

CHARACTERISTICS AND PERCEPTIONS OF SECONDARY
PRINCIPALS OF THEIR EXPECTED LEADERSHIP
ROLES IN METROPOLITAN
SCHOOLS OF OKLAHOMA

By

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1975

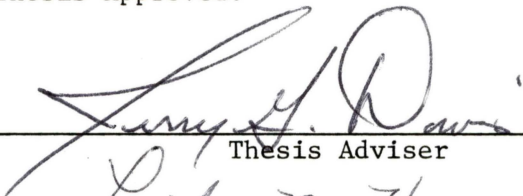
Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
December, 1985

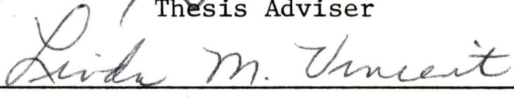
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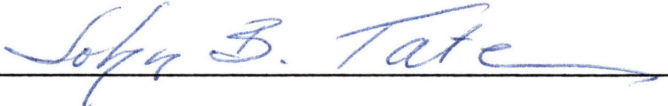


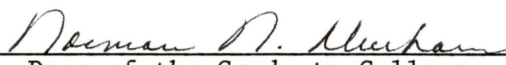
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OF OKLAHOMA

Thesis Approved:



Thesis Adviser






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ACKNOWLEDGEMENTS

The successful completion of this Thesis would not have been possible without the encouragement, support, and love of family and friends.

I would also like to express by thanks to my major adviser, Dr. Jerry Davis. I also appreciate my other committee members, Dr. John Tate, Dr. Linda Vincent, and Ray Sanders. A special thank-you to my parents, Marion and Mary Bohannon, for their love, support, and encouragement. I am greatly indebted to Rosa Lee and Ellen for their love, friendship, and continual support throughout this project. Also, a thank-you to my typist, Judy. And last, but not least, my thanks to God, the one who made everything possible.

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CHAPTER I

INTRODUCTION

Some of the many problems facing school principals are: What is most important in supervising. What does leadership mean. What makes leaders different. This process of supervision consists of the supervisor exploring their own behavior patterns and interactions, and the meanings associated with those patterns (Squires, 1983).

Great leaders are sensitive to the fundamental needs and values of others. The nation's education system can be greatly improved by improving principals. Leadership is important to education and the quality essential for accountability to the tax payer (Hogan, 1985).

Another major question arising in school administration is what are the specific behaviors on the part of the school leader that are associated with effective leader traits? Principals are crucial to the entire system, but are selected at random, and many are former football coaches who are figures of rigid authority, rather than intellectual figures (Hogan, 1985). Keefe et al. (1983) feel that there are several conditions needed for success as a principal. It is the curious blend of leading and following, provoking and calming, disturbing and stabilizing, but always in a posture of movement, generating new strength and capability along the way (Cunningham, 1976).

Statement of the Problem

The specific problem of this study was the lack of information concerning the characteristics and roles of effective leaders at the secondary level in public schools in the Tulsa metropolitan area of Oklahoma. There is also a need for the ranking of identified characteristics of secondary principals in designing programs in order to assess school administrators' performance of administrative skills and interpersonal competencies.

Purpose of the Study

The purpose of this study was to determine and rank effective leadership characteristics of public school secondary principals in the metropolitan Tulsa area of Oklahoma. To achieve this purpose a questionnaire was developed in order to rank effective characteristic traits and to determine the principal's perception of effective leadership roles. Albert Camus stated this philosophy (cited in Meagher, 1979) very clearly in a verse:

Don't walk in front of me, I may not follow,
Don't walk behind me, I may not lead,
Walk beside me, so we can walk together (p. 85)

Research Objectives

The research objectives of this study were to determine:

1. The ranking of effective characteristic traits of secondary principals in public schools.
2. The ranking of effective roles for secondary principals in public school.

3. Principal's perceptions of effective leadership roles.
4. Suggested training ideas for secondary principals to become effective leaders.

Limitations

This study was conducted with the following limitations:

1. The data collected for analysis and the information resulting from the analysis is accurate only to the extent the subject's answers were accurate and honest.
2. The results of this study are limited to the population of secondary principals serving the Tulsa metropolitan area of Oklahoma. Thus, the data cannot be generalized for other public high schools or working populations outside this area.
3. Based on the number of principals who elected to participate in the study, 88 percent responded to the questionnaire.

Assumptions

For the purpose of this study, the following assumptions were made:

1. The school board, the school administrators, and the entire system of each school studied have a genuine interest in the desire to maintain a positive school atmosphere and want effective principals as leaders.
2. Each respondent answered the questionnaire honestly.
3. The sample gathered in this study is representative of other schools in the area studied.
4. The school system and the area surrounding are representative of others comparable in size.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to determine and rank effective leadership characteristics of public school secondary principals in the metropolitan Tulsa area of Oklahoma. Thus, a need to identify and rank the characteristics of leadership abilities for work in education.

