a high positive value, when the teacher acts to maximize the interests of pupils...He may do this by himself using warmth and affection in his interaction with pupils, by being helpful and fair..."⁶⁹ Lieberman defined this dimension in relation to the principal. She says the expressive dimension of principal leadership is "the extent to which the principal fosters a warm atmosphere in the school by taking into consideration the needs and interests of the teachers."⁷⁰

The literature seems to support the contention that the principal should be responsive to the needs and interests of his teachers in the exercise of his leadership role, thereby creating an atmosphere and climate conducive

⁶⁸Ward Hunt Goodenough, Cooperation in Change, (New York: Russell Sage Foundation, 1963) p. 378.

⁶⁹Gordon, op. cit., p. 33.

⁷⁰Lieberman, op. cit., p. 20.

to bringing about change.

The literature supports the fact that the four dimensions of leadership with which this study is concerned are relevant to effecting change. It has been further demonstrated that a principal can exercise leadership in bringing about change:

1. by perceiving his leadership role as having the capacity of effecting change; (Expectation Dimension)
2. by organizing activities and resources to stimulate teachers in meeting school needs which are changing; (Task Dimension)
3. by being more democratic or group-centered: sharing and delegating in the decision making process; (Authority Dimension)
4. by responding to the needs and interests of the staff; (Expressive Dimension).

HYPOTHESES

The study itself will compare two groups of elementary school principals and the degrees to which they perceive the expectation dimension, the task dimension, the authority dimension, and the expressive dimension to be part of the exercise of their leadership roles.

The expectation dimension of the leadership role is the degree to which the principal perceives his leadership role to have the capacity to effect change. It would seem that the greater expectation the principal has in his leadership role effecting change, the more effective he will be in bringing about a desired change.

HYPOTHESIS NO. 1 Principals implementing IGE, perceive their leadership role as having greater capacity to effect change than do principals not implementing IGE.

The task dimension of the leadership role is the degree to which a principal perceives he should organize activities and resources around educational problems to promote ideas and stimulation for the teachers about school needs, which are changing. It would seem that all principals recognize this dimension of leadership to be within their professional responsibility and competence. However, principals who organize more resources and activities should be more effective in bringing about change.

HYPOTHESIS NO. 2 All principals involved in the study will perceive the organization of activities and resources to stimulate educational ideas, to be part of the exercise of their leadership role. Principals engaged in the implementation of IGE will place greater importance on the task dimension of leadership.

HYPOTHESIS NO. 3 Principals implementing IGE will perceive that in the exercise of the leadership role, they should organize more activities and resources, than do the principals not implementing IGE.

The authority dimension of the leadership role is the degree to which a principal perceives he should share and delegate his authority in the exercise of the leadership role. The type of change with which this study is concerned is planned, goal oriented change. It would seem that the more the principal engages in the process of participatory decision making, will be more effective in bringing about this type of planned or long range change.

HYPOTHESIS NO. 4 Principals implementing IGE will perceive that, in the exercise of their leadership role, there should be greater sharing and delegating of authority, than the principals not implementing IGE.

The expressive dimension of the leadership role is the degree to which the principal perceives that, he should take into consideration the needs and interests of the teachers in the exercise of his leadership role. The literature documentation, which will be presented in the next chapter suggests that a principal, who is to be effective in bringing about change in the school, should incorporate the expressive dimension into the exercise of the leadership role.

HYPOTHESIS NO. 5 Principals implementing IGE will perceive the necessity of a higher degree of response to the needs and interests of their teaching staff, than principals not implementing IGE.

This study tests these five hypotheses.

CHAPTER III

PARTICIPANTS AND PROCEDURE OF STUDY

DESCRIPTION OF SCHOOLS

Each of the participants in this study was the principal of a Catholic elementary school in the Archdiocese of Chicago. Of the thirty participants in the study, fifteen were principals of schools, which were implementing IGE (Group I), and fifteen were principals of schools, which were not implementing IGE (Group II).¹

The thirty schools represent a cross-section of geographical locations in the city of Chicago and the surrounding suburban area. The location of each school, the name of the principal, and the religious community of which the principal is a member, is found in Appendix "A".

Each of the Catholic elementary schools in the Archdiocese of Chicago is established by a parish to educate the children of the families of that parish. The parents of the children, attending the school, must reside in the

¹An account of the procedures followed in selecting the thirty schools can be found on pages 10-13.

parish. The parents of the children, attending the school, must pay the prescribed tuition of the school. Consequently, the two principal criteria of selection for any of these schools is that the child reside in the parish, and the tuition must be paid. However, there are exceptions to these criteria. In most parishes, non-catholic children residing in the parish may attend the school. If a parish does not have a school, the children of that parish may attend a school in a different parish. Finally, there are many incidents of children attending Catholic schools at a reduced tuition rate or tuition free if the parents of the child cannot afford the tuition.

The composition of enrollment of each school is largely dictated by the geographical location of the school. Large complements of black and Spanish speaking students are found in the inner-city schools. The schools, which are located in changing neighborhoods, have a mixture of students. The other city schools, as well as those in the suburban areas are almost totally white in composition of enrollment.

There are some exceptions to these general statements just noted. For example, St. Michael, an inner city school, has a settlement of German families within its school boundaries and this affects the enrollment. St. Michael is two blocks from Immaculate Conception. Immaculate Conception is eighty-six percent black and ten percent Spanish speaking in student body composition. St. Michael, on the other hand is thirty-two percent black and thirty-three percent Spanish speaking in enrollment. Both St. Mary and St.

Athanasius are in a suburb of Chicago called Evanston. Evanston is a University community, situated immediately north of Chicago, and has a sizeable black population. All of these factors are reflected in the enrollment of these two schools. St. Anastasis and Immaculate Conception are located in Waukegan. Waukegan is not a very large city and is not considered a suburb of Chicago. Waukegan has a population cross-section similar to any city but the total population is much less than Chicago.

A complete tabulation of enrollment composition of the thirty schools in this study is found in Table 1*:

Many similarities are found in comparing the teaching staffs of the thirty schools in the study. Each staff is predominantly made up of women and only thirty-four percent of these women are religious sisters. Only three of the schools have more than fifty percent of the staff composed of religious sisters. The majority of the teachers in the thirty schools have a bachelor's degree or the equivalent, and sixty-five percent of all the teachers are certified. Only nine percent of all the teachers are not certifiable.

Table 2* lists the number of teachers in each school, their sex and state in life, their training and experience, and their status of certification.

The school buildings, as well as the facilities available in each school vary considerably. Some of the buildings are modern and spacious,

*The data for these tables were obtained from the reports completed by each school and sent to the Archdiocese of Chicago School Board in September, 1973.

TABLE 1

ENROLLMENT OF SCHOOLS BY SEX, RELIGION, AND ETHNIC BACKGROUND

SCHOOL	TYPE OF SCHOOL		ENROLLMENT BY SEX			ENROLLMENT BY RELIGION		ENROLLMENT - ETHNIC BACKGROUND			
	IGE	NON	MALE	FEMALE	TOTAL	CATH	NON	AMER. NEGRO	AMER. ORIENT.	AMER. SPAN.	ALL OTHERS
		IGE					CATH			SUR-NAMED	
St. Joseph	X		141	157	298	160	138	291	0	7	0
St. Boniface		X	138	131	269	267	2	6	3	150	110
Immaculate Conception	X		121	107	228	100	128	196	0	24	8
St. Michael		X	202	203	405	322	83	129	11	134	131
St. Thomas of Cant.	X		129	115	244	213	31	11	35	92	106
St. Ita		X	302	301	603	576	27	12	44	122	425
St. Bonaventure	X		167	168	335	342	13	13	0	60	262
St. Alphonsus		X	341	367	708	706	2	0	5	118	585
Maternity B.V.M.	X		295	301	596	596	0	0	0	196	400
St. Fidelis		X	247	264	511	503	8	6	49	244	222
Queen of Angels	X		306	271	577	574	3	0	6	32	539
Our Lady of Mercy		X	420	395	815	815	0	0	4	40	721
St. Lambert	X		140	137	277	276	1	22	2	1	252
St. Joan of Arc		X	159	156	315	315	0	15	0	5	295
St. Issac Joques	X		405	365	770	770	0	0	4	11	755
Our Lady of Ransom		X	408	394	802	801	1	1	0	0	801

TABLE 1 CONTINUED

ENROLLMENT OF SCHOOLS BY SEX, RELIGION, AND ETHNIC BACKGROUND

SCHOOL	TYPE OF SCHOOL		ENROLLMENT BY SEX			ENROLLMENT BY RELIGION		ENROLLMENT - ETHNIC BACKGROUND			
	NON IGE	IGE	MALE	FEMALE	TOTAL	CATH	NON CATH	AMER. NEGRO	AMER. ORIENT.	AMER. SPAN.	ALL
										SUR-NAMED	OTHERS
St. Stephen Proto.	X		204	230	434	434	0	0	0	5	429
St. Zachary		X	276	305	581	581	0	0	7	12	562
St. Raymond	X		414	408	822	822	0	0	0	0	822
Our Lady of Wayside		X	584	567	1151	1151	0	0	0	11	1140
St. Thomas of Villa.	X		201	181	382	382	0	0	0	1	381
St. Emily		X	416	437	853	853	0	0	0	0	853
St. Athanasius	X		195	214	409	399	10	19	0	5	389
St. Mary		X	192	224	416	390	26	43	6	14	353
Santa Maria del Popolo	X		414	403	817	817	0	0	0	2	815
St. Francis de Sales		X	172	159	331	329	2	0	0	6	325
St. Anastasia	X		248	236	473	469	4	14	1	8	450
Immaculate Conception		X	230	255	485	478	7	8	2	16	459
Queen of All Saints	X		464	436	900	897	3	0	0	18	882
St. Tarcissus		X	456	500	956	954	2	0	0	9	947

TABLE 2

TEACHING PERSONNEL

SCHOOL	NUMBER OF TEACHERS			STATE IN LIFE			TRAINING				EXPERIENCE				CERTIFICATION		
	MALE	FEMALE	TOTAL	RELIGIOUS	MARRIED	SINGLE	LESS THAN BA	BA OR EQUIV.	MA OR EQUIV.	PHD OR EQUIV.	1 YEAR	2 - 5 YEARS	6 - 25 YEARS	25+ YEARS	CERTIFIED	CERTIFIABLE	NOT CERTIFIABLE
St. Joseph	2	8	10	3	1	5	1	7	2	0	0	3	7	0	8	1	1
St. Boniface	1	7	8	4	4	0	0	7	1	0	0	4	1	3	8	0	0
Immaculate Conception	1	10	11	7	2	2	1	10	0	0	1	3	7	0	2	8	1
St. Michael	0	11	11	8	2	1	0	10	1	0	1	2	2	6	10	1	0
St. Thomas of Cant.	1	8	9	7	1	1	1	7	1	0	2	0	5	2	4	4	1
St. Ita	2	19	21	8	4	9	3	15	3	0	1	4	10	6	21	0	0
St. Bonaventure	3	7	10	3	2	5	0	9	1	0	0	4	6	0	9	1	0
St. Alphonsus	0	26	26	13	4	9	1	21	4	0	3	6	8	8	20	5	1
Maternity B.V.M.	2	18	20	3	3	12	1	15	4	0	2	11	6	1	14	5	1
St. Fidelis	2	15	17	4	6	7	1	14	2	0	4	2	8	3	9	7	1
Queen of Angels	2	17	19	6	6	7	1	18	0	0	3	7	9	0	9	9	1
Our Lady of Mercy	5	18	23	8	8	6	0	20	3	0	2	10	7	3	23	0	0
St. Lambert	4	11	15	3	4	8	1	12	2	0	2	5	8	0	5	8	3
St. Joan of Arc	3	12	15	2	10	3	4	9	2	0	3	1	10	1	8	2	3
St. Issac Jogues	3	27	30	7	17	6	4	24	2	0	5	13	10	2	18	8	4
Our Lady of Ransom	5	23	28	11	7	9	2	23	3	0	7	4	10	7	23	3	2

TABLE 2 CONTINUED

TEACHING PERSONNEL

SCHOOL	NUMBER OF TEACHERS			STATE IN LIFE			TRAINING				EXPERIENCE				CERTIFICATION		
	MALE	FEMALE	TOTAL	RELIGIOUS	MARRIED	SINGLE	LESS THAN BA	BA OR EQUIV.	MA OR EQUIV.	PHD OR EQUIV.	1 YEAR	2 - 5 YEARS	6 - 25 YEARS	25+ YEARS	CERTIFIED	CERTIFIABLE	NOT CERTIFIABLE
St. Stephen Proto.	1	17	15	3	4	8	1	12	2	0	2	5	8	0	5	8	3
St. Zachary	2	16	18	6	6	5	0	13	5	0	2	6	7	3	14	2	2
St. Raymond	2	10	32	9	15	5	5	22	5	0	2	8	19	3	21	9	2
Our Lady of Wayside	10	26	36	7	24	2	5	26	5	0	1	18	17	0	10	20	6
St. Thomas of Villa.	1	12	13	2	10	1	1	11	1	0	1	4	8	0	11	1	1
St. Emily	0	24	24	11	10	2	5	18	1	0	2	8	1	0	16	6	2
St. Athanasius	1	17	18	5	4	8	2	16	0	0	2	8	6	2	2	14	2
St. Mary	2	19	21	5	13	2	2	15	4	0	7	7	4	3	15	4	2
Santa Maria del Popo.	4	20	24	4	11	6	5	16	3	0	9	2	9	4	12	7	5
St. Francis de Sales	1	9	11	5	3	1	2	8	1	0	0	1	7	3	0	9	2
St. Anastasia	0	16	16	7	6	3	2	11	3	0	0	9	5	2	13	1	2
Immaculate Conception	1	18	19	8	6	5	2	12	5	0	2	2	5	10	8	9	2
Queen of All Saints	3	30	33	6	16	9	1	29	3	0	8	9	11	5	22	10	1
St. Tarcissus	3	28	31	10	8	11	2	25	4	0	2	9	12	8	27	2	2

while others are older and less roomy. However, some of the newer buildings are not furnished and equipped as well as some of the older schools. It is quite difficult to compare buildings, furnishings, and other facilities, without engaging in a rather lengthy study. However, Table 3* lists data, over and above the description of the school. Table 3 lists the tuition of each school, the para-professionals and teacher aides employed by the school, and facilities, other than regular classrooms, that are available in each school.

DESCRIPTION OF PARTICIPANTS

The Background Questionnaire was given to each participant and he was asked to complete and return it. A sample of the complete Background Questionnaire can be found in Appendix "B". The data, gathered from the Background Questionnaire, provide an adequate description of the participants of the study.

All of the thirty principals except one are members of women's Roman Catholic religious communities. The one principal, who is not a sister, is a layman. The sisters involved in the study represent seventeen different religious communities. Of the twenty-nine sisters in the study, there are no more than three sisters from the same religious community. There are no more

*The data for this table were obtained from the reports completed by each school and sent to the Archdiocese of Chicago School Board in September, 1973.

TABLE 3

FACILITIES AVAILABLE TO THE STUDENTS, INSTRUCTIONAL ASSISTANTS AND SCHOOL TUITION

SCHOOL	TUITION	INSTRUCTIONAL ASSISTANTS				AN "X" IN THE DESIGNATED PLACE INDICATES THE FOLLOWING FACILITY IS AVAILABLE TO THE STUDENTS IN THE SCHOOL:						
		TEACHER AIDES		PARA-PROFESSIONALS		AUDI-TORIUM	CENTRAL LIBRARY	LEARNING CENTER	SCIENCE ROOM	ART ROOM	AUD. VIS. ROOM	GYM
		FULL TIME	PART TIME	FULL TIME	PART TIME							
St. Joseph	\$205.00	1	0	0	1	X	X	X	X			X
St. Boniface	\$175.00	0	20	0	0		X	X			X	
Immaculate Conception	\$167.00	0	0	0	1		X		X	X	X	X
St. Michael	\$210.00	0	0	0	0	X	X					X
St. Thomas of Cant.	\$135.00	0	0	0	0	X		X		X		
St. Iia	\$150.00	0	0	0	12		X		X		X	
St. Bonaventure	\$150.00	0	2	0	0		X	X	X	X	X	X
St. Alphonsus	\$125.00	0	0	0	0	X	X		X			X
Maternity B.V.M.	\$370.00	0	20	0	1	X		X				
St. Fidelis	\$150.00	0	0	1	0		X		X			
Queen of Angels	\$170.00	0	0	0	0	X	X	X	X	X	X	X
Our Lady of Mercy	\$260.00	0	0	0	0	X	X		X		X	
St. Lambert	\$185.00	1	0	0	0	X	X	X	X	X		
St. Joan of Arc	\$150.00	0	0	0	0	X		X	X			
St. Issac Joques	\$180.00	0	17	0	0		X	X	X	X	X	
Our Lady of Ransom	\$100.00	0	0	0	0	X	X		X			

TABLE 3 CONTINUED

FACILITIES AVAILABLE TO THE STUDENTS, INSTRUCTIONAL ASSISTANTS AND SCHOOL TUITION

SCHOOL	TUITION	INSTRUCTIONAL ASSISTANTS				AN "X" IN THE DESIGNATED PLACE INDICATES THE FOLLOWING FACILITY IS AVAILABLE TO THE STUDENTS:						
		TEACHER AIDES		PARA-PROFESSIONALS		AUDI-TORIUM	CENTRAL LIBRARY	LEARNING CENTER	SCIENCE ROOM	ART ROOM	AUD. VIS. ROOM	GYM
		FULL TIME	PART TIME	FULL TIME	PART TIME							
St. Stephen Proto.	\$200.00	0	0	0	0		X	X	X	X		X
St. Zachary	\$150.00	0	0	0	0		X		X			
St. Raymond	\$185.00	87	0	43	0	X	X	X	X	X	X	X
Our Lady of Wayside	\$200.00	0	0	0	0	X	X		X		X	X
St. Thomas of Villa.	\$140.00	0	0	0	0		X	X				
St. Emily	\$100.00	0	0	0	0		X				X	X
St. Athanasius	\$175.00	2	22	0	0	X	X	X	X			X
St. Mary	\$125.00	0	0	0	0	X	X		X			
Santa Maria del Popo.	\$180.00	3	0	60	0	X	X	X	X	X		
St. Francis de Sales	\$137.00	0	0	0	0	X	X		X	X		X
St. Anastasia	\$128.00	3	0	0	0	X	X	X	X		X	X
Immaculate Conception	\$137.00	1	0	0	0		X	X	X	X	X	X
Queen of All Saints	\$180.00	5	2	0	0		X	X	X	X		X
St. Tarcissus	\$235.00	0	0	0	0	X	X		X	X	X	X

than two sisters from a single religious community in either group of fifteen participants. The religious community to which each belongs is indicated in Appendix "A".

a. Background and Training of Principals

Table 4 presents a tabulation of the responses of the principals in reference to background and training.

It is apparent that the Group I principals are younger. The mean age of Group I is 38.7, while that of Group II is 45.7. The median age of Group I is 37.0 while that of Group II is 46.9. The largest number of Group I principals falls in the age category of 36 to 40, while the largest number of Group II principals falls in the 46 to 50 category.

Only one Group I principal does not have a master's degree while three principals from Group II have only the bachelor's degree. There is a very slight difference in the other categories. Five Group I principals have master's degrees in General Education, while three from Group I and two from Group II have master's degrees in fields other than Education.

Group II principals have more experience than Group I principals both in the field of Education in general and in particular as principals. The maximum years in Education for a Group II principal is forty-three and the minimum years is five. The maximum for Group I principals is thirty-four years and the minimum is five years. The mean number of years in Education for

58
TABLE 4

AGE, EDUCATION AND EXPERIENCE OF PRINCIPALS INVOLVED IN THE STUDY

A. AGE			B. EDUCATION					
YEARS	IGE	NON-IGE	HIGHEST DEGREE	IGE	NON-IGE			
25-30	1	1	Bachelor's degree	1	3			
31-35	3	3						
36-40	7	1	Master's degree	3	2			
41-45	2	0						
46-50	1	6	Master's degree - Education	6	6			
51-55	1	1						
56-60	0	3	Master's degree - Educ. Adm	5	4			
61 and over	0	0						
C. EXPERIENCE								
YEARS IN TEACHING	IGE	NON IGE	YEARS AS PRINCIPAL	IGE	NON IGE	YEARS AS PRINCIPAL IN PRESENT SCHOOL	IGE	NON IGE
5 & under	1	1	1	1	0	1	3	2
6-10	0	0	2-3	5	3	2-3	5	6
11-15	3	2						
16-20	7	2	4-6	6	3	4-6	7	3
21-25	2	2	7-10	3	6	7-10	0	3
26-30	1	4	11 & over	0	3	11 & over	0	1
31 & over	1	3						

Group II principals is 25.9 and the median is 26.0. The mean number of years in Education for Group I principals is 18.4 and the median is 19.0.

Concerning their experience as principals, two types of information were considered pertinent. First the total experience as principal and second the experience as principal in the particular school they are presently. There is only one first year principal in Group I, but there are three who are in their first year in their present assignment. The median total years experience as principal for Group I is 4.0, while the mean is 4.7. The median years experience in their present assignment is 3.0, whereas the mean is 3.13 years. Group II principals have more experience both in their present assignment and in the principalship as a whole. The mean years experience in their present assignment is 4.67 and the median is 4.0. The mean for Group II principals' total experience is 7.53 years and the median is 9.0 years.

b. Professional Associations, Studies and Interests

The purpose of this section of the Background Questionnaire was to acquire some notion of the broader experiences of each of the principals. Responses were sought in five specific areas. The principals were asked to indicate organizations and associations of which they were members, meetings, other than those immediately in the school, which they regularly attended, workshops and seminars recently attended, magazines and periodicals read, and books read which made somewhat of an impact on them.

The thirty principals indicated thirty-six different associations and organizations of which they were members. A listing of those associations and organizations of which two or more principals indicated they were members, is found in Table 5.

TABLE 5

LISTING OF ASSOCIATIONS AND ORGANIZATIONS
OF WHICH TWO OR MORE PRINCIPALS ARE MEMBERS

<u>ASSOCIATIONS & ORGANIZATIONS</u>	<u>NO. OF PRINCIPALS WHO ARE MEMBERS</u>	
	<u>IGE</u>	<u>NON-IGE</u>
1. Archdiocese of Chicago Principals Ass'n	13	15
2. National Catholic Educational Ass'n	11	10
3. National Ass'n of Elem. School Principals	9	6
4. National Educational Association	5	1
5. Illinois Ass'n of Elem. School Principals	4	3
6. Ass'n for Supervisor & Curric. Develop.	5	3
7. Chicago Cath. Science Teachers Ass'n	3	0
8. Chicago Archdiocesan Teachers' Ass'n	2	3
9. Illinois Educational Association	2	0
10. National Science Teachers' Ass'n	2	0

The principals involved in this study are typical of most educators of today, in that they are attending meetings frequently. Inasmuch as the main

purpose of the study does not require that these various types of meetings be categorized, it was deemed unnecessary to do so. However, some general observations are in order. Only one principal admitted to not attending any meetings, and six principals said they attended only one meeting regularly. On an average the principals attend three or four meetings regularly. The types of meetings they attend are those of principals, community meetings concerned with improvements and human relations, parish meetings and meetings of their particular religious communities.

All of the principals have been in attendance at workshops and seminars during the past five years. The average attendance of the principals over this span of time is five or six workshops or seminars. In response to the name of workshop or seminar attended, a variety of titles are offered. As would be expected, the IGE principals have attended a number of workshops and seminars in preparation for the introduction of this program into their schools. Both groups have attended workshops on individualization, and these are the types of workshops most frequently attended. Other educational workshops and seminars attended treated of many different innovations as well as traditional topics. Several were involved in administration and leadership workshops and seminars. The principals did not confine themselves solely to educational workshops and seminars, other types treated of innumerable religious topics, areas of psychology and guidance, and specific subject matter areas.

In response to listing "any books you have read in recent years that you have felt were especially worthwhile and should be read by others in the field of education", the principals recorded seventy-two titles. Table 6 lists the ten books most frequently mentioned by the principals as having been read by them.

TABLE 6

THE TEN BOOKS MOST FREQUENTLY MENTIONED BY PRINCIPALS AS HAVING BEEN READ AND CONSIDERED WORTHWHILE IN THE FIELD OF EDUCATION

<u>TITLES AND AUTHORS</u>	NO. OF PRINCIPALS READ BY	
	IGE	NON-IGE
1. Crisis In the Classroom - Silberman	10	7
2. Future Shock - Toffler	5	2
3. Education and Ectasy - Leonard	5	0
4. Schools Without Failure - Glasser	5	4
5. Values and Teaching - Simon, et al	4	1
6. How Children Fail - Holt	4	1
7. Summerhill - Neill	3	0
8. How Children Learn - Holt	3	0
9. Freedom to Learn - Rogers	2	5
10. A Practical Approach to an Ungraded School	2	3

The principals indicated that they read fifty-nine different magazines or periodicals regularly. Table 7 includes the ten periodicals and magazines

most frequently and regularly read by the principals.

