

TEACHER LOYALTY TO THE PRINCIPAL AND ITS EFFECT  
UPON PROFESSIONAL ZONE OF ACCEPTANCE  
AND PERCEIVED LEADER BEHAVIOR

By

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## PREFACE

This research attempts to examine the influence teacher loyalty to the principal has upon both the teacher's willingness to comply with his directives and their perception of his leadership behavior. It also attempts to consider whether this loyalty exhibited by the teachers was actually toward the person in the authority position or to the authority position itself.

All praise and honor is given to my Lord and Savior, Jesus Christ, without Whose strength and guidance this study would never have been completed. To Him I dedicate this research. It is my earnest prayer that this work somehow be used by Him to glorify His Name.

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## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Background of the Problem . . . . .	1
The Research Question . . . . .	4
Terms . . . . .	4
Loyalty . . . . .	4
Professional Zone of Acceptance . . . . .	5
Leadership Behavior . . . . .	5
II. REVIEW OF RESEARCH AND THEORY . . . . .	9
Introduction . . . . .	9
Subordinate Loyalty . . . . .	9
Professional Zone of Acceptance . . . . .	13
Leadership Behavior . . . . .	16
Instrument Development . . . . .	22
Summary . . . . .	27
III. PROCEDURE AND METHODOLOGY . . . . .	36
Introduction . . . . .	36
Operational Measures . . . . .	37
The Research Question . . . . .	37
Subsidiary Questions . . . . .	38
Sample . . . . .	39
Limitations . . . . .	40
Ethical Considerations . . . . .	41
Analytical Technique and Research Design . . . . .	41
IV. PRESENTATION AND ANALYSIS OF THE DATA . . . . .	48
Introduction . . . . .	48
The Research Questions . . . . .	48
Subsidiary Questions . . . . .	50
Summary of Research and Subsidiary Questions . . . . .	54
Measures of Central Tendency . . . . .	54
Loyalty . . . . .	54
Professional Zone of Acceptance . . . . .	57
Leader Behavior . . . . .	57
Causal Modeling . . . . .	58
Summary . . . . .	67

Chapter	Page
V. SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS . . . . .	70
Introduction . . . . .	70
Summary and Conclusions . . . . .	70
Implications . . . . .	74
Recommendations . . . . .	76
BIBLIOGRAPHY . . . . .	79
APPENDIX A - LETTER ACCOMPANYING INSTRUMENTS . . . . .	84
APPENDIX B - TEACHER INFORMATION QUESTIONNAIRE . . . . .	86
APPENDIX C - LOYALTY QUESTIONNAIRE . . . . .	89
APPENDIX D - PERMISSION TO USE LOYALTY QUESTIONNAIRE . . . . .	93
APPENDIX E - PZAI . . . . .	96
APPENDIX F - LBDQ-XII . . . . .	99
APPENDIX G - LBDQ-XII STATEMENT OF POLICY . . . . .	106
APPENDIX H - LBDQ-XII RECORD SHEET . . . . .	108
APPENDIX I - LETTER TO LOCAL NEA PRESIDENTS . . . . .	113
APPENDIX J - COURTESY LETTER TO PRINCIPALS . . . . .	118
APPENDIX K - LETTER REQUESTING DIRECTOR FOR POPULATION . . . . .	120
APPENDIX L - SCHOOLS INCLUDED IN SAMPLE . . . . .	122
APPENDIX M - LETTERS REQUESTING ASSISTANCE FROM K-NEA . . . . .	127



## LIST OF TABLES

Table	Page
I. Reliability Coefficients (Modified Zuder-Richardson) . . . . .	26
II. Correlations Between Loyalty and the Endogenous Variables . . . . .	49
III. t-Test: Leader Behavior Orientation . . . . .	55
IV. Measure of Central Tendency . . . . .	56
V. Central Tendency by Orientation . . . . .	59
VI. t-Test: Leader Behavior Central Tendency . . . . .	59
VII. Zero Order Correlations . . . . .	60
VIII. Decomposition of Bivariate Covariation: Model A . . . . .	65
IX. Decomposition of Bivariate Covariation: Model B . . . . .	67

## LIST OF FIGURES

Figure	Page
1. Model A Path Model . . . . .	61
2. Model B Path Model . . . . .	61
3. Model A Path Model (Revised) . . . . .	63

## LIST OF SYMBOLS

$\beta$	regression coefficient (least squares estimate)
C	effect coefficient
e	residual variable
p	probability coefficient
P	path coefficient
r	simple correlation coefficient
R	multiple correlation coefficient
X	variable X
Y	variable Y
Z	standard score
$\geq$	weak causal ordering

## CHAPTER I

### INTRODUCTION

#### Background of the Problem

One area of study in educational administration that has not received a great amount of attention is that of subordinate loyalty to the supervisor. Perhaps this is due to the negative connotation loyalty has been given as a result of events in history where individuals accomplished horrendous injustices toward others in the name of loyalty to leaders or country. Nevertheless, loyalty deserves greater consideration due to its effect on the organizational effectiveness.

In the Western world, the concept of subordinate loyalty has been supported greatly by the Bible. The Scriptures urge individuals to submit themselves to those in authority or power.<sup>1</sup> "Submission to" or "subject to" as used in these Scriptures comes from the Greek word hūpotassō, which is defined as to "subordinate," "to obey," "be in subjection to," or "submit self unto."<sup>2</sup> As the rationale for this principle, the Bible (the King James Version is assumed unless otherwise mentioned) presents the concept of power. The Bible states that there is no power except that which comes from God.<sup>3</sup> Exoçesia is the Greek word for power used in these Scriptures to mean "capacity," "delegated influence," "authority," or "jurisdiction."<sup>4</sup> Rûwm, Hebrew for promotion (bring up, exalt, set up on high, or set up),<sup>5</sup> also comes from God and not the world.<sup>6</sup> According to the Bible, God Himself rules over the kingdoms of mankind and

sets up or removes all individuals who have been placed in positions of authority; and for this reason, subordinates are to submit themselves to their supervisors.<sup>7</sup> This concept of submission is, at least in part, the social and historical context that precedes the modern concept of loyalty to the supervisor.

In modern social science, two types of subordinate loyalty have been identified by Lumsden.<sup>8</sup> First of all there is blind loyalty. This form of loyalty can be extremely dangerous when gained by unscrupulous managers who cause employees to engage in unethical or unlawful activities for the "good of the organization." Loyalty of this caliber, however, tends to be short-term and does not prevent negative situations such as laziness, turnover, cheating, and lack of cooperation from occurring.<sup>9</sup>

The second form of loyalty to supervisors is that which is "informed, studied, deserved, and based on reality."<sup>10</sup> This type is mainly a result of a manager's attitude; demonstrated repeatedly, possibly due to reinforcement caused by displays of loyalty to the manager by the subordinate; and is multidirectional in that communication goes up, down, and across.<sup>11</sup> Subordinate loyalty in this context will be the subject of this study.

Discussion as to whether this loyalty was a result of the person in the authority-position or to the authority-position itself appears not to have been addressed by previous scholars. This research effort intended to examine this question.

Blau and Scott are generally credited with the first discussion of subordinate loyalty to the supervisor, and their work will be viewed as the foundation for this study. Their research demonstrated that the productivity of the organization is affected by the amount of subordinate

loyalty, and that loyalty to the supervisor is fundamental to the study of authority relations in that it legitimates the supervisor's exercise of authority over subordinates.<sup>12</sup>

Perhaps the reason subordinate loyalty affects the productivity of the organization has to do with Simon's concept of "professional zone of acceptance," which refers to the range of behavior "within which the subordinate is ready to accept the decisions made for him by his supervisors."<sup>13</sup> In other words, if the supervisor passes down a directive to the subordinates, to what extent will the subordinates accept it without question? Blau and Scott suggest that authority is the exercise of control by the supervisor that rests upon the willing compliance of subordinates with his directives and that informal authority is "legitimated by the common values that emerge in a group, particularly by the loyalty the superior commands among group members."<sup>14</sup> Authority, particularly informal authority as conceptualized by Simon's zone of acceptance, is legitimated by subordinate loyalty.

Additionally, the influence of leader behavior appears to be affected by subordinate loyalty. Blau and Scott describe subordinate loyalty as the source of social support that dictates the behavior exhibited by the supervisor.<sup>15</sup> A number of instruments have been developed to examine leader behavior. The best known of these is the Leader Behavior Description Questionnaire (LBDQ) which was developed during the Ohio State Leadership Studies of the 1940's. It measures two factors of the leader's behavior: consideration and initiation of structure.<sup>16</sup> Additional factors have been developed to assist in the description of leader behavior. Stogdill has developed a revised LBDQ, LBDQ-XII, which measures twelve factors of leader behavior.<sup>17</sup>

Little is known concerning the phenomenon of subordinate loyalty to the supervisor, and despite its apparent, pivotal importance, it has been neglected in educational administration. The purpose of this study is to explore the importance of subordinate loyalty to the supervisor, to both the informal authority that the supervisor receives and the perceived leadership behavior exhibited in an effort to contribute concepts that may improve the effectiveness of the organization.

#### The Research Question

What is the relationship of teacher loyalty to the principal to both professional zone of acceptance of the teachers and their perception of his leader behavior?

#### Terms

##### Loyalty

While Blau and Scott are the pioneers of the study of subordinate loyalty, their definition was strictly an affective one which had to do with the feelings of the subordinates.<sup>18</sup> Murray and Corenblum expanded this definition to include a cognitive dimension, which is concerned with the holding of a set of beliefs that embody an unquestioning faith and trust in the supervisor as a leader; and a behavioral dimension, concerned with the subordinate's willingness to remain with or follow one's supervisor.<sup>19</sup>

Teacher loyalty to the principal is the specific concept that will be studied. It includes all of the features of the domains listed above.

According to Covato, four distinguishable, but interrelated, meanings will be operationalized by the loyalty questionnaire:

1. Loyalty as the wish to remain under the influence of one's supervisor.
2. Loyalty as satisfaction with or liking for a supervisor.
3. Loyalty as unquestioning faith and trust in a superior.
4. The explicitly expressed feeling of loyalty in response to a direct question.<sup>20</sup>

#### Professional Zone of Acceptance

Clear and Seager identified three domains in the area of the subordinate's willingness to follow unquestionably directives passed down by the supervisor. These are as follows: (1) organizational maintenance domain, which deals with meeting deadlines, participation in in-service programs, maintaining school equipment, and turning in accurate reports; (2) personal domain, dealing with personal items that have little relevance to the organization such as beards, faithfulness to one's spouse, and contributions to organizations; and (3) professional domain, which includes issues involving professional judgment such as receiving criticism, willingness to experiment, student discipline, and student evaluation.<sup>21</sup>

For the purposes of this study, this concept refers to the teachers' acceptance granted to administrators in the professional domain.

#### Leadership Behavior

The Ohio State Leadership Studies of the 1940's were some of the first attempts to study the dimensions of leader behavior rather than

identification of leader traits. Two general and distinct categories with regard to the behavior of supervisors resulted from these studies. These categories deal with interpersonal activities and task achievement, and they have been conceptualized by the LBDQ to be initiating structure and consideration, respectively.<sup>22</sup>

Stogdill, among others, questioned the ability of two factors to describe leader behavior adequately. He proposed twelve dimensions of leader behavior that have been operationalized in the LBDQ-XII: (1) representation, (2) demand reconciliation, (3) tolerance of uncertainty, (4) persuasiveness, (5) initiation of structure, (6) tolerance of freedom, (7) role retention, (8) consideration, (9) production emphasis, (10) predictive accuracy, (11) integration, and (12) superior orientation.<sup>23</sup>

This study will utilize the concept to refer to the leader behavior exhibited by the principal in all twelve of the dimensions identified in the LBDQ-XII as perceived by their teachers.



## ENDNOTES

<sup>1</sup>Romans 13:1; Titus 3:1; I Peter 2:13.

<sup>2</sup>James Strong, "Greek Dictionary of the New Testament," Strong's Exhaustive Concordance of the Bible (Nashville, n.d.), No. 5293, p. 74.

<sup>3</sup>Romans 13:1; John 19:10, 11.

<sup>4</sup>Strong, No. 1849, p. 30.

<sup>5</sup>James Strong, "Hebrew and Chaldee Dictionary," Strong's Exhaustive Concordance of the Bible (Nashville, n.d.), No. 7311, p. 107.

<sup>6</sup>Psalms 75:6, 7.

<sup>7</sup>Daniel 4:17, 2:21; Proverbs 8:15, 16.

<sup>8</sup>George J. Lumsden, Impact Management: Personal Power Strategies for Success (New York, 1979), p. 104.

<sup>9</sup>Ibid.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

<sup>12</sup>Peter M. Blau and Richard W. Scott, Formal Organization: A Comparative Approach (San Francisco, 1962), p. 238.

<sup>13</sup>Herbert A. Simon, Administrative Behavior (New York, 1965), p. 133.

<sup>14</sup>Blau and Scott, p. 144.

<sup>15</sup>Ibid., p. 162.

<sup>16</sup>Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.

<sup>17</sup>Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire--Form XII (Columbus, 1963), p. 3.

<sup>18</sup>Blau and Scott, p. 144.

<sup>19</sup>V. V. Murray and Allan F. Corenblum, "Loyalty to Immediate Superior at Alternate Hierarchical Levels in a Bureaucracy," American Journal of Sociology, 62 (1966), p. 79.

<sup>20</sup>Ronald G. Covato, "The Relationship Between Teacher Loyalty to Principal and Organizational Climate Openness in the Elementary School Context" (Ph.D. dissertation, University of Pittsburgh, 1979), pp. 5-6.

<sup>21</sup>Delbert K. Clear and Roger C. Seager, "The Legitimacy of Administrative Influence as Perceived by Selected Groups," Educational Administration Quarterly, 7 (Winter, 1971), p. 60.

<sup>22</sup>Andrew W. Halpin, Theory and Research in Administration (New York, 1966), p. 86.

<sup>23</sup>Stogdill, p. 3.

## CHAPTER II

### REVIEW OF RESEARCH AND THEORY

#### Introduction

This chapter is a review of literature and research related to the variables under investigation. Specifically, it will deal with the concepts of subordinate loyalty, professional zone of acceptance, and leadership behavior.

#### Subordinate Loyalty

Loyalty in the organizational context has long been viewed as an ambiguous and nebulous concept that could mean different things to different people. According to Caplow, loyalty is a universal value which may be manifested in various forms.<sup>1</sup> In an attempt to reduce this conflict, Rees proposed five dimensions of loyalty: (1) loyalty to occupation, (2) loyalty to the work group, (3) loyalty to the product or service in which the organization deals, (4) institutional loyalty or loyalty to the organization, and (5) loyalty to one's immediate supervisor.<sup>2</sup>

As a result of Blau and Scott's study of social welfare agencies, subordinate loyalty to the supervisor has begun to attract increased scholarly interest. Numerous hypotheses have been tested and suggested by their research and have stimulated further study, especially regarding the relationship between specific modes of supervisory behavior and subordinate loyalty. Their studies demonstrated that productivity of

the organization was affected by the amount of subordinate loyalty. In other words, high loyalty was shown to be positively related to production efficiency.<sup>3</sup>

Loyalty appears to be a source of social support for the supervisor that may enable him to maintain emotional detachment and independence.<sup>4</sup> Supervisors who enjoyed a higher degree of loyalty from their subordinates were more independent and detached.<sup>5</sup> In other words, leadership behavior may be caused by the loyalty exhibited by the supervisor's subordinates.

Hoy and Rees' study of secondary school principals revealed that such leadership behaviors as nonauthoritarian behavior, hierarchical influence, and emotional detachment were important factors with respect to loyalty.<sup>6</sup> In an effort to determine the best predictors of subordinate loyalty, Hoy, Tarter, and Forsyth examined its relationship to five administrative behaviors: initiating structure, consideration, thrust, authoritarianism, and emotional detachment.<sup>7</sup> Their study was interesting in that the results were broken down for both elementary and secondary principals and showed thrust as "... the dominant theme bearing a strong relationship to teacher loyalty," with authoritarianism inversely related and initiating structure positively related to loyalty.<sup>8</sup>

Blau and Scott also found that supervisors who commanded loyalty from their subordinates demonstrated less loyalty to their superordinates.<sup>9</sup> This finding resulted in the alternate level hypothesis which states that if an administrator does not have the loyalty of subordinates in the lower adjacent stratification level, he will seek the loyalty from the next lower level. The hypothesis continues to state that if he has the loyalty of his subordinates, he will not have to seek social

support from his superior, thereby insuring his independence. As a result, there is a tendency for loyalty to develop at alternate hierarchical levels.<sup>10</sup>

In their study at the headquarters of a publicly owned utility company, Murray and Corenblum found no support for Blau and Scott's alternate levels hypothesis.<sup>11</sup> Perhaps the reason for this was that the hypothesis failed to take into account pressure exerted by the supervisor's superior to express loyalty to him.<sup>12</sup> A replication of this study in a public school setting by Hoy and Williams also found no support for Blau and Scott's hypothesis.<sup>13</sup> In fact, it was discovered that "... principals who commanded the greatest loyalty were those who were dependent on their subordinates and also had emotional detachment from their teachers."<sup>14</sup> Hoy and Rees also found that the hypothesis was not supported in their research of secondary school principals.<sup>15</sup>

Authority, as defined by Blau and Scott, is "the exercise of control that rests on the willing compliance of subordinates with the directives of their superior."<sup>16</sup> This definition closely corresponds to the definition Simon gives for "zone of acceptance."<sup>17</sup> Informal authority (which rests with the norms and values of the work group) as opposed to formal authority (which deals with the structure of the organization) is legitimated by subordinate loyalty.<sup>18</sup> In other words, the loyalty exhibited by the subordinates will have a direct bearing upon the acceptance of the supervisor by the work group.

In a study of secondary schools, Hoy, Newland, and Blazovsky assumed that "the development of subordinate loyalty may allow the superior to increase his authority by tapping resources that lie within the informal organization."<sup>19</sup> Their findings suggest that hierarchy of authority,

which deals with the number of specific tasks assigned to subordinates and the amount of freedom given to the subordinates to accomplish these tasks, is one of the most important authority properties with regard to subordinate loyalty.<sup>20</sup> A significant inverse relationship was found in their study between these two variables.<sup>21</sup> This finding was generally supported in Small's study of Kansas public schools<sup>22</sup> and Parker's study of Oklahoma public schools.<sup>23</sup>

Another aspect of authority researched by the three previously mentioned studies involved the extent to which the subordinates participate in setting goals and policies for the organization. Hoy, Newland, and Blazovsky found a weak positive relationship between subordinate loyalty and participation in decision making.<sup>24</sup> Parker's study also found a positive relationship between the two variables, although the relationship was much stronger.<sup>25</sup> Interestingly enough, Small found that participation in decision making was significantly negatively related to subordinate loyalty.<sup>26</sup>

The basic goal of any organization is to become more productive or efficient. In the city agency, which Blau and Scott investigated, it was revealed that subordinates who were loyal to their supervisor perform better than subordinates who were not.<sup>27</sup> One could expect as a result of this finding that loyalty to the supervisor has a very powerful effect upon the efficiency of the organization.