The review of literature related to this problem is presented thus:

1. Leadership characteristics of secondary principals
2. Principal's perceptions of leadership roles
3. Requirements for Oklahoma Secondary Principal's Certification
4. Similar research
5. Summary

Leadership Characteristics

Leadership is being responsive and initiatory simultaneously. Leadership is an aspect of power, but it is also a separate and vital process in itself. Powerholders are concerned with achieving their goals, whereas leaders try to meet the needs and desires of followers as well as to their own needs. Leadership is inseparable from followers needs and goals (Burns, 1978).

Research on effective school leadership shows that the principals create the organizational structure to enhance the school's environment. Principals of effective schools organize and maintain the school environment, academically as well as structurally (Squires et al. 1983).

The National Association of Secondary School Principals strongly recognizes the characteristics of effective leadership as a key to productivity and morale in the school. The most appropriate style must demonstrate equal concern for people and production.

The basis of the instrument used in this study was committed to the study of secondary school principals on a systematic basis. With attempts made to better understand the nature of leadership and the importance of leadership style.

The National Association of Secondary School Principals (NASSP) stresses the importance of the principal's role in effective schooling and emphasizes the central position of the principal as planner, leader, facilitator, and decision maker for the school. Therefore, authentic leadership is a collective process and it emerges from the conflict and congruence of impulses and goals of leaders and followers (Burns, 1978).

Wayson (1975) tells us that a leader in principalship is the process by which one member helps the organization or group meet its goals, which in education would be "quality". Therefore, as NASSP stated, a principal must be a facilitator to enlist their faculties to develop and reach the desired educational outcomes.

As Abrell (1979) states for the educational community to work towards quality education as a team, leaders must actively participate and get others involved in achieving the set goals. Thus, the function of the leader is to engage followers, not merely activate them, to combine

needs, desires and ambitions in a common interest, and in the process to make better citizens of both leaders and followers.

Albert Schweitzer (1862/1946) once said: "Leading by example is not just the best way to lead; it is the only real and lasting way to lead." (p. 56)

The most powerful force for change is self-interest of the participants must become one. Burns (1978) states, "The Ultimate test of practical leadership is the realization of intended, real change that meets people's enduring needs." (p. 401)

Literature repeatedly supports the view that the key to effective management is still communication (Grindle, 1982). Burns (1978) states that "In real life the most practical advice for leaders is not to treat pawns like pawns, nor princes like princes, but all persons like persons." (p. 431) Principals who are skilled in leadership communications, decision making, and in sharing power and authority find team management to be particularly productive in governing modern day school systems (Ball and Miller, 1975).

Ball and Miller (1975) contend that the single most important ingredient to successful team management is a flow of information to and from administrators. The very notion of teaming makes information sharing easier. Research has shown that principals who promote the school's academic emphasis, by their own actions, by the organizational structures that they put into place, and by their beliefs, are more effective. Principals of effective schools tend to spend a large proportion of their day on activities related to instruction. This finding suggests that adequate communication exists in the school (Squires et al. 1983).

A best or most effective style of leadership hasn't been developed.

There is no categorically correct style. Examining every leadership quality or characteristic needed for success would be complex and virtually impossible. Research has shown many characteristics to be vital to a successful principalship. The modern educational leader should know which style is better in which situations and should be able to draw from a reservoir. The reservoir would have two poles with task styles at one end and relationship at the other. Educational leadership is a more expansive concept that includes concern for the worthy of the objectives and their impact on school and society (Sergiovanni, 1979).

Perceptions of Principals Roles

The most compelling pressure on the principal is his/her perception of what should be done, what can be done, who should be pleased and who ignored, who is frightening and who is not (Wayson, 1979). Leadership skills are important, but they cannot bring genuine leadership if the leader does not have a sense of purpose and direction.

Principals believe parents are not particularly interested in whether the schools teach citizenship or not. The fact that principals see parents as less concerned about such goals is noteworthy (Abramowitz and Tenenbaum, 1977).

Most principals who participated in a 1977 national survey conducted by the National Institute of Education in conjunction with the National Association of Secondary School Principals, have a back to basics movement as primary concern. The next most important educational goals of the principals is to develop high moral standards and good citizenship practices in students and in preparing them for employment or college. This coincides with Maslow's Hierarchy of Needs. As fundamental needs

are satisfied, higher needs develop. Thus, leaders (principals) deal with followers (students) in such a way as to help raise them through higher and higher stages of self-realization. Therefore, the principal must be sensitive to the levels of needs of the students and try to respond (Brundt, 1979).