TABLE 7

THE TEN PERIODICALS AND MAGAZINES INDICATED
MOST FREQUENTLY BY PRINCIPALS AS BEING READ REGULARLY

<u>MAGAZINES</u>	NO. OF PRINCIPALS READ BY	
	IGE	NON-IGE
1. National Elementary School Principal	13	8
2. Grade Teacher	8	7
3. Educational Leadership	7	2
4. Instructor	6	9
5. Education U.S.A.	5	0
6. Educational Digest	4	8
7. Elementary School Journal	4	1
8. National Catholic Educational Association Journal	2	7
9. Today's Catholic Teacher	0	4
10. Time	4	1

PROCEDURE OF THE STUDY

The initial stages of the procedure of this study were, to a certain degree, dependent on the selection of the fifteen schools that would participate in the IGE program and the actual implementation of the IGE program in these schools.

The announcement of the fifteen schools, that were selected to form a league of schools that would cooperate in the implementation of IGE, was made in the Spring of 1971. It was further stated that these fifteen schools would implement the IGE program during the 1971-72 school year.

Each of the fifteen schools began the 1971-72 school year in the first week of August with an extensive in-service program for administration and staff. It was also during this time that the author approached each of the principals of the fifteen IGE schools and invited them to be part of this study. All of the principals accepted.

After the IGE schools accepted the invitation to be part of this study, the author selected an additional fifteen schools, which were not implementing IGE and invited them to be part of the study. The principal criteria employed by the author in selecting these schools were that the school was not implementing IGE and the school was similar to an IGE school in geographical location. The principals of these fifteen schools were approached early in the Fall of 1971 and requested to be part of this study.

The data for this were collected in two stages. After each of the thirty principals had indicated his willingness to be a participant in the study, arrangements were made to visit each principal in his school. The IGE principals were visited early in September, 1971, and the principals of the NON-IGE schools were visited in October and November of 1971. Aside from providing the author with the opportunity of observing each of the

schools, these visits were the occasion of asking each of the principals to complete the Background Questionnaire and respond to the following statements:

1. "The principal's responsibility to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs which are changing."
2. "The principal's responsibility to keep, share, and delegate in the decision making process."
3. "The principal's responsibility to take into consideration the needs and interests of the teachers."

The principals were asked to respond to each of these questions in writing and were told they were to respond in any style and length they deemed appropriate. They were asked to return these responses with the completed Background Questionnaire as soon as convenient. It took about two months for all the principals to return the responses and questionnaires.

When all of the questionnaires, along with the responses to the three statements noted above, were returned, the author studied these materials to prepare himself for the interview. The interview was the next stage of collecting data. Arrangements were then made to interview each of the principals. The IGE principals were interviewed in December, 1971 and January, 1972 and the principals of the NON-IGE schools were interviewed in February and March of 1972.

Each interview lasted about two hours and was recorded on a cassette tape. During the course of the interview the author presented a series of

questions and situations to each principal and asked the principal to respond to them. The principal's response was immediately recorded on the Interview Guide.

INTERVIEW GUIDE

The Interview Guide was used by the interviewer to provide objectivity when he recorded the responses of the principals during the interview. The Interview Guide was designed in such a manner that the interviewer could listen to the responses of the person being interviewed, and immediately record his interpretation of the responses on an objective scale.

Likert's directions for the construction of an attitude scale were followed in the construction of the Interview Guide.² Various statements were incorporated into the guide and the respondent's reaction to these statements was recorded. In recording the response, the interviewer judges the principal's reaction to the statement on a five point scale. The scale ranges on a continuum from strongly agreeing to strongly disagreeing. The scale reads as follows:

Strongly agree	5 points
Agree	4 points
Undecided	3 points
Disagree	2 points
Strongly Disagree	1 point

²Rensis Likert, "A Technique for the Measurement of Attitudes", Archives of Psychology, No. 140, June, 1932, pp. 5-55.

A well-defined procedure was followed in formulating the items which were incorporated in the Interview Guide. A thorough search of the contemporary literature was carried out in order to establish the pertinence of the four dimensions of leadership and also to seek out items that could be incorporated into the Interview Guide.³

Several possible items were collected for the Interview Guide and these were submitted to colleagues of the author for their evaluation. The suggestions of these colleagues were incorporated into a final draft. The final draft of the Interview Guide contained forty items, ten items relating to each dimension of leadership. The final draft was submitted to a group of four educators prominent in the Chicago metropolitan area, for their evaluation. These educators are:

Dr. Barney Berlin, Chairman, Department of Curriculum, Loyola University.

³The reader is asked to refer to pages 32-34. The literature documentation, that is offered in support of each of the dimensions of leadership with which this study is concerned, was also the source of ideas and questions that were used in preparing the items for the Interview Guide. The following sources were also studied in preparing the Interview Guide: E. E. Fleming, "Innovation Related to the Tenure, Succession, and Orientation of the Elementary Principal." Unpublished Ph.D. dissertation, University of Northwestern, 1967; Jean Helen Young, "The Identification and Measurement of Teacher Pre-disposition to Participate in the Planning of Change." Unpublished Ph.D. dissertation, University of Northwestern, 1971.

Dr. Philip Carlin, Principal, Pirie School, Chicago, Illinois.

Rev. Patrick Farrell, Associate Superintendent of the Archdiocese of Chicago, in charge of curriculum.

Dr. Leo V. Ryan, C.S.V., Director of Education of Clerics of St. Viator, Consultant on management and leadership in education and industry.

The purpose and procedure of the whole study, as well as the specific purpose of the Interview Guide, was explained to the four educators. Their suggestions and criticisms were sought to insure:

1. That each of the items of the Interview Guide was phrased in such a way as to elicit a response that was relevant to the study.
2. That the ten items concerned with a particular dimension of leadership were the items best suited to evaluate that dimension of leadership.
3. That, in their opinion, the Interview Guide was a good instrument and it would be effective in accomplishing its purpose.

The Interview Guide was first submitted to Dr. Ryan for his evaluation. In general he found the guide to be quite acceptable. However, he offered several suggestions as to re-phrasing some of the items to increase their effectiveness in eliciting a relevant response. For example, he pointed out that items which sought an expression of priority on the part of the principal did not put sufficient emphasis on the priority. He also indicated certain items that were phrased in such a manner as to elicit two responses instead of the desired one. All of his suggestions were immediately incorporated into a revision of the Interview Guide. This revision was then

submitted to each of the other three educators and each of them was very satisfied with it and considered it to be effective in achieving its purpose. Father Farrell and Dr. Berlin were satisfied with the Guide and had no suggestions to offer. Dr. Carlin suggested re-phrasing of two items for the purpose of better clarity. This suggestion was incorporated into the final version of the Interview Guide, which was used in the actual interview of the principals. The Interview Guide can be found in Appendix "C".

As the interview was carried out with each principal, the interviewer recorded the response of the principal to each item on the Interview Guide. These recorded responses were then used to determine the principals perceptions of their leadership role.

During the interview each principal was given the Auxiliary Questionnaire-Task Dimension, on the task dimension of leadership. This questionnaire was a simple checklist of activities and resources. The principal completed the checklist during the interview. The purpose of this checklist was to determine which of the activities and resources were implemented at the time of the interview. The Auxiliary Questionnaire-Task Dimension can be found in Appendix "D".

The data collected from the author's personal visits and observations, the principals' responses to the Background Questionnaire and the three statements presented on page 65 and the results of the interviews, provided all the necessary data for this study.

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter is to present the data gathered in the study along with some explanation of the questions asked of and the items presented to the principals involved in the study. There is no attempt to analyze the data.

Chapter V will contain the analysis and comparison of the data. It is for this reason that the criteria employed in testing the hypotheses will be presented in Chapter V.

The data, which will be presented in this chapter were acquired from two sources. The first of these sources was the principals' written responses to three specific statements presented them in conjunction with the Background Questionnaire. The second source of data was the interview of each principal, which was conducted by the author.

PRINCIPALS' RESPONSES TO PARTICULAR QUESTIONS

When the principals were given the Background Questionnaire to complete, they were also asked to express their basic convictions in three areas of their work. The three areas were:

1. "The principal's responsibility to organize activities and resources around educational problems to promote ideas and stimulation for

teachers about school needs, which are changing."

2. "The principal's responsibility to keep, share and delegate in the decision making process."

3. "The principals' responsibility to take into consideration the needs and interests of teachers."

The reason for asking the principals to express their convictions in reference to each of the three statements was to encourage their reflecting on these topics. These same three areas describe the task dimension, authority dimension, and expressive dimensions of the leadership role. It is with these three dimensions of the leadership role that a major portion of the interview was concerned. It was thought that by asking the principals to direct their thoughts to these areas prior to the interview it would provide for a better interview, in that each principal would already have given some thought to the matters to be treated in the interview.

The responses of the principals to the request were to be in essay form, the length of which was left to their judgments. Inasmuch as the directions given were quite open-ended, the responses varied in content, style, and length. These responses cannot be categorized or discussed with the same objectivity as might be done with the results of an objective questionnaire. However, it is worthwhile to make some effort to present the results of this endeavor at this point. The procedure to be followed in making this presentation is that the responses of each group of principals to each

statement will be treated separately. A comparison and analysis of these responses will be presented in the following chapter.

One of the Group I principals offered no response at all to any of the statements. In reference to the first statement, "The principals' responsibility to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs, which are changing", one principal avoided the statement completely in her response and spoke only of the principals' general responsibility of "encouraging teachers to be creative" and giving them leeway and support.

Two Group I respondents spoke of the principal as being important in bringing about change. They also discussed some activities that might be engaged in or issues to be treated that might effect change. But neither of the principals indicated how the principal might bring about the change by organizing various resources and activities.

The remaining eleven Group I principals were quite explicit in stating their convictions that the principal is a "key-man" in bringing about change. He must first be convinced of the importance of the change himself. He then is to be facilitator - catalyst - coordinator. Change cannot be dictated but can be effected by exposing the staff to new ideas. The principal must be aware of the new concepts and trends and share his awareness with the faculty. He should create a non-threatening climate, provide resources and in-service training, conduct meaningful faculty meetings and develop

educational experiences that will provide the teachers with the necessary knowledge to effect meaningful change.

Two of the Group II principals did not write any response to any of the statements. In respect to the first statement, two principals were very vague in response. It was their opinion that the principal is responsible for improvement of instruction and that he must keep up with change. Nothing else was said. Five other principals in Group II were a bit more elaborate in their responses, pointing out that the principal must be a change agent or catalyst of change. They further added, that the principal initiates change by initiating new programs and by carrying out a good program of supervision. However, very little mention was made of how the faculty is prepared or brought into the program of initiating change.

Four of the principals were convinced of the "pivotal position of a principal as an agent of change. He must first be aware of new ideas; he must first engage in activities that will make him aware. He must participate in workshops, institutes, pursue further education and read professional books and magazines. However, the principal's organizing various activities to help teachers become aware is at most implicit in their statements. All four seem to believe that the principal's role is one of providing a climate for change rather than pursuing a positive course of action in this regard.

Finally, two principals were explicit in stating that they believed the principal has a primary responsibility to promote new ideas and stimulate

teachers to change. Both agreed that the principal must first be aware of new programs and techniques and be convinced of their value and then she can communicate this to her faculty. She does this not only in a passive way of allowing things to happen, but in a very active way by organizing various resources and activities for the teachers in hopes that these will prod teachers into action.

Except for the one principal, who did not respond to any of the statements in this section, all of the Group I principals expressed their convictions concerning the principal's responsibility to keep, share and delegate in the decision making process. All fourteen responses expressed agreement with administration and faculty sharing in the decision making process.

Four of the principals simply mentioned that they believed in the process of shared decision making. Two were moderately strong on the importance of faculty involvement in decision making.

Eight of the respondents were very insistent on the importance of shared decision making. Phrases such as "essential" to the effective operation of the school and a "strong belief" of its importance in the effective implementation of change were used. In discussing shared decision making, a number of considerations were offered in its application. Three of the principals suggested working regularly with representative faculty groups in decision making. The possibility of seeking a faculty vote on certain issues was proposed. The majority of principals were in favor of the faculty having a

strong voice in matters that affect classroom situations and curriculum.

None of the Group I principals even hinted that shared decision making diminishes the ultimate responsibility of the principal as the chief administrator of the school. However, there was strong conviction expressed that the principal cannot be "all-knowing" and the more competent the faculty, the more important is their input in the decision making process.

Eight of the principals were specific in noting that it was their conviction that certain authority should be delegated to the staff. They were in favor of delegation of responsibility and/or authority in those areas that most affect the teachers, namely, specific curricular decisions and classroom management.

A variety of arguments were offered in favor of shared decision making. However, most of the reasons centered around the fact that the principals believed that the staff would be more cooperative, and more interested in programs that were a result of a joint decision on the part of faculty and administration. It was also suggested that a greater degree of success was assured when administration and faculty worked together. Finally, programs and innovations can only be successful when the staff really wants to get involved. This is achieved to a far greater degree when the staff has something to say about the acceptance and implementation of such programs.

In reply to the question about the teachers' role in the decision making process, five of the Group II principals did not respond to the statement. This

included the two who did not respond to any of the statements.

None of the ten principals who did respond, maintained that decision making was the exclusive domain of the principal. All were in favor of at least some degree of sharing in decision making. Four of the principals expressed their conviction that shared decision making seems to be a good idea, "it encourages cooperation". One of these four thought it desirable that administration and staff should work as a team. Another, felt participatory decision making would result in longer lasting solutions. None of these four spoke of delegating in the decision making process.

Six of the principals were very strong in their support of participatory decision making. In the words of one principal, "shared decision making is a must" and in those of another "teachers are professional" they should be involved in decision making. Four of these six principals were explicit in stating that the principal should go so far as to delegate certain authority to teachers. Specific areas in which the principal should delegate authority were not pointed out. However, some reasons for delegation were "the teachers are more qualified to make certain decisions" and "teachers have more knowledge in certain areas" to make decisions. The last quote was offered in reference to decisions in a particular class or subject matter area.

The last area to which the principals were asked to direct their responses was that of the principal's responsibility to take into consideration the needs and interests of the teachers. The responses to this question

varied so that it is extremely difficult to report.

As noted above one Group I principal did not offer any responses to these statements. One principal, in writing a response, did not address the question of taking into consideration the needs and interests of the teachers. The thirteen Group I principals, who did respond to the statements all expressed the importance of taking into consideration the needs and interests of the teachers. A variety of reasons were offered in support of this, but they can all be summed up in the statement that teachers are human beings with human needs, they don't divest themselves of this humanness when entering the school; it is very much part of them. If teachers are to be happy and content, if they are to be industrious and successful, this humanness must be taken into consideration.

A few quotations from individual Group I principals are offered below:

"If the principal expects the teachers to respect the uniqueness of each student, it is essential that he respect the uniqueness of each teacher."

"...school means more than the building.." The principal should "work with teachers in creating an atmosphere that is Christian, human..."

The principal must take into consideration the needs of teachers but he must also take "steps to recruit a staff that is open to growth."

"Each teacher must experience the support of the principal so that she will be secure enough to try new things and honestly evaluate them"

"I believe that if the teachers are happy and enjoy each other this will

be transmitted to students."

These quotations are offered in an effort to provide an overview of Group I principals' responses to the statements.

In reference to the statement concerning the principal's responsibility to take in the needs and interests of teachers, five Group II principals did not respond to the statement. This does not include the two who did not respond to any of the statements.

One of the principals in Group II was somewhat negative in his response suggesting that a teacher who feels uncomfortable in a situation might better seek a transfer to another school.

Seven of the Group II principals spoke in support of the principal responding to the needs and interests of the teachers. Their responses and reasons substantiating the responses were similar to those given by Group I principals. Some of the pertinent quotations offered by Group II principals are:

"They (teachers) must be reassured, appreciated, and kept happy."

"I do not believe a principal should force a teacher to adopt procedures, which make her insecure and uncomfortable.

The principal should meet the needs of teachers "if for no other reason because she would expect the faculty to look to meeting the needs and interests of the student."

"Each teacher must be encouraged to make her own unique contribution to the school community. This can be done only in an environment based on

trust, on faith and on sincere love."

This concludes the section on the principals' statements of convictions in the three areas previously noted. The statements were in essay form and difficult to categorize. Nevertheless, some summarizing observations are in order. Eleven of the Group I principals were explicit in stating that it was their conviction that the principal is the "key person" and in a "pivotal position" to effect change. Only six Group II principals were this strong in statements of their convictions. Fourteen Group I principals and ten Group II principals responded in favor of shared decision making. Of particular note is the fact that five Group II principals did not respond to this statement. Finally, thirteen Group I principals expressed convictions which took into consideration the needs and interests of the teachers. Seven Group II principals expressed like convictions, seven did not respond to the statement, and one Group II principal expressed a conviction that suggested that teachers who feel uncomfortable in a school situation might better seek a transfer to another school.

RESULTS OF THE INTERVIEW

The interview of each principal was the main source of data used to compare the two groups of principals and their perceptions of the leadership role. The interview was conducted by the author and the whole interview was recorded on tape.

An Interview Guide¹ was prepared beforehand and as the interview proceeded the author recorded the principal's response to each of the items in the Interview Guide.

Inasmuch as the data presented in the section is so vital to the study a rather elaborate and detailed procedure will be employed in the presentation of these data. The basic structure of the presentation will be centered around the five hypothesis of this study.² Each hypothesis will be expressed. Following this expression, the ten statements of the Interview Guide intended to demonstrate the hypothesis will be presented. Each statement will be followed by a brief explanation of the intent of the particular statement. This will be followed by an accounting³ of how each group of principals responded to the statement. After this the total points⁴ amassed by each group of prin-

¹A sample of the complete Interview Guide is found in Appendix "C". The method of constructing and validating the Interview Guide is found on pages 66-69.

²A detailed discussion of the five hypothesis of this study can be found on pages 45-46.

³In presenting the accounting of the principals responses, each group will be reported separately. The top number will specify the actual number of principals, who responded in the manner indicated. The bottom number will be the percentage of principals who responded in this particular manner.

⁴The reader is asked to refer to pages 66-69 for detailed discussion of the Interview Guide. As indicated previously, the interviewer judges each principal's reaction to a statement on a five point scale. The scale ranges on a continuum from strongly agree, which is assigned five points to strongly disagreeing, which is assigned one point. The intermediate stages are assigned four, three, and two points respectively. The total points assigned to each group is simply a tabulation of all the points amassed by the principals and their responses in according with points assigned on the continuum.

principals will be indicated. When all ten statements have been presented and accounted for, a general tabulation in reference to the hypothesis will be presented.

HYPOTHESIS NO. 1 Principals implementing IGE perceive their leadership role as having greater capacity to effect change than do principals not implementing IGE.

Statement No. 1 Change in the instructional program cannot occur unless leadership is exercised by the principal in this area.

The intention in presenting this statement was to determine just how vital the interviewee perceived the leadership exercised by the principal himself in bringing about change in the school.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	7 46.7%	8 53.3%	0 0%	0 0%	0 0%
NON-IGE	12 80.0%	2 13.3%	0 0%	0 0%	1 6.7%

Total Points: IGE = 67

NON-IGE = 69

Statement No. 2 The principal can do more to bring about change than one or two active teachers.

Prior to seeking the principal's response to the statement, the principal was reminded that "change" as used in this study implied substantial and long range change and in regard to this particular statement it meant a change that affected the whole school, not simply a change brought about in a single sub-

ject or classroom. The intent was to determine just how important the principal considered his leadership to be and could two or three active teachers be just as effective in bringing about change on this larger scale.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	5 33.3%	8 53.3%	1 6.7%	1 6.7%	0 0%
NON-IGE	9 60.0%	1 6.7%	1 6.7%	2 13.3%	2 13.3%

Total Points: IGE = 62 NON-IGE = 58

Statement No. 3 The principal should take an active role in developing new programs of instruction.

The emphasis in this statement was placed on "new programs". It was assumed that all principals would at least vocally accede to the principal taking an active role in instructional leadership. The intent here is to determine whether or not he should specifically direct some of his efforts to attempting to introduce new programs into the school.

PRINCIPAL'S RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	15 100%	0 0%	0 0%	0 0%	0 0%
NON-IGE	15 100%	0 0%	0 0%	0 0%	0 0%

Total Points: IGE = 75 NON-IGE = 75

Statement No. 4 A major role of the principal is bringing about change in the school.

The important phrase in this statement is "major role". The principal has many roles and many tasks. The intent of this statement is to determine the priority the principal places on the role of bringing about change and whether or not he considers this to be one of his major roles.

PRINCIPALS' RESPONSES

	SA	A	U	D	SD
IGE	14	1	0	0	0
	93.3%	6.7%	0%	0%	0%
NON-IGE	15	0	0	0	0
	100%	0%	0%	0%	0%

Total points: IGE = 74

NON-IGE = 75

Statement No. 5 The major factor in the principal effecting change in a school is his own attitude toward change.

The major thrust of this is to determine the importance of the principal's own attitude toward change in bringing about change. An effort was made to determine the importance of the principals' convictions and concern for change in the effecting of change.

PRINCIPALS' RESPONSES

	SA	A	U	D	SD
IGE	12	3	0	0	0
	80.0%	20.0%	0%	0%	0%
NON-IGE	12	3	0	0	0
	80.0%	20.0%	0%	0%	0%

Total Points: IGE = 72

NON-IGE = 72

Statement No. 6 The principal has sufficient authority to initiate change.

The statement is directed specifically to whether or not the principal has sufficient authority to effect change or does he feel he must submit to a higher authority in the final decision.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	9 60.0%	4 26.6%	0 0%	1 6.7%	1 6.7%
NON-IGE	7 46.7%	7 46.7%	0 0%	0 0%	1 6.6%

Total Points: IGE = 64

NON-IGE = 64

Statement No. 7 Lack of support on the part of higher authority can be overcome.

The intent of the statement was not to determine if a principal could act in spite of an absolute veto on the part of higher authority but whether or not support on the part of higher authority was needed to implement change.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	8 53.4%	5 33.3%	0 0%	0 0%	2 13.3%
NON-IGE	7 46.7%	5 33.3%	0 0%	1 6.7%	2 13.3%

Total Points: IGE = 62

NON-IGE = 59

Statement No. 8 The principal can bring about change even though the majority of the faculty is against it.

Statements eight, nine, and ten are similar in that they are intended to

present the principal with obstacles to the implementation of change and determine just how much of an obstacle the principal perceives it to be. Statement No. 8 presents the obstacle of "the majority of the faculty is against it", statement No. 9 the obstacle of the "lack of an experienced staff" and statement No. 10, "a staff that is unaware of new ideas". It is important to note that the principal was made aware that the statements pertained to a perception that anteceded any attempt to effect change and that the process of bringing about change could include attempts to change obstacles. The intention was to determine if these obstacles would prevent the principal from even embarking on a road to bring about change.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	8 53.4%	5 33.3%	0 0%	2 13.3%	0 0%
NON-IGE	4 26.7%	5 33.3%	0 0%	4 26.7%	2 13.3%

Total Points: IGE = 64

NON-IGE = 50

Statement No. 9 Lack of an experienced staff should not deter a principal from proposing change.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%
NON-IGE	9 60.0%	6 40.0%	0 0%	0 0%	0 0%

Total Points: IGE = 73

NON-IGE = 69

Statement No. 10 Lack of a staff that is aware of new ideas in education, should not deter the principal from proposing change.

PRINCIPALS' RESPONSES

	SA	A	U	D	SD
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	8 53.3%	6 40.0%	0 0%	0 0%	1 6.7%

Total Points: IGE = 71 NON-IGE = 65

The general tabulation of each of the two groups principals in relation to Hypothesis No. 1 or the Expectation Dimension of the leadership role is:

	SA	A	U	D	SD
IGE	102 68.0%	40 26.6%	1 0.7%	4 2.7%	3 2.0%
NON-IGE	98 65.3%	35 23.3%	1 0.7%	7 4.7%	9 6.0%

Total Points: IGE = 684 NON-IGE = 656

HYPOTHESIS NO. 2 All principals involved in the study will perceive the organization of activities and resources to stimulate educational ideas, to be part of the exercise of their leadership role. Principals engaged in the implementation of IGE will place greater importance on the task dimension of leadership.

Statement No. 1 Faculty improvement is one of the major responsibilities of the principal.

The intent of this question is to learn whether or not the principal perceives it to be one of his major responsibilities that the faculty improve itself.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%
NON-IGE	12 80.0%	2 13.3%	0 0%	1 6.7%	0 0%

Total Points: IGE = 73

NON-IGE = 70

Statement No. 2 Organizing activities and resources to help teachers grow in knowledge is a major role of the principal.

The purpose of this statement is to determine whether or not the principal should take certain positive steps in helping teaching grow and improve by organizing various in-service activities and resources or is it enough simply to encourage or prod teachers to this on their own.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	12 80.0%	2 13.3%	0 0%	1 6.7%	0 0%

Total Points: IGE = 71

NON-IGE = 70

Statement No. 3 The principal can play a major role in effecting change by presenting new ideas about education to the teaching staff.

This is a rather critical statement in this section because it is intended to learn if a principal sees a causal relationship between the Task Dimension of authority and the effecting of change in the school.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	12 80.0%	2 13.3%	0 0%	1 6.7%	0 0%
NON-IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%

Total Points: IGE = 70

NON-IGE = 73

Statement No. 4 The principal should organize projects to help the teacher to better understand new ideas and methods in education.