In a study conducted by Miskel, Fevurly, and Stewart, it was determined that perceived organizational effectiveness was positively related to subordinate loyalty:

A synthesis of this discussion yields the following generalization: more effective schools, as perceived by teachers, are characterized by (1) more participative organizational processes, (2) less centralized decision-making structures, (3)

more formalized general rules, and (4) more complexity or high professional activity.<sup>28</sup>

These findings are contradicted by a study of elementary schools conducted by Frye. While loyalty to the supervisor is positively related to organizational effectiveness, it is "rejected as a significant predictor of organizational effectiveness."<sup>29</sup>

In general, one can observe the importance of subordinate loyalty to the supervisor as a major factor in any organization, including educational organizations. Studies which have been reviewed have concluded that a loyalty index may, in fact, be used to make a quick check on an organization to determine the leadership and control aspects of the organization. These studies reveal, for the most part, that subordinate loyalty was positively correlated to idiographic leadership behavior and effective organizations. In short, loyalty to the supervisor is positively related to idiographic or person aspects of the organization.

#### Professional Zone of Acceptance

Authority is an area of prime importance within an organization in its effect on the organization's effectiveness. Weber defined authority as "the probability that certain specific commands (or all commands) from a given source will be obeyed by a group of persons."<sup>30</sup> Implied here is a willingness of the group to comply with the directives.

Three types of authority have been advanced by Weber according to the kind of legitimacy claimed by each.<sup>31</sup> "Traditional" authority is based upon established traditions in an effort to maintain a status quo. On the other hand, "charismatic" authority is legitimated by an ideal or individual which is moving toward a new cause. Finally, "legal" authority is a system in which specific goals or laws are the object of

obedience. None of these authority types exist in their pure form. However, organizations will typically exhibit a combination of authority types with an emphasis upon one.<sup>32</sup>

Authority derives its status from the position the supervisor holds rather than from the supervisor himself.<sup>33</sup> As a result, one may conclude that since the authority is associated with the position and not the person in the position, when a person becomes a member of an organization he is giving his assent to the directives coming from the office of his supervisor.

Two distinct forms of authority have been identified by Blau and Scott.<sup>34</sup> Formal authority deals with the authority experienced as a result of organizational structure and is "legitimated by values that have become institutionalized in legal contracts and cultural ideologies, and the social constraints that demand compliance."<sup>35</sup> Informal authority, on the other hand, deals with the work group itself and is legitimated by the group's common values to include subordinate loyalty and group norms and sanctions enforcing compliance.<sup>36</sup> Both forms of authority require willing compliance as well as a suspension of prejudgment of the supervisor's directives.<sup>37</sup>

According to Barnard, authority involves two aspects: subjective acceptance and objective acceptance.<sup>38</sup> The subjective aspect is concerned with the willingness of the employees to submit to a directive while the objective aspect deals with the character of the directive. Of the two, the subjective aspect is the most important. As Barnard states, "the decision as to whether an order has authority or not lies with the persons to whom it is addressed, and does not reside in 'persons of authority' or those who issue these orders."<sup>39</sup> Cooperation is secured by



insuring that the directives are contained within the individual's "zone of indifference" which is that area within each individual in which "orders are acceptable without conscious questioning of their authority."<sup>40</sup> In other words, the authority that a supervisor enjoys does not reside within himself but within the zone of indifference of his subordinates.

Simon essentially agrees with Barnard's concept of authority except that he prefers the term "zone of acceptance," rather than "zone of indifference."<sup>41</sup> Acceptance implies a conscious willingness to receive the directive while indifference denotes a laissez faire attitude toward the directive. Therefore, Simon views authority as the "power to make decisions which guide the actions of another."<sup>42</sup> This view was reiterated in Simon's work with March.<sup>43</sup>

The concept of authority with regard to zone of acceptance has had very little attention in educational administration. Clear and Seager, in their study of Wisconsin educators, determined that there are three domains of zone of acceptance.<sup>44</sup> The organizational domain deals with the internal mechanics of keeping the organization going. High legitimacy for administrative influence in this area was agreed to by both administrators and teachers.<sup>45</sup> An area with low legitimacy for administrative influence as agreed to by both teachers and administrators is the personal domain which deals with personal decisions of the teachers.<sup>46</sup> The final domain and the one that appears to be the most useful in studying in order to determine the authority level of the administrator is the professional domain. A greater disparity was found in this area as to agreement concerning the legitimacy, one way or another, of administrative influence.<sup>47</sup> Since there was disagreement between teachers and administrators, this "professional zone of acceptance" is the best indicator

as to the willingness of employees to follow orders of their supervisor.

Kung and Hoy concur with the assumption that the professional domain is the most useful in the study of teachers in that it is more variable and problematic than the other two domains.<sup>48</sup> Their study of New Jersey secondary schools revealed that the professional zone of acceptance of the teachers is related to the teacher's perception of the principal's leadership behavior.<sup>49</sup>

While little empirical research is available with regard to professional zone of acceptance, theory suggests that it is an indicator of the authority enjoyed by a supervisor in a particular position. The key word to authority is "willingness." Authority is nonexistent unless it is referred in the willing compliance of the subordinates to follow the directives of the supervisor. This willing compliance will be found in the professional zone of acceptance of the employees.

#### Leadership Behavior

Over the years, leadership has been a vague and ambiguous term which has caused a good deal of confusion. Three major meanings (positional attribute, personal characteristics, and a category of behavior) have been attached to this concept in social science literature according to Katz and Kahn.<sup>50</sup> Stogdill identified ten conceptual areas which have been used by various authors to explain leadership.<sup>51</sup> These are leadership as: (1) a focus of group process, (2) personality and its effects, (3) the art of inducing compliance, (4) the exercise of influence, (5) act of behavior, (6) a form of persuasion, (7) an instrument of goal achievement, (8) an effect of interaction, (9) a differentiated role, and (10) the initiation of structure.<sup>52</sup> Leadership, according to Sergiovanni and Carver, is the process

of "directing and coordinating the group activities necessary to achieve or change goals."<sup>53</sup> This definition provides for both the formal and informal organizations within an organization. All these definitions appear to have, as the bottom line, an individual responsible for making the organization efficient. How they accomplish this is open to debate.

Early studies of leadership have embraced an ideal that leaders are born, not made. This "great man" theory or trait approach attempted to explain leadership by relating physiological and psychological traits as the means to identifying leaders. Reviews of studies conducted to study leadership traits have yielded confusing results.<sup>54</sup> Traits determined by one study to be absolutely critical were determined to be unimportant by other studies.<sup>55</sup>

More recently, some studies have in fact identified some traits consistently correlated with leadership. Stogdill found that:

The leader is characterized by a strong desire for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness and originality in problem solving, drive to exercise initiative in social situations, and self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other person's behavior, and capacity to structure social interaction systems to the purpose at hand.<sup>56</sup>

Intelligence, dominance, self-confidence, energy, and task-relevant knowledge were traits suggested by Hoy and Miskel as consistent with effective leaders.<sup>57</sup>

The situational approach resulted as a backlash to the trait approach. Its premise was that the leader's behavior was determined by the situation rather than by his personality. Situational variables which have been postulated as leadership determinants include: structural properties such as size, structure, and formalization; organizational

climate; role characteristics such as task difficulty and procedural rules; and subordinate characteristics such as knowledge, experience, responsibility, and tolerance.<sup>58</sup>

Neither approach by itself can explain adequately leadership phenomena. As a result, most leadership models today have adopted a contingency approach which attempts to incorporate both traits and situations into one.<sup>59</sup> Stogdill also advocates this merger between the two approaches for the same reasons.<sup>60</sup>

In 1945, the Ohio State Leadership Studies were organized to study leadership behavior. Prior to this study, the bulk of the research in leadership concerned itself with the trait approach which was beginning to fall into disfavor at this time. As a result of these studies, Hemphill identified two determining factors of leadership as consideration and initiation of structure in interaction.<sup>61</sup> Consideration involves behavior of the leader that indicates a warm relationship with members of the work group, while initiation of structure includes the behavior that deals with organizational factors while at the same time delineating the relationship between supervisor and subordinates.<sup>62</sup> To measure these factors, Hemphill and Coons developed the Leadership Behavior Description Questionnaire (LBDQ).<sup>63</sup>

Since the LBDQ's conception, questions have been raised as to the adequacy of leadership behavior being described with only two factors. Halpin and Croft developed four factors for describing the leader's behavior: hindrance, intimacy, disengagement, and esprit; and four factors describing teacher behavior: production emphasis, aloofness, consideration, and thrust.<sup>64</sup> These factors have been operationalized in the Organizational Climate Description Questionnaire (OCDQ).

Stogdill agreed with Halpin as to the inadequacy of leadership behavior described by two factors. As a result, he developed a new theory of role differentiation and group achievement which suggests that a number of variables operate in the differentiation of roles in social groups.<sup>65</sup> The result was the Leader Behavior Description Questionnaire--Form XII (LBDQ-XII).<sup>66</sup> Instead of only measuring two factors, the LBDQ-XII measures twelve factors of leadership behavior. The subscales and a brief description of them are:

1. Representation--speaks and acts as the representative of the group.
2. Demand Reconciliation--reconciles conflicting demands and reduces disorder to the system.
3. Tolerance of Uncertainty--is able to tolerate uncertainty and postponement without anxiety or upset.
4. Persuasiveness--uses persuasion and argument effectively; exhibits strong convictions.
5. Initiation of Structure--clearly defines own role, and lets followers know what is expected.
6. Tolerance of Freedom--allows followers scope for initiative, decision, and action.
7. Role Assumption--actively exercises the leadership role rather than surrendering leadership to others.
8. Consideration--regards the comfort, well-being, status, and contributions of followers.
9. Production Emphasis--applies pressure for productive output.
10. Predictive Accuracy--exhibits foresight and ability to predict outcomes accurately.

11. Integration--maintains a closely knit organization; resolves inter-member conflicts.

12. Superior Orientation--maintains cordial relations with superiors; has influence with them; is striving for higher status.<sup>67</sup>

Two additional factors have been identified, one by Saris (responsibility deference)<sup>68</sup> and one by Yukl (decision centralization).<sup>69</sup>

While a myriad of studies of leader behavior have been conducted using the LBDQ and its two subscales, very few have been done using the twelve subscales of the LBDQ-XII. This is even more surprising in light of Charter's study which did not hold the LBDQ in a favorable light.<sup>70</sup> This was partly due to having two supposedly independent dimensions of leader behavior.<sup>71</sup> The LBDQ-XII not only includes the two dimensions but ten others as well. Validity of the LBDQ was neither confirmed nor rejected as a result of Charter's study.<sup>72</sup> By using actors, Stogdill was able to argue that the subscales of the LBDQ-XII did, in fact, measure what it was purported to measure.<sup>73</sup> It would appear that the LBDQ-XII would be a better instrument to use when researching leader behavior.

Stogdill, Goode, and Day used several subscales from the LBDQ-XII to describe the leader behavior of United States senators, corporation presidents, labor union presidents, and university presidents.<sup>74</sup> In each case the subscales were intercorrelated and factor-analyzed with the results suggesting that while each factor is strongly dominated by a single subscale, many of the factors contain loadings from more than one subscale.<sup>75</sup> This suggests an interrelationship between the factors.

Brown's study of Alberta, Canada, schools found that although there were twelve subscales, 76 percent of the test variance could be accounted for by two large categories: system orientation and person orientation.<sup>76</sup>

Representation, persuasiveness, initiating structure, role assumption, production emphasis, and superior orientation were subscales identified as having a system orientation while demand reconciliation, tolerance of uncertainty, tolerance of freedom, consideration, predictive accuracy, and integration were associated with the person orientation.<sup>77</sup> While these two orientations appear to closely resemble the two independent subscales of the LBDQ, consideration and initiation of structure, they do differ in that the subscales involved overlap in the two orientations making them dependent upon each other.

Studies researching the relationship of leader behavior as determined by the LBDQ-XII to other variables is sparse indeed. Brown reported that well-satisfied school principals were described more highly in all subscales except tolerance of uncertainty than nonsatisfied principals.<sup>78</sup> Effective principals exceeded ineffective ones on all subscales.<sup>79</sup> Schott agreed with this finding in his study of nonwhite principals with integrated staffs.<sup>80</sup>

Christiana and Robinson attempted to discern which element of cognitive style would be the best predictor of leader behavior.<sup>81</sup> System oriented leaders were impulsive, concrete, visual in note making, and individual in decision-making, while person oriented leaders employed small groups in their decision-making, role behaviors, and were able to derive meaning from the object itself.<sup>82</sup>

While there is little research utilizing the LBDQ-XII, what there is seems to point out the importance of the extra dimensions as opposed to the two found in the LBDQ. One must be reminded, however, that both of these instruments record the subordinate's perception of the leader's behavior. But as Brown states: "... how the leader really behaves is

less important than how the teachers perceive that he behaves; it is their perception of his behavior if anything that influences their own actions and thus determines what we call leadership.<sup>83</sup>

#### Instrument Development

Three instruments have been selected for use in this study. They are the Loyalty Questionnaire, Professional Zone of Acceptance Inquiry (PZAI), and Leader Behavior Description Questionnaire--Form XII (LBDQ-XII). The instrument to be used in this research to measure the three domains of teacher loyalty to the principal is the Loyalty Questionnaire which was adapted for use in the public school context by Hoy and Williams.<sup>84</sup> This questionnaire was originally developed by Corenblum to study immediate supervisors in a large staff department of a public utility head office.<sup>85</sup>

Blau and Scott's definition of subordinate loyalty only concerned the affective domain. This domain deals with subordinate loyalty as satisfaction with, or liking for, one's supervisor and is operationalized through questions 3 and 4 of the Loyalty Questionnaire.<sup>86</sup>

Murray and Corenblum felt that this definition was important but inadequate in its description of subordinate loyalty. They added a cognitive and behavioral domain as well.<sup>87</sup> The Loyalty Questionnaire operationalized the cognitive domain (loyalty as an unquestioning faith and trust in one's superior) with questions 6, 7, and 8, and the behavioral domain (loyalty as the wish to remain under the influence of one's immediate supervisor) with questions 1 and 2.<sup>88</sup> The direct, explicit expression of loyalty was also developed by Hoy and Williams and is operationalized by item 5.<sup>89</sup>



All eight questions on the questionnaire are five-point Likert-type items, with items 1, 3, and 8 scored five to one, and items 2, 4, 5, 6, and 7 scored one to five. The higher the score, the more loyal the teacher. Responses for the eight items are summed to give a total score for each faculty member.

Reliability of the instrument has been established in several studies. Hoy and Williams found "most of the correlations among the items were relatively high."<sup>90</sup> Seven out of eight of the correlations between the test items and the total score were .87 or greater. Question 7 from the cognitive items had the weakest correlation with .72, but it was still significant beyond the .01 level of significance.<sup>91</sup> Hoy and Rees also found all correlations to be significant beyond the .01 level. Correlations were somewhat lower in this study, however, with question 3 the highest (.90) and question 8 the lowest (.61).<sup>92</sup> An alpha index of .92 was obtained in the study conducted by Hoy, Newland, and Blazovsky.<sup>93</sup> Alpha coefficients in the .90 range were also found by Hoy, Tarter, and Forsyth.<sup>94</sup>

According to Hoy, Newland, and Blazovsky, the construct validity of the Loyalty Questionnaire has been supported in several studies.<sup>95</sup> Studies done by Frye, Small, Parker, and Covato concur with this finding.<sup>96</sup>

To measure the subordinate's professional zone of acceptance, the PZAI, developed by Kunz and Hoy and refined by Kunz, has been selected.<sup>97</sup> The PZAI was first used by Kunz and Hoy in their study of secondary schools in New Jersey.

Initially, the PZAI consisted of 30, five-point, Likert scale items in which teacher respondents were asked to analyze in terms of areas in which their principal might make unilateral decisions. Their responses

were scored from five (always comply) to one (never comply). Examples of item areas include the following: the evaluation of social and emotional growth of students, change and modification of curricula, selection of course offerings, scheduling of teacher attendance at extracurricular activities, and conduct of teachers during school hours.

An initial reliability coefficient of .91 was obtained by Kunz and Hoy through the use of test-retest method.<sup>98</sup> The alpha coefficient for their actual study was .96.<sup>99</sup> Validity for the PZAI was based upon the studies and questionnaire from which it was derived.<sup>100</sup>

To obtain an index of professional zone of acceptance, the scores for the items are summed for each respondent. Results will be interpreted as the higher the score, the greater the index of probable compliance by teachers with their principals' directives.<sup>101</sup>

Kunz refined the original 30-item PZAI to 15 items without loss of either reliability or validity.<sup>102</sup> He recommended the use of the shorter version and for that reason it is the instrument selected for use in this study.

The LBDQ-XII is a 100-item questionnaire with a five-point Likert scale which ranges from "Always (A)" to "Never (E)" of the 100 items, 80 of which will be scored in descending order (5, 4, 3, 2, 1) with A equal to 5 and E equal to 1.<sup>103</sup> Twenty items (6, 12, 16, 26, 36, 42, 46, 53, 56, 57, 61, 62, 65, 66, 68, 71, 87, 91, 92, and 97) are scored in reverse order (1, 2, 3, 4, 5) with A equal to 1 and E equal to 5.<sup>104</sup> Subscales for representation, demand reconciliation, predictive accuracy, and integration are composed of five items each, while each of the remaining subscales are composed of ten items.<sup>105</sup> Appendix H contains a copy of the

LBDQ-XII record sheet which identifies each item with its appropriate subscale.

By using the record sheet, each subscale may receive a score. The responses by each teacher on the LBDQ-XII were transposed on individual record sheets in their appropriate categories and summed.<sup>106</sup> The sum of items for each subscale is the score for that subscale. The scores for each subscale as well as a mean score for all subscales are the behavior index in each subscale area. High behavior indexes indicate a positive perception of the principal's leader behavior. These indexes were calculated for each subscale to assist in the observation of the perceived behavior in the subscales as well as the two orientations. A composite index was also calculated to observe the general perception of behavior which was used as an overall indicator of the principal's leader behavior.

