THE RELATIONSHIP BETWEEN TEACHER-PREFERRED AND TEACHER-PERCEIVED LEADERSHIP STYLE OF THE PRINCIPAL, AND THE EFFECT OF THIS RELATIONSHIP UPON SCHOOL CLIMATE

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CHAPTER I

INTRODUCTION

The late 1900s will undoubtedly be remembered as a time when studies called for improvements in American schools and in the process of schooling. From legislative and administrative branches of government at both national and state levels to action by local school districts and individual schools, it is clear that improvements in schools were being given top billing. As a part of this thrust from the education community to the world of scholarly research to the popular press, the last few years have seen a resurgence of attention to the importance of principals and the impact of their leadership upon schools. Newsweek, for example, responded to the report of the National Commission on Excellence in Education (1983) with a cover story stressing the principal's role in raising the expectation level of teachers and students ("Can Schools Be Saved?," 1983).

The attention from the public, policy-makers, and the education community is matched by a growing body of research on principals' behavior and school effectiveness. Manasse (1985) stated that all of the factors consistently identified as characteristic of effective schools--strong administrative leadership, a school climate conducive to learning, a school-wide emphasis on skills, high teacher expectations for student achievement, and systematic monitoring of pupil

performance--are either directly or indirectly related to the effectiveness of principals.

Organizational climate, the key to organizational productivity, can be shaped by institutional leaders, according to recent studies of business (Peters and Waterman, 1982; Firestone and Wilson, 1984). Yet, in recent years, very few educators have followed this lead to analyze how climates vary among schools or the ways in which principals can create climates that are conducive to more effective instruction.

Eicholtz (1984) noted that school climate is the key to excellence and effectiveness in American schools. He stated that "Positive school climate affects all aspects of the school: achievement, attendance, faculty and student morale, faculty self-image and self-esteem, and even curriculum and instruction" (p. 22). A favorable school climate provides the framework within which students, teachers, administrators, and parents function cooperatively and productively.

A positive school climate does not just happen by accident. It takes planning and work and strong leadership. The result is the production of better learning as well as better feelings all around. Building a positive climate, therefore, should have high priority today.

Background Information

It is difficult to define or measure school climate. School climate conveys the overall feeling or impression one gets about a school. Ellis (1988) stated that a school with a good climate is seen as having enthusiastic, hard-working students, a dedicated,

cooperative teaching staff, and a pervasive sense of trust, mutual respect, and support between teachers and administrators. A school with a climate perceived as poor is likely to be characterized by alienated students; teachers who are hostile or indifferent to the students and to one another; and a principal who is out of touch with teachers' needs, arbitrary and dictatorial in decisions, and resistant to any change in the status quo.

A study done by Brookover and others (1979) supports the contention that it is what occurs within the school social system that influences school performance, not the assumed innate abilities of the students. A positive school climate enhances the achievement of educational goals. A good working climate can be sensed. A person can literally feel the aura of a room, along with the aura of a school. Climate is felt more than heard, or even seen. A healthy school climate will promote productivity and a relaxed working atmosphere; a poor or negative climate may hinder learning.

Teachers and students are key elements in the production of student outcomes that will indicate the success or failure of their school's educational program. The level of success is also dependent upon the achievement of teacher and student "satisfaction" goals (e.g., gaining a sense of self-worth, enjoying school, obtaining rewards from participation in activities). Kelley (1981) defined this interaction between satisfaction and productivity for groups and individuals who live and work in school environments as school climate. Kelley (1981) also stated that, "Regardless of the principal's leadership behaviors, the principal is the one individual in the school who is most responsible for the climate of the school and for the outcomes

of productivity and satisfaction attained by students and staff" (p. 41).

Wallich (1981) recognized that it is vital that the building principal be recognized as the climate leader and be considered the key figure in climate development as perceived by parents, staff, and students. Others in the school system--teachers and students--respond, directly or indirectly, to what the principal does as well as to what he/she does not do. The principal remains accountable for the climate that exists. Levels of satisfaction, productivity, and the feeling that exists in the school are seen as direct or indirect results of what the principal does.

The importance of the principal as the climate leader cannot be overstated. Hersh (1982), in his two-year review of literature to find what makes some schools more effective than others, found that effective schools have administrative leadership that "helps create conditions for excellence" (p. 4). When a principal assumes the leadership of a school, he/she takes on a leadership style that becomes dominant. Whether this style is effective or ineffective, it will have an impact on the school and will establish the climate of the school (Stueven, 1985).

The ability to develop a positive school climate rests upon the leadership skills of the building principal. The principal is a key agent for change and it is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. If the school is vibrant, innovative,

child-centered, and has a reputation for excellence in teaching, the principal's leadership is the key to its success.

Walberg (1979) proposed that a general hypothesis about how actions of the principal will influence levels of student productivity and satisfaction--the ultimate aim of efforts to improve school climate--is that the flow of effects is from the principal to teachers, from teachers to students, and from students to student outcomes.

Given this hypothesis that principal-initiated behaviors must have their primary impact on teachers' perceptions, intentions and behaviors, Wallich (1981) noted that the crucial tasks of the principal in exercising leadership for climate improvement would include:

1. Stating expected outcomes.
2. Stating expected behaviors on the part of teachers as a means of achieving intended outcomes.
3. Determining whether or not teachers understand and share in the expectations that have been established.
4. Securing necessary support services so that teachers are able to implement behaviors aimed at accomplishment of expectations.
5. Supervising teacher performance of expected behaviors.
6. Providing feedback about teacher behaviors and about progress toward attainment of expectations.
7. Collecting feedback from teachers (and, as appropriate, from other audiences) to determine the extent to which goals are being attained and the extent to which principal behaviors are helpful to, and supportive of, teachers in efforts at accomplishment of intended behaviors and intended outcome (p. 9).

Statement of the Problem

Hoy and Henderson (1983) propose that organizational climate is an enduring quality of the internal environment of an organization as

experienced by its members. In some schools, behavior of teachers and principals is vibrant and complex; it seems real and genuine. In other schools, behavior is forced, shallow, and stereotyped; for the most part it is a hollow ritual in which individuals seem like actors on stage who have learned their parts by rote, but who perform without commitment (Halpin, 1966). If organizational members feel comfortable and are operating under a leadership style that is congruent with their preferred style, it is predicted that the members will see the climate of the school as a positive, happy place to be. On the other hand, if the perceived leadership style is incongruent with the preferred style of leadership, it would appear that perhaps the teachers might be working within a school climate that is perceived as less positive. With a focus on school goals, student concerns, and personal and professional relations, an ideal positive school climate involves everyone in achieving individual and group goals (Stueven, 1985).

The climate of the school can be felt as one enters the building. It can either be a climate of energetic, lively individuals moving together toward the goals established while simultaneously providing satisfaction for the group members' social needs, or it can be beset with a pervasive apathy among organizational members.

The problem that exists is that many schools are unproductive and have poor climates, but specifics about how principal behaviors or leadership styles affect school climate or contribute to this problem are not known. The literature reviewed clearly states that the principal is the climate leader of the school. However, a question arises when the principal's leadership style does not match the leadership

style preferred by the teachers. How does this discrepancy between the leadership style preferred by the teacher for the principal and the leadership style the teacher perceives the principal to exhibit affect the climate of the school?

Purpose of the Study

The major intent of this research was to determine if, when a discrepancy between teacher-perceived and teacher-preferred leadership styles of the principal exists, this discrepancy affects the climate of the school. When a discrepancy exists between teacher-preferred and teacher-perceived leadership style, this discrepancy could lead to low morale and an ineffective school system with dissatisfied teachers and students, resulting in a poor school climate.

Theoretical Framework

The theoretical framework for this study is based upon the situational leadership theory as developed by Hersey and Blanchard (1969) and upon school climate studies done by the CFK Task Force (1973).

Situational Leadership

Skinner and Sasser (1977), after doing detailed case studies on 31 key managers, determined that successful managers were notably inconsistent in their manner of attacking problems. Their focus, priorities, behavior patterns with superiors and subordinates, and management style continually changed as the situation dictated.

Skinner and Sasser concluded that successful managers were definitely situationalists.

Hersey and Blanchard (1969) were prompted by the same types of observations as they developed their situational leadership theory. According to their theory, there is no best way to influence people. The leadership style that a person employs with individuals or groups is related to two variables: the amount of direction (task behavior) and the amount of socio-emotional support (relationship behavior) a leader provides in a specific situation.

In the situational leadership theory, there are four distinct leadership styles: telling, selling, participating, and delegating. Utilizing the two variables of task and relationship, Hersey and Blanchard (1982) define the four styles a follows:

1. Style 1--High task/low relationship behavior is referred to as telling. This style is characterized by one-way communication in which the leader defines the roles of followers and tells them what, how, when, and where to do various tasks. It emphasizes directive behavior.

2. Style 2--High task/high relationship behavior is referred to as selling. In this style the leader still provides most of the direction, but through two-way communication and explanation the leader attempts to get the followers' approval and involvement in the assigned tasks.

3. Style 3--High relationship/low task behavior is referred to as participating. The leader and followers share in the decision making, and the main role of the leader is facilitating and communicating.

4. Style 4--Low relationship/low task behavior is referred to as delegating. Although the leader may still identify the problem, the followers are responsible for deciding the how, when, and where, and for carrying out the plans. The leader delegates responsibility to the followers and provides little direction or support.

School Climate

Prior to the publication of the work by Halpin and Croft (1962), the concept of school organizational climate had little substance. School climate was a nebulous feeling that people had about the atmosphere of the school, something that could perhaps be felt but not described and measured. During the 1970s, the Charles F. Kettering Foundation sponsored the annual Gallup Poll on The Public Attitudes Toward the Public Schools, which emphasized improving school climate. This added new impetus to the recognition of school climate as a factor in school effectiveness (CFK Ltd., 1973).

The CFK Task Force (1973) attempted to develop a means whereby a community could measure the prevailing climate and assess the quality of the processes and environmental conditions that characterize the school as an institution. The CFK Task Force suggested that at least eight major factors be examined to determine the quality of a school's climate: (1) respect, (2) trust, (3) high morale, (4) opportunities for input, (5) continuous academic and social growth, (6) cohesiveness, (7) school renewal, and (8) caring.

A comprehensive questionnaire to measure school climate was developed by the Task Force along with a handbook to assist schools in both the measurement and improvement process.

Significance of the Study

Fox (1973), in his article School Climate Improvement: A Challenge to the School Administrator, emphasized that, "The school administrator is first and foremost a climate leader and his key function is improvement of the school's climate" (p. 23). Throughout the

literature reviewed for this study, it was stressed that the principal is the climate leader of the school.

Positive school climate facilitates the fulfillment of the school's need to produce educated students and the need of staff and students for satisfaction in the learning and working environment. Principals, teachers, and students are more successful in accomplishing the school's goals and in producing the desired student outcomes in a school climate that is more positive than in a school climate that is less positive.

Research conducted by Chaffee (1981) and by Taylor (1981) indicates that a relationship exits between leader behavior and school climate. These studies emphasized the importance of the agreement in perceptions between the leader (principal) and the followers/ subordinates (teachers) with regard to the principal's leadership style. Chaffee (1981) found that school climate was more positive in those schools in which there was agreement between the principal and the teachers concerning the principal's leadership style than in those schools where there was disagreement. Taylor (1981) concluded from his study that "the congruence of perceptions relative to the principal's leadership style, adaptability, and effectiveness is necessary in order to significantly improve the quality of the school climate." This study determined the contribution of leadership style and leader effectiveness to the establishment of a positive school climate. Both Chaffee and Taylor recommended further investigation of the relationship between school climate and school leadership (Stueven, 1985).

Drawing from the information of Chaffee and Taylor, the purpose of this study was intended to contribute toward the accumulation of

more specific information and increased awareness regarding the relationship between the teachers' preferred leadership style and teachers' perceived leadership style of the principal and how this affects the climate and effectiveness of the school.

Limitations

There are limitations to this study in that the sample group of teachers and principals is confined to four school districts, similar in size. Population of cities from which the four school districts were chosen ranged from 10,000 to 20,000. Because the sizes of the school districts were so similar in the mid range, the dimension of rural and urban variables were not considered.

This study focuses on when a discrepancy exists between teachers' perceived and teachers' preferred leadership style of the principal, and how this discrepancy affects the teachers' perception of school climate. It was this researcher's belief that to focus on the principal leadership factor it would be beneficial to concentrate on a sample of schools representing similar localities. However, the results can not be generalized to the total population of teachers and principals due to this limitation.

Other factors to consider are:

1. Three of the four superintendents or assistant superintendents accepting the invitation to participate were women. Six male superintendents declined. Several of these superintendents allowed their principals to determine whether or not to accept the invitation.

2. Teachers from some schools did not respond out of fear that their principals might discover how they responded.

3. One of the school systems' superintendents allowed the principals to decide whether or not they wanted their elementary

school to be included in the study. Only three principals chose to accept the invitation to participate.

Because of the above-cited limitations, it can be concluded that perhaps some of the schools with "less positive" school climates were not included in the study and that only those schools which were confident about their school climates accepted the invitation to participate.

Definition of Terms

For the purpose of this study, the following terms are defined to clarify their usage.

Climate: The prevailing temper, outlook, set of attitudes, or environmental condition (as in regard to a particular activity or concern) characterizing a group or period (CFK Ltd., 1973). The climate may be thought of as the "organizational personality" of the school.

School Climate: An atmosphere or feeling which is intuitively felt by those who are connected with a school. Climate results from the kinds of programs, processes, and environmental conditions that characterize a school as an institution (CFK Ltd., 1973).

School Climate Profile--Short Form: Contains 75 indicators of the general school climate. The CFK Ltd. School Climate Short Form assesses eight factors which the authors determined to comprise a school's climate. These factors are: (1) respect; (2) trust; (3) high morale; (4) opportunity for inspection; (5) continuous academic and social growth; (6) cohesiveness; (7) school renewal; and (8) caring.

Leadership: The process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation (Hersey and Blanchard, 1982).

Situational Leadership Theory: The theory, as presented by Hersey and Blanchard, states that one of four leadership styles--S1 (telling), S2 (selling), S3 (participating) or S4 (delegation)--is the most effective for a given situation, which is defined by various task relevant maturity levels of the followers.

LEAD-Ed: The Leadership Effectiveness and Adaptability Description-Educational Version instrument developed by Paul Hersey, Kenneth H. Blanchard and Ronald K. Hambleton, is used for identifying the leader's style. It presents 20 situations that could happen in any school. Each situation offers four alternative actions from which to choose in response to each situation. The leadership style is determined to be one of the four leadership styles as defined in the Situational Leadership Theory.

Leadership Style: Operationally, leadership style is a rating of one of the four styles on the LEAD-Ed instrument. Hersey and Blanchard's Situational Leadership Theory defines leadership style in terms of two kinds of behavior, task behavior and relationship behavior.