Principals who report playing as active role in school affairs appear to be the most satisfied with their occupations. According to the 1977 NASSP survey, ninety-four percent of the principals are satisfied with their occupations.

Recently, 203 principals in Georgia's public schools responded to a questionnaire designed to examine their perceptions about school leadership. Eighty-two percent of the principals surveyed perceived teacher's groups as attempting to gain power in the educational system. Seventy-eight percent of principals felt a rigid chain of command necessary for school management, and sixty-five percent felt the principal should make all important decisions since he/she would ultimately be held responsible.

A plan should be designed to alter the adversarial relationship between teachers and principals. One such proposal, by Richard Schmuck (1974) suggests teamwork and collaboration. He contends that team management provides the impetus to further organizational goals, increases understanding, opens up opportunities, and makes it more likely that action plans will be implemented. Thus, leadership is an encounter between the leader (principal) and follower (teacher).

The literature shows support for each of the identified effective leadership roles, but also evidences that no specific design was considered to be best. Leadership is a performing art, not a science. Professional standards, skills, and values are required (Lippitt, 1979).

Principal's Certification Requirements

In Oklahoma in order to receive an administrators certificate, it is necessary to have completed the following, according to the State Board of Education Teacher Education Certification and Assignment Manual (1984) (p. 118-119).

PART I Introduction

The holder of a Secondary School Principal certificate is authorized to serve as principal of any accredited middle, junior high, or senior high school in Oklahoma.

PART II. Special Criteria

A. Standard Certification

1. The applicant shall satisfy all general regulations of eligibility for teacher certification.
2. The applicant shall hold and maintain a valid Standard Oklahoma Secondary or Standard Vocational-Technical Certificate, or if holding a Standard Elementary-Secondary Standard Library Media Specialist or Standard Speech-Language Pathology Certificate, shall have taught two years at the secondary level.
3. The applicant is required to have had two years of teaching experience in an accredited middle school, junior high school, or senior high school.
4. The applicant shall hold or have held the provisional secondary school principal certificate and shall have served for one year as principal or assistant principal in an accredited secondary school while holding the provisional certificate.
5. The applicant shall hold a master's degree granted by an institution accredited by a regional accrediting association. Institutions offering this program shall also be accredited by a regional accrediting association.
6. The applicant shall have completed an approved graduate program in educational administration for the Standard Secondary School Principal Certificate.
7. The program shall include at least 16 semester hours of post-master's work in school administration and other work appropriate to school administration beyond the work required for the provisional certificate. Graduate credit should be designed to meet the objectives cited in Part III

and shall include at least the course in each of the following areas:

- a. Development, Organization and Control of Public Education.
 - b. Human Development in Secondary Education.
 - c. Human Relations Management in the Secondary School.
 - d. Secondary School Services and Curriculum.
 - e. Supervision and Evaluation of Instruction and Special Programs in the Secondary School.
 - f. Legal Aspects of Public Education.
8. Work in any of the above areas, taken as a part of the program for the provisional certificate may be accepted toward fulfilling the standard certificate program if taken on the graduate level; this will not reduce the total number of semester hours required of post-master's degree work in school administration.

B. Provisional Level II Certificate

1. The applicant shall satisfy all general regulations for eligibility.
2. The applicant shall hold a valid standard Oklahoma Secondary of Standard Vocational-Technical certificate or, if holding a valid standard elementary-secondary Standard Library Media Specialist, or Standard Speech-Language Pathology certificate, shall have taught two years at the secondary level.
3. The applicant is required to have had two years of teaching experience in an accredited middle school, junior high school or senior high school.
4. The applicant shall have completed a minimum of eighteen (18) hours of graduate work which are acceptable in satisfying the requirements for the standard certificate. The courses must be planned to meet the objectives listed in Part III and shall include at least one course from each of the six areas cited in II-A-7 above.
5. The applicant shall hold a master's degree.
6. The applicant must pass the Secondary School Principal State Curriculum Examination prior to being issued a certificate.

C. Vocational Administration Endorsement

In order to qualify for the Vocational Administration Endorsement, a course in Organization and Administration of Vocational-Technical Programs must be completed in addition to the minimum certificate requirements for the secondary principal.

Similar Research and Summary

Based on the literature review several conclusions can be expressed.

1. Effective principals exhibit major strengths in human relations skills, communication skills, availability, and firm but humane control of students and school.
2. The effective principals value their work, feel secure, feel self-fulfilled, believe their positions have real prestige, and are convinced they can help people.
3. Effective principals see the working relationships of administrators and faculty as the most important element of school climate.
4. Effective principals emphasize the value of open communication and teacher participation in the decision-making process.
5. Effective principals facilitate and initiate the changes that have influences on schools.