The statement differs from the two previous statements in that, first, the emphasis is on the phrase "new ideas and methods" and whether or not these should be a specific concern of in-service activities, and second, a principal could subscribe to this statement even though he might not believe it will effect change.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	10 66.7%	4 26.7%	1 6.7%	0 0%	0 0%
NON-IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%

Total Points: IGE = 69

NON-IGE = 74

Statement No. 5 The principal should have a well-planned program of in-service training.

This statement has nothing to do with change or the future, it simply refers to the traditional concept of in-service training and whether or not the principal perceives this to be part of his role.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	3 20.0%	1 6.7%	0 0%	0 0%
NON-IGE	12 80.0%	3 20.0%	0 0%	0 0%	0 0%

Total Points: IGE = 70

NON-IGE = 72

Statement No. 6 The principal should give highest priority to the organization of in-service activities.

The two key phrases in this statement are "highest priority" and "in-service activities". The purpose of the statement is to determine whether they perceive the organizing of in-service activities to merit "highest priority" consideration.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	9 60.0%	6 40.0%	0 0%	0 0%	0 0%
NON-IGE	9 60.0%	6 40.0%	0 0%	0 0%	0 0%

Total Points: IGE = 69

NON-IGE = 69

Statement No. 7 It should be a major concern to the principal that teachers pursue further education.

The statement goes beyond the concept of in-service training and embraces all aspects of formal education both in terms of formal course work and more lengthy institutes and workshops. The intent of the statement is to determine whether or not the teachers' pursuing further education should be of

major concern to the principal such that he would specifically concern himself with it and question and encourage faculty members in reference to it.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	1 6.7%	1 6.7%	2 13.3%	0 0%
NON-IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%

Total Points: IGE = 66

NON-IGE = 74

Statement No. 8 The principal should meet individually and regularly with the teachers to encourage faculty improvement.

Emphasis here is placed on "meeting individually and regularly" as opposed to general reminders to all faculty either through memos or at faculty meetings. "Regularly" was interpreted as little as once or twice a year. Stress was placed on the fact that this type of personal meeting is in his plan of the school year.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	10 66.6%	4 26.7%	0 0%	1 6.7%	0 0%
NON-IGE	12 80.0%	3 20.0%	0 0%	0 0%	0 0%

Total Points: IGE = 68

NON-IGE = 72

Statement No. 9 The principal should insist that the faculty members attend periodic workshops and seminars.

Emphasis was placed on the word "insist" but the interpretation and

application of the word was left up to the principal. The only explanation the principals were given is that it meant more than simply encourage, but it did not necessarily imply that it should be a condition for employment. It was hoped that each principal would respond to the statement in her own way and as she interpreted the words and their meanings.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	7 46.6%	4 26.7%	1 6.7%	3 20.0%	0 0%
NON-IGE	10 66.6%	4 26.7%	0 0%	1 6.7%	0 0%

Total Points: IGE = 60

NON-IGE = 68

Statement No. 10 The principal should encourage and support teachers who are implementing new ideas.

Emphasis was placed on "encourage and support" without placing all sorts of conditions and qualifications on experimentation in the classroom. It was also pointed out that the new ideas which are being implemented might not have been cleared through the principal beforehand.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	9 60.0%	6 40.0%	0 0%	0 0%	0 0%
NON-IGE	7 46.7%	7 46.7%	0 0%	1 6.6%	0 0%

Total Points: IGE = 69

NON-IGE = 65

The general tabulation of each of the two groups of principals in relation

to Hypothesis No.2 or the Task Dimension of the leadership role is:

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	103 68.6%	36 24.0%	4 2.7%	7 4.7%	0 0%
NON-IGE	115 76.6%	31 20.7%	0 0%	4 2.7%	0 0%

Total Points: IGE = 685

NON-IGE = 707

HYPOTHESIS NO. 3 Principals implementing IGE will perceive that in the exercise of the leadership role, they should organize more activities and resources, than do the principals not implementing IGE.

A technique other than the interview was employed to demonstrate this hypothesis. After the principal has been interviewed in relation to the Task Dimension of leadership, the interview was interrupted and the principal was given a copy of the Auxiliary Questionnaire - Task Dimension and asked to complete it at that time. A sample of this questionnaire can be found in Appendix "D".

In the questionnaire eleven activities and resources, that a principal might organize in a school, were listed. The principal was then asked to check the present status of each of these activities and resources in the school. Five possible stages were offered in order to describe the status. These were "implemented", "implemented partially or in process", "not implemented, but would like to", "not implemented, it is not necessary", and "not implemented, because of a lack of agreement with the idea". In tabulating

these responses a five point scale was utilized in which "implemented" was assigned five points and "not implemented, because of a lack of agreement with the idea" was assigned one point. The intermediate stages were assigned four, three and two points respectively.

The results of this questionnaire are reported below in a fashion similar to the report of the responses of the interview. The activity or resource is stated. Immediately below the number of IGE principals checking a particular stage as well as this number translated to a percentage is recorded.

Immediately below the NON-IGE principals' responses are reported in like manner. Finally the total points for each group in reference to the particular activity or resource is indicated for the purpose of brevity, the following key will be incorporated in reporting the data:

I = Implemented.

IP = Implemented partially, or in process.

NI-LT = Not implemented, but would like to.

NI-NN - Not implemented, it is not necessary.

NI-NA = Not implemented, because of lack of agreement with the idea.

No. 1 Faculty meetings, which are less administrative and organizational in nature and centered more around educational problems.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
Total Points:	IGE = 71		NON-IGE = 71		

No. 2 Faculty meetings, in which teachers discuss educational problems.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%

Total Points: IGE = 71

NON-IGE = 73

No. 3 Programs, in which the principal talks to the teachers about new ideas in education.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	10 66.7%	5 33.3%	0 0%	0 0%	0 0%
NON-IGE	7 46.7%	7 46.7%	1 6.6%	0 0%	0 0%

Total Points: IGE = 70

NON-IGE = 66

No. 4 Programs, in which outside resource personnel speak to the teachers about new ideas in education.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	6 40.0%	6 40.0%	2 13.3%	1 6.7%	0 0%
NON-IGE	8 53.3%	7 46.7%	0 0%	0 0%	0 0%

Total Points: IGE = 62

NON-IGE = 68

No. 5 A Faculty bulletin, newsletter or a bulletin board, to communicate notices about seminars, workshops, books, and periodicals to the faculty.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	11 73.3%	3 20.0%	1 6.7%	0 0%	0 0%
NON-IGE	15 100%	0 0%	0 0%	0 0%	0 0%

Total Points: IGE = 70

NON-IGE = 75

No. 6 Faculty library, in which recent books and periodicals are made available to the staff.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	9 60.0%	5 33.3%	1 6.7%	0 0%	0 0%
NON-IGE	11 73.4%	2 13.3%	2 13.3%	0 0%	0 0%

Total Points: IGE = 68

NON-IGE = 69

No. 7 Times⁵ when teachers are allowed to meet together to plan classes and discuss educational problems.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%
NON-IGE	6 40.0%	3 20.0%	6 40.0%	0 0%	0 0%

Total Points: IGE = 74

NON-IGE = 60

⁵When the word "times" is used in Nos. 7, 8 and 9 it was specifically indicated that this meant times in the regular school day that teachers were given time off. It did not refer to times that would be donated by teachers outside of school times.

No. 8 Times when teachers were allowed to visit other schools.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	10 66.7%	4 26.7%	1 6.7%	0 0%	0 0%
NON-IGE	6 40.0%	6 40.0%	3 20.0%	0 0%	0 0%
Total Points: IGE = 69		NON-IGE = 63			

No. 9 Times when teachers are allowed to attend seminars, workshops, and other presentations.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	12 80.0%	3 20.0%	0 0%	0 0%	0 0%
NON-IGE	10 66.7%	3 20.0%	2 13.3%	0 0%	0 0%
Total Points: IGE = 72		NON-IGE = 68			

No. 10 An Orientation program for new teachers.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	4 26.7%	5 33.3%	6 40.0%	0 0%	0 0%
NON-IGE	8 53.3%	2 13.3%	4 26.7%	1 6.7%	0 0%
Total Points: IGE = 58		NON-IGE = 62			

No. 11 A year long, well-planned, in-service program for new teachers.

	I	IP	NI-LT	NI-NN	NI-NA
IGE	4 26.7%	3 20.0%	6 40.0%	2 13.3%	0 0%
NON-IGE	2 13.3%	5 33.3%	6 40.0%	2 13.3%	0 0%
Total Points: IGE = 54		NON-IGE = 52			

The general tabulation of each of the two groups of principals in relation to Hypothesis No. 3 is:

	I	IP	NI-LT	NI-NN	NI-NA
IGE	102 61.8%	43 26.0%	17 10.3%	3 1.9%	0 0%
NON-IGE	97 58.8%	41 24.8%	24 14.5%	3 1.9%	0 0%

Total Points: IGE = 739

NON-IGE = 727

HYPOTHESIS NO. 4 Principals implementing IGE will perceive that, in the exercise of their leadership role, there should be greater sharing and delegating of authority, than principals not implementing IGE.

Statement No. 1 Major decisions regarding the education program of the school should be made in consultation with the teaching staff.

Emphasis is placed on the phrases "major decisions", "educational program" and "consultation". It was pointed out that this did not refer to every decision, but only one that is substantial or one that could have long range effects. Only those decisions that affect the educational program are of interest here. Finally, the word consultation is used because it has broader implications. It was pointed out that it did not necessarily mean approval of the staff nor did it mean there should be a vote taken. Consultation takes on the meaning of adverting to the staff for their reactions prior to a final decision being reached.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%
NON-IGE	8 53.3%	4 26.7%	0 0%	1 6.7%	2 13.3%

Total Points: IGE = 73

NON-IGE = 60

Statement No. 2 The principal should establish some permanent structure through which he can seek consultation of the teaching staff.

Emphasis in this statement is placed on "some permanent structure."

It was pointed out to the principal that this could be a "faculty advisory panel" or a group appointed by the administration or elected by the faculty to represent the faculty. The essence of the phrase lies in a permanent group of teachers with whom a principal can regularly consult. It is opposed to "no group is necessary, my door is always open" or "I seek advise of all teachers always".

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%
NON-IGE	4 26.7%	6 40.0%	0 0%	3 20.0%	2 13.3%

Total Points: IGE = 73

NON-IGE = 52

Statement No. 3 The principal should provide for standing committees of faculty members to study the educational program and the policies and procedures of the school, and their recommendations should be honestly accepted.

The two key phrases here are "standing committees", and "their recommendation should be honestly accepted." The establishment of standing committees again provides for a permanent structure to which the principal must at least advert periodically. The establishment of a committee does not insure that its recommendation will be listened to or accepted. This is the reason for the last phrase, "and their recommendation should be honestly accepted."

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.6%	1 6.7%	1 6.7%	0 0%	0 0%
NON-IGE	1 6.7%	6 40.0%	1 6.7%	6 40.0%	1 6.6%

Total Points: IGE = 72

NON-IGE = 45

Statement No. 4 The principal should establish some structure through which a teacher can express his disagreement with policies and procedures.

The intent of this statement is to insure the fact that the teacher has some vehicle to express disagreement with the administration and that this vehicle open to him is a permanent structure. Again, it is more than simply saying "he can go to the principal anytime he wants." It was pointed out in the interview that any of the previous structures or committees could satisfy this statement provided these were permanent and there was an expressed purpose in establishing either of these that would allow for the expression of dissatisfaction by members of the staff.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	12 80.0%	2 13.3%	1 6.7%	0 0%	0 0%
NON-IGE	5 33.3%	5 33.3%	1 6.7%	3 20.0%	1 6.7%

Total Points: IGE = 71

NON-IGE = 55

Statement No. 5 The principal should meet individually with each teacher at least once or twice a year to elicit his opinions concerning the policies and procedures of the school.

The purpose of this statement is to determine whether or not the principal should seek out the staff's feelings. This would be opposed to the principal who operates in a frame of mind that says "anyone can come to me at anytime, I will be open to his criticism." The intent of this statement is to seek out the "silent majority" who might not say anything unless asked. The question basically is, should the principal meet with the teachers on a one to one basis and seek out honest criticism?

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	3 20.0%	1 6.7%	0 0%	0 0%
NON-IGE	8 53.4%	5 33.3%	0 0%	2 13.3%	0 0%

Total Points: IGE = 70

NON-IGE = 64

Statement No. 6 Final decisions as to the placement of children in a particular class should be made by the teachers.

This statement is probably the most simple and straight-forward. Its

intent is to determine whether or not the teacher has the final decision in placement of children in classes. None of the principals saw any complications here, because each apparently found it quite easy to respond without qualifications or conditions being expressed.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	12 80.0%	2 13.3%	0 0%	0 0%	1 6.7%
NON-IGE	4 26.7%	2 13.3%	1 6.7%	2 13.3%	6 40.0%
Total Points: IGE = 69		NON-IGE = 41			

Statement No. 7 The principal should never give the impression that a decision is not open to further discussion.

Again it was pointed out to principals that the decision used in this context meant a substantial decision or a decision that had long range effects. It did not apply to the many little decisions a principal has to make in the daily operation of the school. The purpose of the statement was to determine whether or not these decisions should be offered with absolute finality - there is no further discussion necessary.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	5 33.3%	4 26.7%	0 0%	1 6.7%	5 33.3%
Total Points: IGE = 71		NON-IGE = 48			

Statement No. 8 Any change in policy should be accompanied by an explanation.

Policy refers to something substantial. The intent of the statement is to determine whether or not the change is announced with the reasons for change.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	14 93.3%	0 0%	0 0%	0 0%	1 6.7%
NON-IGE	4 26.7%	6 40.0%	0 0%	3 20.0%	2 13.3%

Total Points: IGE = 71

NON-IGE = 52

Statement No. 9 Administrative decisions should be subject to the approval of the teaching staff.

This is probably the most challenging statement in the whole series.

Again, it refers to decisions pertaining to substantial matters. However, the intent is to find out whether or not the approval of the teaching staff is required before the decision is implemented. The obvious consequence, as it was pointed out to the principals, is that if the approval is not forthcoming the decision will be abandoned or revised until it is satisfactory to the staff.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.4%	2 13.3%	0 0%	2 13.3%	0 0%
NON-IGE	2 13.3%	5 33.3%	0 0%	4 26.7%	4 26.7%

Total Points: IGE = 67

NON-IGE = 42

Statement No. 10 The principal should assume the role of helper and guide in working with the teaching staff.

The intent of this statement is to try to elicit from the principal what he feels should be the administrator's mode of operation. Is it one of pure management with many directives? Is it an open-ended operation with a loosely knit organization - one big happy family? Or is it one in which the principal is the chief-administrator, assuming ultimate responsibility, but tries to help and work with teachers?

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	9 60.0%	6 40.0%	0 0%	0 0%	0 0%
NON-IGE	2 13.3%	5 33.3%	6 40.0%	2 13.3%	0 0%

Total Points: IGE = 69

NON-IGE = 52

The general tabulation of principals' responses in reference to Hypothesis No. 4 and the Authority Dimension of the leadership role is:

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	119 79.4%	24 16.0%	3 2.0%	2 1.3%	2 1.3%
NON-IGE	43 28.7%	48 32.0%	9 6.0%	27 18.0%	23 15.3%

Total Points: IGE = 706

NON-IGE = 511

HYPOTHESIS NO. 5 Principals implementing IGE will perceive the necessity of a higher degree of response to the needs and interests of their teaching staff, than principals not implementing IGE.

Statement No. 1 A successful educational program depends on how well the teachers and principal can work together.

The principals were given the hypothetical case in which there is a school where the principal and staff are very intelligent and very professional in their operation, but do not get along with each other. The principals were then asked whether or not it was their perception that the principal and staff must be able to work together to effect a successful educational program.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%
NON-IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%

Total Points: IGE = 74

NON-IGE = 73

Statement No. 2 The principal should make a real effort to maintain close personal contact with his staff.

The work "personal" in this statement was probably one of the most threatening words in the whole interview for some principals. Some of the principals accepted the statement and responded without hesitation. Others wanted a thorough explanation of all that word implied. The interviewer, in an effort not to prejudice the response, simply informed the respondent to interpret the word as he saw fit and respond.

The intent of the statement was to determine if principals perceived that in their leadership role they should try to develop a more humanistic relationship with the members of their staff as opposed simply to a professional and

only professional relationship.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	11 73.3%	3 20.0%	0 0%	0 0%	1 6.7%
NON-IGE	6 40.0%	5 33.3%	1 6.7%	2 13.3%	1 6.7%

Total Points: IGE = 68

NON-IGE = 58

Statement No. 3 The principal should make an effort to show appreciation to the faculty members and periodically commend them.

The emphasis in this statement is on the words "make an effort." The purpose of the statement is to determine whether or not the principal considers the demonstration of his appreciation of faculty members so important that he makes a conscious effort to incorporate it in his mode of operation.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%
NON-IGE	15 100%	0 0%	0 0%	0 0%	0 0%

Total Points: IGE = 74

NON-IGE = 75

Statement No. 4 The teachers should be able to approach the principal and talk with him at any time.

The question is really one of whether the principal should be available to the members of his staff whenever any one of them would like to approach him and meet with him, or should the teachers make an appointment with or only

be allowed certain times when they can meet with him. The statement certainly implies that teachers requests should be reasonable and that the principal has to have sufficient time to satisfy his other duties.

Again the statement seeks to determine whether or not the principal feels there should be a prevailing atmosphere in the school in which the staff feels at ease in approaching the principal and they don't feel that they are always imposing.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	14 93.3%	1 6.7%	0 0%	0 0%	0 0%
NON-IGE	8 53.3%	4 26.7%	0 0%	2 13.3%	1 6.7%

Total Points: IGE = 74

NON-IGE = 61

Statement No. 5 The principal should make an effort to demonstrate his interest in each faculty member and his personal and professional problems.

It is assumed that the principal's traditional role as instructional leader would dictate that he demonstrate interest in the professional problems of the staff. The intention of the statement is to determine whether or not the principal should also be concerned with the teacher's personal problems.

Furthermore, the words "make an effort" assume the same meaning as they do in Statement No. 3 in this section. Is the action sufficiently important to being an effective administrator, that the principal will make it a priority to incorporate it in his mode of operation?

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	10	4	0	1	0
	66.7%	26.6%	0%	6.7%	0%
NON-IGE	11	2	0	2	0
	73.4%	13.3%	0%	13.3%	0%

Total Points: IGE = 68

NON-IGE = 67

Statement No. 6 The principal should spend part of the day in informal conversation with the teaching staff.

The statement is intended to determine whether or not the principal should make it a point to speak informally with members of his staff. "Should spend part of the day" is included in the statement to again determine if the principal perceives this to be part of the principal's role or simply an acceptable or desirable idea.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	12	3	0	0	0
	80.0%	20.0%	0%	0%	0%
NON-IGE	9	5	0	1	0
	60.0%	33.3%	0%	6.7%	0%

Total Points: IGE = 72

NON-IGE = 67

Statement No. 7 The atmosphere in a school should be one of friendliness, rather than strictly business.

The statement is not specifically directed to the actions of the principal. It seeks to determine what kind of a school atmosphere the principal would feel comfortable in. Indirectly, it is directed to the principal's actions

because, as the chief administrator in the school and hopefully the effective leader, the principal would have some influence in establishing such an atmosphere.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	12 80.0%	1 6.7%	1 6.7%	1 6.6%	0 0%
NON-IGE	5 33.3%	4 26.7%	5 33.3%	1 6.7%	0 0%

Total Points: IGE = 69

NON-IGE = 58

Statement No. 8 The principal should provide a place where the teachers can relax.

A number of rooms and facilities are provided in a school to carry out the effective educational program. When such facilities are brought to mind one immediately thinks of classroom, resource centers, libraries and the like. The statement seeks to determine whether or not it is equally important to the effective functioning of the educational program that a room where teachers can relax should be provided.

PRINCIPALS' RESPONSES

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%
NON-IGE	13 86.7%	2 13.3%	0 0%	0 0%	0 0%

Total Points: IGE = 73

NON-IGE = 73

Statement No. 9 The principal should attend gatherings of the faculty outside school hours.

The intent of the statement is to determine what attitude the principal had toward attending gatherings of the faculty outside of school hours. In discussing this statement with the principals it was pointed out that it did apply to social gatherings such as parties and dinners at faculty members' homes.

PRINCIPALS' RESPONSES

	SA	A	U	D	SD
IGE	11 73.3%	4 26.7%	0 0%	0 0%	0 0%
NON-IGE	6 40.0%	8 53.3%	0 0%	1 6.7%	0 0%

Total Points: IGE = 71

NON-IGE = 64

Statement No. 10 One of the primary concerns of the principal in visiting teachers' classes, should be that the teacher feels comfortable while he is there.

Most principals agree that visiting teachers' classrooms is part of their supervisory function and it is something that should be done periodically.

Most principals agree with the principles of democratic supervision and would acknowledge that the principal supervises to help teachers rather than inspect and always be critical. Most principals say that they want teachers to be comfortable while they are there. The intent of this statement is to determine whether or not a teacher being comfortable is of primary concern or simply a good idea or desirable state.

PRINCIPALS' RESPONSES

	SA	A	U	D	SD
IGE	13	2	0	0	0
	86.7%	13.3%	0%	0%	0%
NON-IGE	6	7	0	2	0
	40.0%	46.7%	0%	13.3%	0%

Total Points: IGE = 73

NON-IGE = 62

The general tabulation of principals' responses in reference to Hypothesis No. 5 on the Expressive Dimension of the leadership role is:

	SA	A	U	D	SD
IGE	124	22	11	2	1
	82.6%	14.7%	0.7%	1.3%	0.7%
NON-IGE	92	39	6	11	2
	61.4%	26.0%	4.0%	7.3%	1.3%

Total Points: IGE = 716

NON-IGE = 658

For the convenience of the reader a comprehensive tabulation of the principals' responses in reference to four hypothesis and the respective dimensions of the leadership role is presented in Table 8.

This concludes the report of all the data collected in this study. Of necessity the chapter is quite lengthy, but every effort was made to be clear and complete in the presentation. No conscious effort was made at this time to offer a comparison or analysis of the findings. Nevertheless, as one studies the results very carefully, it is quite apparent that there are differences and similarities in the two groups of principals and there is adequate matter for analysis.

TABLE 8

COMPREHENSIVE TABULATION OF PRINCIPALS' RESPONSES TO STATEMENTS IN THE INTERVIEW GUIDE. RESPONSES ARE CATEGORIZED IN REFERENCE TO THE HYPOTHESES OF THE STUDY AND CORRESPONDING DIMENSIONS OF THE LEADERSHIP ROLE. GROUP I (I) IS IGE PRINCIPALS AND GROUP II (II) IS NON-IGE PRINCIPALS.

HYPOTHESIS NO. 1	SA		A		U		D		SD		Total Points		
	I	II	I	II	I	II	I	II	I	II	I	II	
EXPECTATION	No.	102	98	40	35	1	1	4	7	3	9	684	656
DIMENSION	%	68.0	65.3	26.6	23.3	0.7	0.7	2.7	4.7	2.0	6.0		
HYPOTHESIS NO. 2													
TASK	No.	103	115	36	31	4	0	7	4	0	0	685	707
DIMENSION	%	68.7	76.7	24.0	20.7	2.7	0	4.7	2.7	0	0		
HYPOTHESIS NO. 4													
AUTHORITY	No.	119	43	24	48	3	9	2	27	2	23	706	566
DIMENSION	%	79.4	28.7	16.0	32.0	2.0	6.0	1.3	18.0	1.3	15.3		
HYPOTHESIS NO. 5													
EXPRESSIVE	No.	124	92	22	39	1	6	2	11	1	2	716	658
DIMENSION	%	82.6	61.3	14.7	26.0	0.7	4.0	1.3	7.3	0.7	1.3		

NOTE: The data for Hypothesis No. 3 is not contained in the above table because these data were not obtained from the Interview Guide.

It is the purpose of the next chapter to present a comparison of the two groups of principals as reflected in the data and offer an analysis of the results.

CHAPTER V

ANALYSIS OF DATA AND COMPARISON OF TWO GROUPS OF PRINCIPALS

INTRODUCTION

The chief concern of this study is the perceptions of two groups of principals of their leadership role. In particular, four specific dimensions of the leadership role were singled out and defined because it has been demonstrated that these dimensions are relevant to effecting change in a school. The four dimensions are expectation, task, authority and expressiveness.

The primary means employed to learn the perceptions of the principals was that of interview. The responses of each principal to statements contained in the Interview Guide were recorded and these findings are reported in Chapter IV. The responses of the principals to the items in the Interview Guide is the principal source of the data used to test the five hypotheses of this study. The discussion of these data, a comparison and analysis of the two groups of principals' responses to the items of the Interview Guide, and the criteria employed to test the hypotheses has been reserved for the final and most lengthy section of this chapter.

The other information collected in the study will also be discussed. Granted, this information is not directly concerned with the principals'

perceptions of leadership. Nevertheless, any similarities and differences between the two groups that do surface are worth comment. Finally, since the principals were asked to express their convictions concerning certain aspects of the leadership role, it would be of value to spend some effort in attempting to glean what might be noteworthy from these expressions.