Reliability coefficients obtained from several studies have ranged from .38 to .91 with a mean of .75 for all subscales.<sup>107</sup> Mean scores for the individual subscales range from .68 for production emphasis to .81 for consideration and predictive accuracy. Table I is a listing by subscale of the reliability coefficients for nine studies conducted by Marder; Day; and Stogdill, Goode, and Day.<sup>108</sup>

To study the validity of the LBDQ-XII, Stogdill used five sets of adult actors to play roles congruent with six subscales: consideration, initiation of structure, production emphasis, tolerance of freedom, superior orientation, and representation.<sup>109</sup> Their performances were filmed and shown to two independent groups of seven graduate students who described the behavior of the leader (actor) on the six subscales of the LBDQ-XII. Stogdill concludes: "Since each role was designed to portray the behaviors described by the items in its respective subscale, it

TABLE I  
RELIABILITY COEFFICIENTS (MODIFIED ZUDER-RICHARDSON)

Subscale	Army Divi- sion	Highway Patrol	Air- craft Execu- tives	Minis- ters	Commun- ity Leaders	Corpor- ation Presi- dents	Labor Presi- dents	Col- lege Presi- dents	Senators
1. Representation	0.82	0.85	0.74	0.55	0.59	0.54	0.70	0.66	0.80
2. Demand Reconciliation	---	---	0.73	0.77	0.58	0.59	0.81	---	0.81
3. Tolerance Uncertainty	0.58	0.66	0.82	0.84	0.85	0.79	0.82	0.80	0.83
4. Persuasiveness	0.84	0.85	0.84	0.77	0.79	0.69	0.80	0.76	0.82
5. Initiating Structure	0.79	0.75	0.78	0.70	0.72	0.77	0.78	0.80	0.72
6. Tolerance Freedom	0.81	0.79	0.86	0.75	0.86	0.84	0.58	0.73	0.64
7. Role Assumption	0.85	0.84	0.84	0.75	0.83	0.57	0.86	0.75	0.65
8. Consideration	0.76	0.87	0.84	0.85	0.77	0.78	0.83	0.76	0.85
9. Production Emphasis	0.70	0.79	0.79	0.59	0.79	0.71	0.65	0.74	0.38
10. Predictive Accuracy	0.76	0.82	0.91	0.83	0.62	0.84	0.87	---	---
11. Integration	0.73	0.79	---	---	---	---	---	---	---
12. Superior Orientation	0.64	0.75	0.81	---	---	0.66	---	0.60	---

is argued that the subscales of the Leader Behavior Description Questionnaire measure what they are purported to measure."<sup>110</sup>

One area of concern with the LBDQ-XII is that it deals with the perceptions of the staff toward the behavior exhibited by the leader and not the leader's actual behavior. Brown points out, however, that how the leader actually behaves is of less importance than how his subordinates perceive his behavior: ". . . it is their perception of his behavior--if anything--that influences their own actions and thus determines what we call leadership."<sup>111</sup>

#### Summary

Subordinate loyalty to the supervisor has been shown to be a very important aspect of an organization. It is the factor that legitimates the leader's authority within the organization and provides the social support for the behavior exhibited by the leader. Authority involves the willingness of the subordinates to follow the directives of the supervisor. This zone of willingness is identified as the "professional zone of acceptance."

Leadership is a somewhat nebulous term that includes the behavior of the leader. Previous research suggested that there were but two independent dimensions to leader behavior. This has proved to be inadequate and has been expanded to twelve dimensions which can be grouped into two general orientations: person and system. Instruments used to measure leader behavior actually measure the subordinate's perception of the behavior. This perception is what will influence the actions of the subordinates and thus have a direct effect upon the authority enjoyed by the leader.

## ENDNOTES

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<sup>3</sup>Peter M. Blau and Richard W. Scott, Formal Organizations: A Comparative Approach (San Francisco, 1962), p. 145.

<sup>4</sup>Ibid., p. 162.

<sup>5</sup>Ibid.

<sup>6</sup>Wayne K. Hoy and Richard Rees, "Subordinate Loyalty to the Immediate Superior: A Neglected Concept in the Study of Educational Administration," Sociology of Education, 47 (Winter, 1974), pp. 280-281.

<sup>7</sup>Wayne K. Hoy, C. J. Tarter, and Patrick Forsyth, "Administrative Behavior and Subordinate Loyalty: An Empirical Assessment," Journal of Education Administration, 16 (May, 1978), p. 31.

<sup>8</sup>Ibid., pp. 36-37.

<sup>9</sup>Blau and Scott, p. 162.

<sup>10</sup>Ibid., pp. 162-163.

<sup>11</sup>V. V. Murray and Allan F. Corenblum, "Loyalty to Immediate Superior at Alternate Hierarchical Levels in a Bureaucracy," American Journal of Sociology, 62 (1966), p. 80.

<sup>12</sup>Ibid., p. 83.

<sup>13</sup>Wayne K. Hoy and Leonard B. Williams, "Loyalty to Immediate Superior at Alternate Levels in Public Schools," Educational Administration Quarterly, 7 (1971), p. 8.

- <sup>14</sup> Ibid.
- <sup>15</sup> Hoy and Rees, pp. 280-281.
- <sup>16</sup> Blau and Scott, p. 143.
- <sup>17</sup> Herbert A. Simon, Administrative Behavior (New York, 1965), p. 133.
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- <sup>20</sup> Ibid., p. 81.
- <sup>21</sup> Ibid., p. 78.
- <sup>22</sup> Donald Ray Small, "Esprit, Subordinate Loyalty to Superiors and Bureaucratic Centralization in Kansas Public Schools" (Ph.D. dissertation, University of Kansas, 1978), p. 28.
- <sup>23</sup> James Lloyd Parker, "The Relationship Between Dimensions of Centralization and Teacher Esprit and Loyalty in Oklahoma Public Schools" (Ph.D. dissertation, Oklahoma State University, 1981), p. 34.
- <sup>24</sup> Hoy, Newland, and Blazovsky, p. 78.
- <sup>25</sup> Parker, p. 35.
- <sup>26</sup> Small, p. 28.
- <sup>27</sup> Blau and Scott, p. 145.
- <sup>28</sup> Cecil G. Miskel, Robert Fevurly, and John Stewart, "Organizational Structures and Processes, Perceived School Effectiveness, Loyalty, and Job Satisfaction," Educational Administration Quarterly, 15 (Fall, 1979), p. 113.
- <sup>29</sup> Harold Butler Frye, "Elementary School Structure, Teacher Loyalty, and Group Atmosphere as Predictors of Principal Job Satisfaction and School Effectiveness" (Ed.D. dissertation, University of Kansas, 1977), p. 51.

<sup>30</sup>Max Weber, The Theory of Social and Economic Organizations, tr. A. M. Henderson and Talcott Parsons (Glencoe, 1947), p. 324.

<sup>31</sup>Ibid., pp. 324-386.

<sup>32</sup>Ibid., p. 328.

<sup>33</sup>Robert K. Merton, Leonard Broom, and Leonard S. Cottrell, Jr., Sociology Today (New York, 1959), pp. 400-423.

<sup>34</sup>Blau and Scott, p. 144.

<sup>35</sup>Ibid.

<sup>36</sup>Ibid.

<sup>37</sup>Ibid., pp. 28, 143.

<sup>38</sup>Chester I. Barnard, The Functions of the Executive (Cambridge, 1938), p. 163.

<sup>39</sup>Ibid.

<sup>40</sup>Ibid., p. 167.

<sup>41</sup>Simon, pp. 11, 133.

<sup>42</sup>Ibid., p. 125.

<sup>43</sup>James G. March and Herbert A. Simon, Organizations (New York, 1958), p. 90.

<sup>44</sup>Delbert K. Clear and Roger C. Seager, "The Legitimacy of Administrative Influence as Perceived by Selected Groups," Educational Administration Quarterly, 7 (Winter, 1971), p. 60.

<sup>45</sup>Ibid.

<sup>46</sup>Ibid.

<sup>47</sup>Ibid.



<sup>48</sup>Daniel W. Kunz and Wayne K. Hoy, "Leadership Style of Principals and the Professional Zone of Acceptance of Teachers," Educational Administration Quarterly, 12 (Fall, 1976), p. 51.

<sup>49</sup>Ibid., p. 61.

<sup>50</sup>Daniel Katz and Robert Kahn, The Social Psychology of Organizations (New York, 1966), p. 301.

<sup>51</sup>Ralph M. Stogdill, Handbook of Leadership (New York, 1963), pp. 7-15.

<sup>52</sup>Ibid.

<sup>53</sup>Thomas J. Sergiovanni and Fred D. Carver, The New School Executive: A Theory of Administration (New York, 1973), p. 197.

<sup>54</sup>Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," Journal of Psychology, 25 (1948), pp. 35-71; R. D. Mann, "A Review of the Relationship Between Personality and Performance," Psychological Bulletin, 56 (1959), pp. 241-270.

<sup>55</sup>Mann, pp. 241-270.

<sup>56</sup>Stogdill, Handbook of Leadership, p. 81.

<sup>57</sup>Wayne K. Hoy and Cecil G. Miskel, Educational Administration: Theory, Research, and Practice (New York, 1982), p. 222.

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<sup>59</sup>Robert J. House and Mary L. Baetz, "Leadership: Some Empirical Generalizations and New Research Directions," Research in Organizational Behavior, 1 (1979), p. 348.

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<sup>61</sup>John K. Hemphill, Situational Factors in Leadership, Monograph No. 32 (Columbus, 1949).

<sup>62</sup>Andrew W. Halpin, Manual for the Leader Behavior Description Questionnaire (Columbus, 1957), pp. 86-90.

<sup>63</sup>John K. Hemphill and Alvin E. Coons, Leader Behavior Description (Columbus, 1950).

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<sup>65</sup>Ralph M. Stogdill, Individual Behavior and Group Achievement (New York, 1959), p. 104.

<sup>66</sup>Ralph M. Stogdill, Manual for the Leader Behavior Description Questionnaire--Form XII (Columbus, 1963), p. 2.

<sup>67</sup>*Ibid.*, p. 3.

<sup>68</sup>R. J. Saris, "The Development of a 13th Subscale to the Leader Behavior Description Questionnaire--Form XII Entitled 'Responsibility Defiance'" (Ed.D. dissertation, University of Idaho, 1969).

<sup>69</sup>G. A. Yukl, "Toward a Behavioral Theory of Leadership," Organizational Behavior and Human Performance, 6 (1971), pp. 414-440.

<sup>70</sup>W. W. Charters, Jr., Teacher Perceptions of Administrator Behavior, U.S. Office of Education Cooperative Research Project No. 929 (Washington, D.C., 1964), pp. 176-181.

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<sup>72</sup>*Ibid.*

<sup>73</sup>Ralph M. Stogdill, "Validity of Leader Behavior Descriptions," Personnel Psychology, 22 (1969), p. 157.

<sup>74</sup>Ralph M. Stogdill, Omar S. Goode, and David R. Day, "The Leader Behavior of Corporation Presidents," Personnel Psychology, 16 (1963), pp. 127-132; Ralph M. Stogdill, Omar S. Goode, and David R. Day, "The Leader Behavior of United States Senators," Journal of Psychology, 56 (1963), pp. 3-8; Ralph M. Stogdill, Omar S. Goode, and David R. Day, "The Leader Behavior of Presidents of Labor Unions," Personnel Psychology, 17 (1964), pp. 49-57; Ralph M. Stogdill, Omar S. Goode, and David R. Day, The Leader Behavior of University Presidents (Columbus, 1965), pp. 65-73.

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88 Hoy and Williams, pp. 3-5.

89 *Ibid.*

90 *Ibid.*, p. 5.

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93 Hoy, Newland, and Blazovsky, p. 76.

94 Hoy, Tarter, and Forsyth, p. 33.

95 Hoy, Newland, and Blazovsky, p. 75.

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<sup>97</sup>Kunz and Hoy, p. 54

<sup>98</sup>*Ibid.*

<sup>99</sup>*Ibid.*

<sup>100</sup>*Ibid.*

<sup>101</sup>*Ibid.*

<sup>102</sup>Letter from Dan Kunz to Sompis Hongham in Appendix A of Sompis Hongham, "The Relationship Between the Dean's Leadership Style and the Faculty's Professional Zone of Acceptance as Perceived by Teaching Faculty at Selected Thai Universities" (Ed.D. dissertation, Oklahoma State University, 1981).

<sup>103</sup>Stogdill, Manual for the LBDQ-XII, p. 4.

<sup>104</sup>*Ibid.*, p. 5.

<sup>105</sup>*Ibid.*, p. 3.

<sup>106</sup>*Ibid.*, p. 6.

<sup>107</sup>*Ibid.*, p. 11.

<sup>108</sup>E. Marder, "Leader Behavior as Perceived by Subordinates as a Function of Organizations" (M.S. thesis, Ohio State University, 1960); David R. Day, "Basic Dimensions of Leadership in a Selected Industrial Organization" (Ph.D. dissertation, Ohio State University, 1961); Ralph M. Stogdill, Omar S. Goode, and David R. Day, "New Leader Behavior Description Subscale," Journal of Psychology, 54 (1962), pp. 259-269; Stogdill, Goode, and Day, "The Leader Behavior of Corporation Presidents," pp. 127-132; Stogdill, Goode, and Day, "The Leader Behavior of United States Senators," pp. 3-8; Stogdill, Goode, and Day, "The Leader Behavior of Presidents of Labor Unions," pp. 49-57; Stogdill, Goode, and Day, The Leader Behavior of University Presidents (Columbus, 1965).

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## CHAPTER III

### PROCEDURE AND METHODOLOGY

#### Introduction

As previously stated, Blau and Scott were utilized as the theoretical and conceptual framework for this study. Their work attempted to discern important aspects of a formal organization which had a bearing on the efficiency of that organization. Two critical areas in this vein have emerged from their studies: authority and managerial control.

Authority has been shown to be extremely important to the operation of the organization in that it affected not only the willingness of the subordinates to follow directives but also the communication and decision-making processes as well.

Leadership, on the other hand, was seen as an ambiguous term which included all aspects of managerial control. One aspect which appears to be critical in leadership is that of leader behavior.

Subordinate loyalty to the supervisor appears to be the common thread which affects both authority and leader behavior. Blau and Scott suggest that subordinate loyalty is the factor that legitimates the informal authority the leader enjoys which is the form of authority most critical to the efficiency of the organization because it is the form not controlled by the organizational structure.<sup>1</sup> As a result, they found that "groups with high loyalty to the supervisor were more productive than those with low loyalty."<sup>2</sup>

Leader behavior was viewed by Blau and Scott as role attributes. Positive attributes such as detachment and independence were found to have their source of social support in subordinate loyalty.<sup>3</sup> These attributes, as well as others, may be measured by the twelve subscales of the LBDQ-XII. Their findings suggest that productivity of the organization is affected by these role attributes.<sup>4</sup>

### Operational Measures

Three instruments have been selected for use in this study. They are the Loyalty Questionnaire, developed by Hoy; Professional Zone of Acceptance Inquiry (PZAI), developed by Kunz and Hoy; and Leader Behavior Description Questionnaire--Form XII (LBDQ-XII), developed by Stogdill. All three instruments have good reliability coefficients and are proven to be valid.

Written permission to use the Loyalty Questionnaire was obtained from Dr. Wayne K. Hoy.<sup>5</sup> Efforts to contact Dr. Dan Kunz for permission to use the PZAI have proven fruitless. However, Dr. Hoy gave verbal permission by way of Dr. Patrick Forsyth to use the instrument. Ohio State University granted permission to use the LBDQ-XII under the provisions of their policy statement.<sup>6</sup>

### The Research Question

What is the relationship of teacher loyalty to the principal as measured by the Loyalty Questionnaire in relation to: (1) the acceptance of authority of classroom teachers as measured by the Professional Zone of Acceptance Inventory (PZAI), and (2) the twelve dimensions of leader behavior as perceived by classroom teachers and measured by the LBDQ-XII?

### Subsidiary Questions

1. What is the relationship between teacher loyalty to the principal and the group representation factors of the LBDQ-XII subtest for Representation as perceived by the teachers?

2. What is the relationship between teacher loyalty to the principal and the LBDQ-XII subtest for the teachers' perception of the leader's reconciliation of conflicting organizational demands in an effort to reduce disorder in the organization: demand reconciliation?

3. What is the relationship between teacher loyalty to the principal and the teachers' perception of the principal's ability to tolerate uncertainty and postponement without anxiety as measured by the LBDQ-XII subtest for Tolerance of Uncertainty?

4. What is the relationship between teacher loyalty to the principal and teachers' perception of the principal's exhibition of strong convictions as measured by the LBDQ-XII subtest for Persuasiveness?

5. What is the relationship between teacher loyalty to the principal and the organizational factors of the LBDQ-XII subtest for Initiation of Structure as perceived by the teachers?

6. What is the relationship between teacher loyalty to the principal and the teachers' perception of their principal's allowance of teachers' scope for initiative, decision, and action as measured by the LBDQ-XII subtest for Tolerance of Freedom?

7. What is the relationship between teacher loyalty to the principal and the principal's active exercise of leadership rather than delegation of authority as perceived by his teachers and measured by the LBDQ-XII subtest for Role Retention?



8. What is the relationship between teacher loyalty to the principal and the teachers' perception of the principal's regard for the comfort and well-being of his staff as measured by the LBDQ-XII subtest for Consideration?

9. What is the relationship between teacher loyalty to the principal and his perceived application of pressure for productive output, measured by the LBDQ-XII subtest for Production Emphasis?

10. What is the relationship between teacher loyalty to the principal and the Predictive Accuracy subtest of the LBDQ-XII which measures the teachers' perception of the principal's exhibition of foresight?

11. What is the relationship between teacher loyalty to the principal and the maintenance by the principal of a closely-knit organization in the perception of his staff and measured by the Integration subtest of the LBDQ-XII?

12. What is the relationship between teacher loyalty to the principal and the perception of the teachers of the principal's efforts to influence and maintain cordial relationships with his superiors as measured by the Superior Orientation subtest of the LBDQ-XII?

#### Sample

As this study is concerned with subordinate loyalty to the position of authority rather than to the person in the position, a population of 129 elementary, 63 secondary, and 21 junior high schools in the state of Kansas with new-to-the-position principals as identified by the United School Administrators of Kansas 1983-1984 Director was used to extract a random sample of 40 elementary, 20 secondary, and 5 junior high schools.

Assistance was solicited from the local Kansas-National Educational Association (K-NEA) presidents of the districts where the respective schools were located. These presidents were instructed to use a random numbers table to select ten faculty members from the building or buildings selected to participate in the study. If the selected school had fewer than ten faculty members, the entire staff was selected to participate. The president or his building representative then administered the instrument to the sample, collected the completed questionnaires, and returned all the collected questionnaires at one time to the researcher. Names and addresses of the local association presidents were obtained from Mr. Bruce Goeden, Assistant Executive Director of K-NEA.<sup>7</sup> All selected presidents were contacted by telephone prior to the mailing of the instruments to ensure their willingness to cooperate with the study. Actually, 24 elementary, 14 secondary, and 3 junior high schools participated in the study, giving a total of 260 observational units.