Effective principals and their schools are part of the mainstream of American education and as such generally reflect in their programs and practices the broad trends of the contemporary educational scene (Keefe et al. 1983). There can be no denying that leadership is required for management practice to be improved. Long-range effectiveness and efficiency of school systems must depend upon improvement of management. The implementation of sound management practice ensures schools improve considerably (Lippitt, 1979).

The research on effective schools points to a school's organization and leadership as major contributors to positive school outcomes. For example, Rutter (1979) found that students who attended effective high schools in inner-cities were less likely to have their names recorded in police records. The schools with lower delinquency rates also had higher attendance, higher achievement, and lower rates of violence and vandalism within the schools. Such evidence leads to the conclusion that schools, as organizations, have a significant effect on students' academic and social lives.

Other studies suggest that the leadership of the school, particularly the principal, plays a critical role in positive school outcomes. Such leaders organize that school to maximize faculty and student success. Effective schools have leaders who reinforce an academic emphasis, an orderly environment, and expectations for success from participants. Leaders reinforce these norms by modeling, providing feedback, and generating a consensus about the purpose and goals of the school (Squires et al. 1983).

The research on effective school leadership is strong enough to be used for planning performance evaluations of schools and their leaders. This is much more easily said than done. Design plans can use the standards found in research to test their own circumstances, assumptions, and behaviors while designing the best educational practices for each school and leader effectiveness.

One of the key points to consider while designing any program is the role of the principal. A strong principal is one of the ingredients of an effective school, and any attempt to make a substantial, lasting impact on a school, must involve its principal. This has been shown in repeated studies of school change (Wellisch et al. 1978; Berman and McLaughlin,

1975; Sikorski et al. 1976; Lipham, 1977; Little, 1981). In a recent study of school-based organizational development efforts, Stout and Rowe (1981) found that the single best predictor of success was the principal's estimation, before the project was implemented, of how successful it was likely to be in his/her school. Those principals who predicted failure were not likely to support the innovation. Similarly, in a review of the results of a major study of change conducted by the Rand Corporation, McLaughlin and Marsh (1978) noted that the principal's attitude was critical to the long term results of change projects. They found that very few of the projects towards which the principal displayed unfavorable attitudes were able to be implemented successfully.

Reinhard (1980) suggests that there are several behaviors by which principals make change so crucial. First, they show commitment to the concept from the start. Second, principals work to achieve role clarity for all participants. Next, they buffer the staff by negotiating with competing environmental pressures. They then secure any necessary resources. Finally, they provide social support as well as participating actively. Such behavior seems to endow the concept of leadership with explicit meaning.

CHAPTER III

METHODOLOGY

The purpose of this study was to determine and rank effective leadership characteristics of public school secondary principals in the metropolitan Tulsa area of Oklahoma.

This chapter is a description of the research population, a review of the survey instrument, the data gathering procedures, and the analysis of data.

Population

The population for this study consisted of 17 secondary principals with various educational experiences. They were selected from metropolitan school systems in the Tulsa area of Oklahoma. The selected systems were: Broken Arrow, consisting of 11 secondary principals, 10 participating; Jenks, consisting of 3 secondary principals, 2 participating; Union, consisting of 3 secondary principals, 3 participating, for a total of 15 secondary principals responding. This population was selected because of the similarity of size. The systems were also easily accessible for the researcher for distributing surveys and follow-up. All the returned questionnaires were analyzed in the same manner.

The survey instrument was designed by the author, using the National Association of Secondary School Principals 1981 National survey of The Effective Middle Principal as a guideline for questions. The validity of the instrument was from a similar series of surveys conducted by the

National Study of Schools in 1981, 1978, and 1966 (Keefe et al. 1983). A panel of six experts (Appendix A) were selected to evaluate and recommend changes in the research instrument. Changes recommended by the panel of experts were considered and used in the development of the research instrument (See Appendix B).

Research Instrument

The questions were designed to determine characteristics of effective leaders using analyzed data from similar research done by the National Study of Schools in 1966, 1978, and 1981. The research stressed the importance of the principal's role in effective schooling and emphasizes the central position of the principal as planner, leader, facilitator and decision maker for the school.

The general information section was used to develop a base of knowledge about the secondary principals.

The research survey was divided into four relevant categories: job prestige/job fulfillment, decision making processes/ communication skills, school priorities and qualities/professional objectives and job characteristics/job problems. Items in each category were arranged randomly throughout this section of the questionnaire so that the respondent would not become aware of the specific component being examined. The response mode was a five point Likert-type scale with a neutral midpoint. (See Appendix B for the research instrument).

Data Collection Procedures

The data for this study was collected by mailing questionnaires to the secondary principals of selected school systems of metropolitan Tulsa

area of Oklahoma. Prior to the mailing approval had been given by phone. The questionnaire was to be returned in a self-addressed, stamped envelope.