BACKGROUND INFORMATION

The principal criterion of selection of the participants in this study was that they should differ, in that one group would be implementing IGE and the other group would not be implementing IGE. When this difference between the two groups was satisfied in establishing the selection process, effort was then made to provide for as many similarities as possible between the two groups of participants.

It should be noted initially, that the two groups of schools were similar, because they were all Catholic elementary schools and each was part of the Archdiocese of Chicago school system.

Each IGE school is similar to its NON-IGE counterpart in geographical location. This is evident in Appendix "A", and was the chief criterion employed in selection of schools to insure some similarities between the two groups. It was also hoped that, although this cannot be substantiated, employment of this criterion would be an effective way to insure that the IGE school and its NON-IGE counterpart would be serving a clientele of similar

socio-economic background.

Table 1, in Chapter III contains a tabulation of enrollment for each school. It is evident that seven of the fifteen pairs of schools do not differ by more than two percent in total enrollment. It should be noted at this point some effort was made to select a NON-IGE school that was similar in total enrollment to the IGE counterpart. However, this criterion was secondary to that of geographical location.

Further study of Table 1 and the enrollment compositions of the school result in the following conclusions:

1. The eight pairs of schools located outside the city of Chicago are similar in enrollment composition in that almost all students in these schools are white or the percentage of students of similar ethnic backgrounds is approximately the same for both schools of a pair.
2. Queen of Angels and Our Lady of Mercy as well as Queen of All Saints and St. Tarcissus are similar in enrollment composition.
3. The inner city pairs: St. Joseph and St. Boniface, and Immaculate Conception and St. Michael are not actually similar in enrollment composition, but none of these four schools has less than sixty percent of the total enrollment composed of minority groups.
4. The remaining pairs of schools are located in what is termed changing areas and this is reflected in the variety of enrollment compositions represented in this group of schools.

Certain similarities are evident between the teaching personnel of the IGE schools and their NON-IGE counterparts. A study of Table 2 suggests the following conclusions:

1. The teaching staffs are predominately composed of women. Only

four of the thirty schools has more than twenty percent of the staff made up of men and no school has more than thirty percent of their staff composed of men.

2. Twelve of the fifteen pairs of schools have percentages of religious sisters on their staff that does not vary by more than twenty percent. Only two of the thirty schools have more than half the staff composed of religious sisters, and these two schools form a pair, ie. an IGE school and its counterpart.
3. Only two of the thirty schools have more than twenty percent of staff with a degree greater than a bachelor's degree. These two schools have slightly over twenty-five members of the staff with a master's degree. None of the staffs has a degree higher than a master's.

It is difficult to uncover any obvious similarities that are found in Table 3 of Chapter III, which tabulates facilities available to the students, instructional assistants, and school tuition.

It is worth noting at this point that each group of fifteen schools in the study also has variety in representation: there are new schools and old schools; schools in the poorer inner city areas and schools in wealthy city and suburban areas; there are schools in stable areas and schools in changing areas. All types of children are found in these schools, rich and poor, black and white, and some speak English and some do not. All of this suggests a rather interesting conclusion. If there has been any measurable success in either group of schools in bringing about educational changes, or in introducing innovative techniques or in creating meaningful programs, this was not

dependent on the type of school, the type of children¹ or on the abundance of finances. It further suggests that when one is determined to achieve a goal, none of the above is an excuse for failure nor an obstacle that cannot be overcome. Furthermore, it was observed that the vast majority of schools in Group I and many of the schools in Group II were successful in effecting meaningful educational change and could very well serve as models to be emulated.

Table 4 in Chapter III lists the ages of the two groups of principals. It is quite apparent that Group I principals are younger than the Group II principals. The mean age of Group I principals is 38.7 and the mean age of Group II is 45.7, which is a seven year difference.

It is a fact that each of the Group I principals asked for, and had to demonstrate a real desire to be part of the program to implement IGE in their

¹In the minds of many, Catholic schools are thought to be schools that get rid of problem children through expulsion rather than work with these children. This is still true in cases, but there has been a radical change in many Catholic schools and in the official policy of the Archdiocese of Chicago School Board. It is a fundamental goal of the Archdiocese of Chicago School Board that all Catholic schools attempt to establish an atmosphere or environment of a "faith community". Further, when a child is expelled from school, it is tantamount to excommunication from the faith community. Consequently, expulsion should only be employed on rare occasions and only as the last resort. All children are worthy of respect and every effort should be used to help them rather than get rid of them.

schools. Each of the Group II principals did not express a desire to be part of this program. In fact it should be noted that after this particular study was completed another invitation was sent to all elementary schools in the Archdiocese of Chicago to be part of the program of implementing IGE and only one of the Group II schools responded to the invitation. There is no intention to even suggest that none of the Group II principals wanted to implement change. In fact there were Group II principals involved in change and there were some Group II principals for whom IGE was neither satisfactory nor sufficient in implementing educational change. However, it would seem that insofar as all Group I principals made an explicit request to be involved in a particular program of change and, in that as a group, these principals are younger than the other group, some relationship is suggested. It is evident that the willingness to embark on a program of change demands some risk and that this risk might be more easily taken by younger people.

It is difficult to propose that there is a significant difference between the two groups of principals when discussing their training.² Granted, two more Group I principals have master's degrees and one more has a master's degree in administration than Group II principals, but this is not significant.

²The reader is asked to refer to Table 4 in Chapter III.

One could very well conclude that, if it is demonstrated that there is a real difference between the groups in matters relating to leadership in change, there is no demonstrable relationship between this difference and the principal's training.

The final series of statistics found in Table 4 in Chapter III, relates to the experience of the principals. Group II principals apparently have more experience as teachers, as principals in general, and as principals in their present schools. Again, if the hypotheses of this study are demonstrated it would seem that one could conclude that the more years experience a person has the less chance there is for leadership in effecting change. However, one must immediately question this conclusion, because reducing the statement to the ultimate would demand a ridiculous conclusion that the greatest potential for leadership in change is found in the individual with no experience. A reasonable conclusion is that experience is important to the leader. However, it is possible that as some leaders remain in the position of leadership and years of experience increase, they might become somewhat complacent and fatigued, and the desire and potential for the implementation of change is lessened.

It is further suggested that in some cases a person's leadership in change grows with experience, reaches an optimum, and then diminishes as the experience continues to increase. The willingness to take a risk, that is needed in effecting many changes, is in some cases commensurate with lesser ex-

perience because there are some leaders who become entrenched in the "busy work" that can be a burden of office and they fail to continue in the professional growth and development that is needed to bring about change. It should also be noted that the sole measure of experience as referred to in this study is the number of years the individual has been a principal. An individual can certainly gain valuable experience in secondary administrative positions.

Evaluating the responses to the Background Questionnaire in reference to the principals' professional associations, studies, and interests³ revealed some minor but interesting differences when the two groups of principals were compared.

Concerning the principals' membership in various associations or organizations, Table 5⁴ lists those of which two or more principals indicated they were members. In comparing the two groups of principals as recorded in Table 5, there is no real evidence that either group demonstrates a greater involvement in general or in a particular association. Of minor note is the fact that three more Group I principals belong to the National Association of Elementary School Principals and four more belong to the National Education Association, but this is not sufficient to constitute a significant difference

³This section is treated in Chapter III, pages 59-61.

⁴Table 5 can be found in Chapter III, on page 60.

between the two groups. It should be noted that even though all Catholic elementary school principals automatically belong to the Archdiocesan Principals' Association, two principals failed to mention their membership in this organization. It could be assumed that the principals took this for granted and saw no need to mention it.

It was very difficult to categorize the meetings the principals attend regularly or workshops and seminars they had recently participated in. The responses here were so varied that there is little if any consistency in either group that would provide ground for comparison or analysis.

There are some evident differences between the two groups of principals, when considering their responses to the books and periodicals they have read. These differences become more apparent when evaluating Table 6, which lists the ten books most frequently mentioned by principals, and Table 7, which lists the ten periodicals and magazines most frequently read by the principals.⁵ The ten books listed in Table 6 must at least be considered contemporary because, with the exception of Summerhill, each was published within the last five years. Summerhill was published in 1960, but the contents certainly treat of matters which are pertinent to contemporary education. Aside from the recent publishing dates each of the books treats of an issue or issues which call for some change in present day education.

⁵Tables 6 and 7 can found in Chapter III.

Each of these books suggests the necessity of change in the schools. Further study of Table 6 indicates that substantially more Group I principals have read these books and found them worthwhile than Group II principals. Additional evidence demonstrates that, except for the last two books listed, more Group I principals have read each of the books listed. If it can be assumed that reading these books might contribute something to further one's willingness to attempt to effect change, and if it can be assumed that Group I principals as a group have exhibited a greater willingness to attempt change; it is a possible conclusion that there is some causal relationship between the reading of such books and the willingness to change.

An appraisal of the data presented in Table 7 suggests another type of difference between the two groups of principals. There are three magazines that are read by five or more Group I principals. These are: National Elementary School Principal, Educational Leadership, and Education U.S.A. The National Catholic Educational Association Journal is the only magazine read by five or more Group II principals than Group I principals, and Educational Digest and Today's Catholic Teacher are read by four or more Group II principals. It would be unwise to place any relative value or merit on any of these publications. However, the fact that the three magazines that are read more by Group I are not associated with a religious sect and two of three more frequently by the Group II principals are published by Catholic associations might suggest that as a group the Group I principals are less parochial in

their reading practices.

PRINCIPALS' EXPRESSION OF CONVICTIONS

When the principals were given the Background Questionnaire to complete, they were also asked to express their basic convictions in reference to three statements:

1. The principal's responsibility to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs, which are changing.
2. The principal's responsibility to keep, share and delegate in the decision making process.
3. The principal's responsibility to take into consideration the needs and interests of teachers.

As one can readily observe, each of the above statements is closely related to one of the dimensions of leadership with which this study is concerned.

The principals were being requested to express just what were their convictions concerning each of the above statements, prior to any interview or suggestion on the part of the author.

The first statement, "The principals' responsibility to organize activities and resources around educational problems to promote ideas and stimulation for teachers about school needs, which are changing", contains an expression of the task dimension of the leadership role as defined in Chapter I. There were two goals in mind in asking the principal to respond to this statement. First, was the principal convinced that he had the responsibility as a leader

to organize various activities and resources to stimulate teachers and aid in their professional growth? In other words, did he believe it was his responsibility to plan an in-service program? Second, was there a conviction on the part of the principal that there is a relationship between the in-service program and effecting change? To be more specific, is one of the ways to exercise effective leadership in bringing about a desired change, to provide the stimulus of a well-planned in-service program directed toward those issues which are related to educational change in general or a change in particular?

As noted in Chapter IV, the principals' responses did vary in style and length and did not lend themselves to the objectivity in comparison and analysis as would the responses to a checklist. However, there were certain similarities and consistencies that did surface and it is these that provide the basis for some comparison and analysis.

It should be remembered that inasmuch as each principal is writing of his own convictions, there is no right or wrong answer. However, it was evident after reading the responses that some were more direct than others and some more complete than others. There were some principals who did not respond to a particular statement at all. Consequently, certain questions were asked in evaluating the responses:

1. Was there an actual response to the statement?
2. Was the response directed to the actual statement or was it directed to something else?

3. Was the response specific and explicit or was it circuitous and unclear?
4. Was the response complete or were there parts of the statement left unresponded to?

First of all, it should be noted that none of the principals specifically stated that they felt the principal did not have the responsibility to organize and plan in-service activities. Nor did any of the principals indicate that a principal did not have the responsibility to provide for various resources. However, there were four Group I principals and eight Group II principals, who did not respond to the statement or completely avoided any consideration of the statement in their response. An immediate comparison results in the fact that twice as many Group II principals fall into this category and that this constitutes over half of the Group II principals. This would suggest some difference in opinion between the two groups.

The eleven remaining Group I principals were explicit and clear in their response.⁶ Only two Group II principals were explicit and clear in their response, while the remaining five principals offered responses that were less explicit and vague and they did not seem to be of the opinion that these planned activities and resources were a source of initiating the process of change among the faculty.

⁶A more detailed presentation of the principals' responses to the first statement is found on pages 72-74.

It seems apparent from the above presentation that there is a difference between the two groups of principals and that the number of Group I principals, who are explicit and clear in their convictions of leadership and in-service as a means of effecting change, is much greater than Group II principals. There are several explanations that might be offered to account for this diversity.

One might conclude that a large number of Group II principals are not aware of their roles and responsibilities in organizing various aspects of in-service. However, the results of the interviews and the Auxiliary Questionnaire which was specifically prepared for this section would not support this contention.

Another explanation might be that Group II principals have never really examined their convictions in this regard and possibly do not see a relationship between conviction and action. They obviously carry out the action of organizing activities and resources, but not necessarily out of conviction.

A third explanation could be that the Group II principals do not see the relationship between the whole idea of an in-service program preparing for and resulting in change.

A final explanation might be that as a group the Group II principals are not concerned with change and do not wish to organize an in-service program that has educational change as a specific goal.

It is concluded that both Group I and Group II principals are equally aware of their roles and responsibilities to organize in-service activities and

resources to help the teaching staff grow. However, the Group I principals carry out this task with a greater conviction and with the specific goals of effecting educational change. On the other hand Group II principals see this as a responsibility of their office and do not necessarily view it, in all cases, as a means of effecting educational change.

The second statement to which the principals were to respond in expressing their convictions was "The principal's responsibility to keep, share, and delegate in the decision making process." This statement contains an expression of the authority dimension of the leadership role as defined in Chapter I. The primary objective in asking the principals to respond to this statement was to simply have them verbalize their convictions on shared decision making.

It should be noted at this point that a certain amount of shared decision making is already built into the IGE program. A good illustration of this is the Instructional Improvement Committee (IIC). This is a committee composed of faculty members and chaired by the principal. This committee is specifically designed to be involved in the decisions that effect the instructional program of the school.⁷ The Group I principals, who elected to be part of the IGE program were aware of this aspect of the program and had to implement the

⁷A complete description of the IGE program is found on pages 8-10 of Chapter I. The IIC is specifically treated on page 9.

total program in their schools. Consequently, all of the Group I principals had to accept some degree of shared decision making. Granted, they could have carried out this facet of the program more from obligation than from conviction.

The criteria employed in comparing and analyzing the responses were whether or not the principal did in fact respond to the statement, was the statement a strong conviction in support of shared decision making and whether or not there was an explicit expression in support of delegating responsibility or authority to others.

The major difference between the two groups of principals and their responses to this statement is that all of the Group I principals elected to respond to this statement. There was one exception and that was the Group I principal who did not respond to any of the three statements. Whereas, five of the Group II principals did not respond to the statement. In fact, it seemed that in the case of one or two of the Group II principals, there was an indication of a deliberate avoidance of addressing themselves to the issue.

In reference to the degree of conviction or support of the shared decisions making process it was again evident that more Group I principals were very strong in support of shared decision making than Group II principals.

Finally, twice as many Group I principals expressly mentioned their support and the importance of delegating authority to individual faculty members or a committee of faculty members. Three of the Group I principals

were quite explicit in their convictions of working regularly with faculty groups or committees in arriving at decisions. One principal went so far as to express the desirability of the faculty voting on certain issues.

It can be concluded that, as a group, the Group I principals are significantly convinced of the importance of sharing in the decision making process. It is quite apparent that there are members of the Group II principals, who are equally strong in support of sharing their authority with faculty members. However, it would seem that one could say that the Group I principals are almost unanimous in their conviction that authority must be shared and it is only in the degree of conviction or the extent to which the authority should be shared that they differ. It is also apparent that a large number of Group II principals are not convinced of the importance of shared decision making, nor are they willing to relinquish any of their authority.

The third statement to which the principals were to respond in expressing their convictions was, "The principal's responsibility to take into consideration the needs and interests of the teachers." This statement contains an expression of the expressive dimension of the leadership role as defined in Chapter I.

The matter of concern of the first two statements to which the principals were to respond is probably more familiar to most administrators than that of this third statement. All school principals are aware to some degree of the task and authority dimensions of the administrator's role. These dimensions

of leadership are very much a part of the principal's preparatory education and he adverts to them frequently in his daily operation. Consequently, it would seem that he should be able to verbalize his thoughts in this regard quite readily. The expressive dimension of the leadership role is less tangible and was treated very lightly, if at all, in many administrators' training. The expressive dimension of the leadership role is concerned with interpersonal relationships and rapport between faculty and administrator. Such phrases as mutual respect and trust are relevant to this aspect of leadership. A person who would be high in the expressive dimension of leadership would be quite concerned with the atmosphere or climate that prevails in faculty-administration relationships. Finally, a concept that is discussed frequently in educational circles today, namely, humanism, would very much be a part of this dimension of leadership.

The purpose in asking the principals to respond to this statement is to determine whether or not the principal believes that he has a responsibility to go beyond the traditional concept of the school principal which is more administration and management orientated and be concerned with the personal needs and interests of the faculty. It further asks whether or not the principal has a responsibility to establish an atmosphere or climate of respect and trust, a place where teachers and administrators interact as persons and feel comfortable in doing so.

As noted in Chapter IV,⁸ the responses to this statement were more difficult to evaluate in an objective manner and hence it is more difficult to compare the responses of two groups of principals. However, two criteria that are objective could be employed here. First, whether or not the principals did in fact respond to the statement and second, was the response in support of the principal's taking into consideration the needs and interests of the faculty. No attempt will be made to determine the degree of support in favor of the principal's responding to the needs and interests of the faculty.

Again, all of the Group I principals except one responded in support of the principal's taking into consideration the needs and interests of the teachers. The one principal who did not respond in support was the one who did not respond to any statement. The support of the Group I principals was expressed in a variety of ways. Seven Group II principals did not respond at all to the statement. Seven Group II principals wrote in support of the expressive dimension of the leadership role. One Group II principal was negative in response and suggested that teachers who feel uncomfortable should seek employment elsewhere. An initial reaction to the response, that a teacher who feels uncomfortable in a school situation should seek a transfer to another school, might be one of agreement on the part of many prin-

⁸A discussion of the responses to the third statement can be found on pages 76-79 of Chapter IV.

principals. The attitude, which was conveyed by the respondent, was that if a teacher is unhappy let him go somewhere else. This is a negative attitude and might very well be the response of a person who is not willing to take the time and effort to work with the teachers. It is an accepted fact that children in schools are unique and should be treated as individuals in the learning situation. Teachers should be considered just as unique as the children in the school and they too should be responded to as individuals by the principal. The principal should never divest himself of his role as educator. The principal could very well respond to faculty and staff as teacher to learner, as helper and guide to those who need help and guidance.

It is concluded that as a group, the Group I principals are more supportive of the expressive dimension of the leadership role. This is demonstrated by the fact that the Group I principals are almost unanimous in expressing their support, whereas over half of the Group II principals either did not voice their support or expressed a negative reaction to the responsibility of the principal taking into consideration the needs and interests of the teachers.

INTERVIEWS

INTRODUCTION

The Interview Guide is the primary means employed to demonstrate the validity of four of the five hypotheses. The Auxiliary Questionnaire - Task

Dimension was developed to verify Hypothesis No. 3. The Interview Guide was developed so that it could provide a means of objective evaluation of the principals' perceptions of their leadership role in relation to the specific dimensions of leadership with which this study is concerned.

The Interview Guide consists of forty statements. Ten of these statements are concerned with the expectation dimension of the leadership role, ten statements with the task dimension, ten with the authority dimension and ten statements with the expressive dimension. While the interview was in process the interviewer attempted to determine the principal's response to each of the forty statements by reading the statement itself or presenting a statement very much similar to it and asking the principal to respond. In evaluating the principal's response, it was the interviewer's purpose to determine whether or not the principal agreed with the statement, whether it was a strong agreement or disagreement, or was the principal undecided in the matter.

As noted in Chapter I, a five point scale was utilized to provide another means of achieving greater objectivity in carrying out the evaluation. Each of the five possible responses was assigned a point value in accord with the following scale:

Strongly agree	5 points
Agree	4 points
Undecided	3 points
Disagree	2 points
Strongly disagree	1 point

A total number of points could be calculated for each statement using the above scale. It could then be stated that the more points a particular group of principals amassed in reference to a particular statement the more strongly the group agreed with the statement. Conversely, as the point total for a particular statement became lower and approached zero the more strongly the group could be said to disagree with the statement.

Each of the ten statements which referred to a particular dimension of leadership was phrased in such a manner that a principal, who strongly agreed with each of the statements, would perceive that that dimension of leadership was important to a strong degree in the exercise of the leadership role. Conversely, a principal who strongly disagreed with each of the statements would perceive that in the exercise of the leadership role, that particular dimension of leadership to be unimportant to a strong degree. As a result, if one group of principals amassed a higher number of points in their responses to the ten statements of the Interview Guide which referred to a particular dimension of leadership, one could conclude that as a group, in their perception of the leadership role, they attached a higher degree of importance to that particular dimension of leadership than the other group. This then becomes the chief means of demonstrating the validity of the hypothesis. One need only compare the total points amassed by each of the groups in reference to each of the dimensions of leadership which are in turn related to a specific hypothesis and judge the validity of the hypothesis.

In carrying out an evaluation of this nature there are certain intangibles that should be taken into consideration. Of paramount importance is the fact that the interviewer must make a judgement based on the vocal response of the interviewee. There are two subjective elements present and each might contribute to the lessening of objectivity in evaluation. In order to take into account this "human element" that is present throughout the interview and reduce the margin of error, it was decided that in carrying out the comparison and analysis, strict adherence to total points would not be the sole factor in rendering a judgement. This decision was made because it did not seem correct to say that one group differed significantly from the other because of a one or two point difference in total points. Strict adherence to the comparison of the total points of each group could result in this type of decision.

"t" TEST

A "t" test was used to determine whether or not there is a significant difference in the responses of two groups of principals to the items in the Interview Guide. The "t" test was chosen for this purpose because it is a valid statistical means to determine significance between mean responses for small group samples. The two groups of fifteen principals each constitute just such small groups.

As noted above, each of the principals' responses to a particular statement was assigned a point value. Hence, a simple summation of these values yields a total number of points for each group of principals and from

this total number of points the mean of each group of principals' responses can be calculated. The means of each group of principals provides the necessary data for the calculation of "t" for each statement or a particular group of statements. The formula used to determine "t" is:

$$t = \frac{(\bar{y}_1 - \bar{y}_2)}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where \bar{y}_1 is a mean response of the first group of principals (IGE) and \bar{y}_2 is the mean response of the second group of principals (NON-IGE). The number of principals in each group is represented by n_1 and n_2 respectively. s is a pooled variance and is calculated by using the following formula:

$$s = \sqrt{\frac{\sum_{i=1}^{15} (y_1 - \bar{y}_1)^2 + \sum_{l=1}^{15} (y_2 - \bar{y}_2)^2}{n_1 + n_2 - 2}}$$

where \bar{y}_1 and \bar{y}_2 are the mean responses of each group respectively and y_1 and y_2 are responses to individual items. The degree of freedom used in determining the critical value of "t" is equal to $n_1 + n_2 - 2$ which, in this case is twenty-eight.

Whenever the "t" test is used in this study there are fifteen principals in the first group and fifteen principals in the second group. Consequently, the degrees of freedom in each case is equal to $n_1 - n_2 - 2$, which is equal to twenty-eight (28). The critical value of "t", when there are twenty-

eight degrees of freedom at the:

2% level of significance is 2.467.

5% level of significance is 2.048.

10% level of significance is 1.701.

20% level of significance is 1.313.

If the calculated value of "t" is equal to or greater than the critical value of "t" at a particular level of significance, then it is statistically valid to state that there is a significant difference between the two means at that level.⁹

CRITERIA FOR ACCEPTANCE OF HYPOTHESES

As noted previously, four of the five stated hypotheses of this study pertain to the four dimensions of leadership with which this study is concerned. There are forty statements in the Interview Guide. Each group of ten also applies to one of the four dimensions of leadership. Consequently, it is readily seen that each group of ten statements can be studied in reference to one of the four hypotheses.

The ten statements pertaining to a specific dimension of leadership were treated as a whole and then each statement was treated individually. The "t" test was employed to determine whether or not there was a significant

⁹William Mendenhall, Introduction to Probability and Statistics, (Belmont, California: Wadsworth Publishing Company, Inc., 1969) p. 197 was consulted for the two formulas. The "critical values of "t" can be found on pages 345-346.

difference between the mean responses of the two groups of principals to the ten statements of a particular dimension as a whole and then to the statements individually. In each case the calculated value of "t" was compared to the critical values of "t" at 2%, 5%, 10% and 20% levels of significance to determine if there was a significant difference between the mean responses of the two groups.

In testing the actual validity of a particular hypothesis the following criteria were employed:

1. Whether or not the actual point totals amassed by each group of principals favored the stated hypothesis.
2. Whether or not there was a significant difference between the mean responses of the two groups of principals to the ten statements of a particular dimension of leadership as a whole and whether or not this significant difference favored the stated hypothesis.
3. Whether or not the greater number of individual statements in which there was a significant difference, favored the stated hypothesis.

The Auxiliary Questionnaire-Task Dimension was used to demonstrate Hypothesis No. 3. The statements in this instrument were treated in the same manner as those in the Interview Guide. The same criteria as noted above were then employed to demonstrate the validity of this hypothesis.