#### Limitations

This research was necessarily limited by schools and respondents who were willing to participate in the study. Mortality is always a threat to the internal validity of a study. Use of local K-NEA presidents to conduct follow-up and reducing the number of the observational units from each school to ten rather than all the staff members were efforts to minimize this problem. Follow-up was conducted by telephone three weeks after the questionnaires were initially sent out. In spite of these efforts, responses were received from about 63 percent of the sampling units.

Since this study includes a sample of public elementary, secondary, and junior high teachers from Kansas exclusively, generalizations should be made concerning teachers in any other state or private school teachers with extreme caution.

#### Ethical Considerations

A prime concern of any study is the protection of the anonymity of the subjects. In an effort to keep their identity confidential, this study does not draw conclusions for any specific school. Findings of this research will be reported by school level or demographic consideration. Individual participants were known only by the local association president or his designated representative, and these names were not reported to the researcher.

No assistance was requested from the building principal of the selected schools. Teachers gave their completed instruments to their local association president or his representative to prevent possible contamination due to administration involvement. Courtesy letters were sent to the principals, however, explaining the nature and intent of the study.<sup>8</sup>

#### Analytical Technique and Research Design

Because this study looks at subordinate loyalty as having a causal effect upon the subordinate's professional zone of acceptance and perception of leader behavior, the design selected for this research is path analysis, which was developed by Wright as a method of interpreting linear relationships between variables.<sup>9</sup> Duncan popularized the procedure in the social sciences.<sup>10</sup>

Two basic assumptions must be met in order for path analysis to be used. These are a known (weak) causal order among the variables and a causally closed relationship among these variables.<sup>11</sup> By a weak causal ordering, it is "assumed or known that  $X_i$  may (or may not) affect  $X_j$ , but that  $X_j$  cannot affect  $X_i$ ."<sup>12</sup> In other words, it is assumed that there is a one-way, causal relationship. This research meets this condition by viewing subordinate loyalty as having a causal relationship with the subordinates' professional zone of acceptance and their perceptions of the leader's behavior in the twelve subscales of the LBDQ-XII and not the reverse.

Causal closure assumes that when given a bivariate covariation between two variables,  $X$  and  $Y$ , and a weak causal ordering where  $X \geq Y$ , the observed covariance may be due to either the causal dependence of  $Y$  on  $X$ , their mutual dependence on outside variables, or a combination of both.<sup>13</sup> In this study, the effect of subordinate loyalty on both the subordinate's professional zone of acceptance and perceived leader behavior is contained within loyalty, while the covariation between zone of acceptance and leader behavior is due to their direct common dependence on subordinate loyalty.

The terms "dependent variable" and "independent variable" are not used in path analysis. Instead, the term "exogenous variable" is used to identify a variable in which "the total variation of the predetermined variables is assumed to be caused by variables outside the set under consideration."<sup>14</sup> "Endogenous variable" is the term used to describe a variable which is "assumed to be completely determined by some linear combination of the variables in the system."<sup>15</sup> Endogenous variables are determined by the exogenous variables of the system.

A final variable to be considered in path analysis is the "residual variable."<sup>16</sup> These occur in systems where the endogenous variable's variation is not completely determined by prior measured variables. Residual variables, then, are "... assumed to be uncorrelated with the set of variables immediately determining the variable under consideration and to have a mean value of zero."<sup>17</sup> They are introduced to account for the variance of the endogenous variable not explained by measured variables.

Wright suggested that a "path diagram" be developed to provide a convenient representation of the system of relations in the model.<sup>18</sup> In these diagrams unidirectional arrows lead from each determining variable to the variable dependent on it.<sup>19</sup> Unanalyzed correlations between variables not dependent on others in the system are shown by two-headed arrows with a curved, rather than straight, line connecting in order to draw attention to the fact that it does not reflect a causal relationship. Path coefficients ( $p$ ) are entered on the diagram on the line between the variables to show their correlation.<sup>20</sup> Subscripts to the path coefficient identify the variables for which the relationship is determined. The first designation identifies the variable which is affected, while the second identifies the causal variable. For example,  $p_{31}$  is the relationship caused by variable 1 upon variable 3.

Path coefficients, indicating the amount of expected change in the endogenous variable as a result of a unit change in the exogenous variable, are determined by the least squares estimates for the regression coefficients ( $\hat{\beta}_s$ ).<sup>21</sup> This resulting coefficient is also the bivariate correlation coefficient ( $r$ ) when only two variables are involved in the relationship.<sup>22</sup> When the correlations are multivariate, a more complex

equation is employed.<sup>23</sup> Since this study will only utilize two bivariate relationships in its model, discussion of the multivariate path model is unnecessary. The Statistical Package for the Social Sciences (SPSS) provides the path coefficients through the REGRESSION procedure.<sup>24</sup>

All variables in the model are expressed in standard score form (z score).<sup>25</sup> Z scores consider not only the path coefficients involved but also effects caused by the residual variables (e). Within a path analytical model, exogenous variables are "assumed to be dependent on variables not included in the model, and are therefore represented by a residual term only."<sup>26</sup> Endogenous variables include the path coefficient(s) affecting the variable, z scores for all exogenous variables affecting the variable, and the residual term for that variable. Equations for this model are:

$$z_1 = e_1 \quad (1)$$

$$z_2 = p_{21} z_1 + e_2 \quad (2)$$

$$z_3 = p_{31} z_1 + e_3 \quad (3)$$

Residual variables require consideration within the path model. Exogenous variables have a path coefficient of 1.0 when correlated with the residual variable.<sup>27</sup> This represents the total variation of the exogenous variable being caused by residual variables. Residual variables affecting endogenous variables receive a different treatment. These variables are estimated by using r in a bivariate model or a multiple R in a multivariate model.<sup>28</sup> The equations are stated as:

$$e = \sqrt{1 - r^2} \quad \text{for bivariate model} \quad (4)$$

$$e = \sqrt{1 - R^2} \quad \text{for multivariate model.} \quad (5)$$

For this research, the equations for the residual variables affecting endogenous variables 2 and 3 are:

$$e_2 = \sqrt{1 - r_{21}^2} \quad (6)$$

$$e_3 = \sqrt{1 - r_{31}^2} \quad (7)$$

Results from this study are analyzed in two ways. Completeness of the subsystem will be assessed by examining path coefficients between the residual variables and endogenous variables.<sup>29</sup> Subtracting the  $r^2$  from 1.0 for any path will give the variation of the variable not explained by the path relationship.

The effects of one variable in the model upon another are identified as coefficient  $p$ .<sup>30</sup> Extraneous causes for change in the effect variable can be controlled so that only the predictor variable creates the change in the effect variable. As a result, these correlations may be decomposed into direct effect and total indirect effect (TIE).

## ENDNOTES

<sup>1</sup>Peter M. Blau and Richard W. Scott, Formal Organizations: A comparative Approach (San Francisco, 1962), p. 144.

<sup>2</sup>Ibid., p. 145.

<sup>3</sup>Ibid., p. 162.

<sup>4</sup>Ibid., p. 150.

<sup>5</sup>See Appendix D.

<sup>6</sup>See Appendix G.

<sup>7</sup>For a copy of the letters soliciting assistance from K-NEA, see Appendix M.

<sup>8</sup>For a copy of the courtesy letter, see Appendix J.

<sup>9</sup>Sewall Wright, "The Method of Path Coefficients," Annals of Mathematical Statistics, 5 (1934), p. 161.

<sup>10</sup>Otis Dudley Duncan, "Path Analysis: Sociological Examples," The American Journal of Sociology, 72 (July, 1966), p. 2.

<sup>11</sup>Norman H. Nie, Hadlai C. Hull, Jean G. Jenkins, Karin Steinbrenner, and Dale H. Bent, SPSS: Statistical Package for the Social Sciences (St. Louis, 1975), p. 383.

<sup>12</sup>Ibid., p. 385.

<sup>13</sup>Ibid.

<sup>14</sup>Kenneth C. Land, "Principles of Path Analysis," E. G. Bargatta (Ed.), Sociological Methodology (San Francisco, 1969), p. 6.

<sup>15</sup>Ibid.



<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> Wright, p. 161.

<sup>19</sup> Duncan, p. 3.

<sup>20</sup> Ibid.

<sup>21</sup> Land, p. 11.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid., p. 13.

<sup>24</sup> Nie et al., p. 386.

<sup>25</sup> Land, pp. 10-11.

<sup>26</sup> Fred N. Kerlinger and Elazar J. Pedhazur, Multiple Regression in Behavioral Research (New York, 1973), p. 310.

<sup>27</sup> Land, p. 11.

<sup>28</sup> Ibid., pp. 11, 13.

<sup>29</sup> Nie et al., p. 387.

<sup>30</sup> Ibid., p. 388.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

Using path analysis, the data were reviewed and analyzed to determine the completeness of the subsystem by examining the path coefficients between the residual variables and endogenous variables. These correlations may be decomposed into both direct and total indirect effects (TIE). However, since only two bivariate, and not multivariate, correlations are employed, no TIE can be determined. Only direct effects were observed for the research and subsidiary questions. Correlations between subordinate loyalty and both professional zone of acceptance and leader behavior are shown in Table II.

The presentation and analysis of the data are reported as they related to the research questions and each of the subsidiary questions. Adhering to common practice, it was determined that the probability of a Type I error be set at the .05 level.

#### The Research Questions

1. What is the relationship of teacher loyalty to the principal and the teacher's professional zone of acceptance?

A correlation coefficient of 0.36 was calculated for the relationship between loyalty and professional zone of acceptance. The level of

TABLE II  
CORRELATIONS BETWEEN LOYALTY AND  
THE ENDOGENOUS VARIABLES

Variable	r	r <sup>2</sup>	Standard Error	p
PZAI	0.36	0.13	7.25	<0.001
LBDQ-XII	0.77	0.59	4.98	<0.001
Representation	0.45	0.21	6.94	<0.001
Demand Reconciliation	0.75	0.56	5.17	<0.001
Tolerance of Uncertainty	0.63	0.39	6.08	<0.001
Persuasion	0.66	0.45	5.79	<0.001
Initiation of Structure	0.59	0.34	6.31	<0.001
Tolerance of Freedom	0.67	0.45	5.76	<0.001
Role Assumption	0.60	0.36	6.26	<0.001
Consideration	0.82	0.67	4.49	<0.001
Production Emphasis	0.19	0.04	7.65	<0.001
Predictive Accuracy	0.71	0.50	5.51	<0.001
Integration	0.72	0.52	5.40	<0.001
Superior Orientation	0.25	0.06	7.55	<0.001

significance for this coefficient was  $<0.001$ , thus demonstrating a significant positive relationship between the variables. Residual variance of 87.20 percent was obtained from the  $r^2$  of 0.13. This suggests that a great amount of the variation between the variables is due to variables outside the model.

2. What is the relationship of teacher loyalty to the principal and the teacher's perception of the principal's behavior?

The relationship between loyalty and leader behavior yielded a correlation coefficient of 0.77 with a significance of  $<0.001$ . This relationship also showed a moderate positive significant relationship. The  $r^2$  of 0.59 suggests that 40.88 percent of the variance found in the relationship was due to residual variables outside the model.

#### Subsidiary Questions

All of the subsidiary questions deal with the twelve subscales of the LBDQ-XII.

1. What is the relationship between teacher loyalty to the principal and the group representation factors of the principal as perceived by the teachers?

The calculation of a 0.45 correlation coefficient exhibited a level of significance of  $<0.001$ . This suggests a significant moderate positive relationship between loyalty and representation. However, 79.44 percent of the variance was due to the residual variables which was derived from an  $r^2$  of 0.21. A great deal of this relationship's variance appears to be due to variables not found in the path relationship.

2. What is the relationship between teacher loyalty to the principal and the teachers' perception of his reconciliation of conflicting

organization demand in an effort to reduce disorder to the organization?

A significance of  $<0.001$  was derived for the 0.75 correlation coefficient. As a result, a positive upper moderate relationship was suggested between loyalty and demand reconciliation. An  $r^2$  of 0.56 reveals that 44.06 percent of the variance in the path model was due to the residual variables.

3. What is the relationship between teacher loyalty to the principal and teachers' perception of the principal's ability to tolerate uncertainty and postponement without anxiety?

The relationship between loyalty and tolerance of uncertainty yielded a correlation coefficient of 0.63 with a significance level of  $<0.001$ . This relationship shows a moderate positive relationship. An  $r^2$  of 0.39 revealed that 60.93 percent of the variance in the path relationship was due to the residual variables.

4. What is the relationship between teacher loyalty to the principal and the teacher's perception of his exhibition of strong convictions?

The 0.66 correlation coefficient suggested a moderate positive relationship between loyalty and persuasion. This yielded a significance level of  $<0.001$ . Residual variables accounted for 58.12 percent of the variance as determined by the  $r^2$  of 0.45. Over half of the variance came from variables outside the path relationship.

5. What is the relationship between teacher loyalty to the principal and the organizational factors as perceived by the teachers?

A moderate positive relationship as suggested by the 0.59 correlation coefficient was revealed between loyalty and initiation of structure. As with the above questions, the relationship yielded a level of significance of  $<0.001$ . The variance of 65.68 percent was due to

residual variables which were derived from an  $r^2$  of 0.34. Over half of this relationship's variance appeared to be due to variables not found in the path relationship.

6. What is the relationship between teacher loyalty and the teachers' perception of their principal's allowance of the teacher's scope for initiative, decision, and action?

The relationship between loyalty and tolerance of freedom yielded a correlation coefficient of 0.67 with a level of significance of  $<0.001$ . This relationship suggested a moderate positive significant relationship. A residual variation of 54.61 percent was obtained from the  $r^2$  of 0.45. This suggested that approximately half of the variation between the variables was due to variables outside the model.

7. What is the relationship between teacher loyalty to the principal and the principal's active exercise of leadership as perceived by his teachers?

The calculation of a correlation coefficient of 0.60 exhibited a level of significance of  $<0.001$ . A significant moderate, positive relationship is suggested between loyalty and role assumption. An  $r^2$  of 0.36 suggested that 64.51 percent of the variation found in the relationship was due to residual variables outside of the path model.

8. What is the relationship between teacher loyalty to the principal and the teachers' perception of his regard for their comfort and well-being?

A correlation coefficient of 0.82 suggested a moderately high positive relationship between loyalty and consideration. The significance level was  $<0.001$ . Residual variables accounted for 33.24 percent of the variation in the path relationship as determined by an  $r^2$  of 0.67. This

relationship accounted for less residual variation than any other, suggesting that 66.76 percent of the variance was due to the path relationship.

9. What is the relationship between teacher loyalty to the principal and his perceived application of pressure for production output?

The calculation of a correlation coefficient of 0.19 exhibited a level of significance of  $<0.001$ . This suggested a significant low positive relationship between loyalty and production emphasis. The  $r^2$  of 0.04 suggested that 96.30 percent of the variation found in the relationship was due to residual variables outside the path model. With only 3.70 percent of the variation explained, this was the smallest relationship found for any of the variables.

10. What is the relationship between teacher loyalty to the principal and the teachers' perception of the principal's exhibition of foresight?

A high moderate, positive relationship as suggested by the correlation coefficient of 0.71 was revealed between loyalty and predictive accuracy. This relationship yielded a significance level of  $<0.001$ . The  $r^2$  of 0.50 suggested that 50.03 percent or half of the variation in the path model was due to residual variables outside the model.

11. What is the relationship between teacher loyalty to the principal and the maintenance by the principal of a closely-knit organization in the perception of his staff?

A level of significance of  $<0.001$  was calculated for the correlation coefficient of 0.72. Thus a significantly high moderate correlation was found between loyalty and integration. Residual variables accounted for 47.96 percent of the variation of the model as determined by

an  $r^2$  of 0.52. Approximately half of the variation came from outside of the model.

12. What is the relationship between teacher loyalty to the principal and the perception of the teachers of the principal's efforts to influence and maintain cordial relationships with his superiors?

The calculation of a correlation coefficient of 0.25 suggested a low positive relationship, significant to  $<0.001$ , between loyalty and superior orientation. High variation outside of the path relationship was suggested by the  $r^2$  of 0.06. A variation of 93.92 percent in the model was due to residual variables.

#### Summary of Research and Subsidiary Questions

Further examination of the results revealed that the subscales identifying a leader behavior with a person orientation have a slightly greater relationship with subordinate loyalty than does a behavior with a system orientation. A mean  $r$  for the system orientation of 0.46 was derived, while a mean  $r$  of 0.715 was derived for the person orientation. A  $t$  value of 3.09 (0.01 level of significance) was calculated for these means, suggesting that high subordinate loyalty may be more likely to yield higher perception of a person orientation of leader behavior than of system orientation (see Table III).

#### Measures of Central Tendency

##### Loyalty

A sample mean of 25.58 with a standard deviation of 7.78 (see Table IV) was obtained for Kansas teachers sampled on the index of subordinate



TABLE III  
t-TEST: LEADER BEHAVIOR ORIENTATION

System Orientation	r	Person Orientation	r	
Representation	0.45	Demand Reconciliation	0.75	
Persuasion	0.66	Tolerance of Uncertainty	0.63	
Initiation of Structure	0.59	Tolerance of Freedom	0.67	
Role Assumption	0.60	Consideration	0.82	
Production Emphasis	0.19	Predictive Accuracy	0.71	
Superior Orientation	0.25	Integration	0.72	
Leader Behavior Orientation	r Mean	Standard Deviation	t	p
System	0.45	0.18	3.09	0.01
Person	0.72	0.06		

TABLE IV  
MEASURE OF CENTRAL TENDENCY

Variable	Cases	Mean	Standard Deviation	Range	Maximum	Minimum
Loyalty Index	259	25.58	7.78	32	40	8
PZAI Index	259	56.95	12.43	66	75	9
LBDQ-XII Indes	260	334.90	56.40	316	451	135
Representation	260	18.00	3.71	20	25	5
Demand Reconciliation	260	16.54	4.42	20	25	5
Tolerance of Uncertainty	260	31.64	7.37	43	48	5
Persuasion	260	32.87	7.62	40	47	7
Initiation of Structure	260	36.02	6.65	33	50	17
Tolerance of Freedom	260	35.22	6.97	38	50	12
Role Assumption	260	35.75	7.24	40	50	10
Consideration	260	32.93	7.93	39	49	10
Production Emphasis	260	30.94	6.23	44	48	4
Predictive Accuracy	260	16.08	3.44	19	24	5
Integration	260	15.53	4.67	20	25	5
Superior Orientation	260	34.12	6.19	35	47	12

loyalty for this study. This yielded a mean per question of 3.20 which suggests a somewhat indifferent level of loyalty shown new-to-the-position principals by Kansas teachers.