As defined by Hersey and Blanchard (1982), leadership style is the consistent behavior pattern a leader uses when leading other people as perceived by those people. When the leader reacts in the same manner under similar conditions, the leadership style emerges.

Research Questions

The specific questions investigated were as follows:

1. Is there a difference between the leadership style of a school principal as described by the principal and as described by the teachers?
2. Is there a difference between school climate as perceived by teachers and as perceived by principals?
3. Is there a relationship between the leadership style of school principals, as perceived by teachers, and school climate?
4. When there is a difference in the teacher's preferred leadership style of the principal and the teacher's perceptions of the leadership style of the principal; does this discrepancy affect the school climate?

Organization of the Study

This research investigated the relationship between teachers' perceptions of leadership style and teachers' preferred leadership style and, if there was a discrepancy between the perceived and preferred leadership style, how the discrepancy might affect the school climate. An introduction to the study, background information, the statement of the research problem, the purpose of the study, the theoretical framework, the significance of the study, definition of terms, statement of the research questions, and an explanation of the organization of the study have been included in this chapter.

Chapter II presents a review of the related literature including an overview of the situational leadership theory and

research concerning the concept of the principal's leadership role in establishing school effectiveness. A discussion of the importance of school climate is also included in Chapter II.

Chapter III includes research design, demographic data of subjects, the instruments, and presents information on data collection and analysis procedures.

Analysis of the data collected by school for principals and teachers and combined samples of principals and teachers is presented in Chapter IV. Also included in Chapter IV is a restatement of the null hypotheses and pertinent data to accept or reject the null hypotheses.

The final chapter provides a summary of the study, a summary of the findings, conclusions, recommendations for practice, and recommendations for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of literature and related research yielded information concerning leadership theories, and the principal's role in school effectiveness and organizational climate. These variables are treated separately and in their relationship to one another. The first part is discussion of literature concerning situational leadership theory. Research concerning the concept of the principal's leadership role in establishing school effectiveness is then reviewed. The final section examines the literature relevant to school climate.

Overview of Situational Leadership Theory

Throughout history, good educational leadership has been the focus of intense interest, controversy and speculation. The success and failure of school districts have been attributed to the skills, behaviors, characteristics and values of the teachers and educational leaders. The public concern for educational excellence and demand for accountability have spotlighted the quality of leadership in our nation's schools. Research has shown that administrative leadership is an important and often key factor in a school's education effectiveness (Thomas and Ogletree, 1986).

Leadership is a highly valued commodity in society and, in many ways, it is difficult to envision a successful organization,

including a school, that does not have a strong leader. Leadership is something everyone experiences. However, when asked to define leadership, often the words used provide a better description of a leader than a definition of leadership. Fiedler and Chemers (1974) stated that "Although the terms 'leader' and 'leadership' are freely used in the literature as well as in everyday language, there is a great deal of misunderstanding of what we really mean by them" (p. 3).

In any organized activity, it becomes evident that leadership is essential to success. As expressed by Hersey and Blanchard (1982), "The successful organization has one major attribute that sets it apart from unsuccessful organizations: dynamic and effective leadership" (p. 82).

For years, when people talked about leadership style, they identified two extremes, an autocratic (directive) style and a democratic (supportive) style (Tannenbaum and Schmidt, 1957). Autocratic leaders use position power and their authority to get results, while democratic leaders use personal power and involve others in participative problem solving and decision making.

The leadership studies initiated in 1945 by the Bureau of Business Research at the Ohio State University were instrumental in dispelling the attitude that a leader was either autocratic or democratic (Stogdill and Coons, 1957). In observing the actual behavior of leaders in a wide variety of situations, the Ohio State staff found that they could classify most of the activities of leaders into two behavioral categories, "initiating structure" and "consideration." These concepts are defined by Zigarmi (1981) as follows:

> Initiating Structure--The extent to which a leader is likely to organize and define the relationships between himself/

> herself and the members of his/her group (followers); to explain what activities each is to do; and when, where and how tasks are to be accomplished--by endeavoring to establish well-defined pattern of organization, channels of communication, and ways of getting jobs done.
>
> Consideration--The extent to which a leader is likely to maintain personal relationships between him/herself and the members of his/her group (followers) by opening up channels of communication, giving subordinates an opportunity to use their potential--characterized by socio-emotional support, friendship, mutual trust, and respect for followers' ideas (p. 95).

In their studies, the Ohio State staff found that the use of these two types of behavior varies considerably from leader to leader. The behavior of some leaders is mainly characterized by structuring the activities of followers in terms of task accomplishment, while other leaders concentrate on providing socio-emotional support by developing personal relationships between themselves and their followers. Other leaders have styles characterized by both dimensions. With successful leadership, no particular style seems to be dominant. Instead, various combinations are evident. Initiating Structure and Consideration are not either/or leadership styles as an authoritarian-democratic continuum suggests. Instead, these patterns of leader behavior are separate and distinct dimensions which can be plotted on two separate axes. Thus, the Ohio State studies resulted in the development of four quadrants to illustrate leadership style in terms of Initiating Structure and Consideration, as shown in Figure 1 (Zigarmi, 1981).

Further research done by Stogdill and Coons (1957) showed that leadership styles tend to vary considerably from situation to situation and that it is not helpful to think of leadership style as an either/or continuum. In many situations, various combinations of both

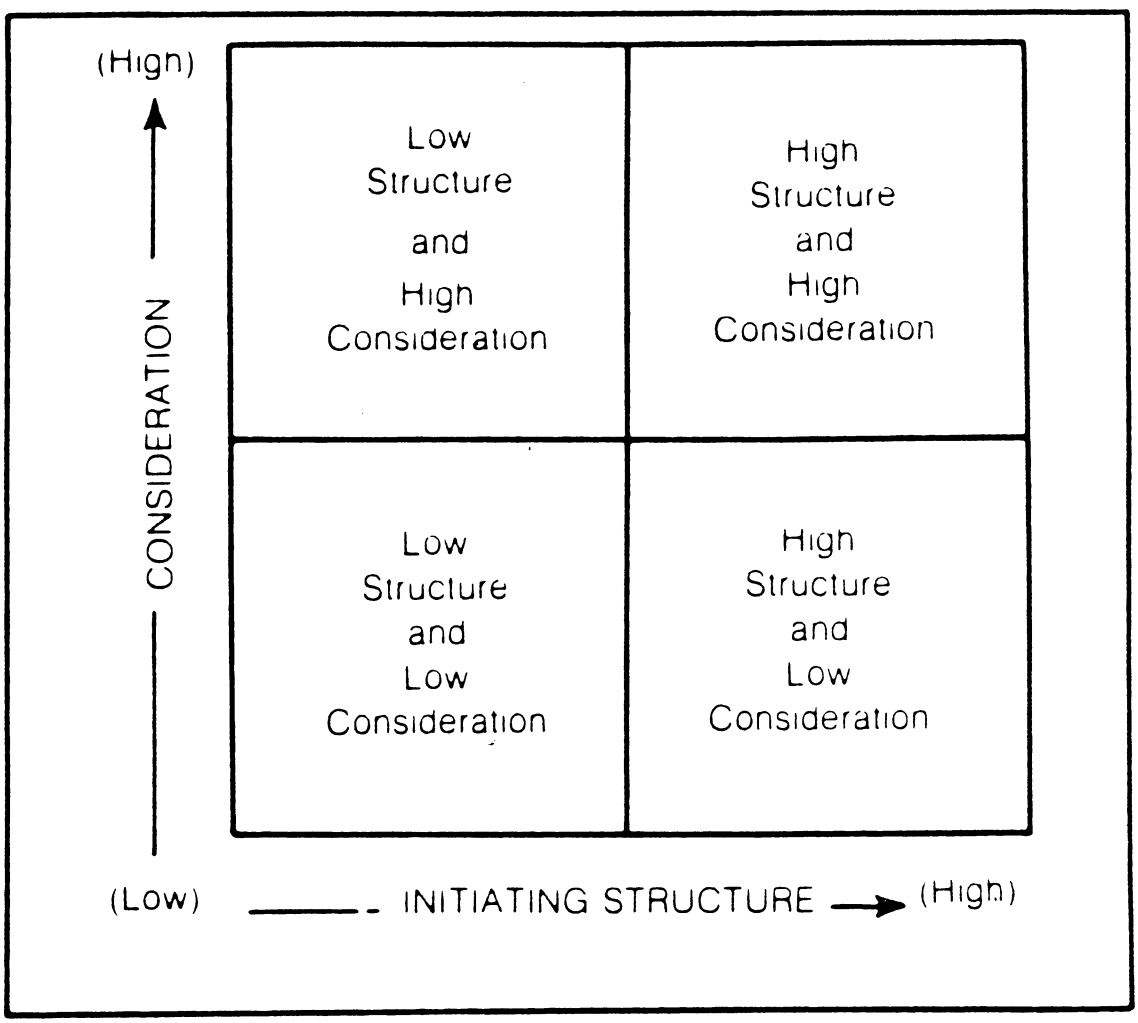

Figure 1. Ohio State Leadership Model

directive and supportive behavior are evident, and it appears that directive and supportive behavior are not mutually exclusive. Research over the last several decades has clearly supported the contention that there is no one ideal leadership style; successful leaders are able to adapt their style to fit the requirements of the situation. They practice situational leadership (Blanchard, Zigarmi and Zigarmi, 1987).

According to the tenets of Situational Leadership, there is no single best method of influencing the behavior of subordinates. Rather, the task-relevant maturity levels of individuals or groups in a given situation tend to determine which leadership styles are likely to achieve the highest results.

Each of the four leadership styles as shown in Figure 2--telling, selling, participating, and delegating--in the "prescriptive curve" is a combination of task behavior and relationship behavior, the two major dimensions of leader behavior that were first clearly identified by researchers at Ohio State University (Stogdill and Coons, 1957). Task behavior is the extent to which the leader provides direction for people, setting goals and defining their roles. Relationship behavior is the extent to which the leader engages in two-way or multi-way communication, facilitation behaviors, and socio-emotional support behaviors.

Hersey, Angelini and Carakushansky (1982) explain that the task-specific maturity of followers is a matter of degree. The levels of maturity range from very low (M1) to very high levels of maturity (M4). The appropriate leadership style for each of the four levels of

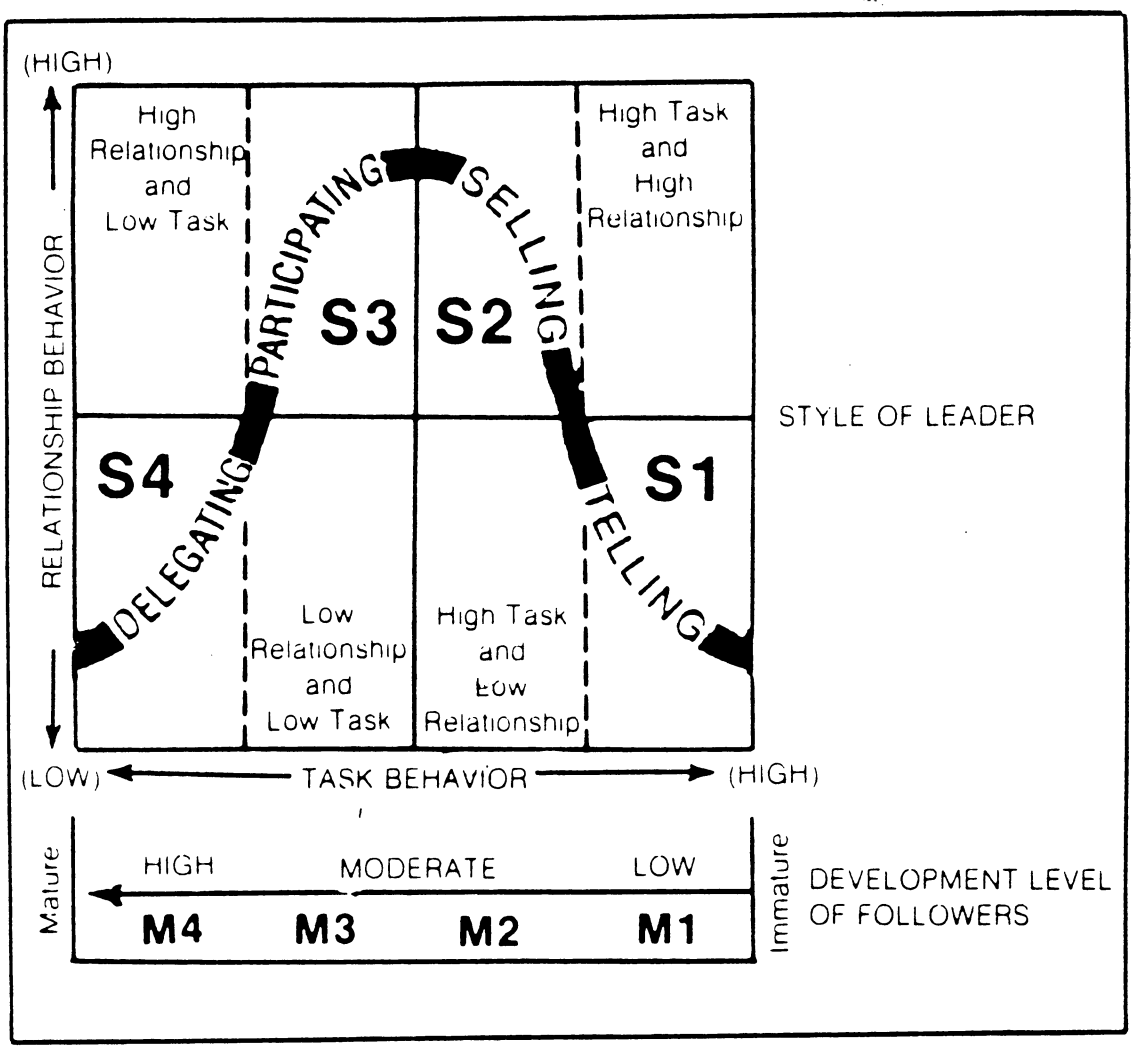

Figure 2. Hersey/Blanchard Situational Leadership Model

maturity is prescribed in the model, which illustrates the proper combination of task and relationship behavior to be used by the leader.