Included in the questionnaire mail-out was a cover letter with a statement of anonymity explaining that opinions and responses would remain anonymous (See Appendix C).

The follow-up procedures entailed phoning each principal that had not returned the questionnaire to the researcher; asking if the principal would answer the questions over the phone; in an effort to increase the response rate.

The questionnaires and corresponding envelope were numbered for data collection purposes. The numbering process allowed for accountability for all principals surveyed. After all questionnaires were accounted for, the information showing the connection between the numbered questionnaires and the schools were destroyed. The researcher had hoped for total anonymity for all respondents. However, for collection purposes, this would have been impossible to achieve. The information was known only to the researcher.

Analysis of Data

The questionnaire items were reviewed in both narrative and tabular form using percentages and means where appropriate.

CHAPTER IV

RESEARCH RESULTS

The purpose of this study was to determine and rank effective leadership characteristics of public school secondary principals in the metropolitan area of Oklahoma. This chapter presents the findings of the study in this order:

1. Background information of Secondary Principals in the selected metropolitan Tulsa areas of Oklahoma and a 1980 National Survey.
2. Categorization of survey questions.
3. Ranking of effective leadership characteristics.
4. Comments recommending management tools for successful/effective leaders.

Background Information of Secondary Principals

The population for this study were 17 secondary principals from selected metropolitan Tulsa areas of Oklahoma. All of them held a Secondary School Principal's Certificate from Oklahoma and were employed on a full time basis. The 15 secondary principals responding to the survey were used for the analysis. Of the two non-respondents, both were contacted by a follow-up process.

The demographic data questions which were asked of all respondents completing the questionnaire is found in Table I. Thirty-three percent of the principals were female while the remaining 67 percent were male. Ninety-four percent of the principals had more than 10 years educational

experience, while it also revealed that seventy-three percent had been a principal for less than 10 years. This study also revealed that the mean for number of years principalship experience was five. The number of hours spent in a supervisory position by a secondary principal was shown to be 48.

TABLE I
DEMOGRAPHIC RESPONSES AS REPORTED
BY STUDY PARTICIPANTS

Participant Responses	Local Percentage	National Percentage	N
<u>Age</u>			
Below 50	73	46	11
Over 50	27	54	4
<u>Sex</u>			
Female	33	12	5
Male	67	88	10
<u>Educational Experience</u>			
Below 10 years	6	44	1
10 years or more	94	56	14
<u>Principal Experience</u>			
Below 10 years	73	78	11
10 years or more	27	22	4

The National study that was conducted in 1980 had a population of 50 carefully selected effective secondary principals. The selection pro-

cess included a representation of all regions of the country, preliminary selection of an effective group of principals, and verification of qualifications through contact with local supervisors.

The study was designed for the identification of principals considered to be effective leaders of their schools. It wasn't intended to identify "the best" principals. The research team sought out persons who were representative of the most effective principals in each state. These principals were very successful in their current principalships and were expected to be similarly successful in a comparable assignment. The initial pool contained 300 persons and 50 were selected from this pool for the study. All principals, as well as the schools involved, have been kept confidential.

The questions were designed to determine characteristics of effective leaders using analyzed data from similar research done by the National Study of Schools in 1966, 1978, and 1981. The research stressed the importance of the principal's role in effective schooling and emphasizes the central position of the principal as planner, leader, facilitator, and decision maker for the school.

The general information was used to develop a base of knowledge about the secondary principals, including educational experience (See Table I). The breakdown of the categorization of the research questionnaire is shown in Appendix D.

Questions 17 and 2 tied for the number one ranking of priorities most important to principals. Providing quality treatment and giving praise and recognition was revealed to be of most importance.

Quality education/priorities were ranked by the responding principals as being the characteristic of next importance in being an effective leader.

Question 21 on decision making was the next characteristic the principals ranked as important in being an effective leader.

The study revealed of least importance to the principals was the amount of time they have to spend on clerical and paperwork as not being reasonable.

The next characteristic revealed by the study of least important was principals not being appreciated for the job they do.

Comments Recommending Management Tools for Successful/Effective Leaders

The following recommendations were derived from the comparison between the national and local study as to determine what special skills and characteristics can be strengthened or developed to become an effective leader.

1. Become a human relations specialist, meeting the needs of people.
2. Become a productivity specialist, meeting the administrative needs.
3. Become an effective communicator.
4. Become a facilitating problem solver.
5. Improving interpersonal relation skills.
6. Group participation of decision making.
7. Give encouragement, understanding, and empathy.
8. Become involved.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine and rank effective leadership characteristics of public school secondary principals in the Tulsa metropolitan areas of Oklahoma. An empirical investigation was conducted to to identify and rank effective characteristics of secondary principals.

Summary

The population for this study was 17 secondary principals from selected metropolitan Tulsa areas of Oklahoma. All of the participants were state certified secondary principals and employed on a full time basis.