These statistics demonstrate that loyalty to the new-to-the-position principal is lower than loyalty to principals who have been in their positions for a longer period. Frye, Small, Parker, and Covato acquired means of 28.16, 27.20, 29.72, and 29.57, respectively.<sup>1</sup> Before the change in the organizational structure of a Kansas school district, Stewart obtained a loyalty index of 31.19 and an index of 30.54 after the change.<sup>2</sup> This seems to suggest that the loyalty exhibited is to the person rather than to the position.

The medium loyalty score of 26.55 for the 259 observational units is quite close to the mean which indicates an almost symmetrical distribution of loyalty scores.

#### Professional Zone of Acceptance

Kansas teachers perceive a moderate to strong willingness to comply with the principal's directives. The mean score of the sample was 56.95 with a standard deviation of 12.43 (see Table II). Mean score per item was 3.80. A skewness of -1.06 was weighted toward the upper range. While the teachers in Kansas were indifferently loyal to their new-to-the-position principals, a good amount of willingness to comply with his directives was expressed, presumably due to the position rather than to the person.

#### Leader Behavior

A sample mean score of 334.90, item mean of 3.45, with a standard

deviation of 56.40 was achieved by the Kansas teachers observational unit indicating an almost indifferent perception of the principal's leader behavior. New-to-the-position principals were perceived by their Kansas teachers only slightly above the medium of the scale, suggesting perceived leader behavior of these principals to be very slightly high in the twelve subscales measured by the LBDQ-XII. This view was confirmed when observing the item mean for each subscale with 3.10 for production emphasis at the low extreme and 3.60 for initiation of structure at the high extreme.

Separating the subscales into their two orientations allows the determination of which orientation, system or person, is dominant in this study. Six subscales are included in each orientation. Representation, persuasion, initiation of structure, role assumption, production emphasis, and superior orientation fall under the system orientation and demand reconciliation, tolerance of uncertainty, tolerance of freedom, consideration, predictive accuracy, and integration are found with the person orientation (see Table V).

New-to-the-position principals in this study were observed by Kansas teachers to have a slight system orientation. A mean per item value of 3.43 was calculated for the system orientation and 3.27 was calculated for the person orientation. A t-value of 3.46 was calculated between the means which was not significant at the 0.05 level of significance. This study has established the probability of a Type I error at the 0.05 level and this t-value is significant to that level as shown in Table VI.

#### Causal Modeling

Simple r correlations as were done with the research and subsidiary

TABLE V  
CENTRAL TENDENCY BY ORIENTATION

Variable	Mean	Sum	N of Items	Mean Per Question
<u>System Orientation</u>				
Representation	18.00	4680	5	3.60
Persuasion	32.87	8546	10	3.29
Initiation of Structure	36.02	9364	10	3.60
Role Assumption	35.75	9296	10	3.58
Production Emphasis	30.94	8043	10	3.09
Superior Orientation	34.12	8871	10	3.41
Total		48800	55	20.57
Average				3.43
<u>Person Orientation</u>				
Demand Reconciliation	16.54	4301	5	3.31
Tolerance of Uncertainty	31.64	8227	10	3.16
Tolerance of Freedom	35.22	9156	10	3.52
Consideration	32.97	8561	10	3.29
Predictive Accuracy	16.10	4185	5	3.22
Integration	15.53	4037	5	3.11
Total		38467	45	19.61
Average				3.27

TABLE VI  
t-TEST: LEADER BEHAVIOR CENTRAL TENDENCY

Leader Behavior Orientation	Mean	Standard Deviation	t	p
System	3.43	0.19	3.46	0.003
Person	3.27	0.13		

questions show a significant relationship between the two variables but will not show causality. In order for path analysis to be used to observe causal relationships, multiple regression (R) statistics must be applied. R correlations require at least two independent variables and one dependent variable. This creates a problem with using path analysis, as it was the original contention of this study that subordinate loyalty was the single determining variable.

Two additional path models were advanced with loyalty the exogenous variable in both, and professional zone of acceptance and leader behavior alternating as intermediate endogenous variables in the two models. Model A identified professional zone of acceptance as the terminal endogenous variable and leader behavior as the intervening endogenous variable (see Figure 1). Model B reversed these endogenous variables with professional zone of acceptance as the intervening endogenous variable and leader behavior as the terminal endogenous variable (see Figure 2). Table VII gives the zero order correlations between the variables which were for the calculation of the path coefficients.

TABLE VII  
ZERO ORDER CORRELATIONS

Variable	Loyalty	PZAI	LBDQ
Loyalty	1.00 <sup>*</sup>	0.36 <sup>*</sup>	0.77 <sup>*</sup>
PZAI	0.36 <sup>*</sup>	1.00 <sup>*</sup>	0.45 <sup>*</sup>
LBDQ-XII	0.77 <sup>*</sup>	0.45 <sup>*</sup>	1.00 <sup>*</sup>

\*  $p < 0.001$ .

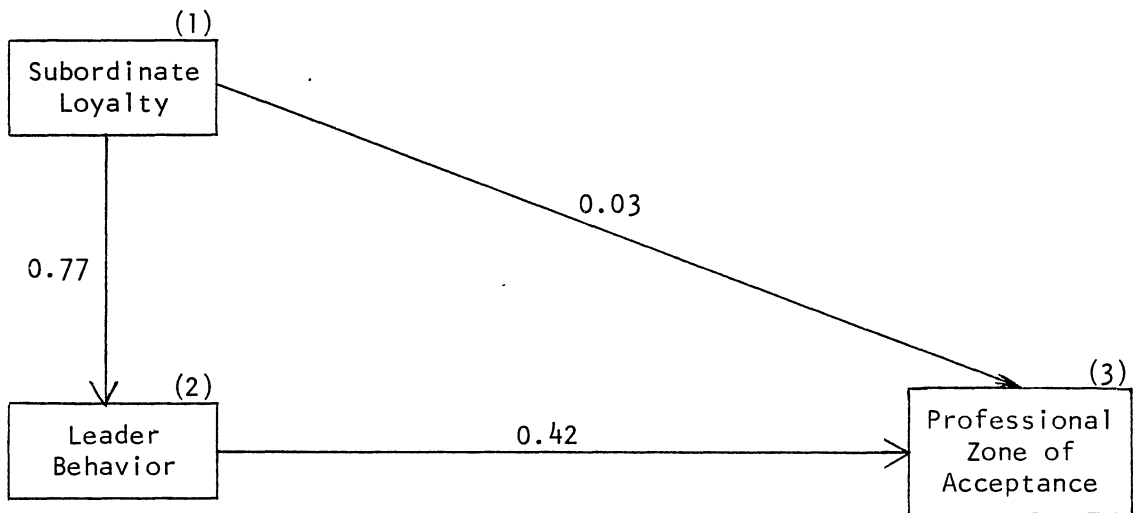


Figure 1. Model A Path Model

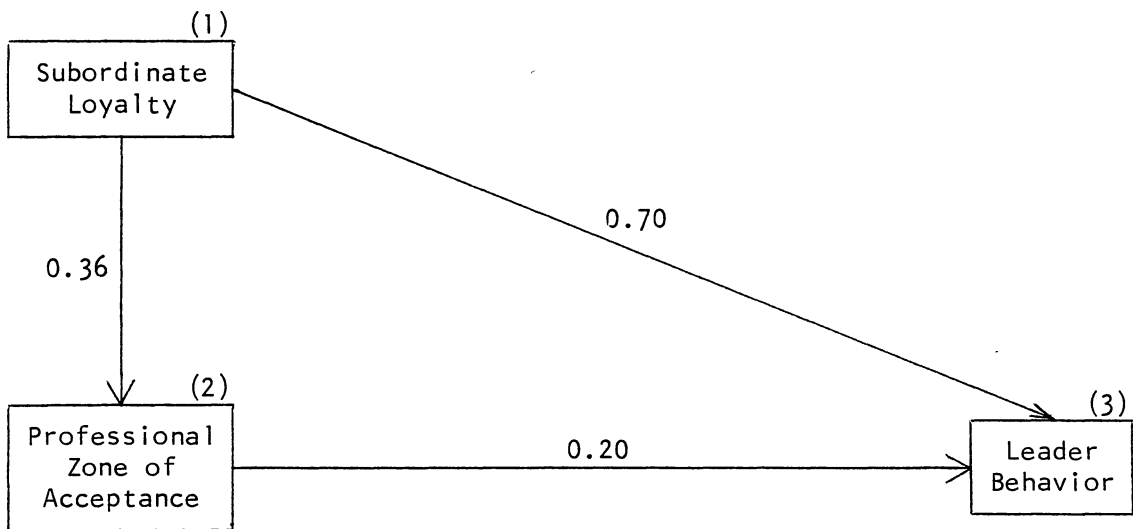


Figure 2. Model B Path Model

Model A. Calculation of path coefficients involved a more complicated formula for variables affected by more than one variable. This model required path coefficient ( $p$ ) for  $p_{21}$ ,  $p_{31}$ , and  $p_{32}$ . Since  $p_{21}$  involves only the single effect of loyalty ( $X_1$ ) upon leader behavior ( $X_2$ ),  $p_{21} = \beta_{21} = r_{21} = 0.767$ . Path coefficients  $p_{31}$  and  $p_{32}$  are more complicated and require calculation of  $\beta_{31.2}$  and  $\beta_{32.1}$ , respectively.

$$\begin{aligned}\beta_{31.2} &= \frac{r_{31} - r_{32} r_{12}}{1 - r_{12}^2} \\ &= \frac{(0.36) - (0.45)(0.77)}{0.41} \\ &= 0.03\end{aligned}\quad (8)$$

$$\begin{aligned}\beta_{32.1} &= \frac{r_{32} - r_{31} r_{12}}{1 - r_{12}^2} \\ &= \frac{(0.45) - (0.36)(0.77)}{0.41} \\ &= 0.42.\end{aligned}\quad (9)$$

According to Kerlinger and Pedhazur, "path coefficients less than 0.05 may be treated as not meaningful."<sup>3</sup> Therefore, the path between loyalty and professional zone of acceptance ( $p_{31}$ ) was eliminated in the revised model (see Figure 3). In other words, while there was a significant positive relationship between loyalty and professional zone of acceptance, that relationship loses its significance when leader behavior is controlled for, suggesting that loyalty had a much smaller effect on professional zone of acceptance than did leader behavior.

Assessment of the completeness of these subsystems by using  $1 - R^2$  revealed that 41.17 percent of the variation observed in leader behavior



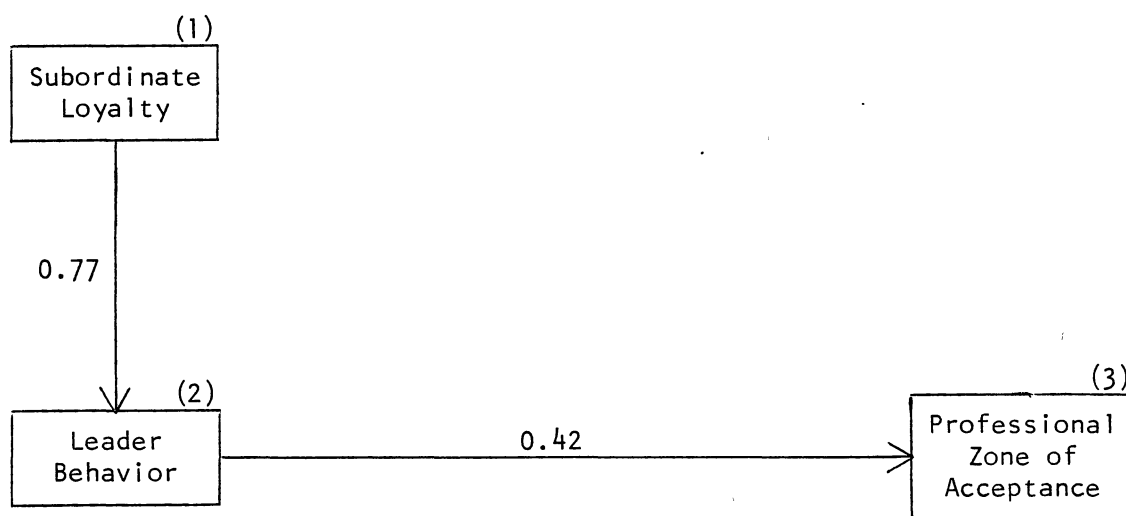


Figure 3. Model A Path Model (Revised)

and 82.05 percent of the variation in professional zone of acceptance were unexplained by the causal relations explicitly included in the model.

Effect coefficient (C) may be identified for effects of loyalty on leader behavior, loyalty on professional zone of acceptance, and leader behavior on professional zone of acceptance. These coefficients measure the accompanying changes in one variable when given a change in another variable while controlling for extraneous causes. Formulas for this model are:

$$\begin{aligned} C_{21} &= p_{21} \\ &= 0.77 \end{aligned} \quad (10)$$

$$\begin{aligned} C_{31} &= (p_{21}) (p_{32}) + (p_{31}) \\ &= (0.77) (0.42) + (0.03) \\ &= 0.36 \end{aligned} \quad (11)$$

$$\begin{aligned} C_{32} &= p_{32} \\ &= 0.42. \end{aligned} \quad (12)$$

Referring to  $C_{31}$ , if we change loyalty by one standard deviation unit, the accompanying change in professional zone of acceptance is not 0.03 but 0.36 because changes in loyalty will also bring about changes in leader behavior which in turn introduces changes in professional zone of acceptance.<sup>4</sup>

Table VIII exhibits the decomposition of the total covariation between pairs of variables. All of the covariation between loyalty and leader behavior was taken as causal and genuine. Similarly, all of the covariation between loyalty and professional zone of acceptance was taken as causal, but this covariation was decomposed into that which was

mediated by leader behavior and that which was not. In this case, 91.01 percent of the causal relationship between loyalty and professional zone of acceptance was interpreted by the intervening variable, leader behavior. The relationship between leader behavior and professional zone of acceptance was decomposed into causal and spurious components. As a partial test of the causal closure of the bivariate relationship between these two variables, it was observed that approximately 5.37 percent of the original association is spurious.<sup>5</sup>

TABLE VIII  
DECOMPOSITION OF BIVARIATE COVARIATION: MODEL A

Bivariate Relation of Concern	(LBDQ, Loyal) X2, X1	(PZAI, Loyal) X3, X1	(PZAI, LBDQ) X3, X2
Original Covariation = $r_{ij}$	0.77	0.36	0.45
Causal--Direct	0.77	0.03	0.42
Causal--Indirect	0.00	0.32	0.00
Total Causal = $C_{ij}$	0.77	0.36	0.42
Noncausal = $r_{ij} - C_{ij}$	0.00	0.00	0.02
Percent Noncausal			5.37

Due to the relationship between loyalty and professional zone of acceptance with the intervention of leader behavior, the original Model A as depicted in Figure 1 was rejected. There seemed to be a strong argument, however, for the revised model depicted in Figure 3.

Model B. Path coefficients were calculated using the same procedures as for Model A. This time all of these coefficients were above the 0.05 level with loyalty to leader behavior exhibiting a  $p = 0.70$  at the high extreme and a  $p = 0.20$  for the relationship between professional zone of acceptance and leader behavior at the other extreme (see Figure 2). Model B did not have to be revised with any paths eliminated.

Completeness of the subsystems was determined for two endogenous variables. It was found that 87.36 percent of the variation in professional zone of acceptance and 47.60 percent of the variation in leader behavior remained unexplained by the actual relationship.

Effect coefficients for the effects of loyalty on professional zone of acceptance, loyalty on leader behavior, and professional zone of acceptance on leader behavior were calculated using the same procedure for Model A (see Equations 10, 11, and 12). C values were:

$$C_{21} = 0.36$$

$$C_{31} = 0.77$$

$$C_{32} = 0.20.$$

Again, referring to  $C_{31}$ , one standard deviation unit change in loyalty was accompanied with a 0.77 change in leader behavior rather than 0.70 due to the change in professional zone of acceptance.

Decomposition of the total covariation between pairs of variables was exhibited in Table IX. Loyalty and professional zone of acceptance's covariation is taken as causal and genuine. While all covariation between loyalty and leader behavior was also causal, it was decomposed into that which was mediated by professional zone of acceptance and that which was not. Interpretation by the intervening variable, professional

zone of acceptance, accounts for 9.26 percent of the causal relationship between loyalty and leader behavior. Decomposition into causal and spurious components for the relationship between professional zone of acceptance and leader behavior suggested that 55.48 percent of the original association was spurious.

TABLE IX  
DECOMPOSITION OF BIVARIATE COVARIATION: MODEL B

Bivariate Relation of Concern	(PZAI, Loyal) X2, X1	(LBDQ, Loyal) X3, X1	(LBDQ, PZAI) X3, X2
Original Covariation = $r_{ij}$	0.36	0.77	0.45
Causal--Direct	0.36	0.70	0.20
Causal--Indirect	0.00	0.07	0.00
Total Causal - $C_{ij}$	0.36	0.77	0.20
Noncausal = $r_{ij} - C_{ij}$	0.00	0.00	0.25
Percent Noncausal			55.48

Model B did not have to be revised as did Model A. When compared with the original Model A, this model appeared to be slightly stronger except for the spurious relationship between professional zone of acceptance and leader behavior. However, the revised Model A appeared to suggest the strongest path model.

#### Summary

While all of the correlations examined in the research and subsidiary

questions were positively related, and while all were significant at the 0.001 level, a notable amount of the variation found in the relationships was outside the model. For the research questions, professional zone of acceptance had a high 87.30 percent residual variance while leader behavior was a little more reasonable with 41.17 percent. Five subscales of the LBDQ-XII had an unexplained variance of more than 65 percent, and the seven remaining subscales were all above 44 percent.

The path models presented did not lend support for the causal role of subordinate loyalty. These showed a very weak relationship between loyalty and professional zone of acceptance.

The loyalty index which was calculated suggests that teachers in Kansas are more loyal to the person in the principal's position rather than to the position itself. The index calculated in this study was lower than indexes obtained in other studies.

## ENDNOTES

<sup>1</sup>Harold Butler Frye, "Elementary School Structure, Teacher Loyalty, and Group Atmosphere as Predictors of Principal Job Satisfaction and School Effectiveness" (Ed.D. dissertation, University of Kansas, 1977), p. 38; Donald Ray Small, "Esprit, Subordinate Loyalty to Superiors and Bureaucratic Centralization in Kansas Public Schools" (Ph.D. dissertation, University of Kansas, 1978), p. 22; James Lloyd Parker, "The Relationship Between Dimensions of Centralization and Teacher Esprit and Loyalty in Oklahoma Public Schools" (Ed.D. dissertation, Oklahoma State University, 1981), p. 32; Ronald G. Covato, "The Relationship Between Teacher Loyalty to Principal and Organizational Climate Openness in the Elementary School Context" (Ph.D. dissertation, University of Pittsburgh, 1979), p. 88.