The four leadership styles described by Hersey and Blanchard (1982) in their Situational Leadership Theory are as follows:

> Telling (S1) is for low maturity (M1). People who are both unable and unwilling to perform a specific task need clear directions and close supervision. In emphasizing high task/low relationship behavior, Style One requires the leader to define roles and to tell people what, where, when and how to perform tasks. At the same time, supportive behavior is minimized (but not completely omitted) in order to avoid being perceived a permissive or rewarding of poor performance.
>
> Selling (S2) is for low to moderate maturity; that is, people who are willing but unable to take responsibility for a specific task or function (M2). In this high task/high relationship style, leaders still need to display very directive behavior, but should also provide strong supportive behavior to reinforce the followers' willingness and enthusiasm. Style Two is called "selling" because most of the direction is provided by the leader, who now uses two-way communication to explain decisions and gain follower support.
>
> Participating (S3) is for moderate to high maturity. Followers at this level (M3) have the ability to perform the specific task but lack confidence or enthusiasm. Leaders using this high relationship/low task style need to reduce or deemphasize the importance of their own structuring behaviors while maintaining a high level of supportive behavior, including two-way communication and active listening. Style Three is called "participating" because the leader and follower share decision-making, with the primary role of the leader shifting to facilitating and communicating.
>
> Delegating (S4) is for high maturity people who are both able and willing to perform the specific task (M4). Leaders using this low task/low relationship style demonstrate little directive or supportive behavior, because the followers are self-motivated and are capable of self-direction (pp. 217, 219).

Situational leadership is based upon several assumptions that are rooted in leadership theory (King, 1984).

1. Blanchard uses the term "successful" to describe leadership attempts that get the job done. He uses "effective" for leadership that gets the job done but also causes the subordinate to feel good about doing the job. A leader's most valuable asset, next to personnel, is time. Effective leadership eventually saves supervisor's time.

2. No one best leadership style exists; therefore, one must learn to match leadership style with the developmental level of the subordinate.

3. Both "position" power and "personal" power are used by effective leaders.

4. Feedback on results is the most powerful motivator for learning new skills and developing willingness to do the job (p. 7).

The theory behind the situational leadership model is that people are treated differently. The leader varies leadership style with each teacher according to assigned role and tasks. Teachers must deal with student relations, parent relations, curriculum and instruction, and classroom management. In each of these general areas, an individual teacher will be at a different level of commitment and competence.

This study is based upon the basic belief that the way principals treat teachers is the way teachers treat their students. Teachers can not be expected to treat students as individuals if principals do not treat teachers as individuals. Blanchard, Zigarmi and Zigarmi (1987) state that the quality of interaction between principal and faculty is directly related to the principal's unique ability to meet the individual teachers where they are, and to provide for them what they cannot do for themselves.

> Principals must not only know how to vary their leadership styles, but when to change styles to fit the responses and capacities of their teachers. Only by utilizing situational leadership will principals be able to deal with current and future needs (p. 16).

Leadership for Effective Schooling

In everything written about education today, there seems to be a recurring theme--leadership. The principal is the key to effective schools. The principal is the key to the school's ability to react to the future.

The current crisis in education is viewed as so severe that the very survival of the entire public school system is in question (Goodlad, 1984). Blame for this situation has been attributed to a myriad of sources, including the absence of clear goals, nonrigorous standards, ineffective use of time, inferior teachers, and antiquated curricular and instructional modes (National Commission on Excellence in Education, 1983; Task Force on Education for Economic Growth, 1983).

Responsibility for carrying out the recommendations addressing these areas of concern rests largely with the educational leaders, who also have encountered considerable criticism. Boyer (1983) feels that the lack of leadership has contributed to the weakening of public education, while Goodlad (1984) specifically attributes the lack of self-renewal among school personnel to principals' lack of requisite skills in group leadership.

Throughout the literature on effective schooling, the principal has been identified as a central factor in reaching effectiveness. Lightfoot (1983), in her study of good schools, maintains that it is the principal who sets the tone and culture of the school through his or her vision and action, and who inspires the commitment and energy of the faculty. Stueven (1985), in his study, included the following statements concerning the principal as leader.

> Castetter (1976) claims that the principal is probably the most important administrator in the school system in terms of achieving effective utilization of human resources.
>
> Goodlad (1979) proposes that it is the principal, far more than any other person, who shapes and articulates the school's atmosphere and who creates its sense of mission.

The Effective Leader: Task or Relationship Centered?

Accepting the importance of the role of principal as the leader in the school system in establishing effectiveness, the question then would arise, "What style of leadership behavior should be exhibited to establish the most effective school? In literature on the subject, the findings concerning this question are varied as shown in the following studies (Stueven, 1985).

> Principals perceived as exhibiting either one of the higher relationship-oriented styles (S2 or S3) were considered by teachers as the most effective. Principals with S1 or S4 style (low relationship oriented) were seen as least effective (Clark, 1981, p. 65).
>
> In the first place, leadership studies indicate that leader behavior should not be depicted on a one-dimensional continuum. Secondly, empirical findings tend to show that there is no normative (best) style of leadership--in other words, successful leaders are those that can adapt their leader behavior to the needs of their followers and the situation (Zigarmi, 1981, p. 95).
>
> The bulk of the evidence shows no one style of leadership is consistently more effective than another (Walter, Caldwell and Marshall, 1980, p. 618).
>
> Principals using the high structure-high concern style were perceived as more effective than the low structure-low concern leader (Roach, 1982, p. 95).
>
> Consideration was the leadership variable most strongly related to job satisfaction. Structure was the leadership variable most strongly related to job performance (Roberts, 1983, p. 6).

As appears from the findings cited above, there is no "best" or "most effective" leadership style. Leaders perceived to be effective

are task oriented at times and concerned with socio-emotional needs at other times (Filley and House, 1969). A plausible explanation is provided by Hersey and Blanchard's Situational Leadership Theory. In brief, their theory holds that the leader should engage in different combinations of task and relationship behavior depending upon the maturity of members of the group in relation to a specific task (Walter, Caldwell and Marshall, 1980, p. 618). Orton (1984) declares that the trick to being an effective situational leader always has been to recognize the right situation for the right approach (p. 28).

Organizational Climate in Schools

School climate, the sense of cooperation, satisfaction and productivity, which exists in some degree in every school, provides the framework within which children work and learn (Kelley, 1980). With the current importance being placed upon effective schooling and accountability, it is imperative that schools and communities work cooperatively to create the sense of cooperation and satisfaction described by Kelley to be very important in order to produce the optimum setting for children to learn.

In order to develop an effective school, the mission established by that school must include the creation of a positive "healthy" school climate where students, teachers, principal and parents work together cooperatively in an effort to fulfill all needs of students, personal needs as well as academic needs. Hoy and Miskel (1978) have defined school climate as the end product of the school groups, teachers, students, administrators, as they work to balance the organization and individual dimensions of a social system. These

products include shared values, social beliefs, and social standards. A climate which is trusting and open is essential in order to develop students who are able to learn to their fullest potential.

One of the oldest and perhaps most widely known measurements of school organizational climate was developed by Halpin and Croft (1962). The instrument, the Organizational Climate Description Questionnaire, looks at the social standards components of the school's behavior (Hoy and Miskel, 1978). After administering their questionnaire to 1,151 teachers and principals in 71 schools in six different regions of the United States, they developed six profiles of school climate. Using combinations of scores from four subscales which relate to teacher behavior and four subscales which relate to principal behavior, climate is rated as being open, autonomous, controlled, familiar, paternal, or closed. The six climates are described as follows (Halpin, 1966):

1. The Open Climate--Members enjoy a high degree of trust and esprit and obtain considerable job satisfaction. The principal and faculty are genuine in their behavior.

2. The Autonomous Climate--Members enjoy substantial freedom in their efforts to find ways as part of the group for satisfying social needs. Procedures and regulations exist to facilitate the teachers' tasks, yet the principal remains aloof preferring to run the school in a business-like and impersonal manner. Morale is high, and production emphasis is low.

3. The Controlled Climate--A press for achievement at the expense of social needs satisfaction is apparent. Despite this over-emphasis toward task achievement, morale is high. Consequently, this climate is more open than closed. The source of school leadership is policy through the principalship, not the group.

4. The Familiar Climate--Members are part of one big happy family. Emphasis is on social needs satisfaction which

is extremely high. Morale is average and results from social needs satisfaction rather than task achievement. The activities of teachers are only superficially structured, monitored, and evaluated. No one works to full capacity.

5. The Paternal Climate--The principal ineffectively attempts to control the teachers, while also trying to meet their social needs. Staff relations are poor with various factions within the school evident. The principal emphasizes what should be done, but the end result is nothing does get done.

6. The Closed Climate--In this climate, members obtain little satisfaction from either task achievement or social needs. The direction of teacher activities is ineffective, and there is no inclination to be concerned with anyone's personal welfare. This climate is the most closed and least genuine of all six climates (pp. 174-181).

Halpin and Croft (1962) concluded that school climate is a distinctive and definable entity:

> As any teacher or school executive moves from one school to another, he is inexorably struck by the differences he encounters in organizational climates. He voices his reaction with such remarks as, "You don't have to be in a school very long before you feel the atmosphere of a place" (p. 19).

In 1973, the Charles F. Kettering Foundation (CFK Ltd.) sponsored an endeavor involving about 200 school administrators throughout the United States to produce a set of papers on school climate improvement. The Foundation, established in 1967 by the late educator C. F. Kettering, IV, worked with 75 associates to develop a Climate Profile (1973). The CFK Ltd. School Climate Profile assesses the following:

1. Respect;
2. Trust;
3. High morale;
4. Cohesiveness;
5. Opportunities for input;
6. Continuous academic and social growth;

7. School renewal; and

8. Caring.

There are many contributing factors which create a positive school climate involving the team efforts of all certified and classified staff members, students, parents, district staff, and a supportive school board. However, as the literature reviewed has consistently stated, the most critical factor in creating school climate is the school principal. The principal serves as the instructional leader, the motivator, and the molder of school climate. Smedley and Willower (1981) indicate that the behavior of the school principal as perceived by teachers is a crucial variable in the organizational climate of schools. In order to make changes, if needed, to create a more positive school climate, the administrator may have to develop new perspectives, attitudes, skills, knowledge and practices.

Measuring School Climate

By the late 1960s, the most popular instrument used to assess the organizational climate of schools was the Organizational Climate Description Questionnaire (O.C.D.Q.) developed by Halpin and Croft (1962). The O.C.D.Q. is composed of 64 questions which are divided into eight subtests--four which deal with the behavior of teachers, and four which deal with the behavior of principals. Subtests specific to the characteristics of teacher behavior are hindrance, intimacy, disengagement, and esprit. Assessing the characteristics of principal behavior are the production emphasis, aloofness, consideration, and trust subscales (Stueven, 1985).

The School Climate Profile is a 130-question instrument. A handbook for utilizing the instrument and for improving school climate is provided. This instrument was designed to serve two purposes: (1) to provide a convenient means of assessing the school's climate factors and determinants so that initial decisions can be made about priority targets for improvement projects, and (2) to serve as a benchmark against which a school may measure climate change (Fox, 1973, p. 151). A short form of the School Climate Profile is available in which the respondents select the degree (almost never, occasionally, frequently, or almost always) to which they perceive the climate item to occur in the school.

The National Association of Secondary School Principals (NASSP) School Climate Survey (1986), as developed by authors of the School Climate Survey, Kelley, Glover, Keefe, Halderson, Sorenson and Speth (1986), was developed at the University of Nebraska-Lincoln. Funds to support its development were provided by NASSP and by Teachers College and the Layman Fund (a university research grant) of the University of Nebraska-Lincoln. This instrument measures perceptions held by stakeholder groups (e.g., students, parents, teachers) about the physical, social and learning environments of a school. Climate is measured by asking each individual to serve as an informant; i.e., to respond to each item in terms of what he or she believes most people hold to be true about the characteristic of the school's environment.

The NASSP School Climate Survey collects data about perceptions on 10 subscales: (1) Teacher-Student Relationships, (2) Security and Maintenance, (3) Administration, (4) Student Academic Orientation, (5) Student Behavioral Values, (6) Guidance, (7) Student-Peer

Relationships, (8) Parent and Community-School Relationships, (9) Instructional Management, and (10) Student Activities (Kelley, Glover, Keefe, Halderson, Sorenson, and Speth, 1986).

Measurement of climate solely by what most people believe, rather than as a collection of climate and individual satisfaction responses, is the primary difference between the NASSP School Climate Survey and most other measures of climate. A second difference is the emphasis in the NASSP Model of the collection of perceptions of climate from all major stakeholder groups. A third difference is the description of climate as a mediating variable rather than as an outcome measure (Kelley, Glover, Keefe, Halderson, Sorenson, and Speth, 1986).

The short form of the School Climate Profile was selected for this study because the item responses indicating principal and teachers' perceptions of school climate were distributed across the four possible climate ratings. The form was short and concise and easily marked by respondents, consuming little of their time. This instrument also addressed specifically the administrator's affect on school climate. The Climate Profile is one of the better-known instruments and has a good reputation and therefore was chosen for this study.

Summary

The importance of school climate in establishing effective schools is evidenced by the prominence it has taken throughout the effective school literature. In searching the literature, as always there were varied ideas presented by authors which offered explanations for the reasons for problems within American schools. There is

evidence, however, that there are some common threads which continue to flow throughout the literature regarding principal effectiveness, leadership based on situational factors, and the importance of the principal's role in establishing school climate.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to determine if a discrepancy between the teacher-preferred leadership style and the teacher-perceived leadership style of the principal affects the climate of the school. This chapter includes research design, demographic data of the subjects, instruments, data collection and analysis procedures.

Subjects

In selecting a sample group for this investigation, the researcher decided to select elementary schools of school districts within cities in the state of Oklahoma which have populations ranging between 10,000 and 20,000. This population size was determined in order to stay within "middle-range" cities and away from rural or urban districts. The state Educational Directory served as a guide for selection of these schools. A telephone call to the Chamber of Commerce of each city determined population size. Ten school districts which fell within the desired city population size were selected at random.

The superintendents of these ten school districts were contacted by letter explaining the research study and inviting them to allow

their elementary teachers and principals to participate. Four of the ten superintendents responded stating they wanted their elementary schools to be included in the study. These superintendents also supplied a letter of endorsement and faculty rosters of their elementary school teachers and principals. Eighteen elementary schools were represented in the four school districts and a total of 317 teachers and 18 principals were assigned random ID numbers and were mailed surveys.

Three of four schools were represented by women who readily accepted the invitation to include their elementary schools in this research project. The other six declining superintendents were male. A few declining superintendents stated their teachers had already participated in several studies and would not have time to answer the surveys. Others had met with their principals and let them decide whether or not their schools could be represented in this study. Their principals declined.

Elementary schools were chosen for this research project because it is at the elementary level that this researcher has primary interest and expertise. It is acknowledged that perceptions of school climate and preferred leadership style would vary considerably at the secondary level.

Instrumentation

The primary areas of focus--teachers' preferences of leadership style, teachers' perceptions of leadership style, leadership effectiveness and school climate--constituted the basis for the selection of the two instruments to measure each variable. Following is a

description of the Leadership Effectiveness and Adaptability Description (LEAD-Ed) and the School Climate Profile--Short Form.