In the relevant literature found on effective leaders, certain characteristics and factors were consistent. The most often cited were strengths in human relations and communication skills, job prestige/job fulfillment and school priorities/quality in education. The focus of the two studies was the group rather than the individuals who compromise the group.

Burns (1978) points out that leaders try to meet the needs and desires of followers as well as their own needs.

Educational leaders play a crucial role to the whole educational system. The nation's educational systems can be vastly improved by improving principals (Hogan, 1985).

The research instrument was distributed to 17 principal participants to determine and rank effective leadership characteristics. Demographic

data was collected in addition to the questionnaire. The research questionnaire contained 22 items. A Likert-type scale was used for rating the items. The data collected revealed principals perceptions of effective leadership characteristics.

Conclusions

Effective principals and their schools are part of a broad mainstream of American education. Effective principals seem to be very systematic in planning for the need of their school. Some characteristics of effective principals and practices stand out in the contemporary scene (Ball and Miller, 1975).

A careful analysis of the obtainable data suggests that effective leaders have identifiable characteristics in common. The results of this research, plus the current demand for a higher quality education in the public school system led this researcher to identify characteristics of effective secondary principals. By developing certain characteristics and skills, it is believed that more effective and communicative leaders will emerge in education, thus achieving the goal of higher quality education demanded by tax payers.

The data obtained from this research demonstrates a relationship between effective leaders and success in quality education. This data was limited to secondary principals in public school systems.

Educators are not the only group that could benefit from the results of this study. It could possibly provide results for business and industry if managers were studied.

Recommendations

Based on the current demands placed by society upon tax supported educational facilities, school districts need to insist upon maximum efficiency for each principal it employs. Principals must become more effective leaders in response to the accountability education has to society.

We need to find out what it takes to make effective leaders than provide them.

Based on the findings of this study, several recommendations are made for effective leadership roles:

1. It is desirable to be a human relations specialist to meet the needs of others.
2. It is desirable to be a productivity specialist to meet the needs of administrators.
3. It is desirable to be an effective communicator.
4. It is desirable to be a facilitating problem solver.
5. It is desirable to improve or develop interpersonal relation skills.
6. It is desirable to obtain input from all concerned, active participation for decision making.
7. It is desirable to give encouragement, understanding and empathy.
8. It is desirable to become involved in all school activities.
9. It is desirable to develop and maintain basic leadership competencies. Such skills should include mastering and using various contingency leadership theories, conflict management, team management principles, shared decision-making models, and group processes techniques.

These are all examples of basic leadership requirements.

It is hoped that the conclusion of this study will provide a framework for further research.

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APPENDIXES

APPENDIX A

PANEL OF EXPERTS

Ms. Chris Stoops,	Special Education Teacher/Psychometrist Broken Arrow, Oklahoma
Mr. Geauwana Reese,	Secondary Principal Prue, Oklahoma
Mrs. Diana Sample,	Gifted Coordinator/Counselor Jenks, Oklahoma
Dr. Camille Quinn,	Teacher/Educator, Psychology Tulsa Junior College
Dr. Jerry Davis,	Teacher/Educator Distributive Education/Marketing Oklahoma State University
Mr. Bill Wells,	Dean, Technical/Occupational Program Tulsa Junior College

APPENDIX B

RESEARCH INSTRUMENT

General Information

Female: _____

Male: _____

Age: _____

Years in Education: _____

Years as Principal: _____

Hours per week engaged in supervisory activities: _____

PLEASE CHECK ONE OF THE FOLLOWING CATEGORIES
ACCORDING TO HOW WELL THEY REFLECT YOUR OPINION:

	strongly agree	ageee	no opinion	disagree	strongly disagree
1. I have a great deal of job security as a principal.	()	()	()	()	()
2. I give praise, credit, and recognition by letting others know about work they do well.	()	()	()	()	()
3. I am really doing something worthwhile in my job.	()	()	()	()	()
4. I feel I am supervised more closely than I need to be.	()	()	()	()	()
5. My particular job doesn't require much skill or knowhow.	()	()	()	()	()
6. A lot of what I do each day could just as well be done by someone with less skill and training.	()	()	()	()	()
7. My job doesn't provide satisfying opportunities to develop formal and informal social contact.	()	()	()	()	()
8. The amount of time I spend on clerical and paperwork required of principals is reasonable.	()	()	()	()	()