In carrying out this most important segment of the comparison and analysis, each hypothesis will be stated, the principals' responses to the

statements of the Interview Guide and the items the Auxiliary Questionnaire will be compared and analyzed, and finally a decision as to the validity of the hypotheses will be given.

HYPOTHESIS NO. 1

PRINCIPALS IMPLEMENTING IGE PERCEIVE THEIR LEADERSHIP ROLE AS HAVING GREATER CAPACITY TO EFFECT CHANGE THAN DO PRINCIPALS NOT IMPLEMENTING IGE.

In evaluating the first hypothesis of this study the ten statements in the Interview Guide which pertain to the expectation dimension of the leadership role, will be carefully studied. The reader is asked to refer to Table 10 which presents a tabulation of the mean responses of each principal to the ten statements of a particular dimension of leadership as a whole and to Table 9 which presents the results of the "t" test as applied to each dimension of leadership as a whole. The reader is also asked to refer to Table 11 which presents a tabulation of the responses of the two groups of principals to the ten statements, and to Table 12 which offers the means and "t" values of these same ten statements. The reader might also find it helpful to refer to the Interview Guide itself in Appendix "D", which contains an expression of each statement, and to pages 81 through 86 of Chapter IV, which offer a detailed presentation of the statements and their relationship to the expectation dimension of the leadership role.

The first two "expectation" statements of the Interview Guide were phrased in such a way as to determine what importance each of the principals

TABLE 9

TABULATION OF VALUES OF "t" CALCULATED FROM THE MEAN RESPONSES OF THE TWO GROUPS OF PRINCIPALS FOR EACH DIMENSION OF LEADERSHIP AND THE AUXILIARY QUESTIONNAIRE. AN "X" IN A PARTICULAR PERCENTAGE COLUMN INDICATES THAT THE CALCULATED "t" EXCEEDS THE CRITICAL VALUE OF "t" AT THE LEVEL OF SIGNIFICANCE.

DIMENSIONS OF LEADERSHIP	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:			
		20%	10%	5%	2%
EXPECTATION (HYPOTHESIS I)	1.025				
TASK (HYPOTHESIS II)	-0.902				
AUXILIARY QUEST. (HYPOTHESIS III)	1.481	X			
AUTHORITY (HYPOTHESIS IV)	5.797	X	X	X	X
EXPRESSIVE (HYPOTHESIS V)	2.509	X	X	X	X

placed on the role of the principal in bringing about change in a school. The first statement asks simply is the principal essential to change in the total instructional program and the second statement asks can two or three teachers be just as effective? The "t" value for each of these two statements is indicative of no significant difference in the responses of the two groups of principals. A closer look at the responses to the first statement reveals

TABLE 10

TABULATION OF THE MEAN RESPONSES OF EACH PRINCIPAL TO THE TEN STATEMENTS (AS A WHOLE) OF EACH DIMENSION OF LEADERSHIP AND TO THE AUXILIARY QUESTIONNAIRE - TASK DIMENSION.

IGE PRINCIPALS						NON-IGE PRINCIPALS					
PRINCIPAL	DIMENSION OF LEADERSHIP				AUX. QUEST.	PRINCIPAL	DIMENSION OF LEADERSHIP				AUX. QUEST.
	EXPEC-TATION	TASK	AUTHO-RITY	EXPRES-SIVE			EXPEC-TATION	TASK	AUTHO-RITY	EXPRES-SIVE	
1.	4.50	5.00	5.00	5.00	4.27	1.	4.50	5.00	3.60	4.90	4.18
2.	4.90	4.90	5.00	5.00	4.54	2.	3.70	4.80	2.90	3.50	4.54
3.	4.40	4.80	5.00	4.30	4.91	3.	4.80	5.00	1.90	4.90	4.54
4.	5.00	4.70	4.80	4.80	4.54	4.	4.00	4.40	2.70	4.30	4.09
5.	4.90	4.90	5.00	4.80	4.82	5.	4.20	4.80	3.70	4.70	4.27
6.	4.80	4.50	4.80	4.90	4.18	6.	4.20	4.50	2.70	4.70	4.09
7.	4.70	4.30	4.40	4.70	4.09	7.	4.90	5.00	4.90	4.90	4.45
8.	4.90	4.40	4.50	5.00	4.91	8.	4.90	4.90	3.00	4.80	4.54
9.	4.40	4.70	5.00	4.90	4.45	9.	4.50	4.50	4.10	5.00	4.64
10.	4.50	4.70	4.90	4.90	5.00	10.	4.60	4.50	3.50	3.80	4.45
11.	4.90	4.40	4.50	4.20	4.73	11.	3.50	4.40	3.30	3.60	3.91
12.	3.60	4.60	4.70	4.80	4.18	12.	4.20	4.70	3.70	4.30	4.73
13.	4.40	4.50	4.40	5.00	4.18	13.	4.60	4.30	4.00	3.60	4.73
14.	4.50	4.40	3.20	4.80	4.64	14.	4.90	4.70	3.50	4.40	4.27
15.	3.90	3.90	5.00	4.50	4.82	15.	4.10	4.50	3.60	4.50	4.54
MEAN VALUE	4.55	4.58	4.68	4.77	4.55	MEAN VALUE	4.37	4.67	3.41	4.39	4.40

TABLE 11

TABULATION OF PRINCIPALS' RESPONSES TO STATEMENTS IN THE INTERVIEW GUIDE CONCERNED WITH THE EXPECTATION DIMENSION OF THE LEADERSHIP ROLE. THESE RESPONSES ARE USED TO DEMONSTRATE HYPOTHESIS 1. AN ACTUAL EXPRESSION OF EACH STATEMENT CAN BE FOUND IN APPENDIX "C". THE NUMBER UNDER EACH HEADING REPRESENTS THE NUMBER OF PRINCIPALS WHO RESPONDED IN THIS MANNER. THE TOTAL POINTS FOR EACH STATEMENT WERE CALCULATED BY ASSIGNING A NUMBER OF POINTS TO EACH RESPONSE IN ACCORD WITH THE SCALE ON PAGE AND FINDING THE SUM OF THESE NUMBERS.

STATEMENT NO.	GROUP I - IGE						GROUP II - NON-IGE					
	SA	A	U	D	SD	TOTAL POINTS	SA	A	U	D	SD	TOTAL POINTS
1.	7	8	0	0	0	67	12	2	0	0	1	69
2.	5	8	1	1	0	62	9	1	1	2	2	58
3.	15	0	0	0	0	75	15	0	0	0	0	75
4.	14	1	0	0	0	74	15	0	0	0	0	75
5.	12	3	0	0	0	72	12	3	0	0	0	72
6.	9	4	0	1	1	64	7	7	0	0	1	64
7.	8	5	0	0	2	62	7	5	0	1	2	59
8.	8	5	0	2	0	64	4	5	0	4	2	50
9.	13	2	0	0	0	73	9	6	0	0	0	69
10.	11	4	0	0	0	71	8	6	0	0	1	65
TOTAL RESPONSES	102	40	1	4	3		98	35	1	7	9	
TOTAL POINTS	510	160	3	8	3	684	490	140	3	14	9	656

TABLE 12

CALCULATED "t" VALUES FOR EACH OF THE TEN STATEMENTS PERTAINING TO THE EXPECTATION DIMENSION OF THE LEADERSHIP ROLE. THE TOTAL NUMBER OF POINTS AMASSED BY EACH GROUP OF PRINCIPALS, THE MEAN OF EACH TOTAL, AND THE DIFFERENCE IN MEANS ARE ALSO GIVEN.

STATEMENT NO.	TOTAL POINTS		MEANS		DIFFERENCE IN MEANS	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:		
	IGE	NON-IGE	IGE	NON-IGE			20%	10%	5%
1.	67	69	4.47	4.60	-0.13	-0.428			
2.	62	58	4.13	3.87	0.26	0.559			
3.	75	75	5.00	5.00	0.00	0.000			
4.	74	75	4.93	5.00	-0.07	-1.050			
5.	72	72	4.80	4.80	0.00	0.000			
6.	64	64	4.27	4.27	0.00	0.000			
7.	62	59	4.13	3.93	0.20	0.392			
8.	64	50	4.27	3.33	0.94	2.003	X	X	
9.	73	69	4.87	4.60	0.27	1.694	X	X	
10.	71	65	4.73	4.33	0.40	1.356	X		

that one principal disagreed with the statement. More Group II principals strongly agreed with the statement than Group I principals, and eight Group I principals agreed with the statement but not strongly. It is possible that a principal who places emphasis on faculty participation in bringing about educational change will be somewhat reserved in stating the importance of the principal's role in bringing about change. It is also quite possible that a principal who is very authoritarian in his mode of operation will be very strong in stating the importance of the principal in bringing about change in the school. The second statement offers additional evidence for better analysis of the first statement. It would seem that the principal who is aware of the importance of faculty participation in effecting change would think twice before strongly agreeing with either statement. The authoritarian principal would probably strongly agree with both statements. It is suggested that the two most revealing types of responses to either statement are a response of simple agreement and a response of any disagreement. The simply agreement would seem to indicate a realization of the importance of the principal's role in bringing about change but with a concomitant awareness of the importance of faculty participation in the change process. Any type of disagreement would suggest a real dependence on the faculty and a poor expectation of the role of the principal as a change agent. A possible conclusion is that Group I principals place greater importance on their leadership role in bringing about change than Group II principals because

fewer Group I principals disagreed with the two statements. Further, Group I principals are possibly more aware of the importance of faculty participation in effecting change than Group I principals because fewer Group I principals strongly agreed with both statements.

The second two statements in this section were presented to the principals in order to determine if they perceived that a principal should take an active role in developing new programs of instructions, and that bringing about change is a major role of the principal. It is quite obvious that both groups of principals are very strongly in favor of both statements. Very little can be learned from the responses to these statements other than the obvious fact that all of the principals are in strong agreement with them. The principal as an instructional leader is expected to take an active role in developing new programs of instruction and this activity is considered by most educators to be a major role of the principal. Consequently, most principals would voice strong agreement with both statements because it is expected of them. It is worth noting that these two statements more closely relate to the task dimension of the leadership role than any others in this section. It might very well be that there is a correlation between the principals' responses to these statements and their responses to the statements pertaining to the task dimension of the leadership role.

Statement No. 5 was presented in order to determine how important did the principal perceive the principal's own attitude toward change to be

in effecting change in the school. Again, there is no difference in their response. All agreed that the principal's own attitude toward change is important and the majority of the principals are in strong agreement with this statement. The principals' responses to this statement are most difficult to analyze because both groups of principals responded in the same manner. The purpose of the statement was to determine how important a principal's attitude toward, and conviction about, change were to his effectively bringing about change. An evaluation of the responses would seem to indicate that all of the respondents were aware of the importance of attitude and conviction in effecting change. It is not unreasonable to assume that the participants made up an extraordinary group of persons, and there was evidence that many of them were persons of deep understanding and conviction about educational change. However, there seemed to be some apparent contradiction in that some of the principals should have disagreed with the statement if their response was to have been more in line with some of their other expressions. A possible explanation for this incongruity is that some of the principals really did not understand the intent of the question and they were responding to a statement that did not convey the real sense of attitude and conviction.

The evidence gathered in respect to statements three, four, and five, clearly demonstrates that the two groups of principals did not vary in their responses to the statements. It is obvious that the two groups of principals do not differ in their responses to these three statements.

Statements six and seven were offered in order to determine whether or not the principals felt they had sufficient authority to effect change and if interference on the part of higher authority could deter the effecting of change. Again the values of "t" for each statement indicate no significant difference in the responses of the principals. Two Group I principals and one Group II principal did not perceive the principal to have sufficient authority to bring about change. In response to the seventh statement, five principals considered lack of support on the part of higher authority as an obstacle to change. There seems to be an apparent contradiction on the part of two principals. In one response they state that they have sufficient authority and in the other response they state that their authority is not sufficient. There are two possible explanations for this apparent contradiction. First, the response to the seventh statement could have been given with reference to the principal having sufficient authority over the school staff without advertising to a possible higher authority interfering. Second, the principals realized that sufficient authority is needed to initiate change, but support of higher authority is needed to sustain it. Absolute authority can be ineffective at times, if support of certain forces is not forthcoming. It was observed during the course of the interview that three of the five principals who disagreed with the seventh statement had actually witnessed or experienced the interference of higher authority in a school operation and such interference negated the activities of the principal. In fact, one principal in particular had just

left a situation in which considerable effort was expended in behalf of an existing project and everything was negated by a single decision of a higher authority. Obviously, such experiences affect the individual's responses to these statements.

Nevertheless, it can be concluded that there is no significant difference in the principals' responses to these statements and that the two groups of principals do not differ in their perceptions of the role of the principal as having sufficient authority to effect change and that opposition on the part of higher authority can be overcome.

The total thrust of the statements in this section is to determine just how confident the principals are in their bringing about change in the exercise of their leadership role. The last three statements were included in this section in order to identify the various obstacles that the staff might present in bringing about change. The three obstacles considered were a staff resistant to change, lack of an experienced staff, a staff that is unaware of new ideas in education. It is extremely important to note that the principal was to consider each of the three statements within a mental set of rendering a judgement prior to any attempt of initiating change. The hypothetical case was presented that if the principal was considering the possibility of initiating a process of change and he became aware of the situation that his faculty would possibly be an obstacle to the change because of any of the reasons presented in the three statements, would the principal still be

willing to try to initiate the change process? It was further pointed out to the principal in the course of the interview, that if any of these obstacles would persist for a considerable length of time, it would most likely reduce the potential for effective implementation of change.

An evaluation of the principals' responses to the three statements indicates that staff resistance to change is perceived by the principals to be the greatest obstacle to initiating change. An interesting observation at this point is that the obstacles presented by the last two statements can be overcome by education or helping new teachers in their acclimation to the school and the educational program. The obstacle presented in the eight statement requires an attitudinal change on the part of the teachers. Bringing about attitudinal changes is more difficult, requires much more time, and demands more personal intervention on the part of the principal. It is to the credit of both groups of principals that only one principal expressed disagreement in the responses to the last two statements. However, it is a greater compliment to the Group I principals that all but two of them did not perceive a negative attitude on the part of the staff to be an insurmountable obstacle. There seems to be evidence that the responses of the Group I principals demonstrates at least a realization of one of the more important tasks of the contemporary school principal, that is the facilitating of attitudinal changes on the part of the faculty.

An evaluation of the "t" values for these three statements indicates that

the "t" values for these three statements are the highest values in this section. None of the "t" values indicates a significant difference between the responses of the two groups principals at the five percent level of significance. However, it is of note that the responses of the two groups of principals to the eighth and ninth statements are significantly different at the ten percent level and the responses of the two groups of principals to the tenth statement are significantly different at the twenty percent level. Consequently, it can be stated that, although not conclusive, it is suggested that Group I principals perceive to a greater degree than the Group II principals that, in the exercise of their leadership role they can effect change even though the three obstacles as stated are present.

The total points amassed by the Group I principals in response to the ten statements and to the expectation dimension as a whole, is twenty-eight more than that amassed by Group II principals. It is by no means suggested that this is a conclusive factor in demonstrating the validity of the hypothesis but at least it supports rather than rejects the hypothesis, even though the support is minimal.

Reference to Table 9 indicates there is no significant difference between the mean responses of the two groups of principals to the ten statements in the Interview Guide, when treated as a whole. Table 12 indicates that there are none of the ten statements in which responses of the two groups of principals are significantly different at the five percent level of significance.

It is immediately apparent that the responses of the two groups of principals to six of the ten statements are similar. However, the responses to four of the ten statements merit closer study. The second statement which asks whether or not the principal can do more to bring about change than one or two active teachers, was responded to by four of the Group II principals with their favoring the one or two active teachers. The fact that nine of the Group II principals strongly agreed with the statement counteracted any possible statistical difference in the responses of the two groups of principals. It is suggested that the eight Group I principals who simply agreed with the statement demonstrated a high degree of expectation of their own leadership potential with a concomitant awareness of the importance of teacher cooperation in the implementation of change. It can then be concluded that Group I principals do in fact perceive to a higher degree, that the principal can do more to bring about change than one or two active teachers, than Group II principals. The analysis of the principals' responses to the last three statements, which was presented in the previous paragraph, also suggests that the Group I principals have a higher degree of expectation in their leadership role than do Group II principals, in spite of the obstacles presented in these three statements.

The conclusion to the analysis of Hypothesis I is that:

1. It can definitely be stated that the converse of the hypothesis was not demonstrated.

2. Statistically it cannot be demonstrated that the responses of the Group I principals differ significantly from the responses of the Group II principals. On the basis of this evidence, the hypothesis must be rejected.
3. However, based on the analysis of the second, eighth, ninth, and tenth statements there is some evidence to suggest that the Group I principals do in fact perceive their leadership role as having greater capacity to effect change than do Group II principals.

Consequently, Hypothesis I is rejected with the above stated reservations.

HYPOTHESIS NO. 2

ALL PRINCIPALS INVOLVED IN THE STUDY WILL PERCEIVE THE ORGANIZATION OF ACTIVITIES AND RESOURCES TO STIMULATE EDUCATIONAL IDEAS, TO BE PART OF THE EXERCISE OF THEIR LEADERSHIP ROLE. PRINCIPALS ENGAGED IN THE IMPLEMENTATION OF IGE WILL PLACE GREATER IMPORTANCE ON THE TASK DIMENSION OF LEADERSHIP.

The principals' responses to the statements in the Interview Guide that are concerned with the task dimension of the leadership role will be used to demonstrate the validity of this hypothesis. The tabulation of these responses is found in Table 13 and the means of the responses as well as the "t" value for each statement can be found in Table 14. The reader is also asked to refer to Tables 9 and 10 for data relevant to this dimension of leadership.

TABLE 13

TABULATION OF THE PRINCIPALS' RESPONSES TO STATEMENTS IN THE INTERVIEW GUIDE CONCERNED WITH THE TASK DIMENSION OF THE LEADERSHIP ROLE. THESE RESPONSES ARE USED TO DEMONSTRATE HYPOTHESIS 2. AN ACTUAL EXPRESSION OF EACH STATEMENT CAN BE FOUND IN APPENDIX "C". THE NUMBER UNDER EACH HEADING REPRESENTS THE NUMBER OF PRINCIPALS WHO RESPONDED IN THIS MANNER. THE TOTAL POINTS FOR EACH STATEMENT WERE CALCULATED BY ASSIGNING A NUMBER OF POINTS TO EACH RESPONSE IN ACCORD WITH THE SCALE ON PAGE AND FINDING THE SUM OF THESE NUMBERS.

STATEMENT NO.	GROUP I - IGE						GROUP II - NON-IGE					
	SA	A	U	D	SD	TOTAL POINTS	SA	A	U	D	SD	TOTAL POINTS
1.	13	2	0	0	0	73	12	2	0	1	0	70
2.	11	4	0	0	0	71	12	2	0	1	0	70
3.	12	2	0	1	0	70	13	2	0	0	0	73
4.	10	4	1	0	0	69	14	1	0	0	0	74
5.	11	3	1	0	0	70	12	3	0	0	0	72
6.	9	6	0	0	0	69	9	6	0	0	0	69
7.	11	1	1	2	0	66	14	1	0	0	0	74
8.	10	4	0	1	0	68	12	3	0	0	0	72
9.	7	4	1	3	0	60	10	4	0	1	0	68
10.	9	6	0	0	0	69	7	7	0	1	0	65
TOTAL RESPONSES	103	36	4	7	0		115	31	0	4	0	
TOTAL POINTS	515	144	12	14	0	685	575	124	0	8	0	707

TABLE 14

CALCULATED "t" VALUES FOR EACH OF THE TEN STATEMENTS PERTAINING TO THE TASK DIMENSION OF THE LEADERSHIP ROLE. THE TOTAL NUMBER OF POINTS AMASSED BY EACH GROUP OF PRINCIPALS, THE MEAN OF EACH TOTAL, AND THE DIFFERENCE IN MEANS ARE ALSO GIVEN.

STATEMENT NO.	TOTAL POINTS		MEANS		DIFFERENCE IN MEANS	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:		
	IGE	NON-IGE	IGE	NON-IGE			20%	10%	5%
1.	73	70	4.87	4.67	0.20	0.871			
2.	71	70	4.73	4.67	0.06	0.248			
3.	70	73	4.67	4.87	-0.20	-0.871			
4.	69	74	4.60	4.93	-0.33	-1.871	X	X	
5.	70	72	4.67	4.80	-0.13	-0.677			
6.	69	69	4.60	4.60	0.00	0.000			
7.	66	74	4.40	4.93	-0.53	-1.784	X	X	
8.	68	72	4.53	4.80	-0.27	-1.123			
9.	60	68	4.00	4.53	-0.53	-1.409	X		
10.	69	65	4.60	4.33	0.27	1.088			

The primary goal of the exercise of the task dimension of the leadership role is to encourage, facilitate, and aid in faculty improvement.

Jacobson, Reavis, and Logedon¹⁰ treat of "Instructional Leadership" at length and clearly indicate that this is a major responsibility of the principal. The main objective of instructional leadership is faculty growth and improvement. These same authors indicate that carrying out activities such as workshops, classroom visitations, and teacher conferences can be an effective means of exercising instructional leadership.

The first statement asks whether or not the principals agree with the fact that faculty improvement is a major role of the principal. The second statement is more practical in that it seeks to determine if the organizing of activities and resources is part of instructional leadership. Inasmuch as both statements express commonly accepted aspects of instructional leadership it is to be expected that the majority of principals would agree with the statement. It is possible that the one principal who did not agree with the statement might have been overwhelmed with other duties and found it difficult to assent to the major importance of this task. The "t" values for both statements indicate that there is no significant difference between the responses

¹⁰Paul B. Jacobson, William C. Reaves, and James D. Logsdon, The Effective School Principal. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963) pp 88-108.

of the two groups of principals and this is supported by the actual study of the responses of the two groups.

The principals were asked to respond to the third and fourth statements in order to determine whether or not they saw a relation between the exercise of the task dimension of the leadership role and the effecting of change in the school. The responses to this statement indicate that the Group II principals are more strongly in agreement with the relationship of the task dimension to effecting change than the Group I principals. However, it is important to study the responses of the two groups of principals to each of the statements. Group II principals are in greater agreement with the third statement than Group I principals because one Group I principal disagreed with the statement. It is obvious that except for this one expression of disagreement the two groups of principals responded in the exact same manner. Consequently, it would be difficult to conclude that the two groups of principals are really different in their responses to the third statement. There is an evident variation in the responses of the two groups of principals to the fourth statement. All but one of the Group II principals strongly agreed with the statement. There were four Group I principals, who simply agreed with the statement and one who was undecided. These types of responses resulted in the Group II principals amassing five more points than the Group I principals and is indicative of a real difference in the responses of the two groups of principals to this statement. A possible explanation for the responses of the Group I

principals is that they were reluctant to strongly agree with the statement because they did not see the responsibility of organizing projects to help teachers grow to be solely the responsibility of the principal. This could be another example of how a greater awareness of the importance of teacher involvement in organizing such projects tempered a strong agreement with the statement. Nevertheless, total points amassed by each group of principals indicates that there is a difference in the responses of the two groups and that the Group II principals are in stronger agreement with the fourth statement than the Group I principals.

The fifth and sixth statements are concerned with methods employed in carrying out the task dimension of the leadership role and specifically directed to the formation of an in-service program by the principal. The fifth statement is general in nature and all but one of the principals agreed with the statement. The one principal, who was undecided, found difficulty with the words "well-planned" and felt that this mitigated against the flexibility that was needed in an in-service program. The words "highest priority", which were contained in the sixth statement, seemed to cause some difficulty in the responses of the principals. It was observed in the course of the interviews that words which were so definitive as "most important", "highest priority", and "greatest emphasis" immediately resulted in some reluctance on the part of the principals to strongly agree with the statement. The principals seemed to hedge somewhat in their responses. This is reflected in

the principals' responses to the sixth statement. Both groups of principals responded in the exact same manner. In each case six principals simply agreed with the statement, but would not strongly agree with the statement. The fact that the responses of the two groups of principals to these two statements was similar was expected. The general training of any principal would include the importance of the principal organizing the various activities and resources that constitute the in-service program in any school. Consequently, it would seem that the principal's degree of competency in bringing about change would not necessarily be a result of his placing importance on an in-service program.

The seventh and ninth statements introduce a concept other than in-service training and that is the teacher pursuing educational activities outside the school in-service program. The principals are asked to respond as to whether or not this should be of major concern to the principal in the seventh statement and whether or not the principal should insist that the teachers attend periodic workshops and seminars, in the ninth statement. The total points amassed by Group II principals in response to both statements was much higher than Group I principals.

The principals, who did not agree with the seventh statement, were insistent that, although it was a concern of the principal that a teacher pursue further education, it was not a major concern. In fact, it was the opinion of these principals that it was more encumbent on the teachers them-

selves than the principal to assume this responsibility. It was further stated that if a teacher did not pursue further education, it was a sign of a lack of professionalism.