The educational version of the Leadership Effectiveness and Adaptability Description (LEAD-Ed) instrument was developed by Paul Hersey, Kenneth Blanchard, and Ronald Hambleton. (See Appendix A for complete LEAD-Ed). It is based on the 12-item Leadership Effectiveness and Adaptability Description (LEAD) instrument designed for business and industrial organizations by Hersey and Blanchard. The purposes of both the LEAD and LEAD-Ed are to determine respondent's perception of his/her own leadership style or the subordinates' perceptions and preferences of the leader's leadership style. An "effectiveness score" can be obtained. Effectiveness depends upon how well "the leadership style interrelates with the situation in which the leader operates" (Hersey and Blanchard, 1982, p. 104). As the leadership style becomes more or less appropriate to the situation, leadership effectiveness increases or decreases respectively. Both of the LEAD instruments were developed from Hersey and Blanchard's Tri-Dimensional Leader Effectiveness Model, a model designed in support of their Situational Leadership Theory. The conception of this theory had its beginning in 1945 at the Center for Leadership Studies, Ohio State University. Building upon the Ohio State Model, Hersey and Blanchard formulated the Situational Leadership Theory (Stueven, 1985).

> The LEAD-Ed contains 20 items in which the respondent chooses one of four possible responses. (See Appendix B for LEAD-ED answer sheet.) Each of the four possible responses reflects one of the four leader behaviors (leadership styles). The items, described in term of a school setting, are designed in the following ways:

1. Five situations involve groups of low maturity (M1).

2. Five situations involve groups of low to moderate maturity (M2).

3. Five situations involve groups of moderate to high maturity (M3).

4. Five situations involve groups of high maturity (M4).

Participants choose from four leader actions given for each situation. Each leadership style (S1, S2, S3, S4) is represented among the four choices (leader actions).

Hersey and Blanchard (1982) theorized a continuum of effectiveness in leader style which is dependent upon the maturity level (M1 to M4) of the followers. The effective leader behaves (leadership style) according to his assessment of the task relevant maturity of his followers. The accuracy of this match (leader style to follower maturity) determines leader effectiveness. On the LEAD-Ed, the most effective leader action varies with the situation relative to the maturity of the group as described in that particular situation (Stueven, 1985).

To determine the respondents' scores for perceived and preferred leadership styles, the 20 responses were totaled by style so that each respondent has four numbers for the preferred leadership style and four numbers for the perceived leadership style. These totals are not the totals of categories (a), (b), (c) and (d) on the questionnaire. For example, in question 1 response (a) represents style 3, while in question 2 response (a) represents style 2. (See Appendix C for LEAD Instrument Scoring Sheet.)

To establish reliability of the LEAD-Ed, Walter, Caldwell and Marshall (1980) asked a group of 26 elementary school principals to respond to the LEAD-Ed. Two measures of internal consistency yielded reliability coefficients of .810 and .613. Reliability coefficients based on an odd-even correlation the Kuder Richardson Formula 20 corrected with the Spearman Brown formula were .870 and .613, respectively. "The reliability estimates can be considered as moderate to

high as can be expected when complex information is sought and when newly developed theories and concepts are translated into instrument form" (Caldwell, p. 53).

The LEAD-Ed has high content validity for measuring the variables of leadership style and leadership effectiveness. The conceptual framework upon which the LEAD-Ed is based evolved directly from theoretical work in leader behavior. The four dimensions of behavior measured by the LEAD-Ed result from the research by Halpin (1966) on the two dimensions of leadership: initiating structure and providing consideration (Stueven, 1985).

To establish congruent validity of the LEAD-Ed, Walter, Caldwell and Marshall (1980) asked 12 elementary school principals to respond to the LEAD-Ed and four teachers from each of their schools to respond to selected subscales of the Leader Behavior Description Questionnaire--Form XII. It was assumed that both instruments would measure common constructs. The LEAD-Ed measures task and relationship behavior and the LBDQ-XII measures, among other dimensions, initiating structure and consideration. It was expected that task behaviors would relate to initiating structure and relationship behaviors would relate to consideration.

As expected, principals perceived by teachers as "always" initiating structure tended to choose high tasks/low relationship actions on the LEAD-Ed and they did not have high effectiveness scores. The principals who preferred low task/high relationship behavior were perceived by teachers as "seldom" or "never" initiating structure (Walter, Caldwell, and Marshall, 1980). Caldwell noted that although support for congruent validity was not found in all correlations

calculated between the LEAD-Ed and the two subscales of the LBDZ XII, "The evidence obtained along with the high content validity based on theory lends credence to the LEAD-Ed instrument" (p. 59). Permission to use the LEAD-Ed for the current study was granted by Dr. Ronald K. Hambleton, University of Massachusetts.

The CFK Ltd. School Climate Profile, published by Phi Delta Kappa, has been widely used to assess the overall climate of schools. (See Appendix D for complete CFK Ltd. School Climate Profile--Short Form.) Twelve recognized experts identified the content areas of school climate and constructed the indicators within the instrument which measure school climate to establish content validity for the CFK Ltd. School Climate Profile (Fox, 1973). As cited by Stueven (1985) in his dissertation, Chaffee's (1981) and Taylor's (1981) dissertations noted that construct validity and reliability of the School Climate Profile had been established in a study by Dennis in 1979. Dennis found the instrument to be highly related to a criterion measure of school climate and expert judges' ratings ($r > .79$). The reliability coefficient was .95 for the total School Climate Profile (Stueven, 1985). The School Climate Profile--Short Form contains 15 indicators of the general school climate. Permission to use the School Climate Profile was granted by Dr. Edward Brainard, Aurora Public Schools, Aurora, Colorado.

The four categories of the School Climate survey and the climate ratings are:

Category	Climate Reading
Almost Never Positive	C_1
Occasionally Positive	C_2
Frequently Positive	C_3
Almost Always Positive	C_4

The School Climate--Short Form was scored by totaling each person's category responses and dividing by the number of questions answered by the person. For example, a teacher's total number of Almost Always Positive C_4 (d choice on the survey) were added and divided by the number of questions the teacher answered, usually 15. The school climate score for the teacher is the climate that received the most responses by that teacher. The principal's score is assigned likewise; that is, the principal's most frequent climate response.

The dominant school climate category was assigned by using a two-step process. The first step used the questionnaire data to assign to each teacher a dominant category. Then, ignoring the questionnaire totals, the second step used the teachers to assign a dominant climate rating to the school. In the first step the teacher was assigned the category indicated most frequently on the questionnaire. For the second step the dominant category assigned to the school was the category containing the most teachers. The two-step process avoided a single teacher whose scores heavily favored one climate rating from unduly determining the dominant climate rating for the school as a whole.

For example, suppose Teacher A places all 15 votes for C_4. Teachers B and C place 10 of their votes for C_3; thus, two teachers

favor C_3 by a slight margin (10 votes for C_3, 5 votes for C_4). This school is classified as C_3.

The other method of simply counting the votes across all teachers would give C_3 a total of:

Teacher A	$C_3 = 0$	
Teacher B	$C_3 = 10$	
Teacher C	$C_3 = 10$	
Total		20 votes for C_3

Teacher A	$C_4 = 15$	
Teacher B	$C_4 = 5$	
Teacher C	$C_4 = 5$	
Total		25 votes for C_4

In this case, a single teacher, highly partisan, would have determined the school-wide climate rating.

The two-step method used treats each teacher equally by giving each teacher one vote.

Procedure

Pilot Study

In November 1990, a sample of elementary teachers from two small rural school districts in North Central Oklahoma were selected to participate in the pilot study. One of the districts had two elementary schools, each having its own principal. The three principals of the schools and 25 teachers who were randomly selected from both districts participated in the pilot study. Of this sample, all 25 teachers were female and the three principals were male. Two of the

schools had fewer than 300 students; the third school population had fewer than 500 students.

A memo from the superintendents of both school districts was attached to each teacher's and principal's packet of material for the survey. The memo endorsed the research project and encouraged them to take part by responding to the surveys, one relating to leadership style of the principal and the other concerning school climate. Each teacher and principal then received a cover letter explaining his/her participation in the pilot study and the purpose of the study, along with the two surveys to be filled out. The teachers were asked to evaluate the survey instruments for the purpose of refining the instruments. No suggestions for refinement or improvement were given by the pilot sample; therefore the formal study proceeded as designed for the pilot.

Formal Study

In February of 1991, the superintendents of ten school districts within cities ranging in population between 10,000 and 20,000 were sent a letter which explained the research project and provided the option of participating in the study. Four of the superintendents agreed that their schools be included in the study and mailed a list of teachers who taught in each of the district's elementary schools. In March of 1991, 317 surveys, along with a demographic questionnaire, were mailed to the subjects with a cover letter which assured confidentiality and outlined directions. A stamped, self-addressed envelope was provided for convenient mailing.

In April of 1991, teachers and principals who had not responded to the first mailing were called and the phone calls were followed up by a second mailing. When contacted by phone, many of the teachers expressed how busy they had been and hadn't had time to complete the surveys. Some teachers expressed concern about confidentiality and fear that their principal might discover how they responded to the surveys. A few from one school in particular selected not to participate out of this fear, even though it was explained to them that they would always remain anonymous. Other teachers from this same school opted to cut off their teacher ID numbers so that they could assure themselves of total anonymity. One hundred seventy teachers responded (54 percent) of the original sample. Eighteen elementary schools within four school districts represented the final group of respondents.

Demographic Data

Demographic information requested of the principal respondents included years of experience, gender, number of students in their school buildings, and type of school (urban or rural). (See Appendix E for principals' and teachers' background information sheets.)

As indicated in Table I showing principals' demographic data, the first demographic category considered was the number of years served as a principal. Eight (44.4 percent) of the principals had between one and ten years of experience as a principal. Nearly 28 percent had been a principal 11-15 years. One principal had between 16-20 years of experience, and the remaining 22 percent had been principals more than 21 years.

Table I shows that 12 (66.7 percent) of the principals were male and six (33.3 percent) were female.

The largest representation (13) of principals were serving in urban school systems, while the remaining five principals reported their schools to be rural. It was generally assumed by the researcher that "urban" referred to schools within the city and that "rural" schools were located in outlying areas but still included in the city school district.

Teachers' background information included number of years of teaching experience, gender, gender match with principal, number of students in the building, type of school system, and currently holding or pursuing an administration certificate.

As Table II indicates, the first demographic considered for teacher respondents consisted of the number of years of teaching experience. The number of years' teaching experience was considerably evenly spread, with the most teachers (40) having taught 6-10 years. The fewest number of teachers in this sample (12) had taught over 25 years. Six teachers' responses were missing for this item.

The majority (153) of the teachers who responded were female, while the remaining 11 were male. Six teachers did not respond to this question.

Concerning the demographic question regarding the number of students enrolled in their schools, 61 of the teachers indicated their school had 100-299 students, 56 teachers taught in schools having 300-499 students, and 45 reported enrollment of over 500 students. One

TABLE I

DEMOGRAPHIC DATA ON PRINCIPALS

Variable	N	Frequency	Percentage
Years as Principal	18		
1-5 years		4	22.2%
6-10 years		4	22.2
11-15 years		5	27.8
16-20 years		1	5.6
21-25 years		2	11.1
Over 25 years		2	11.1
Gender of Principal	18		
Female		6	33.3
Male		12	66.7
Number of Students	18		
100-299		8	44.4
300-499		7	38.9
Over 500		3	16.7
Type of School	18		
Urban		13	72.2
Rural		5	27.8

teacher indicated there were 0-99 students enrolled; however, it is expected by the researcher that this teacher was not fully aware of the accurate number of students in the school. Seven responses were missing from this item.

Table II indicates that the majority of 127 teachers taught in urban schools, while 34 reported they taught in rural schools. Nine teachers did not respond to this question.

Concerning gender match, according to Table II, it is indicated that 97 of the teacher respondents were teaching in schools in which

TABLE II

DEMOGRAPHIC DATA ON TEACHERS

Variable	N	Frequency	Percentage
Years of Experience	170		
1-5 years		31	18.9%
6-10 years		40	24.4
11-15 years		32	19.5
16-20 years		27	16.5
21-25 years		22	13.4
Over 25 years		12	7.3
No response		6	
Gender of Respondent	170		
Female		153	93.3
Male		11	6.7
No response		6	
Number of Students	170		
0-99		1	0.6
100-299		61	37.4
300-499		56	34.4
Over 500		45	27.6
No response		7	
Type of School	170		
Urban		127	78.9
Rural		34	21.1
No response		9	
Gender Match	170		
Same gender		67	40.9
Different gender		97	59.1
No response		6	
Pursuing or Holding Administration Certificate	170		
Yes seek		13	7.9
Not seek		151	92.1
No response		6	

the principal was of the opposite gender. The remaining 67 teachers who responded stated they were the same gender as their principal.

Responses to the question of whether the teacher was seeking or currently held an administration certificate indicated that 151 teachers neither held nor were seeking an administration certificate, while 13 did currently hold or were pursuing an administration certificate. Six teachers did not respond to this question.

Table III shows the demographic data collected on the elementary teachers in Oklahoma. Comparing this data to the sample group regarding years of teaching experience, it can be seen that 69 percent of

TABLE III

DEMOGRAPHIC DATA ON ELEMENTARY TEACHERS
IN THE STATE OF OKLAHOMA
N = 18,202

Variable	Frequency	Percentage
Years of Experience		
1-5 years	5,242	28.7%
6-10 years	3,592	19.7
11-15 years	3,752	20.6
16-20 years	3,218	17.6
21-25 years	1,650	9.0
Over 25 years	748	4.1
Gender		
Female	16,031	88.0
Male	1,389	7.6

Data provided by the Oklahoma State Department of Education.

the elementary teachers in Oklahoma had taught 1-15 years, whereas 62.8 percent of the sample group had taught 1-15 years. The remaining 30.7 percent of the total state population of teachers had taught 16 to over 25 years, compared to 37.2 percent of the sample group which had taught 16 to over 25 years. Regarding years of teaching experience, the sample group proved to be a fair sample representing the "typical teacher" in the state of Oklahoma.

However, when the demographic data of the sample group of principals was compared to the data provided by the State Department, a contrast in the two groups was shown. Table IV indicates that 26.6 percent of the total elementary principals in the state have served as principal 1-15 years and the remaining 73.1 percent have been a principal for 16 to over 25 years. This compares to the sample group of principals where 72.2 percent have been a principal for 1-15 years and the remaining 27.8 percent have served 16 to over 25 years as principal.

In comparing gender of teachers in the sample group to the total state population of teachers, 93.3 percent of the sample group were female and 6.7 percent were male, while 88 percent of the total state elementary teachers were female and 7.6 percent were male.

Of the sample group of principals, 66.7 percent were male compared to 57.7 percent of male principals in the total state population. The remaining 33.3 percent of the sample group were female, compared to 38.7 percent of the state principals who were female. The demographic data of the sample groups of teachers and principals and the total state population of teachers and principals regarding gender were very similar.