	strongly agree	agree	no opinion	disagree	strongly disagree
9. I have little control over my own work - other people decide things for me in my job.	()	()	()	()	()
10. It makes me proud to talk to other people about what I do on my job.	()	()	()	()	()
11. I feel I effectively communicate goals and priorities.	()	()	()	()	()
12. I can't help but feel that others don't really appreciate my job and what I have to do.	()	()	()	()	()
13. In my opinion, this school is organized with the needs of the students given top priority.	()	()	()	()	()
14. I feel I get employees to work together as a team.	()	()	()	()	()
15. I feel free to discuss complaints and issues with my faculty and all school participants.	()	()	()	()	()
16. I can't think of many other jobs I'm capable of doing that are more important to people than being a principal.	()	()	()	()	()
17. Quality student care and treatment are important to my school.	()	()	()	()	()

	strongly agree	agree	no opinion	disagree	strongly disagree
18. This school supports a philosophy of promoting "quality instruction".	()	()	()	()	()
19. I feel providing feedback to school participants that provide rewards over the population, as well as punishments consistently, is an important issue.	()	()	()	()	()
20. I actively set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "firm but fair" manner.	()	()	()	()	()
21. I feel regularly observing classrooms and conferring with teachers on instructional matters is an important issue.	()	()	()	()	()
22. I welcome suggestions from teachers and other personnel.	()	()	()	()	()

APPENDIX C

COVER LETTER

Dear Principal:

Thank you for taking time from your busy schedule to answer this survey concerning a very important issue of leadership characteristics. This survey is examining the perceptions, in your judgement, most nearly reflecting your effectiveness level as a secondary school administrator.

This study will be used to determine effective characteristics of the secondary principal in the Tulsa metropolitan area.

I am conducting this survey to fulfill partial requirements of graduate study at Oklahoma State University. All responses and comments will be anonymous.

Again, I would like to thank you for your cooperation in completing this survey. If you have any questions concerning this study, please call me at (918) 455-3600.

Respectfully,

A handwritten signature in cursive script that reads "Teresa K. Bohannon".

Teresa K. Bohannon

APPENDIX D

RELIABILITY INFORMATION

SCORING INFORMATION

Categorization of Questions

Job Prestige/Job Fulfillment: 1, 3, 7, 10, 16

Decision Making Procedures/Communication Skills: 2, 11, 14, 15, 19, 20, 21, 22

School Quality and Priorities/Professional Objectives: 13, 17, 18,

Job Characteristics/Job Problems: 4, 5, 6, 8, 9, 12

Scoring

Positive Statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
4	3	2	1	0

Negative Statements:

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
0	1	2	3	4

Scoring Ranges and Medians

Components:	<u>Range</u>	<u>Median</u>
Job Prestige	0-25	12.5
Decision Making	0-32	16
School Priorities	0-15	7.5
Job Characteristics	0-24	12

Ranking of Research Questions

Question	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
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Decision Making:

2	10	5			
21	13	1	1		
22	11	4			
11	7	8			
15	6	8			
14	6	9			
19	5	9	1		
20	5	9	1		

Quality/Priorities:

17	10	5			
18	13	2			
13	8	6			

Job Characteristics/Problems:

5	1			5	9
6		2		7	6
4			4	7	4
9		1	2	9	3
8		10		3	2

Job Prestige/Fulfillment:

16	7	6	2		
10	7	7	1		
7	1			8	6
1	1	9	2	3	
12	1	1	1	12	

TABLE III

RANKING OF RESEARCH QUESTIONS

Question	Ranking	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Quality/Priorities:						
13. In my opinion, this school is organized with the needs of the students given top priority.	13	8	6	1		
17. Quality student care and treatment are important to my school.	1	10	5			
18. This school supports a philosophy of promoting "quality instruction."	3	13	2			

TABLE II

RANKING OF RESEARCH QUESTIONS

Question	Ranking	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Decision Making:						
2. I give praise, credit, and recognition by letting others know about work they do well.	1	10	5			
11. I feel I effectively communicate goals and priorities.	8	7	8			
14. I feel I get employees to work together as a team.	10	6	9			
15. I feel free to discuss complaints and issues with my faculty and all school participants.	9	6	8		1	
19. I feel providing feedback to school participants that provide rewards over the population, as well as punishments consistently, is an important issue.	14	5	9	1		
20. I actively set the tone and focus of the school by observing classrooms, enforcing the discipline code in a firm but fair manner.	14	5	9	1		
21. I feel regularly observing classrooms and conferring with teachers	4	13	1	1		

TABLE II

(Continued)

Question	Ranking	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
on instructional matters is an important issue.	4	13	1	1		
22. I welcome suggestions from teachers and other personnel.	5	11	4			

TABLE IV

RANKING OF RESEARCH QUESTIONS

Question	Ranking	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Job Characteristics/Problems						
4. I feel I am supervised more closely than I need to be.	18			4	7	4
5. My particular job doesn't require much skill or knowhow.	10	1			5	9
6. A lot of what I do each day could just as well be done by someone with less skill and training.	17		2		7	6
8. The amount of time I spend on clerical and paperwork required of principals is reasonable.	22	10			3	2
9. I have little control over my own work/other people decide things for me.	19	1		2	9	3