In responding to the ninth statement, many of the principals found difficulty with the work "insist" and expressed their concern that a principal who would insist that faculty members attend periodic workshops and seminars might give the impression of being too authoritarian. This was the reason that five Group I principals and one Group II principal did not agree with the statement. Nevertheless, a difference in the response of the two groups of principals is clearly indicated from the point totals of the two groups of principals, and it is concluded that the Group II principals more strongly agree with the statements than the Group I principals.

The eighth and tenth statements were again expressions of methods of providing instructional leadership, other than in-service programs, that might be utilized to further faculty development. The Group II principals were stronger in their agreement with the eighth statement. One of the possible explanations as to why Group I principals were reluctant to strongly agree with the statement was because they expressed the concern that encouragement of the faculty to improve themselves might be carried out in a better way if the meetings were informal rather official.

All but one of the principals agreed with the tenth statement. However, there were six Group I principals and seven Group II principals who did not

strongly agree with the statement. In presenting this statement to the principals, it was indicated that the statement implied total support (without any qualification or condition) of experimentation in the classroom. Again it seemed that the concept of "total support" presented a difficulty and some of the principals found it hard to agree with this idea. Some principals basically agreed with the importance of implementing new ideas in the classroom but they felt the necessity of imposing conditions or restrictions. It was further pointed out that some type of evaluation did not mitigate against the concept of "total support". It is suggested that the reluctance of some of the principals to strongly agree with this statement might be evidence of the unwillingness to take some risk in this regard. There is a difference between the two groups of principals in their responses to these two statements but the differences are not significant.

The total points amassed by the Group II (NON-IGE) principals in response to the ten statements and to the task dimension as a whole, is twenty-two more than that amassed by the Group I principals. Although not conclusive, it does support the converse of the hypothesis and rejection of the hypothesis as stated.

Reference to Table 9 indicates no significant difference between the mean responses of the two groups of principals to the ten statements of the task dimension treated as a whole.

Table 14 indicates that there is none of the ten statements to which

the responses of the two groups of principals are significantly different at the five percent level of significance. However, the point totals amassed by Group II principals in responding to three of the statements suggest that the Group II principals do in fact more strongly agree with these statements than the Group I principals.

The total points amassed by the Group II principals in response to the fourth statement was five more than that amassed by the Group I principals. However, this can be explained by the fact that all but one of the Group II principals strongly agreed with the statement and one Group I principal was undecided. This is sufficient reason to explain the difference in the point totals. As a result, the differences in point totals is hardly indicative of a real difference in the responses of the two groups of principals.

There is a substantial difference in the responses of the principals to the seventh statement. It was explained above that some of the Group I principals expressed the fact that the responsibility of pursuing further education belongs more to the teachers themselves than to the principals. This reasoning might explain the difference in the point totals of the two groups but it does not eliminate this difference and it has to be concluded that Group II principals more strongly agree with the statement than the Group I principals.

The same conclusion must be reached in reference to the ninth statement. The work "insist" might have justifiably tempered the Group I principals'

responses to the statement because it hints of authoritarianism. However, this again merely explains the difference in the responses but it does not eliminate it.

The reader is also reminded that each principal was asked to offer his convictions concerning the task dimension of the leadership role prior to the interview.¹¹ After studying the written expressions of these convictions of both groups of principals it was concluded that both groups of principals were equally aware of the importance of the task dimension of the leadership role. "However, the Group I principals carry out this task with greater conviction and with the specific goals of effecting educational change."¹²

The conclusion to the analysis of Hypothesis II is that:

1. It cannot be demonstrated statistically that the responses of the Group I principals differ significantly from the responses of the Group II principals. On the basis of this evidence the hypothesis must be rejected.
2. Based on the fact that there is a real difference in the responses of the principals to two of the statements and this difference favors the converse of the hypothesis, there is slight evidence that the

¹¹A discussion of these expressions of conviction can be found on pages 123-127.

¹²The entire statement of conclusions can be found on page 127.

converse of the hypothesis might actually be true. However, the written convictions of the principals concerning the leadership role, as discussed above, does not support the converse of the hypothesis. Consequently, there is insufficient evidence that the converse of the hypothesis has been demonstrated.

Consequently, it is concluded that the evidence offered by the Interview Guide suggests that the converse of the hypothesis is true. However, this evidence is not sufficiently strong and there is additional evidence presented that would not support this fact. Hypothesis II as stated was definitely not demonstrated to be true and hence must be rejected. In light of this conclusion, it more correctly stated that all principals involved in the study perceived the organization of activities and resources to simulate educational ideas to be part of the exercise of their leadership role.

HYPOTHESIS NO. 3

PRINCIPALS IMPLEMENTING IGE WILL PERCEIVE THAT IN THE EXERCISE OF THE LEADERSHIP ROLE, THEY SHOULD ORGANIZE MORE ACTIVITIES AND RESOURCES, THAN DO THE PRINCIPALS NOT IMPLEMENTING IGE.

This hypothesis can be shown to be true if it can be demonstrated that the principals engaged in the implementation of IGE have indeed organized more activities and resources in their schools than the principals not engaged in the implementation of IGE. The Auxiliary Questionnaire - Task Dimension was prepared for the purpose of demonstrating the validity of this hypothesis.

The questionnaire contains eleven activities and resources which could be organized in a school. The principal was asked to indicate the status of these activities and resources in his school. The tabulation of the principals' responses to this questionnaire is found in Table 15 and the means of the responses and the "t" value for each item is found in Table 16. The reader is also asked to refer to Tables 9 and 10 for data relevant to this dimension of leadership.

This should have been one of the easier evaluations to carry out in this study. It would seem a simple tabulation of the responses and the resultant calculation of certain values would provide all the data needed for evaluation. However, it became apparent that this would not be valid in light of the explanation and analysis offered below.

The responses to the items on the questionnaire by the principals left much to be desired. When the questionnaire was originally prepared it was thought that there was sufficient clarity and that it would be a simple matter to check the status of the particular item in the school. It became quite obvious that some of the principals had a great deal of difficulty in deciding whether an item was implemented or partially implemented and this was open to a great deal of subjective interpretation. In three or four instances the principals checked the status of an item to be in one stage and the personal knowledge of the author would not allow him to agree with the response. This in no way imputes misrepresentation on the part of any of the subjects of the

TABLE 15

TABULATION OF PRINCIPALS' RESPONSES TO ITEMS IN THE AUXILIARY QUESTIONNAIRE - TASK DIMENSION. THESE RESPONSES ARE USED TO DEMONSTRATE HYPOTHESIS 3. A COPY OF THIS QUESTIONNAIRE CAN BE FOUND IN APPENDIX "D". THE NUMBERS UNDER EACH HEADING REPRESENT THE NUMBER OF PRINCIPALS WHO PLACED A CHECK UNDER THIS HEADING IN RESPONSE TO THE ITEM. THE TOTAL POINTS FOR EACH ITEM WAS CALCULATED BY ASSIGNING A NUMBER OF POINTS TO EACH RESPONSE IN ACCORD WITH INFORMATION ON PAGE AND FINDING THE SUM OF THESE NUMBERS.

ITEM NO.	GROUP I - IGE						GROUP II - NON-IGE					
	I	IP	NI-LT	NI-NN	NI-NA	TOTAL POINTS	I	IP	NI-LT	NI-NN	NI-NA	TOTAL POINTS
1.	11	4	0	0	0	71	11	4	0	0	0	71
2.	11	4	0	0	0	71	13	2	0	0	0	73
3.	10	5	0	0	0	70	7	7	1	0	0	66
4.	6	6	2	1	0	62	8	7	0	0	0	68
5.	11	3	1	0	0	70	15	0	0	0	0	75
6.	9	5	1	0	0	68	11	2	2	0	0	69
7.	14	1	0	0	0	74	6	3	6	0	0	60
8.	10	4	1	0	0	69	6	6	3	0	0	63
9.	12	3	0	0	0	72	10	3	2	0	0	68
10.	4	5	6	0	0	58	8	2	4	1	0	62
11.	4	3	6	2	0	54	2	5	6	2	0	52
TOTAL RESPONSES	102	43	17	3	0		97	41	24	3	0	
TOTAL POINTS	510	172	51	6	0	739	485	164	72	6	0	727

TABLE 16

CALCULATED "t" VALUES FOR EACH OF THE ELEVEN ITEMS IN THE AUXILIARY QUESTIONNAIRE - TASK DIMENSION. THE TOTAL NUMBER OF POINTS AMASSED BY EACH GROUP OF PRINCIPALS, THE MEAN OF EACH TOTAL, AND THE DIFFERENCE IN MEANS ARE ALSO GIVEN.

ITEM NO.	TOTAL POINTS		MEANS		DIFFERENCE IN MEANS	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:		
	IGE	NON-IGE	IGE	NON-IGE			20%	10%	5%
1.	71	71	4.73	4.73	0.00	0.000			
2.	71	73	4.73	4.87	-0.14	-0.939			
3.	70	66	4.67	4.40	0.27	1.309			
4.	62	68	4.13	4.53	-0.40	-1.474	X		
5.	70	75	4.67	5.00	-0.33	-2.071	X	X	X
6.	68	69	4.53	4.60	-0.07	-0.278			
7.	74	60	4.93	4.00	0.93	3.747	X	X	X
8.	69	63	4.60	4.20	0.40	1.549	X		
9.	72	68	4.80	4.53	0.27	1.229			
10.	58	62	3.87	4.13	-0.26	-0.747			
11.	54	52	3.60	3.47	0.13	0.360			

study, but it does suggest that the actual questionnaire was a poor instrument for evaluation.

It is extremely important to note at this point that the Interview Guide and the Auxiliary Questionnaire - Task Dimension, which was specifically designed to demonstrate only Hypothesis III, are entirely distinct instruments of evaluation and totally independent of each other. To question the validity of either instrument in no way lessens the validity of the other.

It was observed that, during the course of the interviews, a judgement as to whether or not a particular activity or resource was implemented or partially implemented was subjective and relative to the principal's own criterion of full or partial implementation. For example, the sixth item questioned the stage of implementation of a faculty library. If a principal had high ideals about a faculty library, a well-supplied library would be judged as partially implemented, because in the mind of the principal there was still much work to be done in this regard. On the other hand, a principal, who was easily satisfied, might consider a library which was sparse in contents to be a fully implemented project.

The principal fault of the Auxiliary Questionnaire - Task Dimension lies in the necessity of the principal making a judgement as to the full or partial implementation of a particular activity or resource. The other categories; "Not implemented, but would like to", "Not implemented, it is not necessary", and "Not implemented, because of lack of agreement with the

idea", did not seem to present any difficulties. There are two possible reasons for this observation. First, whether a project is implemented or not is easier to judge in a more definitive manner than to judge whether a project is fully or partially implemented. Second, all of these activities and resources are good practices of instructional leadership and few principals would admit that they saw no necessity for them or lacked in agreement with the basic principles of these activities and resources. It is to be expected that any principal who had not implemented any of these projects would like to implement them.

The above analysis is clearly evident in the actual tabulation of the responses. Table 15 presents the tabulation of responses to the items on the Auxiliary Questionnaire - Task Dimension. There was a total of three hundred and thirty responses. Of these, two hundred and eighty-three, or eighty-six percent of the total were in the categories of implemented or partially implemented. Of the forty-seven responses, which indicated that the project was not implemented, forty-one, or eighty-seven percent of the total, indicated a desire to implement the project. None of the responses expressed disagreement with the activity or resource in principle and only six responses indicated that the principals saw no necessity for the activity or resource.

A close observation of Table 15 indicates that the responses of the two groups of principals are almost identical except that there is a total of

five more responses of Group I principals in the "Implemented" column and seven more Group II principals' responses in the "Not implemented, but would like to" column. This observation clearly indicates that there is really no difference between the two groups of principals to the items on the questionnaire.

The Group II principals amassed at least four more points than the Group I principals in their responses to the third, fourth, and fifth items. However, there were only two responses that indicated that the projects described in the items were not implemented. Here is another example of the difference in the responses being a result of the difficulty in judging whether the project was fully or partially implemented. Consequently, this difference in point totals cannot be used in support of demonstrating a real difference between the two groups of principals in their responses.

The seventh, eighth, and ninth items are the most interesting items in the questionnaire. The activities presented in each of these items necessitate that time be allotted during the actual school day for these activities. There were eleven responses of the Group II principals that indicated that these activities were not in fact implemented. There was only one Group I principal who said that the activity was not implemented. The most marked difference between the two groups of principals was found in their responses to the seventh item, which was concerned with time actually be scheduled in the school day for teacher planning. There were fourteen Group I principals

who had indicated that they had fully implemented this activity and six Group II principals who indicated that they had not implemented this activity. Granted, the IGE program insists that teacher planning time be built into the daily schedule. Nevertheless, there is a real difference between the responses of the two groups of principals to this item and the "t" value for this item indicates a statistical significant difference at the five percent level of significance.

The total points amassed by Group I principals in response to the eleven items contained in the Auxiliary Questionnaire-Task Dimension is twelve more than that amassed by the Group II principals. This fact, although not conclusive, does support the stated hypothesis rather than reject it.

Reference to Table 9 indicates no significant difference between the mean responses of the two groups of principals to the eleven statements of the questionnaire as a whole.

Table 16 shows that there are two items to which the principals' responses were significantly different at the five percent level of significance. As noted in the above discussion the significant difference between the two groups of principals in their responses to the fifth statement resulted because all of the Group II principals indicated that the activity was implemented, whereas three Group I principals indicated that the activity was partially implemented and one principal indicated that the activity was not implemented. In lieu of the explanation offered in regard to making a judgement between

fully implemented and partially implemented, it would seem that this significant difference in response is not conclusive. The other item to which the principals responded in a significantly different manner was the eighth item. Inasmuch as there were six Group II principals who indicated that this activity was not implemented, it is suggested that the significant difference in response between the two groups of principals does demonstrate that the Group I principals have indeed provided times in the daily schedule for teacher planning to a greater degree than the Group II principals.

The conclusion to the analysis of Hypothesis III is that:

1. It can be stated that the converse of the hypothesis was not demonstrated.
2. It cannot be statistically demonstrated that the responses of the Group I principals differ significantly from the responses of the Group II principals. On the basis of this evidence, the hypothesis must be rejected.
3. There is some evidence that the Auxiliary Questionnaire - Task Dimension, the instrument used in the demonstration of this hypothesis, did not provide accurate results.

Consequently, Hypothesis III must be rejected as stated.

HYPOTHESIS NO. 4

PRINCIPALS IMPLEMENTING IGE WILL PERCEIVE THAT, IN THE EXERCISE OF THEIR LEADERSHIP ROLE, THERE SHOULD BE GREATER SHARING AND DELE-

GATING OF AUTHORITY, THAN PRINCIPALS NOT IMPLEMENTING IGE.

The principals' responses to the statements in the Interview Guide pertaining to the authority dimension of leadership role will be used to demonstrate the validity of this hypothesis. The tabulation of these responses is found in Table 17 and the means of the responses as well as the "t" values for each statement can be found in Table 18. The reader is also asked to refer to Tables 9 and 10 for data relevant to this dimension of leadership.

All of the statements in this section have been phrased in such a manner that they will aid in determining to what extent do the principals perceive that in the exercise of the leadership role the principal should share and delegate authority. There is no intention of insinuating that agreement with any or all of the statements is indicative of good leadership. However, strong agreement with a statement does indicate a willingness to share in authority and in the decision making process.

The first statement in this section is a general statement. The purpose of the statement is to determine whether or not the principal should seek consultation of his staff in making all major decisions. The three NON-IGE principals, who disagree with the statement, are not willing to admit the necessity of consultation with the staff in all major decisions. It would also seem that those respondents, who do not strongly agree with the statement, are somewhat reluctant to consult the staff in all matters. The evidence would seem to indicate that all of these principals are willing to consult

TABLE 17

TABULATION OF THE PRINCIPALS' RESPONSES TO STATEMENTS IN THE INTERVIEW GUIDE CONCERNED WITH THE AUTHORITY DIMENSION OF THE LEADERSHIP ROLE. THESE RESPONSES ARE USED TO DEMONSTRATE HYPOTHESIS 4. AN ACTUAL EXPRESSION OF EACH STATEMENT CAN BE FOUND IN APPENDIX "C". THE NUMBER UNDER EACH HEADING REPRESENTS THE NUMBER OF PRINCIPALS WHO RESPONDED IN THIS MANNER. THE TOTAL POINTS FOR EACH STATEMENT WERE CALCULATED BY ASSIGNING A NUMBER OF POINTS TO EACH RESPONSE IN ACCORD WITH THE SCALE ON PAGE AND FINDING THE SUM OF THESE NUMBERS.

STATEMENT NO.	GROUP I - IGE						GROUP II - NON-IGE					
	SA	A	U	D	SD	TOTAL POINTS	SA	A	U	D	SD	TOTAL POINTS
1.	13	2	0	0	0	73	8	4	0	1	2	60
2.	13	2	0	0	0	73	4	6	0	3	2	52
3.	13	1	1	0	0	72	1	6	1	6	1	45
4.	12	2	1	0	0	71	5	5	1	3	1	55
5.	11	3	1	0	0	70	8	5	0	2	0	64
6.	12	2	0	0	1	69	4	2	1	2	6	41
7.	11	4	0	0	0	71	5	4	0	1	5	48
8.	14	0	0	0	1	71	4	6	0	3	2	52
9.	11	2	0	2	0	67	2	5	0	4	4	42
10.	9	6	0	0	0	69	2	5	6	2	0	52
TOTAL RESPONSES	119	24	3	2	2		43	48	9	27	23	
TOTAL POINTS	595	96	9	4	2	706	215	192	27	54	23	511

TABLE 18

CALCULATED "t" VALUES FOR EACH OF THE TEN STATEMENTS PERTAINING TO THE AUTHORITY DIMENSION OF THE LEADERSHIP ROLE. THE TOTAL NUMBER OF POINTS AMASSED BY EACH GROUP OF PRINCIPALS, THE MEAN OF EACH TOTAL, AND THE DIFFERENCE IN MEANS ARE ALSO GIVEN.

STATEMENT NO.	TOTAL POINTS		MEANS		DIFFERENCE IN MEANS	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:		
	IGE	NON-IGE	IGE	NON-IGE			20%	10%	5%
1.	73	60	4.87	4.00	0.87	2.238	X	X	X
2.	73	52	4.87	3.47	1.47	3.617	X	X	X
3.	72	45	4.80	3.00	1.80	5.281	X	X	X
4.	71	55	4.73	3.67	1.60	2.792	X	X	X
5.	70	64	4.67	4.27	0.40	1.288			
6.	69	41	4.60	2.73	1.87	3.542	X	X	X
7.	71	48	4.73	3.20	1.53	3.223	X	X	X
8.	71	52	4.73	3.47	1.26	2.732	X	X	X
9.	67	42	4.47	2.80	1.67	3.488	X	X	X
10.	69	52	4.60	3.47	1.13	4.182	X	X	X

their staffs in many matters that involve major decisions. However, the response is qualified to a degree because there are some instances, either presently foreseen or not, which might arise which would not allow them to consult with the staff. This is an important observation because Warren Schmidt¹³ notes that decisions which are major in nature or involve long-range planning are best arrived at through consultation with the staff. There is a significant difference in the response of the two groups of principals and it is apparent that the Group I principals more strongly agree with the statement.

Response to the second, third, and fourth statements is sought in order to determine whether or not the principal perceives as part of his leadership role to establish permanent structures to facilitate him seeking consul with his staff in decision making. The key concept here is "permanent structure." It should be noted that the IGE program provides for the establishment of a permanent structure for faculty consultation in decision making, and it would seem that any principal who became part of the IGE program would at least accept the principle of establishment of such a structure. However, there are two or three (depending on the statement) IGE principals who do not strongly agree with the statement. One of the principals noted specifically

¹³Warren H. Schmidt, "Executive Leadership", The National Elementary School Principal, XLI, No. 4 (January, 1962) p. 38.

that she did not see the value of such a permanent structure when the faculty consisted of only four or five members. The reluctance to strongly agree with the statement exhibited by the other IGE principals suggests that these principals have established the structure but are not convinced of its value in every instance.

The second statement questions the importance of establishing some type of permanent structure. The third statement specifies that there should be some permanent structure established for dealing with the instructional program and the fourth statement specifies that there should be some structure through which a member of the staff can demonstrate disagreement with policies and procedures. It was clearly pointed out in the course of the interview that a single structure could satisfy all three statements as long as the main purposes of every statement were incorporated in the single structure. It becomes quite apparent that permanent structures and standing committees have to be dealt with. If a principal establishes some structure of permanence which can be a vehicle of teacher opinion, recommendation, or criticism the principal must respond to the group or it will quickly become a fiction or a source of teacher discontent. The principals, who disagree with this statement, or who do not strongly agree with it, suggest their reluctance to be continually accountable to such a permanent group. In fact it should be noted that some principals specifically stated their preference for establishing such structures only when the need arises and in a temporary manner.

Other principals noted that there was no need for such structures because their "doors were always open." The principals' responses to all three statements differed significantly and in each case the Group I principals agreed more strongly with the statement.

The fifth statement has a specific purpose. Should the principal actually go out and elicit faculty opinions concerning the policies and procedures of the school or is it sufficient to have an "open door policy" and wait for the faculty to come to him? Only two of the thirty principals disagreed with the statement. However, there were eight principals, five of whom were NON-IGE principals, who did not strongly agree with the statement. This statement is concerned with the principal actively seeking teacher opinion and criticism. There is a suggestion that this is an example of principals protesting their concern for client-centered leadership but are not necessarily committed to actively providing for it. There was a difference in the responses of the two groups of principals but the difference was not significant because the "t" value of the statement did not exceed the critical value of "t". However, there were two Group II principals that did not agree with the statement, whereas none of the Group I principals disagreed with the statement. The difference in responses, although insignificant, did indicate a stronger agreement with the statement on the part of the Group I principals.

The sixth statement was offered for a specific purpose. It was asked to determine who should have the final word as to the placement of students

in a class. This statement was the most readily and firmly answered by each of the principals. It was apparent there was a clear cut policy in each of the principals' minds. On occasion there was some hesitancy in responding to the statement but this was simply a matter of clarifying certain procedures that might precede a final decision in this regard. There seemed to be very little question as to who actually made the final decision. It was observed that this particular statement provided a concrete example of delegation of authority. It should be further noted that many of the statements in the Interview Guide allow for some leeway in response and hence do not require that the principal be that specific and direct. This statement does not permit that leeway and requires a simple answer to the question, "Do you or don't you have the final say in the placement of children in particular classes?" There were four principals who simply agreed with the statement and this would suggest that they basically agreed with the statement but did so with qualifications. The reader will note that twelve Group I principals strongly agreed with the statement, whereas six Group II principals strongly disagreed with the statement. It is quite clear that Group I principals are more united in agreeing with the statement and that the responses of the Group II principals vary considerably. It is also quite evident that there is a significant difference in the responses of the two groups of principals and that the Group I principals more strongly agree with the statement than the Group II principals.

The seventh, eighth and ninth statements were concerned with the disposition of decisions arrived at by the principal. The seventh statement asks whether or not a decision already made is final and never open to question. The eighth statement was phrased in such a way as to determine whether or not a principal simply announces a decision with no explanation. The ninth statement was probably the most threatening in that it asked whether or not administrative decisions should be subject to the approval of the staff. All three statements pose some type of threat to the principal because in effect it is at least hinted that there should be no decision which is autocratically made in the privacy of the principal's office and then communicated to the faculty for implementation. Of major note is that none of the Group I principals disagreed with the seventh statement, only one disagreed with the eighth statement, and two disagreed with the ninth statement. This is not the case with the Group II principals. There is a total of nineteen responses of disagreement with the three statements on the part of the Group II principals.

The eighth statement has the least number of responses of disagreement on the part of the Group II principals. It is suggested that this might be the case because the statement does not exclude the possibility of an autonomous decision. The statement simply specifies that such a decision, after being made, be communicated to the staff with an explanation. The seventh statement again allows for the principal to make a decision by himself but qualifies the finality of the decision by stating that it should be open to

further discussion. It is quite obvious that a principal could agree with these statements because there is not a total dependence on the faculty before the decision can be implemented.

The ninth statement seems to be the most threatening. As noted above, the author offered no qualifications other than describing the decision to be one of substance in nature. This statement does not allow for an autonomous decision because the decision is subject to the approval of the faculty. This statement had more expressions of disapproval than any other. It is suggested that this statement was the subject of the most expressions of disagreement because it requires the ultimate in sharing authority. Any principal who is willing to subject all substantial decisions to the approval of the staff might not be correct in his actions but he certainly cannot be faulted for not sharing in the decision making process. In reference to all three statements there is a significant difference in the responses of the two groups of principals and it is evident that the Group I principals more strongly agree with the statements than the Group II principals.