<sup>2</sup>David Arthur Stewart, "Changing Organizational Structure to Affect Perceived Bureaucracy, Organizational Climate, Loyalty, Job Satisfaction, and Effectiveness" (Ed.D. dissertation, University of Kansas, 1976), p. 51.

<sup>3</sup>Fred N. Kerlinger and Elazar J. Pedhazur, Multiple Regression in Behavioral Research (New York, 1973), p. 318.

<sup>4</sup>Norman H. Nie, Hadlai C. Hull, Jean G. Jenkins, Karin Steinbrenner, and Dale H. Bent, SPSS: Statistical Package for the Social Sciences (St. Louis, 1975), p. 388.

<sup>5</sup>ibid.

## CHAPTER V

### SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

#### Introduction

This study utilized a random sample of 40 elementary, 20 secondary, and 5 junior high schools from the state of Kansas public schools. Each school had a new-to-the-position principal. Questionnaires were administered to ten randomly selected faculty members by local teacher association presidents. If the selected school had less than ten faculty members, the entire staff was selected to participate.

Simple  $r$  correlations were calculated to observe the relationship between teacher loyalty and the two effect variables of professional zone of acceptance and leader behavior. The relationship between subordinate loyalty and the twelve subscales of the LBDQ-XII were also observed.

Central tendency results were utilized to compare the results obtained in this study with those obtained in previous work as well as to observe the general orientations of the respondents used in this study. The causal relationship of the variables was observed by the use of path analysis. Two path models were suggested for this study.

#### Summary and Conclusions

The purpose of this investigation was to examine the importance of subordinate loyalty to the supervisor to the effectiveness of the organization.



Most prior research casts subordinate loyalty in the role of an effect variable rather than as a causal variable. This study attempted to view loyalty as having a more causal relationship in organizations than these previous studies demonstrated.

To assist in this endeavor, this research has observed subordinate loyalty in relation to two fundamental aspects of organization efficiency: informal authority and leader behavior. Informal authority has been conceptualized in this study as Clear and Seager's professional zone of acceptance.<sup>1</sup> Leader behavior, on the other hand, has been conceptualized by Stogdill's studies evolving into twelve leader behavior subscales suggesting either system or person orientations.<sup>2</sup>

Two major research questions were advanced in this study. These questions observed the relationship between loyalty and the two variables of professional zone of acceptance and leader behavior. Although both relationships were positive and significant at the 0.001 level for Kansas teachers, the relationship between loyalty and leader behavior was reasonably strong, while the relationship between loyalty and professional zone of acceptance was weak.

Results from this study point to a slight preference of the staff to comply with directives of principals toward whom they feel loyal. And while teachers are more inclined to comply with the principal's directives when they experience some loyalty to him, teachers in Kansas tended to follow his directives regardless of their personal feeling of loyalty. Professional educators appear to accept the principal's formal authority simply by virtue of the fact that he holds that position. As one respondent put it, "Whether I like him or not, he is still the principal." This would suggest that educators lack the autonomy traditionally

associated with a professional orientation. Thus they appear to submit themselves to the supervisor whether they like the administrator or not. It would also suggest informal authority is somewhat closely tied to the formal authority of the supervisor. Theory promotes the point of view that the informal authority is legitimated by subordinate loyalty.<sup>3</sup>

It would also appear that the loyalty extended by the staff toward the principal has a great deal of positive influence with regard to their perceptions of his behavior. This may be due to the perception that one views a supervisor in a more positive light when they feel more loyalty toward that supervisor. Further study of this relationship reveals that there is a good deal of difference in the correlations between subordinate loyalty and the two leader behavior orientations. The person orientation has a stronger relationship with loyalty than does the system orientation. This phenomenon should be expected when one considers that when one feels loyalty toward a supervisor, it should positively influence the perception of his behavior toward the idiographic or person area. That even the system orientation has a moderately positive relationship with subordinate loyalty would suggest that all aspects of perceived leader behavior are influenced to some extent by the loyalty of the subordinates.

In spite of this apparent positive relationship between teacher loyalty to the principal and perceived person oriented leader behavior, Kansas teachers seem to perceive their principals as having more of a system orientation. This may be due to the fact that since all of the schools observed had new-to-the position principals, the perceived attitude of these principals possibly leaned toward nomothetic aspects of the organization. As a result a slight system orientation was observed.

Path analysis was employed to observe further the causal relationship of loyalty to both professional zone of acceptance and leader behavior. Since two independent variables are required to calculate a multiple regression, two path models have been advanced with subordinate loyalty observed as the exogenous variable in both. Professional zone of acceptance and leader behavior alternated as the endogenous and/or intervening variables. Both models suggested a strong positive relationship between loyalty and leader behavior, with approximately 45 percent of the variance unexplained. However, both models revealed a very weak positive relationship between loyalty and professional zone of acceptance. In the model with leader behavior as the intervening endogenous variable, the path between loyalty and zone of acceptance was not significant at the 0.05 level and was therefore eliminated. Residual variation accounted for a very high percentage (82 to 87%) of the total variation in the model. This suggested that while subordinate loyalty to the supervisor may have a causal effect upon the subordinate's perception of the leader's behavior, it does not have a strong relationship with the subordinate's professional zone of acceptance.

Again, this implies that administrator behavior will be perceived in a more favorable light when the teachers feel loyalty toward them. A comparison of the two models demonstrated a stronger relationship between loyalty and leader behavior when professional zone of acceptance is not considered as an intervening endogenous variable. Evidently the willing compliance of the staff did not have a strong relationship with the perception of the administrator's behavior. Professional zone of acceptance also did not have a strong relationship with subordinate loyalty, to the point that the relationship is so insignificant it is even ignored in

Model A. This phenomenon can possibly be explained by the previously advanced notion that teachers in general are professional and will behave in a professional manner to include the compliance with administrative directives regardless of their personal feelings.

It was also postulated in this study that the subordinate loyalty exhibited would be toward the position of the supervisor rather than to the person himself. Schools with new-to-the-position principals in Kansas constituted the population for this study in order to develop a more powerful argument toward this concept. By comparing the loyalty index calculated in this study with indexes obtained in other investigations where schools with veteran principals are included in the population, a determination can be made as to whether a large difference exists between the indexes which would suggest strength for the argument. Comparison of loyalty indexes of previous research with this investigation does not, however, bear this out. Although the results are not conclusive, Frye, Small, Covato, and Stewart obtained somewhat larger indexes in their investigations than were calculated in this research.<sup>4</sup>

Subordinate loyalty to the supervisor, then, appears to be directed more to the person rather than to the position. Personal feelings of teachers toward principals they are already acquainted with evidently are stronger than to new principals toward whom they are not fully familiar. This personal acquaintance can possibly be utilized to enhance the loyalty of the staff toward the administrator rather than harm it.

#### Implications

Results from this study are valid only for public school systems in the state of Kansas with new-to-the-position principals during the 1983-

1984 academic year. All attempts to apply these results to schools outside the parameters of the present study should be accomplished with utmost care and suspicion. Universal inferences act as a threat to external validity and must be dealt with accordingly.

When accepting a position in a school system, building administrators must be cognizant of the possibility that they will initially not be embraced by their staff. Their staffs' perceptions of their leadership behavior will be that they are system oriented and more in tune with the goals of the organization than with the needs and desires of the teachers. To change this perception if they so desire, the administrators should concentrate their efforts on obtaining the loyalty of their subordinates which will increase their perception of administrator behavior in the person domain. Whether administrators should desire to increase the loyalty level of staffs toward themselves is a strictly individual decision as far as this study is concerned. Determination of which leader behavior orientation produced more effective organizational output was not addressed. In fact, this research effort yielded results that suggested teachers will comply with directives whether or not they feel loyal to the principal. And, while they demonstrated a positive relationship between subordinate loyalty and leader behavior with a stronger correlation with the person orientation, overall, teachers perceived their building administrators as having a system orientation. One might then ask, "Since things are proceeding reasonably smoothly now in the schools, why change?" Change for the sake of change, it may be argued, is counter-productive at best.

The most persuasive argument, however, for encouraging the subordinates to exhibit loyalty to the administrator is that it will open up

the climate in the school, creating a more enjoyable working environment for everyone concerned.

### Recommendations

The following recommendations are made as a result of this study:

1. Inasmuch as the results of this study suggest that teachers will comply with the principal's directives regardless of their loyalty to him, they must remain cognizant that the majority of teachers are conscientious and will follow the administrator's directives simply by virtue of the fact that they are in the position of authority. This does not imply that administrators need not cultivate informal authority with their staffs. Educators are even more willing to comply with administrative directives when they experience loyalty to him.

2. Since the perception of the leader's behavior has a positive relationship--particularly in the person orientation--with teacher loyalty to the supervisor, administrators must never forget the personal needs of their staff. This practice will enhance the principal's esteem among the staff and direct their perception of his behavior toward a person orientation.

3. Additional research is needed to study the effect of subordinate loyalty to the principal with regard to new-to-the-position principals. This may be accomplished by using new-to-the-position principals in other states and/or time periods as the population of interest. Studies which compare a sample of veteran principals to a sample of new-to-the-position principals may also observe the effects of loyalty.

4. Path analysis should be utilized in future studies to determine more conclusively the causal (or lack thereof) relationship of subordinate

loyalty to aspects of the organization. These areas of concern include, but are not limited to, informal authority as conceptualized by the professional zone of acceptance and leader behavior.

5. Future studies of leader behavior should utilize the LBDQ-XII rather than the original LBDQ. The LBDQ-XII has more validity in the study of leadership by virtue of the fact that it uses twelve subscales which may overlap into two orientations, system and person, instead of two mutually exclusive subscales.

6. In an effort to reduce the threat to internal validity of mortality as experienced in this study, ethnographic research with participant observers should gain more use in place of quantitative research. Attempting to condense human behavior of any kind into an instrument from which one may derive statistics appear to reduce the validity of many studies. One has more control over the research in an effort to prevent threats to internal validity in ethnographic studies than those involving questionnaires in which the question's meaning may be misunderstood.

Perhaps a possible trend in research should focus on graduate students conducting quantitative research in these areas to lay the foundation for the more experienced, professional researcher to either confirm or refute the findings with ethnographic research.

## ENDNOTES

<sup>1</sup>Delbert K. Clear and Roger C. Seager, "The Legitimacy of Administrative Influence as Perceived by Selected Groups," Educational Administration Quarterly, 7 (Winter, 1971), p. 60.

<sup>2</sup>Ralph M. Stogdill, Individual Behavior and Group Achievements (New York, 1959), p. 51.

<sup>3</sup>Peter M. Blau and Richard W. Scott, Formal Organizations: A Comparative Approach (San Francisco, 1962), p. 144.

<sup>4</sup>Harold Butler Frye, "Elementary School Structure, Teacher Loyalty, and Group Atmosphere as Predictors of Principal Job Satisfaction and School Effectiveness" (Ed.D. dissertation, University of Kansas, 1977), p. 38; Donald Ray Small, "Esprit, Subordinate Loyalty to the Superiors and Bureaucratic Centralization in Kansas Public Schools" (Ph.D. dissertation, University of Kansas, 1978), p. 22; James Lloyd Parker, "The Relationship Between Dimensions of Centralization and Teacher Esprit and Loyalty in Oklahoma Public Schools" (Ed.D. dissertation, Oklahoma State University, 1981), p. 32; Ronald G. Covato, "The Relationship Between Teacher Loyalty to Principal and Organizational Climate Openness in the Elementary School Context" (Ph.D. dissertation, University of Pittsburgh, 1979), p. 88; David Arthur Stewart, "Changing Organizational Structure to Affect Perceived Bureaucracy, Organizational Climate, Loyalty, Job Satisfaction, and Effectiveness" (Ed.D. dissertation, University of Kansas, 1976), p. 51.



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APPENDIX A

LETTER ACCOMPANYING INSTRUMENTS

# Washington Elementary School

UNIFIED DISTRICT NO. 361

Anthony, Kansas 67003

Dear Colleague:

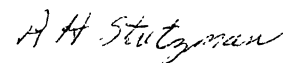
As a doctoral candidate at Oklahoma State University, I am researching, for my dissertation, the relationship of teacher loyalty to the principal to both professional zone of acceptance and leader behavior. Your school district has been randomly selected to be included in this study. Your participation in the study by completing this questionnaire would be very much appreciated.

Please be assured that all school personnel, schools, and school districts participating in the study will remain anonymous. To insure the confidentiality of your responses, your name is not required and the questionnaire is not coded for tracing your name to your responses. Upon completion of the questionnaire, please return it to your building representative who will then forward your responses to me.

A copy of the results of the completed dissertation abstract will be available to your school upon request.

In advance, I would like to express my appreciation for your cooperation and participation in this research study.

Sincerely,



Ralph H. Stutzman  
Classroom Teacher

RHS/cf

APPENDIX -B

TEACHER INFORMATION QUESTIONNAIRE



## TEACHER INFORMATION QUESTIONNAIRE

Please complete this form by checking the appropriate items or filling in the blanks where indicated.

1. What is your age? \_\_\_\_\_
2. What is your gender? Male \_\_\_\_\_ Female \_\_\_\_\_
3. What is your highest degree earned?
  1. Baccalaureate Degree \_\_\_\_\_
  2. Master's Degree \_\_\_\_\_
  3. Specialist Degree \_\_\_\_\_
  4. Doctorate Degree \_\_\_\_\_
  5. Other \_\_\_\_\_ Explain: \_\_\_\_\_
4. How many years have you been teaching? \_\_\_\_\_
5. How many years have you been in your present teaching position?  
\_\_\_\_\_
6. What is the size of your class? If you have more than one class, what is your average class size?  
\_\_\_\_\_
7. Are you a member of your local teacher association?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. Have you ever been an officer in your local teacher association?  
Yes \_\_\_\_\_ No \_\_\_\_\_

9. How many full time teachers are in your building?  
\_\_\_\_\_
10. What is the gender of your previous principal?  
Male \_\_\_\_\_ Female \_\_\_\_\_
11. What is the gender of your current principal?  
Male \_\_\_\_\_ Female \_\_\_\_\_
12. How would you describe your school?
1. Urban \_\_\_\_\_
  2. Suburban \_\_\_\_\_
  3. Rural \_\_\_\_\_
13. Have you ever been an administrator in education?  
Yes \_\_\_\_\_ No \_\_\_\_\_
14. If you answered yes to question 13, how many years did you act in that capacity?  
\_\_\_\_\_

APPENDIX C

LOYALTY QUESTIONNAIRE

## LOYALTY QUESTIONNAIRE

The purpose of this questionnaire is to gather information regarding teacher loyalty to principal. You will recognize that the questions are of such nature that there are no correct or incorrect answers. We are interested only in your frank opinion.

Your responses are anonymous and no individual or school will be named in the report of this study. Do not omit any items. Your cooperation is greatly appreciated.

Please check the one answer that best describes your feelings about the question.

1. If your principal transferred and only you and you alone among the staff were given a chance to move with him (doing the same work at the same pay), would you feel like making the move?
  - a. I would feel very much like making the move.
  - b. I would feel a little like making the move.
  - c. I would not care one way or the other.
  - d. I would feel a little like not moving with him.
  - e. I would feel very much like not moving with him.
  
2. If you had a chance to teach for the same pay in another school under the direction of another principal, how would you feel about moving?
  - a. I would very much prefer to move.
  - b. I would slightly prefer to move.
  - c. It would make no difference to me.
  - d. I would slightly prefer to stay where I am.
  - e. I would very much prefer to stay where I am.

8. Principals at times must make decisions which seem to be against the current interests of their subordinates. When this happens to you as a teacher, how much trust do you have that your principal's decision is in your interest in the long run?
- a. Complete.
  - b. A considerable amount of trust.
  - c. Some trust.
  - d. Only a little trust.
  - e. No trust at all.

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3. Is your principal the kind of person you really like working for?
- a. Yes, he really is that kind of person.
  - b. Yes, he is in many ways.
  - c. He is in some ways and not in others.
  - d. No, he is not in many ways.
  - e. No, he really is not.
4. All in all, how satisfied are you with your principal?
- a. Very dissatisfied with my principal.
  - b. A little dissatisfied.
  - c. Fairly satisfied.
  - d. Quite satisfied.
  - e. Very satisfied with my principal.
5. How much loyalty do you feel toward to your principal?
- a. Almost none at all.
  - b. A little.
  - c. Some.
  - d. Quite a lot.
  - e. A very great deal.
6. Generally speaking, how much confidence and trust do you have in your principal?
- a. Almost none.
  - b. Not much.
  - c. Some.
  - d. Quite a lot.
  - e. Complete.
7. About how often is your principal responsible for the mistakes in your work unit?
- a. Very often.
  - b. Quite often.
  - c. Occasionally
  - d. Very rarely.
  - e. Never.

APPENDIX D

PERMISSION TO USE LOYALTY QUESTIONNAIRE

1109 S. Central  
Harper, KS 67058

July 11, 1983

Dr. Wayne K. Hoy  
Professor and Associate Dean  
for Academic Affairs  
Graduate School of Education  
Rutgers University  
10 Seminary Place  
New Brunswick, NJ 08903

Dear Dr. Hoy:

I would like to request permission to use your Loyalty Questionnaire, which was developed by you and used in the study, "Administrative Behavior and Subordinate Loyalty: An Empirical Assessment."

I plan to use this instrument in my doctoral dissertation at Oklahoma State University. Dr. Patrick Forsyth, a member of my dissertation committee, has encouraged me to write to you concerning my topic, which deals with subordinate loyalty of teachers to their principals and how it affects their professional zone of acceptance and leadership behavior. Of course, I would appreciate any other information relevant to my topic that you may have at your disposal.

Please send your reply and information to me at:

1109 S. Central  
Harper, KS 67058

Thank you so much for your time and effort in my behalf, and I look forward to hearing from you.

Respectfully,

*R. H. Stutzman*

Ralph H. Stutzman

RHS/cf





GRADUATE SCHOOL OF EDUCATION • OFFICE OF THE ASSOCIATE DEAN  
NEW BRUNSWICK • NEW JERSEY 08903 • 201/932-7626

21 July 1983

Mr. Ralph H. Stutzman  
1109 S. Central  
Harper, KS 67058

Dear Mr. Stutzman:

You have my permission to use our Loyalty Scale in your research. Please send me a copy of the results of your research when it is completed.

Recently, a student in the Department of Educational Administration, Toni Mullins, completed her doctoral dissertation which explored the relationship between subordinate loyalty and professional zone of acceptance. You might want to contact her directly or her dissertation chairperson, Dr. Gladys Johnston.

Best wishes.