TABLE IV

DEMOGRAPHIC DATA ON ELEMENTARY PRINCIPALS
IN THE STATE OF OKLAHOMA
N = 1,050

Variable	Frequency	Percentage
Years as Principal		
1-5 years	6	0.5%
6-10 years	70	6.6
11-15 years	205	19.5
16-20 years	333	31.7
21-25 years	256	24.3
Over 25 years	180	17.1
Gender of Principal		
Female	387	36.8
Male	606	57.7

Data provided by the Oklahoma State Department of Education.

Data Analysis

The four research questions corresponding to the null hypothesis and statistical tests follow:

1. Is there a difference between the leadership style of a school principal as measured by the principal and as measured by the teachers?

   H_0: Leadership style as measured by the principal and as measured by the teachers is independent.

   H_0: Chi squared test on school scores.

2. Is there a difference between school climate as perceived by teachers and as perceived by principals?

   H_0: School climate as perceived by teachers and as perceived by principals is independent.

   H_0: $\mu_t = \mu_p$

   Chi squared test on school climate scores.

3. Is there a relationship between the leadership style of the school principal, as perceived by teachers, and school climate?

   H_0: There is no relationship between the leadership style of school principals as perceived by teachers and school climate.

   H_0: Chi squared test on teachers' scores.

4. When there is a difference in the teacher's preferred leadership style of the principal and the teacher's perceptions of the leadership style of the principal, does this discrepancy affect the school climate?

   H_0: The mean climate score reported by those teachers operating under the preferred leadership style will be lower or equal to the mean climate score of those teachers not operating under the preferred leadership style.

   H_0: $\mu_P \leq \mu_{NP}$

   t-test of the two means, μ_P, the mean climate score for those teachers operating under the preferred leadership

style, and μ_{NP}, the mean climate score for those not operating under the preferred leadership style.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Chapter IV presents the findings of this study in three major sections. Section 1 presents a descriptive summary of the respondents' results in determining dominant perceived and preferred leadership style for the principal of each participating school as scored from the LEAD-Ed instrument. Also included in Section 1 is the school climate rating for each participating school as determined by scoring of principals' and responding teachers' School Climate Profile instruments. Data results are presented in tables.

Section 2 consists of an analysis of sample wide data for all principals and teachers. A descriptive summary is given to explain the results which are shown in tables.

Section 3 restates the four research questions of this study and the corresponding null hypotheses. Pertinent data are represented to either reject or not reject each null hypothesis at the $p < .05$ level of significance.

Leadership style data were scored by methods described in Chapter III from the LEAD-Ed. The pertinent data collected included identification of perceived and preferred leadership style of the principal. Throughout this chapter the four leadership styles as identified by

Hersey and Blanchard's Situational Leadership Model will be referred to as:

S_1 - High Task-Low Relationship Leader Behavior

S_2 - High Task-High Relationship Leader Behavior

S_3 - Low Task-High Relationship Leader Behavior

S_4 - Low Task-Low Relationship Leader Behavior

The school climate, as identified by each teacher and principal, was derived through the scoring of the CFK Ltd. School Climate Profile. Each teacher and principal was assigned a school climate rating--C_1, C_2, C_3, or C_4--as determined by their responses to the questionnaire. Each school climate rating is described as:

C_1 - Almost never positive

C_2 - Occasionally positive

C_3 - Frequently positive

C_4 - Almost always positive

Individual School Results on the LEAD-Ed and the School Climate Profile

A total of 18 schools were surveyed, which included responses from 18 principals and 170 teachers. Principals responded to the 20 situations on the LEAD-Ed to determine their self-identified leadership style and teachers responded to the 20 situations on the LEAD-Ed instrument indicating their perceived leadership style of the principal and their preferred leadership style of their principal. The principal and each responding teacher examined the 20 situations and selected a preferred resolution from among the four offered. Each of

the four corresponds to one of Hersey and Blanchard's leadership styles.

Table V summarizes the individual school results on the LEAD-Ed and the School Climate Profile. (See Appendix F for complete tables showing individual school results on the LEAD-Ed and the School Climate Profile.)

TABLE V

SUMMARY OF INDIVIDUAL SCHOOL AND PRINCIPAL RESULTS ON THE LEAD-ED AND THE SCHOOL CLIMATE PROFILE

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
Principals, N = 18												
Count of Selected Dominant Category	0	14	4	0					0	0	5	13
Schools, N = 18												
Count of Selected Dominant Category	2	5	7	4	0	12	6	0	0	0	3	15

Of the 18 schools, the teachers' perceived dominant leadership style of the principals showed: seven to be S_3--Low Task-High Relationship; five to be S_2--High Task-High Relationship; four to be S_4--Low Task-Low Relationship; two to be S_1--High Task-Low Relationship.

Results from the principals' responses showed that 14 principals identified their leadership styles to be S_2 (High Task-High Relationship), while the other four principals identified S_3 (Low Task-High Relationship) to be their leadership style. No principals perceived themselves to be S_1 (High Task-Low Relationship) or S_4 (Low Task-Low Relationship) leaders.

The majority of schools' teachers (12 schools) preferred their leader to demonstrate the S_2 leadership style. The remaining six schools' teachers identified S_3 to be their preferred leadership style. No schools indicated S_1 or S_4 to be the dominant preferred leadership style.

The climate ratings indicated by principals showed that 13 principals identified their school climate rating to be C_4, almost always positive. Five principals identified their schools to have the C_3, frequently positive, climate rating. No principals identified C_1, almost never positive or C_2, occasionally positive, as their schools' climate rating.

When the dominant climate ratings for individual schools were identified by teachers, it was found that 15 of the schools' teachers rated their school climates to be C_4, while the remaining three rated their school climates to be C_3. No schools were identified to have the C_1 or C_2 climate ratings.

It is interesting to note that the rank order of <u>perceived</u> leadership style was S_3, S_2, S_4, S_1 as indicated by teachers. When principals identified their leadership style the rank order was S_2, S_3 (no S_1, S_4), which matched the rank order of the teachers' <u>preferred</u> leadership style, S_2, S_3 (no S_1, S_4). The rank order of the climate

ratings for the 18 schools as responded to by principals and by teachers was the same, C_4, C_3 (no C_1 or C_2).

The "typical" pattern to be observed from the principals' results is that they perceived themselves to be S_2 High Task-High Relationship leaders and that they have almost always positive school climates, C_4. The leadership most preferred by teachers was S_2; however, few schools (five) perceived their leaders to be S_2. In all five schools in which the principals rated their climates as C_3 (frequently positive), the teachers of these schools rated the climates more favorably with a C_4 climate rating (almost always positive). However, in three other schools where the teachers rated the climate to be C_3 the principals of those schools found the climate to be more positive with a C_4 rating.

Sample-Wide Results on the LEAD-Ed and the School Climate Profile

Details of the sample-wide results are shown in Table VI. Row 1A reports the total number of times the principals (N = 18) selected each of the four leadership styles and the total responses for all principals for each climate rating. Row 2A indicates the total number of times the responding teachers (N = 170) selected each perceived leadership style. The total number of responses for all teachers as a sample-wide group (170) for each preferred leadership style are the center four figures of Row 2A. The right-most figures of Row 1A show the number of times the principals, as a group, chose each category on the School Climate Profile. Likewise, the right-most four figures of

TABLE VI

SAMPLE WIDE SCORES AS RESPONDED TO ON THE LEAD-ED TO DETERMINE PERCEIVED AND PREFERRED LEADERSHIP STYLE AND ON THE SCHOOL CLIMATE PROFILE TO DETERMINE SCHOOL CLIMATE RATING

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
Group: Principals, N = 18												
1A Total	68	165	102	24					0	7	94	154
1B Mean	3.8	9.2	5.7	1.3					0.0	0.39	5.2	8.6
1C Standard Error	1.6	2.5	2.2	0.9					0.0	0.5	3.5	3.9
1D Count of Selected Dominant Category	0	14	4	0					0	0	5	13
1E Dominant Category		*										*
Group: Teachers, N = 170												
2A Total	991	1063	864	415	822	1309	928	274	59	293	739	1410
2B Mean	5.8	6.2	5.1	2.4	4.8	7.7	5.5	1.6	0.4	1.7	4.4	8.3
2C Standard Error	.25	.23	.21	.20	.17	.18	.18	.09	.09	.18	.24	.35
2D Count of Selected Dominant Category	28	45	57	40	16	81	53	20	1	9	45	115
2E Dominant Category			*			*						*

* Indicates dominant category determined by the category with the most principals or teachers.

Row 1B indicate the number of times all of the teachers as a sample-wide group selected each climate rating.

Row 1B of Table VI shows the mean responses per category for perceived leadership style and climate ratings as responded to by all principals. The mean values are Row 1A divided by the number of principals (N = 18). Likewise, Row 2B reports the mean responses per category for perceived and preferred leadership style and climate rating as responded to by all 170 teachers. Mean values were determined by dividing Row 2A by the number of teachers (N = 170).

Row 1C of the principals' scores in Table VI reported the standard error of the mean. Likewise, the standard error of the teachers' mean scores is shown in Row 2C.

Row 1D shows the number of sample-wide principals whose dominant categories lay in each leadership style and school climate rating. Row 2D indicates the sample-wide number of teachers whose dominant categories lay in each leadership style (perceived and preferred) and school climate rating.

Sample-wide results for all principals (N = 18) and all teachers (N = 170) revealed that although the principals perceived their leadership style to be S_2, High Task-High Relationship, the teachers perceived S_3, Low Task-High Relationship, to be the dominant leadership styles of their principals; however, the dominant preferred leadership style reported by teachers was found to be the S_2 leadership style. It is interesting to note that the principals <u>perceived</u> their leadership style to be the same as that <u>preferred</u> by the teachers; however, the principals and teachers <u>perceived</u> the principals' dominant style to be different.

The results of the sample-wide principals' and teachers' scores showed that principals and teachers agree on the Climate Rating 4, almost always positive climate.

Data Analysis of Research Questions

This section presents a restatement of the four research questions posed in this study. Also presented are the corresponding null hypothesis and pertinent data to either accept or reject each null hypothesis at the $p < .05$ level of significance.

Question 1: Is there a difference between the leadership style of a school principal as described by the principal and as described by the teachers?

H_0: The null hypothesis stated that leadership style as described by the principal and as described by the teachers is independent.

Chi square test on schools. The aggregate teachers perceived leadership scores were used to determine the schools' perceived leadership style of principals. Table VII displays the total number of schools and principals that fall within each leadership style cell. Out of the 18 schools, three schools' leadership styles were determined to be S_2, eight schools dominant leadership style was S_3 and seven schools fall in the S_4 leadership style cell. No schools determined S_1 to be the dominant leadership style.

The majority of principals, 14, perceived their own leadership style to be S_2 and the remaining four principals perceived themselves as S_3 leaders. No principals determined their leadership style as S_1 or S_4.

It is interesting to note that seven school leaders were determined by teachers to be S_4 Low Task-Low Relationship leaders, but none of the principals perceived themselves to display the S_4 leadership style.

The Chi square test showed a value of .815 which was not statistically significant, p = .665. The null hypothesis was not rejected.

TABLE VII

SCHOOLS' PERCEIVED LEADERSHIP STYLE AND PRINCIPALS' PERCEIVED LEADERSHIP STYLE

Schools' Perceived Leadership Style	Principals' Perceived Leadership Style		
	S_2	S_3	Total
S_2	2	1	3
S_3	7	1	8
S_4	5	2	7
Total	14	4	18

Sample size = 18 principals; 18 schools
Chi square = .815
df = 2
p > .665
Cramer's V = .213

The number in each cell is the sample count of schools (across rows) and principals (down columns).

Question 2: Is there a difference between school climate as perceived by teachers and as perceived by principals?

H_0: The null hypothesis states that school climate as perceived by teachers and as perceived by principals is independent.

Chi square test on schools. In this discussion of school climate ratings, the schools' climate was determined by the teacher aggregate responses. Table VIII shows that three of the 18 schools' climate ratings were C_3, while the other 15 school climates were rated as C_4. No teachers determined their school climate to be C_1 or C_2. According to the principals' responses on the School Climate Profile five of the 18 principals rated their school climate as C_3 and the remaining 13 principals determined C_4 as their school climate. None of the principals rated their school climate as C_1 or C_2.

The Chi squared test was used to determined if school climate as perceived by teachers and as perceived by principals is independent. The Chi square test for independence produced a value of 1.385, which was not statistically significant, $p = .239$; therefore, the null hypothesis was not rejected. It is concluded that teachers' and principals' views of a school's climate are independent.

Question 3: Is there a relationship between the leadership style of school principals, as perceived by teachers, and school climate?

H_0: The null hypothesis states that the leadership of school principals, as perceived by teachers, and school climate are independent.

TABLE VIII

SCHOOL CLIMATE AS PERCEIVED BY TEACHERS AND BY PRINCIPALS

Teachers' Perceived School's Climate Rating	Principal's Perceived Climate Rating		
	C_3	C_4	Total
C_3	0	3	3
C_4	5	10	15
Total	5	13	18

Sample size = 18 principals; 18 schools
Chi square = 1.385
df = 1
p = .239
Cramer's V = -0.277

The number in each cell represents the total number of schools and principals that indicated a particular school climate.

Chi square test on teachers. Table IX displays the simple count of teachers that fell into each category. For example, eight teachers perceived leadership style of principal to be S_1 (High Task-Low Relationship) and also identified the school climate to be C_3 (Occasionally Positive). Only ten teachers described their school climate as C_1 or C_2; therefore, a valid statistical inference could not be made as to the relationship between school climate and principals' leadership style. Consequently, this relationship was analyzed using only the school climate ratings C_3 and C_4. This left 160 teachers for the analysis.

TABLE IX

THE RELATIONSHIP BETWEEN PERCEIVED LEADERSHIP STYLE AND SCHOOL CLIMATE AS IDENTIFIED BY 170 ELEMENTARY TEACHERS

Teachers' Perceived Leadership Style of School Principals	Teacher's Climate Rating C_3 Frequently Positive	C_4 Almost Always Positive	Total
S_1 - High Task-Low Relationship	8	19	27
S_2 - High Task-High Relationship	10	34	44
S_3 - Low Task-Low Relationship	13	39	52
S_4 - Low Task-Low Relationship	14	23	37
Total	45	115	160

Sample size = 160
Chi square = 2.642
df = 3
p = .450
Cramer's V = .129

The number in each cell represents the number of teachers indicating a particular leadership style and climate rating.

The Chi squared test was used to determine if there was a relationship between the perceived leadership of principal and school climate. The relationship was not statistically significant, p = .450; therefore, the null hypothesis 2 was not rejected.

Question 4: When there is a difference in the teachers' preferred leadership style of the principal and the teachers' perception

of the leadership style of the principals, does this discrepancy affect the school climate?

H_0: The null hypothesis stated that the mean climate reported by those teachers operating under the preferred leadership style (μp) will be lower or equal to the mean climate score of those teachers not operating under the preferred leadership style (NP).