TABLE V

RANKING OF RESEARCH QUESTIONS

Question	Ranking	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
<u>Job Prestige/Fulfillment:</u>						
1. I have a great deal of job security as a principal.	20	1	9	2	3	
3. I am really doing something worthwhile in my job.	7	9	6			
7. My job doesn't provide satisfying opportunities to develop formal and informal social contact.	16	1			8	6
10. It makes me proud to talk to other people about what I do on my job.	10	7	7	1		
12. I can't help but feel that others don't really appreciate my job and what I have to do.	20	1	1	1	12	
16. I can't think of many other jobs I'm capable of doing that are more important to people being a principal.	5	7	6	2		

General Information

Female: 5Male: 10

Age: 40/5
50/2
57+/2

Years in Education:
1-9/1
+10/14

Years as Principal:
1-9/11
+10/4

Hours per week engaged in supervisory activities: 48

PLEASE CHECK ONE OF THE FOLLOWING CATEGORIES
ACCORDING TO HOW WELL THEY REFLECT YOUR OPINION:

	strongly agree	agree	no opinion	disagree	strongly disagree
1. I have a great deal of job security as a principal.	(1)	(9)	(2)	(3)	()
2. I give praise, credit, and recognition by letting others know about work they do well.	(10)	(5)	()	()	()
3. I am really doing something worthwhile in my job.	(9)	(6)	()	()	()
4. I feel I am supervised more closely than I need to be.	()	()	(4)	(7)	(4)
5. My particular job doesn't require much skill or knowhow.	(1)	()	()	(5)	(9)
6. A lot of what I do each day could just as well be done by someone with less skill and training.	()	(2)	()	(7)	(6)
7. My job doesn't provide satisfying opportunities to develop formal and informal social contact.	(1)	()	()	(8)	(6)
8. The amount of time I spend on clerical and paperwork required of principals is reasonable.	()	(10)	()	(3)	(2)

	strongly agree	agree	no opinion	disagree	strongly disagree
9. I have little control over my own work - other people decide things for me in my job.	()	(1)	(2)	(9)	(3)
10. It makes me proud to talk to other people about what I do on my job.	(7)	(7)	(1)	()	()
11. I feel I effectively communicate goals and priorities.	(7)	(8)	()	()	()
12. I can't help but feel that others don't really appreciate my job and what I have to do.	(1)	(1)	(1)	(12)	()
13. In my opinion, this school is organized with the needs of the students given top priority.	(8)	(6)	()	()	()
14. I feel I get employees to work together as a team.	(6)	(9)	()	()	()
15. I feel free to discuss complaints and issues with my faculty and all school participants.	(6)	(8)	()	(1)	()
16. I can't think of many other jobs I'm capable of doing that are more important to people than being a principal.	(7)	(6)	(2)	()	()
17. Quality student care and treatment are important to my school.	(10)	(5)	()	()	()

	strongly agree	agree	no opinion	disagree	strongly disagree
18. This school supports a philosophy of promoting "quality instruction".	(13)	(2)	()	()	()
19. I feel providing feedback to school participants that provide rewards over the population, as well as punishments consistently, is an important issue.	(5)	(9)	(1)	()	()
20. I actively set the tone and focus of the school by observing classrooms, enforcing the discipline code in a "firm but fair" manner.	(5)	(9)	(1)	()	()
21. I feel regularly observing classrooms and conferring with teachers on instructional matters is an important issue.	(13)	(1)	(1)	()	()
22. I welcome suggestions from teachers and other personnel.	(11)	(4)	()	()	()

VITA ~

Teresa Kaye Bohannon

Candidate for the Degree of

Master of Science

Thesis: CHARACTERISTICS AND PERCEPTIONS OF SECONDARY PRINCIPALS
OF THEIR EXPECTED LEADERSHIP ROLES IN SELECTED METROPOLITAN
SCHOOLS OF OKLAHOMA

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Fairbanks, Alaska, August 19, 1952. The
daughter of Mr. and Mrs. Marion Bohannon

Education: Attended public school in Tulsa, Oklahoma and Springfield, Oregon. Graduated from Will Rogers High School, Tulsa, Oklahoma, May, 1970. Received a Bachelor of Science in Special Education of the Emotionally Disturbed Degree from Central State University in 1975; completed requirements for the Master of Science Degree at Oklahoma State University in December, 1985.

Professional Experience: Elementary teacher of Emotionally Disturbed, Edmond, Oklahoma, 1975-1980; Elementary Learning Disability Teacher, Tulsa, Oklahoma, 1980-1981; Secondary Teacher of Emotionally Disturbed, Broken Arrow, Oklahoma, 1983-1985.