The final statement was proposed in order to determine just how the principals perceived the role of a principal in working with the faculty. Specifically the statement asks, should the principal be more formal and distant or is he a helper and guide? All of the Group I principals agreed with the statement but many expressions of indecision were elicited from the Group II principals. Many of the principals who were undecided wanted

to be classified as helpers and guides but they also wanted to remain at a distance. Some of the principals insisted that professionalism demanded a certain formalism and they wanted to retain that air of formality. It is suggested that a principal being a helper and a guide in no way mitigates against professionalism. It is difficult to explain why the principals felt that the concept of "helper and guide" hinted of too much familiarity and getting too close to the faculty. It is a further observation that the goal of the teacher-pupil relationship is helping and guiding. As noted previously in this study it is hoped that the principal-teacher relationship would be of like nature. It would seem that the principals, who disagreed with the statement or were undecided in their response, were afraid of something that really was not there. It should be noted that all of the questions that refer to Hypothesis V are directed toward interpersonal relationships, which in some cases posed a threat to persons. However, this hypothesis was concerned only with the authority dimension of leadership. The responses of the two groups of principals to the tenth statement were significantly different and the Group I principals more strongly agreed with the statement.

The evidence overwhelmingly supports the validity of the hypothesis. The total points amassed by Group I principals in regard to this dimension of leadership exceeds that of the Group II principals by one hundred and ninety-five.

Reference to Table 9 indicates that there is a significant difference,

even at the two percent level of significance, between the mean responses of the two groups of principals to the ten statements pertaining to the authority dimension of leadership when treated as a whole. Furthermore, in all but one of the statements there is a significant difference in the responses at the five percent level of significance. The responses to all nine of these statements are in support of the hypothesis. The one statement, to which the principals' responded did not differ significantly, was more strongly agreed to by Group I principals and this too supports the validity of the hypothesis.

Additional evidence that might be offered in support of the hypothesis is taken from the discussion of the principals' written expression of convictions concerning a statement that contained an expression of the authority dimension of the leadership role. In the conclusion of that discussion it was suggested that the Group I principals were almost unanimous in the convictions that it is important to share in the decision making process. There are some Group II principals, who are equally strong in support of sharing their authority, but this conviction is not held by all.¹⁴

The conclusion to the analysis of Hypothesis IV is that:

1. It has been statistically demonstrated that there is a significant difference between the two groups of principals in their responses

¹⁴The entire statement of conclusion of this discussion can be found on page 129.

to the statements concerned with the authority dimension of leadership, when treated as a whole. The Group I principals more strongly agree with the statements than the Group II principals. On the basis of this evidence the hypothesis has been demonstrated.

2. There is a significant difference between the responses of the two groups of principals to nine of the ten statements pertaining to the authority dimension of leadership. In each of these cases the difference favors the acceptance of the hypothesis.
3. All additional information discussed in the analysis of these ten statements favors the acceptance of the hypothesis.

Consequently, Hypothesis IV has been demonstrated and is to be accepted as stated.

HYPOTHESIS NO. 5

PRINCIPALS IMPLEMENTING IGE WILL PERCEIVE THE NECESSITY OF A HIGHER DEGREE OF RESPONSE TO THE NEEDS AND INTERESTS OF THEIR TEACHING STAFFS, THAN PRINCIPALS NOT IMPLEMENTING IGE.

The principals' responses to the statements in the Interview Guide that pertain to the expressive dimension of the leadership role will be utilized to demonstrate the validity of this hypothesis. The tabulation of responses can be found in Table 19 and the listing of the means and "t" values of each statement can be found in Table 20. The reader is asked to refer to Tables 9 and 10 for additional data relevant to this dimension of leadership.

TABLE 19

TABULATION OF THE PRINCIPALS' RESPONSES TO STATEMENTS IN THE INTERVIEW GUIDE CONCERNED WITH THE EXPRESSIVE DIMENSION OF THE LEADERSHIP ROLE. THESE RESPONSES ARE USED TO DEMONSTRATE HYPOTHESIS 5. AN ACTUAL EXPRESSION OF EACH STATEMENT CAN BE FOUND IN APPENDIX "C". THE NUMBER UNDER EACH HEADING REPRESENTS THE NUMBER OF PRINCIPALS WHO RESPONDED IN THIS MANNER. THE TOTAL POINTS FOR EACH STATEMENT WERE CALCULATED BY ASSIGNING A NUMBER OF POINTS TO EACH RESPONSE IN ACCORD WITH THE SCALE ON PAGE AND FINDING THE SUM OF THESE NUMBERS.

STATEMENT NO.	GROUP I - IGE						GROUP II - NON-IGE					
	SA	A	U	D	SD	TOTAL POINTS	SA	A	U	D	SD	TOTAL POINTS
1.	14	1	0	0	0	74	13	2	0	0	0	73
2.	11	3	0	0	1	68	6	5	1	2	1	58
3.	14	1	0	0	0	74	15	0	0	0	0	75
4.	14	1	0	0	0	74	8	4	0	2	1	61
5.	10	4	0	1	0	68	11	2	0	2	0	67
6.	12	3	0	0	0	72	9	5	0	1	0	67
7.	12	1	1	1	0	69	5	4	5	1	0	58
8.	13	2	0	0	0	73	13	2	0	0	0	73
9.	11	4	0	0	0	71	6	8	0	1	0	64
10.	13	2	0	0	0	73	6	7	0	2	0	62
TOTAL RESPONSES	124	22	1	2	1		92	39	6	11	2	
TOTAL POINTS	620	88	3	4	1	716	460	156	18	22	2	658

TABLE 20

CALCULATED "t" VALUES FOR EACH OF THE TEN STATEMENTS PERTAINING TO THE EXPRESSIVE DIMENSION OF THE LEADERSHIP ROLE. THE TOTAL NUMBER OF POINTS AMASSED BY EACH GROUP OF PRINCIPALS, THE MEAN OF EACH TOTAL, AND THE DIFFERENCE IN MEANS ARE ALSO GIVEN.

STATEMENT NO.	TOTAL POINTS		MEANS		DIFFERENCE IN MEANS	"t" VALUE	EXCEEDS THE CRITICAL VALUE OF "t" AT THE FOLLOWING LEVELS OF SIGNIFICANCE:		
	IGE	NON-IGE	IGE	NON-IGE			20%	10%	5%
1.	74	73	4.93	4.87	0.06	0.532			
2.	68	58	4.53	3.87	0.66	1.522	X		
3.	74	75	4.93	5.00	-0.07	-1.050			
4.	74	61	4.93	4.07	0.85	2.450	X	X	X
5.	68	67	4.53	4.47	0.06	1.433	X		
6.	72	67	4.80	4.47	0.33	1.373	X		
7.	69	58	4.60	3.87	0.73	2.102	X	X	X
8.	73	73	4.87	4.87	0.00	0.000			
9.	71	64	4.73	4.27	0.46	1.935	X	X	
10.	73	62	4.87	4.13	0.74	2.727	X	X	X

The expressive dimension of the leadership role is concerned with more than just the traditional administrative and managerial competencies of the principal. An attempt is made to determine if the principal perceives that in the exercise of the leadership role he should transcend the commonly accepted responsibilities of the principal and interact with the staff on a more personal level. Some of the concepts introduced in this dimension of leadership are threatening to many principals, because they see them as undermining their office. In the minds of many principals too much familiarity with the staff is undesirable. Nevertheless, a principal who is high in this dimension of the leadership role would be high in personal interaction with members of the staff.

Each of the statements in this section of the Interview Guide presents a concept or situation of more or less personal response on the part of the principal to the members of the staff. Again there is no intention of arguing that strong agreement with all or any of the statements is indicative of a good administrative leadership. However, a principal who strongly agrees with all of the statements would perceive a high degree of personal interaction with the staff as necessary to the leadership role. And, there is strong documentary support of the importance of this type of personal interaction in exercising effective leadership in change.¹⁵

¹⁵ This documentary evidence can be found on pages 41-44.

In evaluating the principals' responses to the ten statements in this section it is difficult to treat any of the statements as a group. As noted above each of the statements present a specific concept or situation of personal interaction of principal and staff. It is one of the purposes of this study to determine to what degree the principal perceives this personal interaction to be an important aspect of the leadership role.

The first statement is a general expression of whether or not a successful educational program depends on how well principal and staff can work together. This statement might be taken for granted at first and an assertion made that few principals would disagree with it. However, there are many instances in schools where the principal and his staff work independently of one another and the schools continue to function. For example a principal, who possesses a high degree of managerial competency and has a staff highly trained in subject matter competencies, could achieve a measured degree of success with little working together with the staff. It has been a well-known fact that for a long time the religious staff in some Catholic schools had at least an unwritten policy of not mingling too closely with the lay staff. Finally, one has to wonder today about schools or school districts in which teacher unions thrive. The question has to be asked whether or not the principal and staff can really work together. Traditionally, labor and management settle issues at the bargaining table and there are many hurt feelings remaining when the negotiation sessions, in which there is a great

deal of give and take, are over. This statement poses a real concern when it asks if a successful educational program depends on how well principal and staff work together. It is strongly suggested that the principal and staff must strive to develop a relationship built on trust, respect, and mutual concern in order to establish an environment in which children can grow and develop. There was no significant difference in the responses of the two groups of principals' responses to this statement. All thirty principals agreed with the statement and twenty-seven of the principals strongly agreed with it.

The second statement asks if the principal should make an effort to maintain close personal contact with the staff. This is the most important statement in this section because it gets to the real heart of the matter. The goal of this statement is to determine whether or not the principal-teacher relationship should be merely one of competent professionals interacting or should it go beyond that point to a level of more personal interaction. The principals who were interviewed clearly understood the intent of the statement because some of them were quite obviously upset with the word "personal." The principals, who strongly agreed with the statement, did so without hesitation and expressed their support of the necessity of such relationships between principal and staff. Those, who simply agreed with the statement, expressed reservations about getting too close or too familiar with the staff. Those who disagreed with the statement insisted that the principal should maintain a certain distance in his relationship with the faculty.

This statement might be the most controversial in the study. It is expected that many persons presently active in school administration would take issue with the statement. Nevertheless, the literature cited in this study¹⁶ certainly supports the importance of establishing such personal contact with the staff.

All but one of the Group I principals agreed with the statement and eleven of them strongly agreed with it. The Group II principals were more varied in their responses, clearly indicating that as a group they were not united in the acceptance of the importance of maintaining close personal contact with the staff. It was apparent that the principals who did not agree with the statement, or who found it hard to agree with the statement, did in fact feel somewhat threatened by the words "close personal contact" and preferred a more distant relationship with the staff.

Statistically, there was no significant difference between the responses of the two groups of principals. This was extremely hard to accept because there was a ten point difference in the total number of points amassed by the two groups of principals in their responses. This ten point difference was one of the greatest differences in point totals in this section and was greater than some of the differences in totals in which there was an actual

¹⁶The reader is asked to refer to pages 41 to 44 for literature documentation of this dimension of leadership.

statistically significant difference in the responses of the two groups of principals. Furthermore, it was discovered that because of the small sample (fifteen principals in each group) the one Group I principal, who strongly disagreed with the statement, was sufficient to lessen the "t" value so that difference in the responses of the two groups of principals was rendered insignificant. It was concluded that, regardless of the statistical value of "t", there is a real difference between the two groups of principals in their responses and the Group I principals did in fact more strongly agree with the statement than the Group II principals.

The third statement was readily agreed to by both groups of principals. It would seem that most principals of schools would agree with the statement that principals should demonstrate appreciation to the staff and commend them. There really isn't any kind of a threat posed in this statement.

All but one of the Group I principals strongly agreed with the fourth statement and the one principal simply agreed with it. There were four Group II principals who did not agree with the statement and four who simply agreed with the statement. It was apparent that the statement of teachers being able to approach the principal and talk with him at any time renders the respondent somewhat cautious. The words "at any time" leave the principal completely open to the needs of others. It is very difficult for anyone, regardless of whether or not he is a school administrator, to want

to be available to anyone at any time. The principals who disagreed with the statement did so because they either felt that there should be specific times when the principal is available to the faculty or that the members of the faculty should make an appointment to see the principal. It is suggested that this statement is a good criterion of how willing the principal is to be completely open to the needs of others. It is readily understood that a person might be jealous of his time and be reluctant to be available at any time. Nevertheless, it would seem that the more strongly a person agrees with the statement the more he realizes the importance of being open to the needs of others. There was a statistically significant difference in the responses of the two groups of principals and the Group I principals more strongly agreed with the statement than the Group II principals.

The word "personal" in the fifth statement caused concern again on the part of some of the principals but the responses of the Group II principals were not as varied as they were in reference to the second statement. In fact, there was no significant difference in the responses of the two groups. It would seem that this statement was not as threatening as the second statement because the statement was broader in content. Apparently, the principals found it easier to agree that they should demonstrate an interest in the faculty and the professional problems of the faculty. It seems that including the words "personal problems" is not as threatening as it was in the second statement because these words are tempered by the rest of the

statement.

The majority of the principals agreed in principle with the sixth statement but some found it difficult to say that the principal "should spend" part of the day in informal conversation with the faculty. The latter group agreed that a principal should take advantage of opportunities that present themselves but they were hesitant in saying that he "should spend" time in this endeavor. This explains why there were eight principals who simply agreed with the statement and one who disagreed with it. It was pointed out quite clearly that the intent of the statement was that a principal should make it a point to spend time with the faculty in informal conversation and do this on a regular basis. The nine principals who did not strongly agree with the statement found it difficult to accept this intent in its entirety. It is interesting to note that no one found this statement to be a threat and, had not the intent of making it a point and on a regular basis been expressed, all of the principals would have most probably strongly agreed with the statement. Consequently, it seems that words such as "personal contact" or "personal concern" are more threatening than words such as "informal" or "relaxed atmosphere." There was no significant difference in the responses of the two groups of principals to this statement.

The broad response to the seventh statement was caused by the same hesitancy that existed in the principals' responses to the tenth statement of authority dimension. The principals agreed in general with the statement

but some felt too much friendliness and not enough business was undesirable. This is another statement that conveys the concepts of "total" and "complete" and as a result elicits hesitancy. As was noted in the analysis of the responses to the sixth statement, the principals have no difficulty in agreeing that there should be some informality in their operations. However, when it is suggested that the total atmosphere of the operation be one of friendliness, the principals immediately have reservations. It would seem that there is some risk involved in committing oneself to attempt to establish a total or complete environment which is one of friendliness rather than strictly business. In the minds of some of the principals there are times for "no nonsense business" and that is that! This attitude is reflected in the responses and especially in the fact that five of the Group II principals were undecided. It seems these five principals wanted an atmosphere of friendliness but they still were unwilling to make this total and complete. There was a significant difference in the responses of the two groups of principals to the statement and the Group I principals were in stronger agreement with the statement than the Group II principals.

The eighth statement caused no disagreement and all of the principals agreed that there should be a place for the teachers to relax during the day. The two groups of principals responded in the same manner to this statement.

The ninth statement, whether or not the principal should attend gatherings of the faculty outside of school hours, is the subject of some

interesting analysis. Only one of the Group II principals disagreed with the statement. However, there were twelve principals from both groups that simply agreed with the statement. It was apparent that these principals wanted to attend certain social gatherings of the faculty, but again they did not want to get too familiar. They wanted to hold something in reserve. Consequently, they would not strongly agree with the statement. Statistically, there was a significant difference between the two groups of principals, but it was only at the ten percent level of significance. However, it does seem that there is a real difference between the two groups of principals because nine Group II principals did not strongly agree with the statement and in effect were not willing to take the necessary risk needed to strongly agree with the statement. Only four Group I principals did not strongly agree with the statement. As a result, it seems a valid conclusion that the Group I principals do in fact more strongly agree with the ninth statement.

In response to the tenth statement, all of the principals agreed that teachers should feel comfortable when the principal visits classes, but some of the principals were hesitant and unwilling to admit that this should be of primary concern. The principals who strongly agree with this statement indicated they would not visit classes unless they felt the teachers were comfortable during their visits. The principals who did not agree with the statement indicated that it was not of major concern that the teachers be comfortable during classroom visitation. They further contended that the

visitation should be carried out regardless of the teachers' feelings. Those principals who simply agreed with the statement indicated that they would try to make the teacher comfortable during the visitation, but if they failed, the visitations would continue. Those principals who strongly agreed with the statement felt that the teachers' feeling comfortable while they were being visited was so important that, if this were not the case, the visitations would be carried out in an unreal situation. These principals further contended that they would continue to work with the teacher to ease his feelings and when the teacher did feel comfortable, they would carry on with the visitation program. There was a significant difference in the responses of the two groups of principals to this statement and the Group I principals were in stronger agreement with the tenth statement than the Group II principals.

It seems worthwhile to note that, even though the Group I principals demonstrated a higher degree of agreement with the statements in the expressive dimension, the Group II principals also exhibited a considerable amount of agreement with the statements. In fact both groups of principals manifested a much higher degree of agreement with the statements than was anticipated. Twenty-nine of the thirty principals who participated in this study are members of religious communities of sisters. It is suggested that this fact had more to do with the high response to the statement than the fact that all of the participants were school administrators.

A number of religious communities have undergone, or are in the

process of undergoing a self-study and renewal. Much emphasis in this renewal is placed on greater personal interaction among the members. There seems to be evidence that the experience of religious renewal on the part of many of the principals has influenced their perception of the role of the school administrator.

The total points amassed by the Group I principals in regard to this dimension of leadership exceed that amassed by the Group II principals by fifty-eight. This fact favors the acceptance of the hypothesis.

Reference to Table 9 indicates that there is a significant difference, even at the two percent level of significance, between the mean responses of the two groups of principals to the ten statements pertaining to the expressive dimension of leadership when treated as a whole. This significant difference supports the validity of the hypothesis.

There are three statements, the fourth, seventh, and tenth, for which there is a significant difference between the two groups of principals, and in each case, the Group I principals more strongly agreed with the statement than the Group II principals and this favors the hypothesis. There is only one statement in which the Group II principals amassed more points than the Group I principals. This was in reference to the third statement and the Group II principals actually scored only one point more than the Group I principals.

There are two statements, the second and the ninth, which, in view

of the evidence presented, must be judged as being responded to in a different manner by the two groups of principals, and these responses favor the acceptance of the hypothesis. It was pointed out in the analysis above that, although the responses of the two groups of principals to the second and ninth statements are not statistically different at the five percent level of significance, there is additional evidence to support the fact that there is a real difference in the responses of the two groups.

Finally, after discussing the principals' written expression of convictions in reference to the expressive dimension of leadership, it was concluded that "...the Group I principals are more supportive of the expressive dimension of the leadership role than Group II principals."¹⁷

The conclusion to the analysis of Hypothesis V is that:

1. It has been statistically demonstrated that there is a significant difference between the two groups of principals in their responses to the statements concerned with the expressive dimension of leadership when treated as a whole. The Group I principals more strongly agree with the statements than the Group II principals.

On the basis of this evidence, the hypothesis has been demonstrated.

2. There are no statements to which the principals have responded in

¹⁷The complete statement of conclusion can be found on page 132.

a different manner and with which the Group II principals express a stronger agreement than the Group I principals. There are two statements concerning which evidence has been offered to support the fact that there is a real difference in the responses of the two groups of principals and the Group I principals more strongly agreed with the statements. There is a significant difference between the responses of the two groups of principals to three statements pertaining to the expressive dimension of leadership. In each case this difference supports the acceptance of the hypothesis.

3. All additional information discussed in the analysis of these ten statements favors the acceptance of the hypothesis.

Consequently, Hypothesis V has been demonstrated and is to be accepted as stated.

In summation, the analysis of the data gathered in this study has led to the following conclusions concerning the status of each hypothesis:

Hypothesis I was rejected with reservations.

Hypothesis II was rejected.

Hypothesis III was rejected.

Hypothesis IV was accepted as stated.

Hypothesis V was accepted as stated.

These conclusions will be further discussed in the final chapter.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study was carried out for the purpose of comparing the leadership perceptions of two groups of elementary school principals. The one group was made up of principals who had specifically requested to be part of and, during the study, actually were part of a program of implementing Individually Guided Education (IGE) in their respective schools. The other group was comprised of principals who had not requested to be part of the IGE program and, as a result, were not implementing IGE in their schools.

The reason the first group of principals was asked to be part of this study was that it was apparent that this group was willing to be involved in implementing a program which resulted in an educational change in their schools. It was not a premise of this study nor was the first group of principals defined as being effective change agents or innovative persons. However, it could be said of them as a group, they wanted to be part of a program which was enacted to bring about educational change.

The second group was constituted of principals who were not involved in the implementation of a program, such as IGE, that was common to all their schools. It should be pointed out that two or three members of the second

group of principals were involved in programs that could be considered more innovative than IGE. However, there were other members of the second group of principals who were involved in schools with a more traditional approach to education.

Inasmuch as the two groups of principals differed in the manner described, it was thought that if there was any significant difference between the two groups in the results of the study, there might at least be a suggestion that the difference was in effect caused by the same qualities and attitudes that prompted the first group of principals to choose to be involved in the implementation of a program that necessitated educational change.

Four specific aspects of the leadership role were defined beforehand as being the sole concern of this study. These four aspects of the leadership role are the expectation dimension, task dimension, authority dimension, and expressive dimension. These four dimensions of the leadership role were chosen because they are important in the exercise of leadership to bring about educational change in a school. This importance was demonstrated through an extensive survey of the literature, which revealed that there is a consensus of writers today who support these four dimensions of leadership to be relevant to change. These writers have demonstrated support for the notion that if a principal possesses these qualities of leadership to a high degree, it will aid him in bringing about more effective educational change in the school.

With these two thoughts in mind, the main purpose of the study was conceived. If indeed the first group of principals, as a group, could be characterized as more change orientated because they chose to be involved in change, and if as designated leaders they possessed these four dimensions of leadership to a higher degree, then the first group of principals should be higher in their perception of the importance of these four dimensions of leadership than the second group of principals.

CONCLUSIONS

A principal who is high in the expectation of the leadership role is a principal who has a high expectancy of what he can achieve as a leader. It would seem that every individual who would assume the role of a school administrator would possess this quality to a certain degree. However, it would further seem that an administrator who would embark on a course of action that would result in educational change should possess this quality of high expectancy in achievement to a more evident degree. A survey of the literature did result in the conclusion that "If a principal is to be effective in bringing about change he must perceive his leadership as having the capability of effecting change."¹

¹The reader is asked to refer to page 35 of this study.

Hypothesis I of this study dealt with the expectation dimension of leadership. This hypothesis stated:

Principals implementing IGE perceive their leadership role as having greater capacity to effect change than do principals not implementing IGE.

The hypothesis as stated was rejected, but with reservation. The hypothesis was not rejected because the converse of the hypothesis was demonstrated, but because there was insufficient evidence in support of the fact that the two groups of principals were significantly different in their expectancy of the effectiveness of the leadership role. Both groups of principals expressed a high degree of expectancy in what could be achieved by their leadership roles.

A close study of the expectation dimension of leadership gives evidence that an administrator who is authoritarian in operation might be very high in expectancy of achievement because he could force his demands on others. An administrator who is more concerned with sharing in the decision making process might be somewhat reluctant to express his absolute confidence in the effectiveness of his own leadership role because of the value he places on faculty participation in effecting change. There was some evidence in this study that the latter observation did indeed surface during the interviews and proved an obstacle to the IGE principals in demonstrating a higher degree of expectation in leadership than the NON-IGE principals.

The area in which IGE principals demonstrated a higher degree of

expectancy of their leadership roles was concerned with overcoming specific obstacles to the implementation of change. The three obstacles that were presented were staff resistance to change, lack of an experienced staff, and a staff that is unaware of new ideas in education. It was apparent that there was evidence to support a conclusion that the IGE principals demonstrated a higher degree of expectancy in their effecting change in spite of these obstacles than the NON-IGE principals.

As noted above, the first hypothesis was rejected. The evidence suggested that all the principals involved in this study perceived the importance of a high degree of expectancy in the exercise of their leadership roles. However, the IGE principals had a higher degree of expectancy in their leadership roles than the NON-IGE principals in overcoming specific obstacles to the implementation of change. Finally, concern for faculty participation in the decision making process might lessen a principal's expectancy of his own leadership effectiveness because of his concern for faculty involvement in the implementation of change.

When the principal carries out activities that are intended to aid the teachers in their professional growth, the principal is exercising the task dimension of the leadership role. The survey of the literature that was presented in conjunction with this study substantiated the importance of the task dimension of the leadership role in bringing about change in the school.

Hypothesis II of this study dealt with the task dimension of leadership.

The hypothesis stated:

All principals involved in the study will perceive the organization of activities and resources to stimulate educational ideas, to be part of the exercise of their leadership role. Principals engaged in the implementation of IGE will place greater importance on the task dimension of leadership.

The hypothesis as stated was rejected, because the total hypothesis could not be demonstrated. The evidence gathered in this study showed that there was no significant difference in the two groups of principals in their perceptions of the task dimension of the leadership role. The evidence did support the fact that the two groups of principals did in fact perceive the importance of the task dimension of leadership and neither group perceived this dimension of leadership to a higher degree than the other. This evidence supports the first part of the hypothesis that "All principals involved in the study will perceive the organization of activities and resources to stimulate the educational ideas to be part of the exercise of the leadership role." However, this same evidence must be used to reject the second part of the hypothesis which states, "Principals engaged in the implementation of IGE will place greater importance on the task dimension of leadership." In order for the hypothesis to be accepted the total hypothesis must be true. Consequently, the hypothesis was rejected.