Sincerely,

Wayne K. Hoy  
Associate Dean

WKH:lmk

Toni Mullins  
793 Sycamore Avenue  
Shrewsbury, NJ 07701

APPENDIX E

PZAI

## PROFESSIONAL ZONE OF ACCEPTANCE INQUIRY

Directions:

- a. READ each item carefully.
- b. THINK about how frequently you would comply with a decision in the area described.
- c. DECIDE whether you would comply A) ALWAYS, B) OFTEN, C) OCCASIONALLY, D) SELDOM, or E) NEVER.
- d. FILL IN the area between the parentheses beneath the appropriate response.
- e. ANSWER ALL QUESTIONS in the manner you feel most accurately describes your probable behavior.

A=ALWAYS B=OFTEN C=OCCASIONALLY D=SELDOM E=NEVER

YOUR PRINCIPAL HAS MADE A SPECIFIC  
POLICY DECISION WITHIN EACH OF THE  
FOLLOWING AREAS:

I WOULD COMPLY WITH  
THE DECISION:

	A	B	C	D	E
1. The change and modification of existing curricula.	( )	( )	( )	( )	( )
2. The evaluation of success of the instructional program.	( )	( )	( )	( )	( )
3. The methods of conducting parent conferences.	( )	( )	( )	( )	( )
4. The selection of supplies and equipment related to specific course work.	( )	( )	( )	( )	( )
5. The methods to be used to discipline students in a classroom.	( )	( )	( )	( )	( )
6. The evaluation of the success of individual subject areas.	( )	( )	( )	( )	( )
7. The degree of student proficiency need to pass each grade and subject.	( )	( )	( )	( )	( )

	A	B	C	D	E
8. The determination of time allotments for remedial help.	( )	( )	( )	( )	( )
9. The grouping of students for classes.	( )	( )	( )	( )	( )
10. The determination of specific course content.	( )	( )	( )	( )	( )
11. The evaluation of the success of the curriculum.	( )	( )	( )	( )	( )
12. The implementation of new curriculum offerings.	( )	( )	( )	( )	( )
13. The methods to be used for evaluation of pupils progress.	( )	( )	( )	( )	( )
14. The rules governing desirable methods and techniques within the classroom.	( )	( )	( )	( )	( )
15. The nature and extent of in-service educational requirements.	( )	( )	( )	( )	( )

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APPENDIX F

LBDQ-XII

**LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII**

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

*Purpose of the Questionnaire*

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

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

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

*Published by*

**College of Administrative Science  
The Ohio State University  
Columbus, Ohio**

**DIRECTIONS:**

- a. READ each item carefully.
- b. THINK about how frequently the leader engages in the behavior described by the item.
- c. DECIDE whether he/she (A) *always*, (B) *often*, (C) *occasionally*, (D) *seldom* or (E) *never* acts as described by the item.
- d. DRAW A CIRCLE around *one* of the five letters (A B C D E) following the item to show the answer you have selected.

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

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

Example: Often acts as described ..... A  B C D E

Example: Never acts as described ..... A B C D  E

Example: Occasionally acts as described ..... A B  C D E

- 1. Acts as the spokesperson of the group ..... A B C D E
- 2. Waits patiently for the results of a decision ..... A B C D E
- 3. Makes pep talks to stimulate the group ..... A B C D E
- 4. Lets group members know what is expected of them ..... A B C D E
- 5. Allows the members complete freedom in their work ..... A B C D E
- 6. Is hesitant about taking initiative in the group ..... A B C D E
- 7. Is friendly and approachable ..... A B C D E
- 8. Encourages overtime work ..... A B C D E
- 9. Makes accurate decisions ..... A B C D E
- 10. Gets along well with the people above him/her ..... A B C D E
- 11. Publicizes the activities of the group ..... A B C D E
- 12. Becomes anxious when he/she cannot find out what is coming next .... A B C D E

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 13. His/her arguments are convincing .....                                   | A | B | C | D | E |
| 14. Encourages the use of uniform procedures .....                           | A | B | C | D | E |
| 15. Permits the members to use their own judgment in solving problems ...    | A | B | C | D | E |
| 16. Fails to take necessary action .....                                     | A | B | C | D | E |
| 17. Does little things to make it pleasant to be a member of the group ..... | A | B | C | D | E |
| 18. Stresses being ahead of competing groups .....                           | A | B | C | D | E |
| 19. Keeps the group working together as a team .....                         | A | B | C | D | E |
| 20. Keeps the group in good standing with higher authority .....             | A | B | C | D | E |
| 21. Speaks as the representative of the group .....                          | A | B | C | D | E |
| 22. Accepts defeat in stride .....   | A | B | C | D | E |
| 23. Argues persuasively for his/her point of view .....                      | A | B | C | D | E |
| 24. Tries out his/her ideas in the group .....                               | A | B | C | D | E |
| 25. Encourages initiative in the group members .....                         | A | B | C | D | E |
| 26. Lets other persons take away his/her leadership in the group .....       | A | B | C | D | E |
| 27. Puts suggestions made by the group into operation .....                  | A | B | C | D | E |
| 28. Needles members for greater effort .....                                 | A | B | C | D | E |
| 29. Seems able to predict what is coming next .....                          | A | B | C | D | E |
| 30. Is working hard for a promotion .....                                    | A | B | C | D | E |
| 31. Speaks for the group when visitors are present .....                     | A | B | C | D | E |
| 32. Accepts delays without becoming upset .....                              | A | B | C | D | E |
| 33. Is a very persuasive talker .....  | A | B | C | D | E |
| 34. Makes his/her attitudes clear to the group .....                         | A | B | C | D | E |
| 35. Lets the members do their work the way they think best .....             | A | B | C | D | E |
| 36. Lets some members take advantage of him/her .....                        | A | B | C | D | E |



A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 37. Treats all group members as his/her equals .....                        | A | B | C | D | E |
| 38. Keeps the work moving at a rapid pace .....                             | A | B | C | D | E |
| 39. Settles conflicts when they occur in the group .....                    | A | B | C | D | E |
| 40. His/her superiors act favorably on most of his/her suggestions.....     | A | B | C | D | E |
| 41. Represents the group at outside meetings .....                          | A | B | C | D | E |
| 42. Becomes anxious when waiting for new developments.....                  | A | B | C | D | E |
| 43. Is very skillful in an argument .....                                   | A | B | C | D | E |
| 44. Decides what shall be done and how it shall be done .....               | A | B | C | D | E |
| 45. Assigns a task, then lets the members handle it .....                   | A | B | C | D | E |
| 46. Is the leader of the group in name only .....                           | A | B | C | D | E |
| 47. Gives advance notice of changes .....                                   | A | B | C | D | E |
| 48. Pushes for increased production .....                                   | A | B | C | D | E |
| 49. Things usually turn out as he/she predicts .....                        | A | B | C | D | E |
| 50. Enjoys the privileges of his/her position.....                          | A | B | C | D | E |
| 51. Handles complex problems efficiently .....                              | A | B | C | D | E |
| 52. Is able to tolerate postponement and uncertainty.....                   | A | B | C | D | E |
| 53. Is not a very convincing talker.....                                    | A | B | C | D | E |
| 54. Assigns group members to particular tasks .....                         | A | B | C | D | E |
| 55. Turns the members loose on a job, and lets them go to it .....          | A | B | C | D | E |
| 56. Backs down when he/she ought to stand firm.....                         | A | B | C | D | E |
| 57. Keeps to himself/herself.....   | A | B | C | D | E |
| 58. Asks the members to work harder.....                                    | A | B | C | D | E |
| 59. Is accurate in predicting the trend of events .....                     | A | B | C | D | E |
| 60. Gets his/her superiors to act for the welfare of the group members..... | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 61. Gets swamped by details .....   | A | B | C | D | E |
| 62. Can wait just so long, then blows up .....  | A | B | C | D | E |
| 63. Speaks from a strong inner conviction .....   | A | B | C | D | E |
| 64. Makes sure that his/her part in the group is understood<br>by the group members ..... | A | B | C | D | E |
| 65. Is reluctant to allow the members any freedom of action .....                         | A | B | C | D | E |
| 66. Lets some members have authority that he/she should keep .....                        | A | B | C | D | E |
| 67. Looks out for the personal welfare of group members .....                             | A | B | C | D | E |
| 68. Permits the members to take it easy in their work .....                               | A | B | C | D | E |
| 69. Sees to it that the work of the group is coordinated .....                            | A | B | C | D | E |
| 70. His/her word carries weight with superiors .....                                      | A | B | C | D | E |
| 71. Gets things all tangled up .....  | A | B | C | D | E |
| 72. Remains calm when uncertain about coming events .....                                 | A | B | C | D | E |
| 73. Is an inspiring talker .....  | A | B | C | D | E |
| 74. Schedules the work to be done .....   | A | B | C | D | E |
| 75. Allows the group a high degree of initiative .....                                    | A | B | C | D | E |
| 76. Takes full charge when emergencies arise .....  | A | B | C | D | E |
| 77. Is willing to make changes .....  | A | B | C | D | E |
| 78. Drives hard when there is a job to be done .....                                      | A | B | C | D | E |
| 79. Helps group members settle their differences .....                                    | A | B | C | D | E |
| 80. Gets what he/she asks for from his/her superiors .....                                | A | B | C | D | E |
| 81. Can reduce a madhouse to system and order .....                                       | A | B | C | D | E |
| 82. Is able to delay action until the proper time occurs .....                            | A | B | C | D | E |
| 83. Persuades others that his/her ideas are to their advantage .....                      | A | B | C | D | E |

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 84. Maintains definite standards of performance .....                   | A | B | C | D | E |
| 85. Trusts members to exercise good judgment .....                      | A | B | C | D | E |
| 86. Overcomes attempts made to challenge his/her leadership .....       | A | B | C | D | E |
| 87. Refuses to explain his/her actions .....                            | A | B | C | D | E |
| 88. Urges the group to beat its previous record .....                   | A | B | C | D | E |
| 89. Anticipates problems and plans for them .....                       | A | B | C | D | E |
| 90. Is working his/her way to the top .....                             | A | B | C | D | E |
| 91. Gets confused when too many demands are made of him/her .....       | A | B | C | D | E |
| 92. Worries about the outcome of any new procedure .....                | A | B | C | D | E |
| 93. Can inspire enthusiasm for a project .....                          | A | B | C | D | E |
| 94. Asks that group members follow standard rules and regulations ..... | A | B | C | D | E |
| 95. Permits the group to set its own pace .....                         | A | B | C | D | E |
| 96. Is easily recognized as the leader of the group .....               | A | B | C | D | E |
| 97. Acts without consulting the group .....                             | A | B | C | D | E |
| 98. Keeps the group working up to capacity .....                        | A | B | C | D | E |
| 99. Maintains a closely knit group .....                                | A | B | C | D | E |
| 100. Maintains cordial relations with superiors .....                   | A | B | C | D | E |

APPENDIX G

LBDQ-XII STATEMENT OF POLICY

## STATEMENT OF POLICY

### Concerning the Leader Behavior Description Questionnaire and Related Forms

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

1. Use: The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.
2. Adaptation and Revision: The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.
3. Duplication: Sufficient copies for a specific research project may be duplicated.
4. Inclusion in dissertations: Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.
5. Copyright: In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19—, by The Ohio State University."
6. Inquiries: Communications should be addressed to:

Administrative Science Research  
The Ohio State University  
1775 College Road  
Columbus, OH 43210

APPENDIX H

LBDQ-XII RECORD SHEET

### Record Sheet: Scoring the Subscales

The assignment of items to different subscales is indicated in the Record Sheet. For example, the Representation subscale consists of items 1, 11, 21, 31, and 41. The sum of the scores for these five items constitutes the score for the subscale Representation. The score for Demand Reconciliation consists of the sum of the scores assigned to items 51, 61, 71, 81, and 91. The score for Tolerance of Uncertainty consists of the sum of the scores on items 2, 12, 22, 32, 42, 52, 62, 72, 82, and 92.

By transferring the item scores from the test booklet to the Scoring Sheet, it is possible to add the item scores quickly to obtain an accurate score for each subscale.

LBDQ Form XII--Record Sheet

											<u>Totals</u>
1. Representation	1_	11_	21_	31_	41_						( )
2. Reconciliation						51_	61_	71_	81_	91_	( )
3. Tol. Uncertainty	2_	12_	22_	32_	42_	52_	62_	72_	82_	92_	( )
4. Persuasion	3_	13_	23_	33_	43_	53_	63_	73_	83_	93_	( )
5. Structure	4_	14_	24_	34_	44_	54_	64_	74_	84_	94_	( )
6. Tol. Freedom	5_	15_	25_	35_	45_	55_	65_	75_	85_	95_	( )
7. Role Assumption	6_	16_	26_	36_	46_	56_	66_	76_	86_	96_	( )
8. Consideration	7_	17_	27_	37_	47_	57_	67_	77_	87_	97_	( )
9. Production Emph.	8_	18_	28_	38_	48_	58_	68_	78_	88_	98_	( )
10. Predictive Acc.	9_		29_		49_	59_			89_		( )
11. Integration		19_		39_			69_	79_		99_	( )
12. Superior Orient.	10_	20_	30_	40_	50_	60_	70_	80_	90_	100_	( )



## Scoring Key

The subject indicates his response by drawing a circle around one of the five letters (A, B, C, D, E) following an item. As indicated on the Scoring Key, most items are scored:

A	B	C	D	E
5	4	3	2	1

A circle around A gives the item a score of 5; a circle around B gives it a score of 4; and a circle around E gives the item a score of 1.

The 20 starred items on the Scoring Key are scored in the reverse direction, as follows:

A	B	C	D	E
1	2	3	4	5

In use at the Bureau of Business Research, the score is written after each item in the margin of the test booklet (questionnaire).

## SCORING KEY, LBDQ FORM XII

\*Starred items are scored 1 2 3 4 5  
 All other items are scored 5 4 3 2 1

	13.	37.	*61.	85.
	14.	38.	*62.	86.
	15.	39.	63.	*87.
	*16.	40.	64.	88.
	17.	41.	*65.	89.
	18.	*42.	*66.	90.
	19.	43.	67.	*91.
	20.	44.	*68.	*92.
	21.	45.	69.	93.
	22.	*46.	70.	94.
	23.	47.	*71.	95.
	24.	48.	72.	96.
1.	25.	49.	73.	*97.
2.	*26.	50.	74.	98.
3.	27.	51.	75.	99.
4.	28.	52.	76.	100.
5.	29.	*53.	77.	
*6.	30.	54.	78.	
7.	31.	55.	79.	
8.	32.	*56.	80.	
9.	33.	*57.	81.	
10.	34.	58.	82.	
11.	35.	59.	83.	
*12.	*36.	60.	84.	

APPENDIX I

LETTER TO LOCAL NEA PRESIDENTS

## Washington Elementary School

UNIFIED DISTRICT NO. 361

Anthony, Kansas 67003

Dear Colleague:

I appreciate your consent to assist me in administering the instrument for collecting data for my doctoral dissertation.

The procedure I would like for you to follow includes the selection of the sample of participants from the school(s) by use of a random number table, administration of the instrument, and return of the completed instrument to me. The school(s) selected for my study are identified below.

To select the sample, you must first obtain a listing of all the full-time faculty in each school and sequentially number the names on the list. Next you must select ten faculty members from each list using the enclosed random number table (these faculty members do not have to be a member of K-NEA). If your building has fewer than ten members, please include all faculty in the sample. To use the table, you arbitrarily pick a number to enter the table and then select all the numbers that follow in that column. As there are less than 100 teachers in the school, you will only need to use the last two digits of the five-digit number. For example, suppose you chose row two and column two as your starting point. The five-digit number selected would be 46573 with 73 being the only digits that will concern us. If you have a teacher numbered 73 on your list of faculty, they would be selected as part of the sample. The next number observed in the table is 60, followed by 93 and so on. Should you observe a number that is greater than the number of faculty members or a number that has already been selected, skip that number and go on to the next. If more numbers are required, proceed to the next column and continue the same process as before. Follow this process until you have randomly selected the required number of faculty members for the sample.

After you have selected the sample, give a copy of the instrument to these faculty members to be completed at their leisure within the next week. It should not take more than about 15 minutes to complete.

Please return the completed instrument within two weeks of their receipt. Do not enclose any names of participants. A self-addressed, stamped envelope is provided for your convenience.

Should you have any questions concerning this study, you may contact me at:

1109 S. Central  
Harper, KS 67058  
316/896-7904 (Collect)

Washington Elementary School  
Anthony, KS 67003  
316/842-5332

Thank you again for your time and effort in my behalf, and I look forward to hearing from you.

Sincerely,

*R. H. Stutzman*

Ralph H. Stutzman  
Classroom Teacher

RHS/cf

Encl.