$p \leq NP$ t-test of the two means

Table X shows that 84 teachers were operating under their preferred leadership style, while 86 teachers preferred a different leadership style than the one they perceived for their principal. The results of the t-test indicated that the mean climate (3.75) was higher with statistical significance for the teachers who perceived and preferred the same leadership style than the mean climate (3.47) of the teachers whose preferred and perceived leadership styles differed. The difference between the mean climate scores of teachers operating under their preferred leadership style and the mean climate score of those teachers not operating under the preferred leadership style was statistically significant, $p = .0018$. Therefore, the null hypothesis of research question 4 was rejected.

TABLE X

PERCEIVED AND PREFERRED LEADERSHIP STYLE
AND SCHOOL CLIMATE

Variable: School Climate	N	Teachers' Climate Rating	
		Mean	Standard Deviation
Perceived and Preferred Leadership Style the Same	84	3.7500	0.51
Perceived and Preferred Leadership Style Different	86	3.4767	0.68

T = 2.96
approximate DF = 157.7
p = .0018

As the estimated variables of the two groups differed with statistical significance, an unequal variance t-test was used.

CHAPTER V

DISCUSSION

Introduction

This chapter includes a review of the purpose of the study, a summary of the study, a summary of the findings, discussion and conclusions from the results of the study, and recommendations for practice and further research.

Review of Purpose

The purpose of this study was to determine whether or not, when there is a discrepancy between teacher preferred and teacher perceived leadership style of school principal, this discrepancy affects the school climate. Further intents of this research were to: (1) examine the relationship between the leadership style of school principals as perceived by teachers and their description of school climate, (2) determine if there is a difference between school climate as perceived by teachers and as perceived by principals, and (3) determine if there is a difference between the leadership style of a school principal as described by the principal and as described by the teachers.

Preparation for the study included a selective review of the literature relating to school climate and leadership style. Review of the literature included a discussion of leadership, specifically

Hersey and Blanchard's Situational Leadership Theory, the principal's role in establishing school effectiveness and literature relevant to school climate. Discussion of these topics and rationale for selection of the LEAD-Ed and the School Climate Profile instrument for measuring principals' leadership style, perceived and preferred, and school climate were provided in Chapter I, II and III.

The pilot study consisted of a survey of 25 subjects out of two small rural school districts in North Central Oklahoma. Further details regarding the instrumentation and the pilot study may be found in Chapter III.

Summary

This study utilized a survey including the LEAD-Ed instrument to determine principals' self-identified leadership style and teachers' perceived and preferred leadership style of principal and the School Climate Profile to determine principals' and teachers' identified climate rating of the school. The superintendents of ten school districts within cities ranging in population between 10,000 and 20,000 were sent a letter which explained the research project and provided the option of participating in the study. Four of the superintendents chose for their schools to be included. Three of these four superintendents or assistant superintendents giving permission were women. The fourth superintendent allowed his principals to decide whether or not their elementary schools should participate. Three principals in this district allowed their teachers to receive surveys.

Three hundred seventeen teachers were mailed surveys. Out of these 317 teachers, 170 of the selected subjects responded to the

surveys and were included in the final data anlysis. When contacted by phone to follow up on mailing, it was discovered that several teachers did not choose to respond because they feared their responses would not be confidential and were extremely threatened that their principal might find out how they responded. Some teachers from one particular school chose to cut off their teacher ID numbers to assure their anonymity. The above-stated factors determining response rate limited the final results.

Eighteen elementary schools representing four school districts were represented by the final group of subjects. Eighteen principals representing these elementary schools responded to the surveys. The teacher samples were primarily female (93.3 percent) and the principals were primarily male (66.7 percent). The largest group (24.4 percent) of the teachers had between 6-10 years of experience. Years of principal experience was evenly distributed with 22.2 percent serving one to five years, 22.2 percent serving 6-10 years, and 27.8 percent serving as principal for 11-15 years. Approximately 44 percent of the schools represented in the survey had 100-299 students, 38.9 percent of the schools had 300-499 students, and the remaining 16.7 percent of the schools' student population was over 500. Approximately 59 percent of the respondents were a different gender than their principal, while the remaining 40.9 percent of the teachers were the same gender as their principal. Only 7.9 percent of the teachers responded that they were pursuing or were currently holding an administration certificate.

Raw scores on the LEAD-Ed were used to determine the dominant leadership style of the principal as perceived and preferred by the

teachers and as self-identified by the principal. Also, a dominant school climate rating was assigned to each school by using principal and teacher raw scores on the School Climate Profile. Chapter IV gives a detailed description of how the dominant leadership styles and climate ratings were assigned for each principal and school.

Final analysis of data gathered from the respondents was provided in detail in Chapter IV by use of narrative and tabular form presenting frequency distributions and percentages, mean scores, standard error, Chi-square, and *t* tests.

The four research questions examined were:

1. Is there a difference between the leadership style of a school principal as measured by the principal and as measured by the teachers?
2. Is there a difference between school climate as perceived by teachers and as perceived by principals?
3. Is there a relationship between the leadership style of school, as perceived by teachers, and school climate?
4. When there is a difference in the teachers' preferred leadership style of the principal and the teachers' perceptions of the leadership style of the principal, does this discrepancy affect the school climate?

Findings

Research Question #1

Is there a difference between the leadership style of a school principal as described by the principal and as described by the teachers?

The first null hypothesis states that leadership style as measured by the principal and as measured by the teachers is independent. This study revealed that there is no significant relationship between leadership style as described by the principals in this sample and as described by the teachers in this sample. The null hypothesis was not rejected.

Research Question #2

Is there a difference between school climate as perceived by teachers and as perceived by the principal?

The null hypothesis of Question 2 states that school climate as perceived by teachers and as perceived by principals is independent. The statistical analysis of this question revealed that teachers' and principals' views of a school climate are independent. The null hypothesis was not rejected.

Research Question #3

Is there a relationship between the leadership style of school principals, as perceived by teachers, and school climate?

The third null hypothesis states that the leadership of school principals, as perceived by teachers, and school climate are independent. The relationship between leadership of school principals, as

perceived by teachers, and school climate was not found to be statistically significant; therefore, it was found with this sample that school climate did not relate to leadership of school principals as perceived by teachers in this sample. The null hypothesis was not rejected.

Research Question #4

When there is a difference in the teacher's preferred leadership style of the principal and the teacher's perceptions of the leadership style of the principal, does this discrepancy affect the school climate?

The null hypothesis of the fourth research question states that the mean climate score reported by those teachers operating under the preferred leadership style will be lower or equal to the mean climate score of those teachers not operating under the preferred leadership style. The statistical analysis of the raw scores revealed that 84 teachers were operating under their preferred leadership style, while 86 of the teachers were not operating under the preferred leadership style. The mean climate score of teachers operating under their preferred leadership style was higher than those not operating under their preferred leadership style; therefore, it was found with this sample that school climate was rated more positively by teachers when there was agreement between their preferred and perceived leadership style. The null hypothesis was rejected.

Additional Findings

1. No teachers determined their dominant school climates ratings to be C_1--almost never positive, or C_2--occasionally positive.

2. No principals rated their schools as C_1--almost never positive, or C_2--occasionally positive.

3. Only three of the schools were identified by teachers to have C_3--frequently positive climates, and five of the principals rated their school climate as C_3. The remaining 15 teachers and 13 principal ratings of school climate were C_4--almost always positive.

4. When dominant preferred leadership for school principal was described by teachers, the majority of the schools preferred S_2--high task-high relationship leader behavior.

5. Fourteen of the 18 principals identified their leadership style to be S_2; however, only five schools were determined by teachers to have leaders operating under the S_2 leadership style.

6. No schools determined S_1--high task-low relationship, or S_4--low task-low relationship, to be the dominant <u>preferred</u> leadership style. However, one school showed S_1 as the <u>perceived</u> leadership style, and four schools determined S_4 to be the <u>perceived</u> dominant leadership style.

7. The majority of principals (14) identified their leadership style to be S_2, while the remaining four principals determined their leadership style to be S_3. No principals identified S_1 or S_4 as their leadership style.

8. Only four of the schools and their principals identified the same dominant leadership style of the principal. The remaining 15 schools did not match the dominant leadership style as self-identified by the principal.

9. Only three of the schools had matching preferred and perceived dominant leadership styles, and all three of these schools

perceived and preferred the S_2 leadership for the principal. Out of these three schools where teachers' preferred and perceived leadership style was congruent (S_2), one of the self-identified principal's leadership style was S_3. The other two principals matched the S_2 dominant style as indicated by their teachers.

10. In school #7 there were twice as many votes for perceived leadership S_3 (67) as for any other style (17, 30, 26), and five of the eight responding teachers reported S_3 as their dominant style. This would be an example of a school in which the teachers have similar perceptions of the leadership style of the principals.

11. School #5 is in contrast to the above-described school. Its 11 teachers split votes evenly to S_1, S_2 and S_3, and reported their dominant style in each of the four categories. The teachers in this school have different perceptions of the leadership style of the principal.

12. School #202 is an example of a school where there were some partisans who had a different perception from that of the other teachers. One or more teachers cast most of their 20 "votes" for perceived leadership S_1. The other four or five teachers spread their votes across the four leadership styles, with three giving S_4 the most votes and two giving S_2 the most votes. In this school, therefore, the style other than the dominant style received many votes.

13. Looking at the total vote counts of schools #201, #202 and #5, the school-wide dominant category for these schools would have differed substantially had the dominant category been assigned on a "most vote" school-wide basis rather than by the "one teacher, one vote" system of awarding dominant school category.

Discussion

This study supports the finding of Stueven (1985) that teachers prefer the high task-high relationship style leader. Although most of the principals perceived themselves to be the S_2--high task-high relationship leader, as preferred by most teachers, their teachers did not perceive them as being this type of leader. Many discrepancies were found throughout the sample schools in which the teachers perceived the principal differently than the principals perceived themselves. However, as analyzed by Chi square techniques in this study, significant relationships were not found to exist between the leadership style as described by the principal and as described by the teachers.

The relationship between school climate as perceived by teachers and as perceived by principals was not found to be statistically significant. It is interesting to note that eight out of the ten schools showed differences in principal and teachers' perception of school climate. In five of these eight schools, the teachers' dominant climate rating was more positive than the principals rated their school climate.

None of the principals' or schools' dominant climate ratings were determined to be the less positive school climates, C_1 or C_2. Perhaps this is a result of the selective process by which the superintendents chose to participate or not to participate in the study (allowing principals to decide if their schools would participate). The high climate ratings given by teachers and principals might be resulting from the fact that only those schools (teachers and principals) confident of their climates chose to respond or that they responded in a

manner they felt would reflect most positively in the results of the survey.

Conclusions

As reported by this sample of 170 elementary teachers, when a discrepancy exists between the leadership style which is perceived and that which is preferred, teachers view the school climate to be less positive than when they are operating under a leadership style that is consistent with what they prefer. However, there was not a significant relationship found with this sample to exist between teacher perceived leadership style of school principal and school climate. Therefore, it can be concluded that positive school climate rating can not be predicted by knowing the teacher perceived leadership style of the principal. Only if a discrepancy exists between teacher preferred and teacher perceived leadership style of principal, as shown in this study, can it be predicted that teachers would perceive a less positive climate.

It is also noteworthy that in some of the schools the total number of teacher "votes" cast for the leadership styles (example, school #202) S_1 (41) far exceeded the total number of votes cast for S_4 (19); yet, when the dominant category was delegated (the leadership style delegated to the most teachers), the S_4 was determined to be dominant. It is concluded that there were some partisan teachers that had a totally different perception of the principal than the other teachers in the system. However, on both extremes (the high total vote, S_1, and the dominant category, S_4), the principal was reported to exhibit low relationship leader behavior.

In contrast to the above situation where there are a few teachers who have a totally different perception of the principal than the rest of the teachers, there are schools in which teachers agree as a group as to how they perceive their principal. This situation can be seen in School #7 where the total number of votes for S_3, low task-high relationship leader behavior (67), was twice as many as were cast for any other leadership style (17, 30, 26). Also, five of the eight teachers reported S_3 as their dominant style. This is a good example of a school where the teachers have similar perceptions of the leadership style of their principal.

Perhaps in a school such as this where teachers have similar perceptions of the principal, it can be concluded that the principal relates the same to all teachers and is consistent in dealings throughout the school system. In the school where a few teachers have overwhelming differences in perception of the principal's leadership style, the principal might react differently to different teachers, adjusting leadership style to the needs of the teachers. Also, the teachers in the school where overwhelming differences of perceived principal leadership are indicated might not be so homogeneous in age or in years of experience as the group of teachers in the school where perceptions of principals' leadership style are similar.

Recommendations for Practice

Recommendations for practice as a result of this study and review of the literature are applicable to the universities and colleges of higher education, to principals, and to teachers.

Recommendations for Higher Education

Two primary recommendations related to this study are directed to the universities and colleges of higher education. The first is continuation of research in the area of school climate and its relationship to school effectiveness and student learning. As the literature reviewed by this researcher has well documented, the need for an understanding of the importance of a positive school climate to school effectiveness is worthy of attention in teacher and administrator preparation.

The second recommendation is that in courses offered for future administrators an emphasis be placed upon recognizing personal leadership style and the importance of developing leadership skills that have been shown through the literature to be those preferred by teachers. Also, in preparing future administrators, courses should devote much attention to the importance of developing a positive school climate which is conducive to student overall development and learning.

It is this researcher's feeling that as new administrators take over new administrative duties, they tend to concentrate and devote full attention to individual decisions in order to run a smooth operating school without taking time to "feel" (much less measure) the overall atmosphere of their school. The importance of the total climate of the school should be emphasized to students seeking administrator's certification.

Recommendations for Principals

The first recommendation offered for building principals is that they be fully cognizant of the importance of creating and maintaining a positive school climate in their schools. As the literature upholds, one is able to "feel" the climate of the school upon entering the building and as the literature reviewed in this study maintains, it is the principal who is the climate leader of the school.

It is also recommended that principals model effective leadership which as this study revealed is the S_2--high task-high relationship leader behavior. In this study as well as the previous study done by Stueven (1985) teachers seem to prefer a principals' leadership style to be both task and relationship oriented. Because of the significant relationship between congruent teacher perceived and teacher preferred leadership style and positive school climate, it is of utmost importance that the principals' leadership style be consistent with that preferred by the teachers in the building. It is therefore recommended that in selection of teachers, a thorough understanding between principal and teacher be reached concerning preferred leadership style. It is the feeling of this researcher that the principal can also gain insight into the teaching beliefs of a prospective teacher by discussing during the selection process what that teacher looks for in principals' leadership behavior.

Recommendations for Teachers

As was revealed in this study, teachers view school climate to be more positive if their principal exhibits the leadership behavior they prefer. Therefore, it is recommended that teachers realize the

importance of teaching in a building where the leadership style of the principal is congruent with their preferred style of leadership.