In that the literature supports the importance of the task dimension to leadership in change, it was disappointing to discover that the study did not result in the same conclusion. However, as it was pointed out in the analysis

of this particular aspect of the study, any principal who would be aware of his administrative duties and responsibilities would certainly be aware of the importance of his engaging in activities that would facilitate the professional growth of the faculty. As was shown in the presentation of data the groups did not differ in their perception of the importance of this dimension of the leadership role because both groups agreed to the importance of the task dimension of leadership. It would have been a rather serious indictment to have uncovered evidence that the group of principals engaged in the implementation of the program of change did not value the importance of their assuming various responsibilities in the area of aid in the professional growth of the staff.

It is not unreasonable to assert that a principal might assume any administrative responsibility without necessarily being convinced of its value or being goal-orientated in its implementation. For example, a principal might perceive the importance of the task dimension of leadership because this is what a "good principal" does. He might exercise this dimension of leadership for the same reason. The most effective implementation of change requires that the change is implemented because both administration and staff are convinced of its value. It would seem rather difficult for an administrator who is not really convinced of the value of the task dimension of leadership to effectively exercise this dimension of leadership in bringing about a desired change.

The resultant conclusion is that the second hypothesis must be rejected as stated and it is more correctly stated that all principals involved in the study perceived the organization of activities and resources to stimulate educational ideas to be part of the exercise of their leadership roles.

An auxiliary part of this study concerned itself with another facet of the task dimension of leadership. An attempt was made to determine if one group of principals surpassed the other in the actual organization of various activities and resources that would aid in faculty development in the schools of which the participants were principals.

Hypothesis III of this study was concerned with this additional facet of the task dimension. This hypothesis stated:

Principals implementing IGE will perceive that in the exercise of the leadership role they should organize more activities and resources, than do the principals not implementing IGE.

This hypothesis as stated was rejected because the results were inconclusive.

An auxiliary questionnaire was designed to demonstrate this hypothesis. This questionnaire listed various activities and resources commonly accepted as means of facilitating teacher development, and each principal was to respond as to the various stages of implementation of these activities and resources.

The actual tabulation of the responses offered sparse evidence that either or the two groups of principals had implemented any of the projects to a greater degree than the other. Part of this auxiliary questionnaire

dealt with making time available during the school day for such activities as teacher preparation, visiting other schools, and attendance at various in-service projects not held in the school building. There was evidence to support the contention that the IGE principals did in fact provide time during the school day for these various projects to a greater degree than the NON-IGE principals.

The actual validity of the auxiliary questionnaire was called into question and substantial evidence was offered that would seriously challenge the validity of the questionnaire.

It would seem that the only conclusion that can be drawn is that the hypothesis as stated must be rejected. However, there is evidence that the IGE principals provide more time during the school day for teacher development activities than NON-IGE principals.

The authority dimension of the leadership role was defined as the degree to which the principal perceives that he should share and delegate authority in the exercise of the leadership role. The most significant finding in the study was that principals who were engaged in the implementation of IGE were much higher in their perception of the importance of sharing and delegating in the decision making process.

Hypothesis IV dealt with the authority dimension of leadership. This hypothesis stated:

Principals implementing IGE will perceive that in the exercise of

their leadership role there should be greater sharing and delegating of authority than principals not implementing IGE.

The hypothesis was accepted as stated. The Interview Guide, which was the primary means utilized to demonstrate the hypotheses of this study, contained ten statements that were specifically directed toward the authority dimension of leadership. Each statement was phrased in such a manner that a principal had to perceive the importance of sharing and delegating authority before he could agree with the statement. It is of consequence to note that the second group of principals (NON-IGE) expressed more disagreement with the statements in this section than in any other section in the study. The evidence was quite conclusive that this was the area in which the two groups of principals differed considerably. The principals who were in the process of implementing change as a group were very high in their perception of sharing and delegating in the decision making process, whereas the other group of principals was significantly lower.

It was quite evident during the course of the study that it was almost the unanimous decision of the principals engaged in the implementation of IGE that they perceived each of the statements presented in this section of the interviews as concepts or situations of good leadership. There were many principals in the other group who would not accept the fact that all of the statements were examples of good leadership. There were times in fact that it was emphatically stated that adherence to some of the statements was a

abdication of their duties and responsibilities.

The survey of the literature supports the importance of sharing in the decision making process when the decision to be made is of a substantial nature or has long range effects. All of the statements in the Interview Guide were formulated with the intention that each of them would be examples of good leadership and in accord with current literature concerned with shared decision making. The four educators, prominent in the Chicago area, to whom the Interview Guide was submitted for criticism objected to none of the statements as examples of good leadership. The fact that the group of principals actually engaged in the implementation of change were in substantial agreement with the statements in this section supported the hypothesis as stated. Consequently, there seems to be evidence to suggest that the statements used to demonstrate the difference between the two groups of principals could very well be used as an aid in learning something of the principal's potential for effecting educational change.

Hypothesis IV was overwhelmingly demonstrated to be valid as stated. It seems an evident conclusion that this study has shown the importance of the principal sharing and delegating in the decision making process when attempting to bring about a substantial or long range change in the educational process.

The most difficult aspect of the study was the evaluation of the principals' perception of the expressive dimension of the leadership role. The

expressive dimension of the leadership role is defined as the degree to which the principal perceives that he should take into consideration the needs and interests of the teaching staff in the exercise of the leadership role.

There are a number of writers today who stress the importance of this aspect of leadership and affirm that it is essential to effective leadership in change. However, these same writers are just as ready to admit that it is difficult to measure this dimension of leadership.

Hypothesis V of this study was concerned with the expressive dimension of leadership. This hypothesis stated:

Principals implementing IGE will perceive the necessity of a higher degree of response to the needs and interests of their teaching staffs than principals not implementing IGE.

In this study, the expressive dimension of leadership was evaluated by means of presenting to the principals various concepts and situations in which there was a high degree of personal interaction, and asking the subjects of the study to respond to them. There were two important findings that were uncovered.

The principals who were engaged in the implementation of the IGE program were significantly more supportive of this dimension of leadership in their perceptions. This trend was expected and hypothesized in the study. It was evident that those individuals who elected to be involved in this program of change were aware of the importance of their interacting with their staff in a more personal way if they hoped to be successful in bringing about change.

Another important finding was that there were also Group II principals who were quite supportive of this dimension of leadership. This evidence was especially true of those who were implementing programs of change other than IGE. It was further observed that many of the Group II principals who were not engaged in the implementation of programs of change were very much in support of the importance of good interpersonal relationships between administration and staff. It was proposed in the analysis of this dimension of leadership that the fact that all but one of the principals engaged in this study were religious sisters had some effect on the responses of the participants to this dimension as a whole. The importance of interpersonal relationships is being emphasized in religious communities and most probably these principals are carrying this over into their administrative relationships with their staffs.

As noted above, Hypothesis V was accepted as stated. All of the principals engaged in the study supported this dimension of leadership. However, it was shown that the IGE principals supported it to a greater degree than the NON-IGE principals.

The evidence presented suggests that there are two major contributions this study has to offer to the field of educational leadership. First, if a leader is to be effective in bringing about educational change the leader must share with his staff in the decision making process when the decisions are substantial in nature or have long range effects. Second, the principal who

is to be effective in bringing about educational change must be aware of the interpersonal dimension of his relationship with his staff and respond to a high degree to the needs and interests of his staff.

RECOMMENDATIONS

The expectation dimension of the leadership role is the leader's expectancy of achievement in pursuit of identified goals. The statements in the Interview Guide, used in this study, were designed to determine the principal's perceptions of the expectation dimension of the leadership role, but were oriented toward expectancy of achievement in bringing about change in general. There are three recommendations for further study in this regard. First, it would be worthwhile to carry out a study that would determine the leader's perception of expectancy of achievement in bringing about a change that would demand a total new direction or an attitudinal or philosophical shift in the staff of the school. It would seem that this is more demanding than change in general. Second, it would seem valuable to determine just how much of a risk a leader is willing to take to bring about a desired change. Finally, and in conjunction with the previous recommendation, a study should be carried out to determine the correlation between the leader's willingness to take risks and the leader's effectiveness as a change agent.

One of the conclusions of this study was that all of the principals who participated in the study perceived the task dimension to be part of

their leadership role. However, no value was placed on this perception.

It would be worthwhile to determine whether or not this perception was a result of conviction and value or simply a matter of "it goes with the Job."

It would also seem important to determine the real priority the leader places on the dimension of the leadership role. In other words, to determine how much time and effort should be put forth, how much personal involvement there should be, and how much of the budget should be allocated to faculty growth and development.

One of the most significant findings in this study was that the principals engaged in the implementation of IGE perceived the sharing and delegating of authority in the exercise of the leadership role to a higher degree than the other group of principals. It was also pointed out in this dissertation that contemporary writers in the field of education support the importance of sharing and delegating authority especially when in pursuit of long range and substantial change. There are two recommendations in this regard and these both center around the more practical implication of sharing and delegating in the decision making process. It is recommended that further research be carried out on how a leader can most effectively share in the decision making process without conveying the idea that he is abdicating his responsibilities, or being too permissive or undecisive. It is also recommended that a study be conducted that would result in conclusions that would be more specific as to what matters are more appropriately shared

in and delegated and those concerns that should be left to the sole discretion of the administrator. Granted, there are many areas here that are not clear cut and must be left to the prudent discretion of the leader. In fact the more or less effective use of shared decision making is probably the sign of the more or less effective leader. Nevertheless, there seems to be a great deal of material for potential research that would facilitate the development of effective leaders.

There are many facets of the expressive dimension of the leadership role that are worth considerable additional study. Strong interpersonal relationships can result in such qualities as respect, confidence, acceptance, and trust. The most effective change is brought about when individuals who are to implement the change are convinced of its value. It would seem that reciprocity between administration and staff in respect, confidence, acceptance, and trust might more readily result in convictions of the value of specific change. It is recommended that future studies might include:

1. Determination of how to best convince leaders of the importance of this dimension of the leadership role.
2. Determination of skills and competencies that would facilitate the leader in implementing this dimension of leadership.
3. Determination of how leaders might create a conviction or need in their staff for better interpersonal relations.

The final recommendation offered concerns the study as a whole. This study was specifically directed to the perceptions of the principals themselves

concerning the exercise of the leadership role. It is readily granted that a principal could verbalize his perception of the exercise of the leadership role and this verbalization differ from his actual carrying out of his leadership function. Nevertheless, it is probably true that in the majority of cases the verbalized perception of the principal was thought by him to be in line with how he perceived himself to actually carry out his leadership role. It seems a worthwhile recommendation that a study be carried out that would compare the perceptions of the principal of his exercise of the leadership role with the perceptions of his staff of his exercise of the leadership role. This would not only be beneficial to the field of education in general, but immeasurably helpful to the individual principal and his formation of a healthy self concept.

There are many educators today who are calling for important and meaningful changes in our schools and in our educational programs in particular. If these changes are to become a reality, dynamic and effective leadership is needed.

Evidence seems to be surfacing that some of the traditional concepts of leadership must also change. In the past the most effective leader was thought to be the best manager or the one who could "whip things into shape" in the quickest manner. A thorough evaluation is needed to determine whether or not this type of leadership is effective in changing values and attitudes, because it is only when values and attitudes are changed that

effective educational change can be brought about.

This study has suggested the importance of certain dimensions of leadership to the bringing about of educational change. Two of these dimensions, the authority dimension and the expressive dimension, did not receive that much emphasis in traditional leadership training. Nevertheless, this study has demonstrated that it was the perceptions of these two dimensions of the leadership role that most clearly differentiated the principals who were engaged in implementing IGE and those who were not.

When teachers and staff value an educational change, the educational change will become an effective reality. It is for the leader to direct his efforts to developing these values in teachers and staff to effect educational change.

APPENDIX A

LISTING OF SCHOOLS AND PRINCIPALS, WHO PARTICIPATED IN THE STUDY

A. IGE SCHOOLS

St. Anastasia School
Glen Flora and Ash Streets
Waukegan, Illinois

Enrollment - 473

Principal:

Sr. Mariam Kerrigan
Sisters of the Holy Child Jesus

St. Isaac Jogues School
8101 Golf Road
Niles, Illinois

Enrollment - 770

Principal:

Sr. M. Agnes Martinka
Sisters of Christian Charity

St. Athanasius School

2510 Ashland Avenue

Evanston, Illinois

Enrollment - 409

Principal:

Sr. Therese Panfil
Sisters of Providence

St. Joseph School

1065 North Orleans Street

Chicago, Illinois

Enrollment - 298

Principal:

Sr. Francis Marie Harwas
Benedictine Sisters

St. Bonaventure School

1651 West Diversey Avenue

Chicago, Illinois

Enrollment - 335

Principal:

Sr. Djann Musial
Sisters of St. Joseph

St. Lambert School

8141 North Kedvale Avenue

Skokie, Illinois

Enrollment - 276

Principal:

Sr. Mary Francis Schermerhorn
Benedictine Sisters

Immaculate Conception School

1431 North Park

Chicago, Illinois

Enrollment - 228

Principal:

Sr. Joan Mary Baldrige
Sisters of St. Dominic

Maternity BVM School

1537 North Lawndale Avenue

Chicago, Illinois

Enrollment - 596

Principal:

Sr. Agnes Calmeyn
Sisters of Providence

Queen of All Saints School
6227 North Lemont Avenue
Chicago, Illinois

Enrollment - 897

Principal:

Sr. Regina Crowley
Benedictine Sisters

Queen of Angels School
4532 North Western Avenue
Chicago, Illinois

Enrollment - 577

Principal:

Sr. Patricia Spangler
Sisters of St. Dominic

St. Raymond School
300 South Elmhurst Road
Mount Prospect, Illinois

Enrollment - 822

Principal:

Sr. Joan Bransfield
Sisters of Mercy

Santa Maria del Popolo School
126 North Lake Street
Mundelein, Illinois

Enrollment - 817

Principal:

Sr. Grace Henneberry
Sisters of St. Dominic

St. Stephen School
1270 Prospect Avenue
Des Plaines, Illinois

Enrollment - 434

Principal:

Sr. Mary Ellen Nolan
Sisters of Mercy

St. Thomas of Canterbury School
4811 North Kenmore Avenue
Chicago, Illinois

Enrollment - 244

Principal:

Sr. Catherine Krippner
Sisters of Charity of BVM

St. Thomas of Villanova School
1141 East Anderson Drive
Palatine, Illinois

Enrollment - 382

Principal:

Sr. Patricia Ann Bauch
Sisters of St. Dominic

B. NON-IGE SCHOOLS

St. Alphonsus School
1439 West Wellington Avenue
Chicago, Illinois

Enrollment - 708

Principal:

Sr. Mary Irene
School Sisters of Notre Dame

St. Emily School
1400 East Central Road
Mount Prospect, Illinois

Enrollment - 853

Principal:

Sr. M. Fabiola Schram
Sisters of the Holy Family of Nazareth

St. Boniface School
1344 West Chestnut Street
Chicago, Illinois
Enrollment - 269

Principal:

Sr. Annarita Phillips
Sisters of St. Francis of Mary
Immaculate

St. Francis de Sales School
11 South Buesching Road
Lake Zurich, Illinois
Enrollment - 331

Principal:

Sr. Mary Patrick
Daughters of Charity of
St. Vincent DePaul

Immaculate Conception School
510 Grand Avenue
Waukegan, Illinois
Enrollment - 485

Principal:

Sr. Marie Clare Dougherty
Sisters of St. Dominic

St. Ita School
5525 North Magnolia Avenue
Chicago, Illinois
Enrollment - 603

Principal:

Sr. Mary Owen Gallagher
Sisters of Mercy

St. Joan of Arc School
9245 North Lawndale Avenue
Skokie, Illinois
Enrollment - 315

Principal:

Sr. Juanita Lynch
Sisters of Charity of BVM

St. Fidelis School
1405 North Washtenaw Avenue
Chicago, Illinois
Enrollment - 511

Principal:

Sr. Marcella Nowakowski
Sisters of St. Joseph of the
Third Order of St. Francis

Our Lady of Mercy School
4416 North Troy Avenue
Chicago, Illinois
Enrollment - 815

Principal:

Mr. Joseph LoCashio

Our Lady of Ransom School
8300 North Greenwood Avenue
Niles, Illinois
Enrollment - 802

Principal:

Sr. Mary Lucinia
Felician Sisters

Our Lady of the Wayside School
432 South Mitchell Avenue
Arlington Heights, Illinois
Enrollment - 1151

Principal:

Sr. Catherine Roby
Sisters of St. Dominic

St. Tarcissus School
6040 West Ardmore Avenue
Chicago, Illinois
Enrollment - 956

Principal:

Sr. Mary Irene Burns
Sisters of Charity of BVM

St. Mary School
1420 Maple Avenue
Evanston, Illinois
Enrollment - 416

Principal:

Sr. Ruella Bouchonville
Sisters of St. Dominic

St. Michael School
1620 North Hudson
Chicago, Illinois
Enrollment - 405

Principal:

Sr. Mary Laurice
School Sisters of Notre Dame

St. Zachary School
567 West Algonquin Road
Des Plaines, Illinois
Enrollment - 581

Principal:

Sr. Maria Geschwentner
Sisters of the Congregation
of St. Agnes

APPENDIX B

BACKGROUND QUESTIONNAIRE
(Principals' Study)

DATE _____

NAME _____ SCHOOL _____

WHAT RELIGIOUS COMMUNITY DO YOU BELONG TO? _____

AGE(Check one) 25-30 31-35 36-40 41-45
 46-50 51-55 56-60 61 or over

EDUCATIONAL TRAINING: Please give a history of your formal educational training beginning with the first year in college to the present day

INSTITUTION	CITY, STATE	DATES IN ATTENDANCE	REASON FOR BEING THERE

EDUCATIONAL EXPERIENCE: Please give a history of your experience in education beginning with your first year of teaching to the present.

INSTITUTION	CITY, STATE	DATES INCLUSIVE	POSITION HELD

PROFESSIONAL ASSOCIATIONS AND STUDIES:

A. Please list the associations or organizations of which you are a member:

B. Please list the meetings, other than those connected with your school, that you regularly attend:

C. Please list any workshops, seminars, etc., that you have participated in since 1968:

D. Please list the professional periodicals or magazines you read regularly:

E. Please list any books that you have read in recent years that you have felt were especially worthwhile, and should be read by others in the field of education:

APPENDIX C

INTERVIEW GUIDE

- I. EXPECTATION DIMENSION OF THE LEADERSHIP ROLE is the degree to which a principal perceives that, in the exercise of the leadership role, there is a capacity to effect change.

The principals' responses to the following statements were used to determine the degree to which they perceive that they have the capacity to effect change:

- | | | | | | |
|---|----|---|---|---|----|
| 1. Change in the instructional program cannot occur unless leadership is exercised by the principal in this area. | SA | A | U | D | SD |
| 2. The principal can do more to bring about change than one or two active teachers. | SA | A | U | D | SD |
| 3. The principal should take an active role in developing new programs of instruction. | SA | A | U | D | SD |
| 4. A major role of the principal is bringing about change in the school. | SA | A | U | D | SD |
| 5. The major factor in the principal effecting change in a school, is his own attitude toward change. | SA | A | U | D | SD |
| 6. The principal has sufficient authority to initiate change. | SA | A | U | D | SD |
| 7. Lack of support on the part of higher authority can be overcome. | SA | A | U | D | SD |
| 8. The principal can bring about change even though the majority of the faculty is against it. | SA | A | U | D | SD |
| 9. Lack of an experienced staff should not deter a principal from proposing change. | SA | A | U | D | SD |

10. Lack of a staff that is aware of new ideas in education, should not deter the principal from proposing change. SA A U D SD

II. TASK DIMENSION OF THE LEADERSHIP ROLE is the degree to which a principal perceives that, in the exercise of his leadership role, he should organize activities and resources around educational problems to promote ideas and stimulation for the teachers about school needs, which are changing.

The principals' responses to the following statements were used to determine the degree to which the principals perceive the task dimension of leadership to be part of the leadership role.

1. Faculty improvement is one of the major responsibilities of the principal. SA A U D SD
2. Organizing activities and resources to help teachers grow in knowledge is a major role of the principal. SA A U D SD
3. The principal can play a major role in effecting change by presenting new ideas about education to the teaching staff. SA A U D SD
4. The principal should organize projects to help the teachers to better understand new ideas and methods in education. SA A U D SD
5. The principal should have a well-planned program of in-service training. SA A U D SD
6. The principal should give highest priority to the organization of in-service activities. SA A U D SD
7. It should be of major concern to the principal that teachers pursue further education. SA A U D SD

- | | |
|---|---------------------|
| 8. The principal should meet individually and regularly with the teachers to encourage faculty improvement. | SA A U D SD |
| 9. The principal should insist that the faculty members attend periodic workshops and seminars. | SA A U D SD |
| 10. The principal should encourage and support teachers, who are implementing new ideas. | SA A U D SD |

III. AUTHORITY DIMENSION OF THE LEADERSHIP ROLE is the degree to which a principal perceives that, in the exercise of his leadership role, he should share and delegate authority.

The principals' responses to the following statements were used to determine the degree to which they perceive that they should share and delegate authority.

- | | |
|---|---------------------|
| 1. Major decisions regarding the educational program of the school should be made in consultation with the teaching staff. | SA A U D SD |
| 2. The principal should establish some permanent structure through which he can seek the consultation of his teaching staff. | SA A U D SD |
| 3. The principal should provide for standing committees of faculty members to study the educational program and policies and procedures of the school, and their recommendations should be honestly accepted. | SA A U D SD |
| 4. The principal should establish some structure through which a teacher can express his disagreement with policies and procedures. | SA A U D SD |

- | | | | | | |
|--|----|---|---|---|----|
| 5. The principal should meet individually with each teacher at least once or twice a year to elicit his opinions concerning the policies and procedures of the school. | SA | A | U | D | SD |
| 6. Final decisions as to the placement of children in a particular class should be made by the teachers. | SA | A | U | D | SD |
| 7. The principal should never give the impression that a decision is not open to further discussion. | SA | A | U | D | SD |
| 8. Any change in policy should be accompanied by some explanation. | SA | A | U | D | SD |
| 9. Administrative decisions should be subject to the approval of the teaching staff. | SA | A | U | D | SD |
| 10. The principal should assume the role of helper and guide in working with the teaching staff. | SA | A | U | D | SD |

IV. EXPRESSIVE DIMENSION OF THE LEADERSHIP ROLE is the degree to which a principal perceives that, in the exercise of his leadership role, he should take into consideration the needs and interests of the teachers.

The principals' responses to the following statements were used to determine the degree to which they perceive that they should take into consideration the needs and interests of the teachers:

- | | | | | | |
|---|----|---|---|---|----|
| 1. A successful educational program depends on how well the teachers and principal can work together. | SA | A | U | D | SD |
| 2. The principal should make a real effort to maintain close personal contact with his staff. | SA | A | U | D | SD |
| 3. The principal should make an effort to show appreciation to faculty members and periodically commend them. | SA | A | U | D | SD |

- | | | | | | |
|---|----|---|---|---|----|
| 4. The teachers should be able to approach the principal and talk with him at any time. | SA | A | U | D | SD |
| 5. The principal should make an effort to demonstrate his interest in each faculty member and his personal and professional problems. | SA | A | U | D | SD |
| 6. The principal should spend part of the day in informal conversation with the teaching staff. | SA | A | U | D | SD |
| 7. The atmosphere in a school should be one of friendliness, rather than strictly business. | SA | A | U | D | SD |
| 8. The principal should provide a place where the teachers can relax. | SA | A | U | D | SD |
| 9. The principal should attend gatherings of the faculty outside school hours. | SA | A | U | D | SD |
| 10. One of the primary concerns of the principal in visiting teachers' classes, should be that the teacher feels comfortable while he is there. | SA | A | U | D | SD |

APPENDIX D

AUXILIARY QUESTIONNAIRE - TASK DIMENSION

CHECKLIST of various activities and resources, which a principal might organize as part of an in-service program. Would you please place a check in the column at the right of each statement, which best describes the status of this activity or resource in your school.

<u>ACTIVITY - RESOURCE</u>	Implemented.	Implemented partially or in process.	Not implemented, but like to.	Not implemented, it is not necessary.	Not implemented, because of lack of agreement with the idea.
1. Faculty meetings, which are less administrative and organizational in nature and centered more around educational problems.					
2. Faculty meetings, in which teachers discuss educational problems.					
3. Programs, in which the principal talks to the teachers about new ideas in education.					
4. Programs, in which outside resource personnel speak to the teachers about new ideas in education.					
5. A faculty bulletin, newsletter or a bulletin board, to communicate notices about seminars, workshops, books, and periodicals to the faculty.					

<u>ACTIVITY - RESOURCE</u>	Implemented.	Implemented partially or in process.	Not implemented, but like to.	Not implemented, it is not necessary.	Not implemented, because of lack of agreement or agreement with the idea.
6. Faculty library, where recent books and periodicals are made available to the staff.					
7. Times when teachers are allowed to meet together to plan classes and discuss educational problems.					
8. Times when teachers are allowed to visit other schools.					
9. Times when teachers are allowed to attend seminars, workshops, and other presentations.					
10. An Orientation program for new teachers.					
11. A year long, well-planned in-service program for new teachers.					

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APPROVAL SHEET

The dissertation submitted by James Ernest Michaletz has been read and approved by three members of the Department of Education.

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

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

Jan 11, 1974
Date

James Michaletz
Signature of Advisor