School(s) selected for my study: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COLUMN ROW	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	10480	15011	01536	02011	81647	91646	69179	14194	62590	36207	20969	99570	91291	90700
2	22368	46573	25595	85393	30995	89198	27982	53402	93965	34095	52666	19174	39615	99505
3	24130	48360	22527	97265	76393	64809	15179	24830	49340	32081	30660	19655	63348	58629
4	42167	93093	06243	61680	07856	16376	39440	53537	71341	57004	00849	74917	97758	16379
5	37570	39975	81837	16556	06121	91782	60468	81305	49684	60672	14110	06927	01263	54613
6	77921	06907	11008	42751	27756	53498	18602	70659	90655	15053	21916	81825	44394	42880
7	99562	72905	56420	69994	98872	31016	71194	18738	44013	48840	63213	21069	10634	12952
8	96301	91977	05463	07972	18876	20922	94595	56869	69014	60045	18425	84903	42508	32307
9	89579	14342	63661	10281	17453	18103	57740	84378	25331	12566	58678	44947	05585	56941
10	85475	36857	53342	53988	53060	59533	38867	62300	08158	17983	16439	11458	18593	64952
11	28918	69578	88231	33276	70997	79936	56865	05859	90106	31595	01547	85590	91610	78188
12	63553	40961	48235	03427	49626	69445	18663	72695	52180	20647	12234	90511	33703	90322
13	09429	93969	52636	92737	88974	33488	36320	17617	30015	08272	84115	27156	30613	74952
14	10365	61129	87529	85689	48237	52267	67689	93394	01511	26358	85104	20285	29975	89868
15	07119	97336	71048	08178	77233	13916	47564	81056	97735	85977	29372	74461	28551	90707
16	51085	12765	51821	51259	77452	16308	60756	92144	49442	53900	70960	63990	75601	40719
17	02368	21382	52404	60268	89368	19885	55322	44819	01188	65255	64835	44919	05944	55157
18	01011	54092	33362	94904	31273	04146	18594	29852	71585	85030	51132	01915	92747	64951
19	52162	53916	46369	58586	23216	14513	83149	98736	23495	64350	94738	17752	35156	35749
20	07056	97628	33787	09998	42698	06691	76988	13602	51851	46104	88916	19509	25625	58104
21	48663	91245	85828	14346	09172	30168	90229	04734	59193	22178	30421	61666	99904	32812
22	54164	58492	22421	74103	47070	25306	76468	26384	58151	06646	21524	15227	96909	44592
23	32639	32363	05597	24200	13363	38005	94342	28728	35806	06912	17012	64161	18296	22851
24	29334	27001	87637	87308	58731	00256	45834	15398	46557	41135	10367	07684	36188	18510
25	02488	33062	28834	07351	19731	92420	60952	61280	50001	67658	32586	86679	50720	94953
26	81525	72295	04839	96423	24878	82651	66566	14778	76797	14780	13300	87074	79666	95725
27	29676	20591	68086	26432	46901	20849	89768	81536	86645	12659	92259	57102	80428	25280
28	00742	57392	39064	66432	84673	40027	32832	61362	98947	96067	64760	64584	96096	98253
29	05366	04213	25669	26422	44407	44048	37937	63904	45766	66134	75470	66520	34693	90449
30	91921	26418	64117	94305	26766	25940	39972	22209	71500	64568	91402	42416	07844	69618
31	00582	04711	87917	77341	42206	35126	74087	99547	81817	42607	43808	76655	62028	76630
32	00725	69884	62797	56170	86324	88072	76222	36086	84637	93161	76038	65855	77919	88006
33	69011	65795	95876	55293	18988	27354	26575	08625	40801	59920	29841	80150	12777	48501
34	25976	57948	29888	88604	67917	48708	18912	82271	65424	69774	33611	54262	85963	03547
35	09763	83473	73577	12908	30883	18317	28290	35797	05998	41688	34952	37888	38917	88050
36	91576	42595	27958	30134	04024	86385	29880	99730	55536	84855	29080	09250	79656	73211
37	17955	56349	90999	49127	20044	59931	06115	20542	18059	02008	73708	83517	36103	42791
38	46503	18584	18845	49618	02304	51038	20655	58727	28168	15475	56942	53389	20562	87338
39	92157	89634	94824	78171	84610	82834	09922	25417	44137	48413	25555	21246	35509	20468
40	14577	62765	35605	81263	39667	47358	56873	56307	61607	49518	89656	20103	77490	18062
41	98427	07523	33362	64270	01638	92477	66969	98420	04880	45585	46565	04102	46880	45709
42	34914	63976	88720	82765	34476	17032	87589	40836	32427	70002	70663	88863	77775	69348
43	70060	28277	39475	46473	23219	53416	94970	25832	69975	94884	19661	72828	00102	66794
44	53976	54914	06990	67245	68350	82948	11398	42878	80287	88267	47363	46634	06541	97809
45	76072	29515	40980	07391	58745	25774	22987	80059	39911	96189	41151	14222	60697	59583
46	90725	52210	83974	29992	65831	38857	50490	83765	55657	14361	31720	57375	56228	41546
47	64364	67412	33339	31926	14883	24413	59744	92351	97473	89286	35931	04110	23726	51900
48	08962	00358	31662	25388	61642	34072	81249	35648	56891	69352	48373	45578	78547	81788
49	95012	68379	93526	70765	10592	04542	76463	54328	02349	17247	28865	14777	62730	92277
50	15664	10493	20492	38391	91132	21999	59516	81652	27195	48223	46751	22923	32261	85653
51	16408	81899	04153	53381	79401	21438	83035	92350	36693	31238	59649	91754	72772	02338
52	18629	81953	05520	91962	04739	13092	97662	24822	94730	06496	35090	04822	86774	98289
53	73115	35101	47498	87637	99016	71060	88824	71013	18735	20286	23153	72924	35165	43040
54	57491	16703	23167	49323	45021	33132	12544	41035	80780	45393	44812	12515	98931	91202
55	30405	83946	23792	14422	15059	45799	22716	19792	09983	74353	68668	30429	70735	25499
56	16631	35006	85900	98275	32388	52390	16815	69298	82732	38480	73817	32523	41961	44437
57	96773	20206	42559	78985	05300	22164	24369	54224	35083	19687	11052	91491	60383	19746
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59	31624	76384	17403	53363	44167	64486	64758	75366	76554	31601	12614	33072	60332	92325
60	78919	19474	23632	27889	47914	02584	37680	20801	72152	39339	34806	08930	85001	87820
61	03931	33309	57047	74211	63445	17361	62825	39908	05607	91284	68833	25570	38818	46920
62	74426	33278	43972	10119	89917	15665	52872	73823	73144	88662	88970	74492	51805	99378

63	09066	00903	20795	95452	92648	45454	09552	88815	16553	51125	79375	97596	16296	66092
64	42238	12426	87025	14267	20979	04508	64535	31355	86064	29472	47689	05974	52468	16834
65	16153	08002	26504	41744	81959	65642	74240	56302	00033	67107	77510	70625	28725	34191
66	21457	40742	29820	96783	29400	21840	15035	34537	33310	06116	95240	15957	16572	06004
67	21581	57802	02050	89728	17937	37621	47075	42080	97403	48626	68995	43805	33386	21597
68	55612	78095	83197	33732	05810	24813	86902	60397	16489	03264	88525	42786	05269	92532
69	44657	66999	99324	51281	84463	60563	79312	93454	68876	25471	93911	25650	12682	73572
70	91340	84979	46949	81973	37949	61023	43997	15263	80644	43942	89203	71795	99533	50501
71	91227	21199	31935	27022	84067	05462	35216	14486	29891	68607	41867	14951	91696	85065
72	50001	38140	66321	19924	72163	09538	12151	06878	91903	18749	34405	56087	82790	70925
73	65390	05224	72958	28609	81406	39147	25549	48542	42627	45233	57202	94617	23772	07896
74	27504	96131	83944	41575	10573	08619	64482	73923	36152	05184	94142	25299	84387	34925
75	37169	94851	39117	89632	00959	16487	65536	49071	39782	17095	02330	74301	00275	48280
76	11508	70225	51111	38351	19444	66499	71945	05422	13442	78675	84081	66938	93654	59894
77	37449	30362	06694	54690	04052	53115	62757	95348	78662	11163	81651	50245	34971	52924
78	46515	70331	85922	38329	57015	15765	97161	17869	45349	61796	66345	81073	49106	79860
79	30986	81223	42416	58353	21532	30502	32305	86482	05174	07901	54339	58861	74818	46942
80	63798	64995	46583	09785	44160	78128	83991	42865	92520	83531	80377	35909	81250	54238
81	82486	84846	99254	67632	43218	50076	21361	64816	51202	88124	41870	52689	51275	83556
82	21885	32906	92431	09060	64297	51674	64126	62570	26123	05155	59194	52799	28225	85762
83	60336	98782	07408	53458	13564	59089	26445	29789	85205	41001	12535	12133	14645	23541
84	43937	46891	24010	25560	86355	33941	25786	54990	71899	15475	95434	98227	21824	19585
85	97656	63175	89303	16275	07100	92063	21942	18611	47348	20203	18534	03862	78095	50136
86	03299	01221	05418	38982	55758	92237	26759	86367	21216	98442	08303	56613	91511	75928
87	79626	06486	03574	17668	07785	76020	79924	25651	83325	88428	85076	72811	22717	50585
88	85636	68335	47539	03129	65651	11977	02510	26113	99447	68645	34327	15152	55230	93448
89	18039	14367	61337	06177	12143	46609	32989	74014	64708	00533	35398	58408	13261	47908
90	08362	15656	60627	36478	65648	16764	53412	09013	07832	41574	17639	82163	60859	75567
91	79556	29068	04142	16268	15387	12856	66227	38358	22478	73373	88732	09443	82558	05250
92	92608	82674	27072	32534	17075	27698	98204	63863	11951	34648	88022	56148	34925	57031
93	23982	25835	40055	67006	12293	02753	14827	23235	35071	99704	37543	11601	35503	85171
94	09915	96306	05908	97901	28395	14186	00821	80703	70426	75647	76310	88717	37890	40129
95	59037	33300	26695	62247	69927	76123	50842	43834	86654	70959	79725	93872	28117	19233
96	42488	78077	69882	61657	34136	79180	97526	43092	04098	73571	80799	76536	71255	64239
97	46764	86273	63003	93017	31204	36692	40202	35275	57306	55543	53203	18098	47625	88684
98	03237	45430	55417	63282	90816	17349	88298	90183	36600	78406	06216	95787	42579	90730
99	86591	81482	52667	61582	14972	90053	89534	76036	49199	43716	97548	04379	46370	28672
100	38534	01715	94964	87288	65680	43772	39560	12918	86537	62738	19636	51132	25739	56947

Source. Abridged from W. H. Beyer, Ed., *CRC Standard Mathematical Tables*, 24th ed. (Cleveland: The Chemical Rubber Company), 1976. Reproduced by permission of the publisher.

APPENDIX J

COURTESY LETTER TO PRINCIPALS



Washington Elementary School  
ANNEX  
UNIFIED DISTRICT NO. 361  
Anthony, Kansas 67003

Dear Principal:

I am pursuing a doctorate at Oklahoma State University in Educational Administration and am exploring the relationship of teacher loyalty to the principal to both professional zone of acceptance and leader behavior. My population of interest includes schools that have new principals, and your school has been randomly selected from this population.

Questionnaires have been sent to the teacher association presidents and/or building representative in your building and they will be responsible for insuring the completion of the questionnaires and returning them to me. This procedure is an effort to prevent possible contamination due to inaccurate responses caused by fear that the principal may view individual responses. Please be assured that all individuals, schools, and school districts participating in this study will remain anonymous.

Should you have any questions concerning this study, you may contact me at:

1109 S. Central  
Harper, KS 67058  
316/896-7904 (Collect)

Washington Elementary School  
Anthony, KS 67003  
316/842-5332

Enclosed is a copy of the questionnaire for your information. A copy of the results of the completed dissertation abstract will be available to your school upon request.

In advance, I would like to express my appreciation for your cooperation in this research study.

Respectfully,

*R. H. Stutzman*

Ralph H. Stutzman  
Classroom Teacher

RHS/cf

Encl.

APPENDIX K

LETTER REQUESTING DIRECTOR FOR POPULATION

1109 S. Central  
Harper, KS 67058

August 13, 1983

USA  
1906 E. 29th  
Topeka, KS 66605

Dear Sirs:

As a doctoral candidate at Oklahoma State University, I am researching, for my dissertation, the relationship of teacher loyalty to the principal to both professional zone of acceptance and leader behavior. In order to create a more powerful argument as to whether loyalty is to the position or the individual, I wish to select my sample from the population of school buildings in Kansas that have new principals. I am requesting from you a list of all schools in Kansas with new principals.

Please send this material to me at:

1109 S. Central  
Harper, KS 67058

Thank you so much for your time and effort in my behalf, and I look forward to hearing from you.

Respectfully,

*R. H. Stutzman*

Ralph H. Stutzman

RHS/cf

APPENDIX L

SCHOOLS INCLUDED IN SAMPLE

## SAMPLE

Elementary Schools

<u>School</u>	<u>District</u>	
Severy.....	West Elk.....	USD# 282
Junction.....	Turner.....	USD# 202
Oil Hill.....	Circle.....	USD# 375
Cordley.....	Lawrence.....	USD# 497
Yates Center.....	Yates Center.....	USD# 366
Lincoln.....	Arkansas City.....	USD# 470
Burlington.....	Burlington.....	USD# 244
Sharon.....	Barber County North..	USD# 254
Santa Fe.....	McPherson.....	USD# 418
Vanora.....	Circle.....	USD# 375
Wilson.....	Hays.....	USD# 489
Union Valley.....	Buhler.....	USD# 313
Lincoln Central.....	Cherryvale.....	USD# 447
Centennial.....	Lawrence.....	USD# 497
Vermillion.....	Maize.....	USD# 266
Ware.....	Junction City.....	USD# 475
Randolf.....	Blue Valley.....	USD# 384
Glasco.....	Southern Cloud Co....	USD# 334

<u>School</u>	<u>District</u>
Utica.....	Nes Tre La Go.....USD# 301
Linn.....	Topeka.....USD# 501
Jefferson.....	Arkansas City.....USD# 470
Crest West.....	Crest.....USD# 479
Winans.....	Hutchinson.....USD# 308
White City.....	Rozel.....USD# 496
Denton.....	Midway.....USD# 433
Lincoln.....	Fredonia.....USD# 484
Easton.....	Easton.....USD# 449
West Inianola.....	Seaman.....USD# 345
Towanda.....	Circle.....USD# 375
White Rock, East.....	White Rock.....USD# 104
Pleasant Hill.....	Seaman.....USD# 345
Oskaloosa.....	Oskaloosa.....USD# 341
Lyman.....	Seaman.....USD# 345
Marienthal.....	Leoti.....USD# 467
Strong City.....	Chase County.....USD# 284
Dorrance.....	Russell.....USD# 407
Hawthorne.....	Kansas City.....USD# 500
Shallow Water.....	Scott County.....USD# 466
Stark.....	Erie-St. Paul.....USD# 101
Parker.....	Kansas City.....USD# 500

Secondary Schools

<u>School</u>	<u>District</u>
Soloman.....	Soloman.....USD# 393
Ashland.....	Ashland.....USD# 220
Pawnee Heights.....	Rozel.....USD# 496
Clay Center.....	Clay Center.....USD# 379
Leroy.....	Leroy-Gridley.....USD# 245
West Elk.....	West Elk.....USD# 282
Morland.....	West Graham-Morland..USD# 280
Wichita County.....	Leoti.....USD# 467
Bazine.....	Bazine.....USD# 304
West Smith.....	West Smith County...USD# 238
Garden City.....	Garden City.....USD# 457
Valley Center.....	Valley Center.....USD# 262
Blue Valley.....	Blue Valley.....USD# 229
Crest.....	Crest.....USD# 479
Fort Scott.....	Fort Scott.....USD# 234
Andover.....	Andover.....USD# 385
Olpe.....	Southern Lyon Co....USD# 252
White City.....	Rural Vista.....USD# 481
Wheatland.....	Grainfield.....USD# 292
Moundridge.....	Moundridge.....USD# 423

Junior High Schools

<u>School</u>	<u>District</u>
Ottawa Middle School.....	Ottawa.....USD# 290
Arrowhead Junior High.....	Kansas City.....USD# 500
Florence Elementary (7th/8th)	Marion.....USD# 408
McLouth Junior High.....	McLouth.....USD# 342
Baldwin Junior High.....	Baldwin City.....USD# 348

NOTE: For the purpose of this study, all Wichita public schools (USD# 259) have been omitted from the population due to problems of obtaining approval to conduct research within the time constraints of this study.



APPENDIX M

LETTERS REQUESTING ASSISTANCE FROM K-NEA

1109 S. Central  
Harper, KS 67058

March 26, 1984

Mr. Bruce Goeden  
Assistant Executive Director  
Kansas-NEA  
715 W. 10th  
Topeka, KS 66612

Dear Mr. Goeden:

I am pursuing a doctorate at Oklahoma State University in Educational Administration and am exploring the relationship of teacher loyalty to the principal to both professional zone of acceptance and leader behavior. To administer the instrument, I am soliciting the assistance of K-NEA building representatives.

Mr. Jerry Hall, K-NEA Ark Valley Executive Director, has suggested that I contact you to obtain a list of the building representatives and their home addresses and telephone numbers for the schools selected for my sample. This information will not be used for any other purpose than for the purpose identified above.

My procedure will be to telephone these representatives and request their assistance in my study by randomly selecting a sample of ten full-time faculty members in their school, administering the questionnaire to these members, and returning the completed questionnaires to me. Assistance from the building principal is not desired due to possible contamination caused by fear of the staff that he may view individual responses. Names of the participants will not be forwarded to me.

Should you have any questions concerning this study, you may contact me at:

1109 S. Central  
Harper, KS 67058  
316/896-7904 (Collect)

Washington Elementary School  
Anthony, KS 67003  
316/842-5332

Enclosed is a list of the schools selected for this study. These are the schools for which I need the names, home addresses, and telephone numbers of the K-NEA building representatives.

Mr. Bruce Goeden  
March 26, 1984  
Page 2

Also enclosed is a copy of the questionnaire for your information as well as copies of letters prepared for the building representatives and principals. A copy of the results of my completed dissertation will be made available to you upon request.

Please send this information to me as soon as possible, as I wish to send the questionnaire to the schools not later than April 6, 1984. The information may be sent to:

Ralph H. Stutzman  
1109 S. Central  
Harper, KS 67058

In advance I would like to express my appreciation for your cooperation in this research study, and I look forward to hearing from you in the very near future.

Sincerely,

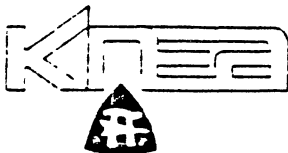


Ralph H. Stutzman  
Classroom Teacher

RHS/cf

Encl.

KANSAS-NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612



March 27, 1984

Ralph H. Stutzman  
1109 S. Central  
Harper, Kansas 67058

Dear Ralph,

I am in receipt of your request for names, home addresses and phone numbers for the building representatives in various K-NEA local associations.

Unfortunately, Kansas-NEA does not collect the individual building representative name, home address or phone number. We use the name 'BUILDING REPRESENTATIVE' and the school building name and address. I will therefore not be able to provide you with the desired information.

I have enclosed a set of mailing labels for our local association presidents. You may contact the presidents in the locals you wish to survey and seek their assistance in distribution and collection of your surveys.

I wish you well in your research activity, and if I can be of further assistance please do not hesitate to contact me.

Sincerely,

  
Bruce Goeden  
Assistant Executive Director

gh

Enclosure: Presidents mailing labels

cc: Jerry Hall

VITA 2

Ralph Hubert Stutzman

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER LOYALTY TO THE PRINCIPAL AND ITS EFFECT UPON PROFESSIONAL ZONE OF ACCEPTANCE AND PERCEIVED LEADER BEHAVIOR

Major Field: Educational Administration

Biographical:

Personal Data: Born in Heidelberg, Germany, December 22, 1949, the son of Mr. and Mrs. R. H. Stutzman.

Education: Graduated from Lakeshore High School, Stevensville, Michigan, in May, 1968; received the Bachelor of Arts degree in Science from Western Michigan University, Kalamazoo, Michigan, in 1973; received the Master of Arts degree in Elementary Education from Michigan State University, East Lansing, Michigan, in 1976; received the Specialist in Education degree in Educational Administration and Supervision from Wichita State University, Wichita, Kansas, in 1980; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1985.

Professional Experience: Cable Platoon Leader, U.S. Army, 1974-1975; Classroom Teacher, Anthony-Harper Unified School District #361, 1976-present; Supply Distribution Officer, Kansas Army National Guard, 1976-1982; Maintenance Officer, U.S. Army Reserve, 1982-present.

Professional Organizations: Phi Delta Kappa Professional Education Fraternity; The Honor Society of Phi Kappa Phi.