Many teachers are often so eager to get a teaching position that they do not consider the climate of the school or the type of leader with whom they will be working before they accept the teaching position. Later, after accepting the teaching assignment in the building, they discover that they have trouble "adjusting" and begin to feel uncomfortable in this work setting because the leadership style of their principal does not match what they would prefer it to be. It is therefore recommended that teachers seek out information regarding community, other teachers in the building, and leadership style of the principal before they accept a teaching position.

This study has been based upon the basic belief that the way principals treat teachers is the way teachers treat their students. If there is inconsistency in the way teachers prefer their principal's leadership behavior and the actual leadership behavior of their principal then, as this study revealed, this incongruency will affect the view of school climate and the conditions in the classroom.

As Kelley (1980) has stated, school climate is the sense of cooperation, satisfaction, and productivity which exists in some degree in every school and provides the framework within which children work and learn. If there is not a sense of healthy school climate due to incongruencies in teachers' perceived and preferred leadership style of principals, then there will not be the feeling of cooperation, satisfaction and productivity that Kelley refers to in his statement. It is therefore recommended that teachers who are dedicated to helping children grow and learn in a healthy school climate seek, through

careful screening, a school and a principal consistent with their beliefs about children and learning and that they lend every effort to maintain the appropriate climate for learning.

Recommendations for Further Research

A similar study needs to be conducted with a few possible variations. First, that a larger sample size be utilized in order to add greater validity to the Chi-square statistics, and second, that a sample group of secondary teachers and principals be studied to determine variation in preferred leadership style or if there is a significant relationship between preferred and perceived leadership style at the secondary level.

A further recommendation would be that, if similar research is done, the surveys be sent out at the first of the school year. It appeared through some of the comments received from respondents that motivation level was low to respond at the end of the school year.

The purpose of selecting schools within districts located in similar populated areas in order to concentrate on the principal leadership factor was accomplished in this study. However, it is recommended that in future studies a cross-sampling of rural and urban responses might add another dimension to the study to determine if there is a difference in preferred leadership style due to school size or locality.

Identification of demographic differences in the final analysis and findings would enhance a study to determine perceived and preferred leadership and how, if there is a discrepancy, this discrepancy might affect the view of school climate. Of particular

interest for future studies would be to determine how gender match or years of teaching experience might affect the results of teacher perceived and teacher preferred leadership style of principal.

Identification of specific factors or behaviors of the principal which contribute to the school climate would provide valuable information for the studies of school climate. Perhaps a more qualitative type investigation would be successful in determining this type of information regarding leadership behaviors and their effect upon school climate.

A study comparing leadership style behavior of male principals and female principals and resulting school climate would be worthy of future investigation. There is much research available regarding female administration and male administration; however, with the importance also placed upon school climate by the literature reviewed in this study it is recommended that a study be done regarding the school climates of schools led by female administrators in contrast to those schools led by male administrators.

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APPENDIX A

LEADERSHIP EFFECTIVENESS AND ADAPTABILITY DESCRIPTION

EDUCATIONAL VERSION

(LEAD-Ed)

DIRECTIONS: The LEAD-Ed has 20 situations that could happen in any school setting. Each situation offers four alternative actions which the principal might take. On the answer sheet, circle one response for the action you perceive your principal would take. Then circle the action which you would prefer or desire the principal to take. Both of your responses might be the same or they might be different for each given situation.

1. You have assigned a group of teachers, usually responsive to your requests, to supervise the arrival and departure of buses. You have taken time to discuss the importance of this job with them, but reports from the bus drivers indicate that there are some real problems. Parent complaints are beginning to increase significantly.

   a. Discuss this problem with the teachers, but don't push your options.
   b. Redefine clearly what the teachers' responsibilities are and closely supervise their behavior in this area.
   c. Ask the teachers for their advice on this problem, but see that responsibilities are met.
   d. Avoid confrontation by not making this problem an issue with the teachers.

2. Most of your teachers have seemed to become more active and involved with their students. They are meeting regularly to plan and discuss issues and problems and are fulfilling their daily responsibilities well. You have been making sure that all teachers are aware of their roles and responsibilities.

   a. Engage in friendly interaction with your teachers, but continue to make sure that they are aware of their roles and responsibilities.
   b. Decide to take no definite action.
   c. Do what you can to encourage your teachers and make them feel important and effective.
   d. Emphasize the importance of their roles and responsibilities and continue to closely supervise their activities.

3. You have asked the department heads to come up with a new grading policy. Parental pressure has dictated a change, at least for some subjects. You feel that department heads should suggest the change. You now find that they are unable to come up with a suggestion. In the past, you have given the group similar tasks and the group has solved them without any direct intervention from you.

   a. Involve the department heads and together engage in developing a new grading policy.
   b. Let the department heads work it out themselves.
   c. Act quickly and firmly to redirect the department heads to propose a plan.
   d. Encourage the department heads to work on the grading policy and be available for discussion.

4. For the past two years, you have taken an active part in getting a PTA established. You are now satisfied with the results and wish to take a secondary role. PTA members are aware of the needed change and respect your other time commitments. The PTA has been productive in planning activities, and except for a few members, the group has been flexible. You have been happy with the progress made thus far.

   a. Announce the change in your role and then propose and direct the implementation of a new structure.
   b. Allow the PTA membership to be involved in planning new roles, and don't push.
   c. Allow the PTA to formulate its own direction without any direction or support from you.
   d. Incorporate the recommendations of the present PTA membership, but you direct the change in your role.

5. Last week the local police found a group of students hanging out on a street corner a few blocks from the school. You now know that they left the school grounds during a fire drill because they were not adequately supervised. You have had problems with fire drills in the past. Teachers don't seem to take them seriously and you think that, on occasion, certain teachers are not even leaving the building. You have felt it necessary in the past to remind them of their responsibilities. When you have done so, it has helped.

   a. Define fire drill procedures for teachers and emphasize the necessity for meeting responsibilities.
   b. Get suggestions from teachers about the fire drills, but see that procedures are followed.
   c. Remind teachers of their role in fire drills in a friendly manner but do not be too directive.
   d. Avoid confrontation with teachers; let this situation pass.

6. Due to illness of the assistant principal, you have decided to take over supervision of the principal-student planning board until he recovers. After two meetings you are aware that the assistant principal was much too directive with the students. You plan on discussing the matter with him, but in the interim, you want to begin to make the situation more productive and enjoyable for the students.

   a. Do what you can to make the students feel important and involved.
   b. Continue to direct the participation of the students on the planning board.
   c. Intentionally do not intervene to change the present style used with the students.
   d. Get the students involved in decision making, but still maintain direction of their involvement.

7. As principal of the school, you are considering changing to a team teaching approach rather than the usual single teacher-single subject approach. This proposed structure will be new to the teachers. Members of the teaching staff have made suggestions about needed change. The teachers have generally proven to be competent and open to change in the past.

   a. Encourage teacher involvement in developing the change in structure, and don't push your leadership.
   b. Announce the changes and then implement them with close supervision.
   c. Form a committee of teachers to consider any change and acquire approval on the change. Allow them to organize the implementation of recommendations that are developed in this committee.
   d. Incorporate teacher recommendations in the change, but you direct its implementation.

8. You, in the capacity of coordinator, have just attended a meeting of the planning committee for a Regional Curriculum Conference. Committee members were excited about planning the conference and many excellent ideas were discussed. You did not need to exert much leadership with the committee. Everybody seemed to enjoy the interaction and think that much was accomplished. You now feel unsure about what your role is to be in future meetings.

   a. Discuss the situation with the committee and then take whatever role you see as necessary.
   b. Let the committee continue to work as it has been, with little direction from you.
   c. Try to assume the leadership and direction of the committee.
   d. Be careful about hurting the working relationship of the committee by being too directive.

9. You have been asked to take over the chairmanship of a task force responsible for making recommendations for changing the grading system in the school system. The task force is way behind in making its recommendations. The group seems unclear on its goals. Attendance has been poor at meetings and those people who have come to meetings have turned them into social gatherings. You are sure that the group has the potential to make some sound recommendations.

   a. Let the task force continue to operate without strong leadership.
   b. Incorporate suggestions from the group on how to run the task force, but you assume direction and leadership of the group.
   c. Redefine the goals of the task force and direct and supervise carefully their accomplishment.
   d. Allow group involvement in setting goals and don't push your leadership role.

10. In response to a plea for accountability from the school board, you have decided that all teachers, both tenured and non-tenured, must submit lesson plan books to department heads each Friday. In the past you have required only non-tenured teachers to do this. You find that some of the teachers, who usually respond to your directives, are not responding to this redefinition of standards. You feel strongly that this directive should be followed.

    a. Ask the teachers for suggestions in this area, but see that new standards are met.
    b. Clearly redefine the directive and then personally follow up to see that all teachers are following it.
    c. Avoid confrontation by not applying pressure to follow this directive.
    d. Encourage teachers to meet the new standards but don't force those who don't comply.

11. A recent article published in the local newspaper discussed the academic achievement of schools in your area. The results of test scores for the past five years were used to rank order the schools. It was found that your school ranked next to last. You have formed a committee to investigate possible changes in curriculum for your students, and have allowed the committee to function without your involvement. You now feel it necessary that you become involved due to parental pressure. The committee seems to be functioning well and is getting ready to make its report.

    a. Take steps to direct the committee toward working in a well-defined manner.
    b. Discuss plans and decisions with the committee and reinforce good contributions.
    c. Discuss its performance with the committee and then you examine the need for new practices.
    d. Continue to let the committee work on its own without any involvement from you.

12. Recent information indicates some internal difficulties among the janitorial staff. The group has an excellent work record and has worked in harmony the past year. All members of the staff are qualified for their respective tasks. It is the best group of janitors you have ever seen in a school.

    a. Try out your solution to their problem with the janitors and examine the need for new practices.
    b. Allow janitors to work out any internal difficulties themselves.
    c. Act quickly and firmly to correct and redirect the situation.
    d. Make yourself available to the janitors for discussion, but be careful of pushing your involvement on them.

13. Over the last few months, you have observed several unsupervised classes immediately after the lunch period. You believe that teachers are not returning from their lunch period in time for afternoon classes. You have brought this fact to the attention of your Advisory Council. The Council has been able to come up with workable solutions in the past, but you are concerned because you feel that the situation need to change immediately. The council seems to be reluctant to move quickly on the issue.

    a. Consult with the advisory group and ask for any suggestions they may have and then, based on this discussion, you decide what should be done.
    b. Say nothing, and wait for the recommendations of the Advisory Council before acting.
    c. Assume responsibility for this issue and send a directive to all teachers emphasizing punctuality and responsibility to start classes on time. Follow up and make sure this is done.
    d. Discuss this problem with teachers in the faculty room and encourage their doing something about it.

14. The secretarial staff, usually able to take responsibility, is not responding to your recent change in their morning task schedule. You have asked them to record absences for distribution to teachers immediately in order to put a stop to the practice of some students skipping school after going to homeroom. In the past, this task was not done until the middle of the morning when the secretaries' job requirements slackened.

    a. Discuss the new schedule with the secretarial staff and encourage their following of it.
    b. Clearly redefine the task schedule to the secretarial staff and check on them to see that it is followed.
    c. Ask for suggestion from the secretarial staff, but see that the new schedule is followed.
    d. Be sympathetic to their workload, and don't push this new work schedule. Assume the secretarial staff will work it out if it is possible.

15. Recently one of your teachers was given some extra responsibilities. In the past she has been very dependable. However, she is experiencing difficulties in performing her new responsibilities.

    a. Give the teacher more time to work it out by herself.
    b. Discuss the situation with the teacher but allow her to decide how she will proceed with these new responsibilities.
    c. You determine the goals of these new responsibilities and supervise her effort in these area.
    d. Work with the individual and together attempt to coordinate her efforts in these areas.

16. The last two faculty meeting have turned into teacher led discussions of school problems. Usually the teacher who brought up

the problem has acted as a coordinator for the discussion. You feel these meetings have been very productive. There has been no problem with teacher performance during this period and you've noticed that teachers are beginning to talk more with each other, both at the meeting and during the regular school day. You are now wondering what your role should be at future faculty meetings.

a. Let the teachers continue to run the faculty meetings without your chairing or directing their efforts.
b. Join in the discussions at faculty meetings and supervise the teachers' effort but be careful not to lead the discussions.
c. Set a definite agenda for faculty meetings and act as chairman yourself.
d. Discuss how the meetings will be run with the teachers and then initiate necessary changes.

17. The past detention policy was a failure. You had the teachers send the students to a central location and then had teachers supervise the detention hall on a rotating basis. You've recently decided to allow teachers to be responsible for their own detention policies. You have made sure that each teacher is aware of the school policy regarding detention but have not watched their behavior in this area closely. You are concerned now because this plan does not seem to be working either, even though the teachers seem to agree it is a better plan.

a. Be more open now to suggestions from the teachers in this area, but continue to make sure that all teachers are aware of their roles and responsibilities.
b. Encourage the teachers to keep after detention problems and praise them for their cooperation.
c. Take no further definite action.
d. Continue to direct the teachers in this area and emphasize their responsibilities.

18. In the past, your teachers have been able to implement curriculum changes without any intervention on your part. Because of some major differences with the old curriculum philosophy, it appears that they are unable to smoothly implement a behavioral objectives program. The teachers are excited about the program and have spent a great deal of time on the change, but it is evident that they are becoming discouraged. A behavioral objectives program has been endorsed by the school board and needs to be implemented soon.

a. Intervene and supervise its implementation carefully.
b. Incorporate any recommendation from the teachers, but direct efforts in implementing the program.
c. Involve the teachers in a discussion session and be supportive of any of their suggestions.
d. Do not intervene in the situation.

19. Your teachers are being pressured to solve a problem by the school board. In the past you have explained the situation to the teachers and have let them develop their own solution. Without your help they have been able to generate effective solutions, and they have worked well together. This time, however, they do not seem to be interested. You are wondering what to do.

a. Give the teachers one more time to work on the problem by themselves before intervening.
b. Discuss the problem further with the teachers and encourage them to develop their own solution.
c. Work with the teachers and together solve the problem.
d. You solve the problem and see that the solution is implemented.

20. You have recently been put in charge of a teaching department. The past record of the department has been excellent. All the teachers are well trained and are committed to their jobs. You are not sure what your role in this situation should be.

a. Step in and establish your direction of the department.
b. Discuss the department with the teachers and then you initiate any change that must take place.
c. Discuss the department with the teachers, and try to be supportive of their recommendations.
d. Play a low key role and do not intervene into the operation of the department.

APPENDIX B

LEAD INSTRUMENT

ANSWER SHEETS

LEAD Instrument - Answer Sheet
Teacher Response

Circle one answer for perceived action and circle one answer for desired action.

	Perceived Action	Desired Action		Perceived Action	Desired Action
(1)	a b c d	a b c d	(11)	a b c d	a b c d
(2)	a b c d	a b c d	(12)	a b c d	a b c d
(3)	a b c d	a b c d	(13)	a b c d	a b c d
(4)	a b c d	a b c d	(14)	a b c d	a b c d
(5)	a b c d	a b c d	(15)	a b c d	a b c d
(6)	a b c d	a b c d	(16)	a b c d	a b c d
(7)	a b c d	a b c d	(17)	a b c d	a b c d
(8)	a b c d	a b c d	(18)	a b c d	a b c d
(9)	a b c d	a b c d	(19)	a b c d	a b c d
(10)	a b c d	a b c d	(20)	a b c d	a b c d

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LEAD Instrument - Answer Sheet
Principal Response

Circle one answer for perceived action.

	Perceived Action					Perceived Action				
(1)	a	b	c	d		(11)	a	b	c	d
(2)	a	b	c	d		(12)	a	b	c	d
(3)	a	b	c	d		(13)	a	b	c	d
(4)	a	b	c	d		(14)	a	b	c	d
(5)	a	b	c	d		(15)	a	b	c	d
(6)	a	b	c	d		(16)	a	b	c	d
(7)	a	b	c	d		(17)	a	b	c	d
(8)	a	b	c	d		(18)	a	b	c	d
(9)	a	b	c	d		(19)	a	b	c	d
(10)	a	b	c	d		(20)	a	b	c	d

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APPENDIX C

LEAD INSTRUMENT - SCORING SHEET

LEAD-SELF (ACTUAL), FORM A

Lead Instrument - Scoring Sheet
Lead-Self (Actual), Form A

Situation	Column I (Style Range) Alternative Actions (1)	(2)	(3)	(4)
1	b	c	a	d
2	d	a	c	b
3	c	a	d	b
4	a	d	b	c
5	a	b	c	d
6	b	d	a	c
7	b	d	a	c
8	c	a	d	b
9	c	b	d	a
10	b	a	d	c
11	a	c	b	d
12	c	a	d	b
13	c	a	d	b
14	b	c	a	d
15	c	d	b	a
16	c	d	b	a
17	d	a	b	c
18	a	b	c	d
19	d	c	b	a
20	a	b	c	d
Sub-Columns	(1)	(2)	(3)	(4)

APPENDIX D

CFK LTD. SCHOOL CLIMATE PROFILE

SHORT FORM

School ID # _____
Teacher ID # _____

CFK Ltd. SCHOOL CLIMATE PROFILE - SHORT FORM

Directions: Please circle the appropriate rating for each statement as it relates to your school. Ratings are as follows: a = almost never; b = occasionally; c = frequently; d = almost always

1. In this school even low achieving students are respected. a b c d

2. Teachers in this school are proud to be teachers. a b c d

3. Students can count on teachers to listen to their side of the story. a b c d

4. Teachers trust students to use good judgment. a b c d

5. Teachers feel pride in this school and its students. a b c d

6. I like working in this school. a b c d

7. I feel that my ideas are listened to and used in this school. a b c d

8. When important decisions are made about the programs in this school, I personally have heard about the plan before hand and have been involved in some of the discussions. a b c d

9. The teachers are "alive" and interested in life around them; they are doing interesting things outside of school. a b c d

10. Teachers in this school are "out in front" seeking better ways of teaching and learning. a b c d

11. Administrators and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension. a b c d

12. When a problem comes up, this school has procedures for working on it; problems are seen as normal challenges, not as "rocking the boat." a b c d

13. When a student comes along who has special problems, this school works out a plan that helps the student. a b c d

14. There is someone in this school that I can always count on. a b c d

15. I think people in this school care about me as a person and are concerned about more than just how well I perform my role at school. a b c d

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APPENDIX E

PRINCIPAL AND TEACHER BACKGROUND INFORMATION SHEETS

Principal Background Information

(Please place the corresponding number.)

1. Your years of experience as a principal: _____

   (1) 1-5 years
   (2) 6-10 years
   (3) 11-15 years
   (4) 16-20 years
   (5) 21-25 years
   (6) Over 25 years

2. Your gender: _____

   (1) Female
   (2) Male

3. Number of students in your school building: _____

   (1) 0-99 students
   (2) 100-299 students
   (3) 300-499 students
   (4) More than 500 students

4. Is your school: _____

   (1) Urban
   (2) Rural

Teacher Background Information

(Please place the corresponding number.)

1. Your years of experience as a principal: _____

   (1) 1-5 years
   (2) 6-10 years
   (3) 11-15 years
   (4) 16-20 years
   (5) 21-25 years
   (6) Over 25 years

2. Your gender: _____

   (1) Female
   (2) Male

3. Is your gender the same as that of your principal? _____

   (1) Yes
   (2) No

4. Number of students in your school building: _____

   (1) 0-99 students
   (2) 100-299 students
   (3) 300-499 students
   (4) More than 500 students

5. Is your school: _____

   (1) Urban
   (2) Rural

6. Do you now hold, or are you pursuing, an administration certificate? _____

   (1) Yes
   (2) No

APPENDIX F

INDIVIDUAL SCHOOL RESULTS ON THE LEAD-ED AND THE SCHOOL CLIMATE PROFILE

The table in this appendix details the data collected from the responding principals (18) and teachers (170). The left-most four figures of Row 1A report the number of times the principal selected each of the four leadership styles. The sum across the four equals the number of questions the principal answered, usually 20. Likewise, Row 2A reports the number of times the responding teachers, as a group, selected each leadership style. If all teachers answered all the questions, the four figures total 20 times N (the number of responding teachers from this school).

The teachers also selected a preferred resolution for each of the 20 situations. Their totals are the center four figures of Row 2A.

The principal and teachers of each school also selected one of four replies to each of the 15 statements describing the school climate. The right-most four figures of Row 1A show the number of times the principal chose each category. Likewise, the right-most four figures of Row 1B show the number of times the teachers, as a group, selected each category.

Row 1B shows the percentage of responses falling in each category. The denominators are the number of questions the principal answered, usually 20 for the LEAD-Ed instrument and 15 for the School Climate Profile. Row 2B shows the mean responses for teachers per category. The mean values are Row 2A divided by the number of teachers, N. For example, N = 4 for School 1. Row 2C reports the standard deviation of the mean, also known as the standard error of the mean. If each of the teachers had selected a category the same number of times, then the standard error would be zero. The larger

the standard error, the more the teachers differed in the number of times they selected the category.

For the principal, the dominant category is the category selected most frequently. This category is marked by an asterisk in Row 1C.

On the same basis each teacher was assigned a dominant category. These 170 computations are not shown, but Row 2D indicates the number of teachers whose dominant category lay in each leadership style and climate.

The category with the most teachers is the school category, marked with an asterisk in Row 2E. Assigning the school category based on the number of times the teachers as a group selected each category prevented any one teacher from unduly influencing the school category. In short, each teacher had one vote, not 20, for the leadership questions, and one vote, not 15, for the school climate question. Ties in assigning a leadership style or school climate to a teacher and to a school were broken by selecting the higher-coded leadership style or climate. For example, as shown in the following table, School 1 tied with two teachers showing dominant selections for both Climate 3 and Climate 4. The tie was broken by assigning the dominant climate for School 1 to be Climate 4.

SCHOOL SCORES AS RESPONDED TO ON THE LEAD-ED TO DETERMINE PERCEIVED AND PREFERRED LEADERSHIP STYLE AND ON THE SCHOOL CLIMATE PROFILE TO DETERMINE SCHOOL CLIMATE RATING

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #1												
Group: Principals, N = 1												
1A Total	6	7	6	1					0	0	2	13
1B Percent	30	35	30	5					0	0	18	87
1C Dominant Category		*										*
Group: Teachers, N = 4												
2A Total	31	28	17	4	19	29	22	10	0	6	19	35
2B Mean	7.8	7.0	4.2	1.0	4.8	7.2	5.5	2.5	0.0	1.5	4.8	8.8
2C Standard Error	2.3	0.9	1.1	0.7	1.0	0.5	0.6	0.9	0.0	1.0	2.0	1.0
2D In Dominant Category	1	2	1	0	0	3	1	0	0	0	2	2
2E Dominant Category		*				*						*
SCHOOL ID #2												
Group: Principals, N = 1												
1A Total	2	11	7	0					0	0	4	11
1B Percent	10	55	35	0					0	0	27	73
1C Dominant Category		*										*
Group: Teachers, N = 7												
2A Total	36	45	40	19	34	56	40	10	1	19	43	27
2B Mean	5.1	6.4	5.7	2.7	4.9	8.0	5.7	1.4	0.1	2.7	6.1	3.9
2C Standard Error	0.9	1.3	0.8	1.1	0.3	0.6	0.8	0.6	0.1	0.6	1.7	1.6
2D In Dominant Category	1	2	3	1	0	4	2	1	0	0	4	3
2E Dominant Category			*			*					*	

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #3												
Group: Principals, N = 1												
1A Total	5	8	4	3					0	0	3	12
1B Percent	25	40	20	15					0	0	20	80
1C Dominant Category		*										*
Group: Teachers, N = 11												
2A Total	74	66	49	29	48	71	73	26	0	20	45	100
2B Mean	6.7	6.0	4.5	2.6	4.4	6.5	6.6	2.4	0.0	1.8	4.1	9.1
2C Standard Error	0.9	0.7	0.6	0.4	0.7	0.8	0.8	0.5	0.0	1.1	0.8	1.2
2D In Dominant Category	2	4	2	3	1	3	6	1	0	1	1	9
2E Dominant Category		*					*					*
SCHOOL ID #4												
Group: Principals, N = 1												
1A Total	3	12	4	1					0	0	2	13
1B Percent	15	60	20	5					0	0	13	87
1C Dominant Category		*										*
Group: Teachers, N = 12												
2A Total	113	82	37	9	66	92	67	15	0	6	40	134
2B Mean	9.4	6.8	3.0	0.8	5.5	7.7	5.6	1.3	0.0	0.5	3.3	11.2
2C Standard Error	0.8	0.8	0.7	0.2	0.7	0.7	0.6	0.3	0.0	0.3	0.5	0.6
2D In Dominant Category	5	2	2	3	2	4	4	2	0	0	0	12
2E Dominant Category	*						*					*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #5												
Group: Principals, N = 1												
1A Total	2	10	7	1					0	1	4	10
1B Percent	10	50	35	5					0	7	27	67
1C Dominant Category		*										*
Group: Teachers, N = 11												
2A Total	84	48	53	35	52	77	63	28	15	25	43	82
2B Mean	7.6	4.4	4.8	3.2	4.7	7.0	5.7	2.6	1.4	2.3	3.9	7.5
2C Standard Error	1.4	0.7	1.1	0.6	0.6	0.6	0.6	0.5	0.8	0.5	1.0	1.3
2D In Dominant Category	0	1	6	4	1	4	3	3	1	0	2	8
2E Dominant Category			*			*						*
SCHOOL ID #6												
Group: Principals, N = 1												
1A Total	3	7	9	1					0	1	8	6
1B Percent	15	35	45	5					0	7	53	40
1C Dominant Category			*								*	
Group: Teachers, N = 7												
2A Total	32	58	35	12	34	51	40	10	0	0	25	80
2B Mean	4.6	8.3	5.0	1.7	4.9	7.3	5.7	1.4	0.0	0.0	3.6	11.4
2C Standard Error	0.8	1.3	0.6	0.5	0.8	1.4	0.8	0.5	0.0	0.0	1.4	1.4
2D In Dominant Category	1	5	1	0	1	3	3	0	0	0	2	5
2E Dominant Category		*					*					*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #7												
Group: Principals, N = 1												
1A Total	3	13	4	0					0	0	4	11
1B Percent	15	65	20	0					0	0	27	73
1C Dominant Category		*										*
Group: Teachers, N = 8												
2A Total	17	30	67	26	37	52	41	9	5	30	25	60
2B Mean	2.1	3.8	8.4	3.3	4.6	6.5	5.1	1.1	0.6	3.8	3.1	7.5
2C Standard Error	0.6	1.3	1.3	1.4	1.3	1.2	0.9	0.4	0.4	1.3	0.8	2.1
2D In Dominant Category	0	1	5	2	2	3	2	1	0	2	1	5
2E Dominant Category			*			*						*
SCHOOL ID #8												
Group: Principals, N = 1												
1A Total	2	6	9	2					0	0	0	0
1B Percent	11	32	47	11					0	0	0	0
1C Dominant Category			*									*
Group: Teachers, N = 12												
2A Total	58	106	53	21	52	102	63	22	1	8	56	115
2B Mean	4.8	8.8	4.4	1.8	4.3	8.5	5.3	1.8	0.1	0.7	4.7	9.6
2C Standard Error	0.9	0.9	0.8	0.3	0.5	0.7	0.6	0.3	0.1	0.3	0.8	1.0
2D In Dominant Category	1	5	3	3	0	8	4	0	0	0	3	9
2E Dominant Category		*				*						*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #50												
Group: Principals, N = 1												
1A Total	3	11	4	2					0	1	3	11
1B Percent	15	55	20	10					0	7	20	73
1C Dominant Category		*										*
Group: Teachers, N = 7												
2A Total	64	43	27	6	24	56	49	10	2	10	31	62
2B Mean	9.1	6.1	3.9	0.9	3.4	8.0	7.0	1.4	0.3	1.4	4.4	8.9
2C Standard Error	1.1	0.8	0.7	0.4	0.5	0.9	0.9	0.4	0.2	0.7	1.5	1.9
2D In Dominant Category	4	1	2	0	0	4	3	0	0	0	2	5
2E Dominant Category	*					*						*
SCHOOL ID #60												
Group: Principals, N = 1												
1A Total	2	11	4	3					0	1	4	10
1B Percent	10	55	20	15					0	7	27	67
1C Dominant Category		*										*
Group: Teachers, N = 8												
2A Total	18	39	70	33	31	74	42	13	0	18	55	43
2B Mean	2.3	4.9	8.8	4.1	3.9	9.3	5.3	1.6	0.0	2.3	6.9	5.4
2C Standard Error	0.6	0.8	0.8	1.1	0.9	1.1	0.9	0.3	0.0	0.9	1.2	1.6
2D In Dominant Category	0	1	6	1	0	4	2	2	0	1	5	2
2E Dominant Category			*			*					*	

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #110												
Group: Principals, N = 1												
1A Total	7	5	6	2					0	0	6	9
1B Percent	35	25	30	10					0	0	40	60
1C Dominant Category			*									*
Group: Teachers, N = 9												
2A Total	53	43	34	43	47	70	41	15	6	35	54	25
2B Mean	5.9	4.8	3.8	4.8	5.2	7.8	4.6	1.7	0.7	3.9	6.0	2.8
2C Standard Error	0.8	0.9	0.3	1.1	0.8	0.9	0.9	0.5	0.4	0.9	1.2	0.9
2D In Dominant Category	2	1	0	6	2	4	2	1	0	1	6	2
2E Dominant Category				*		*					*	
SCHOOL ID #112												
Group: Principals, N = 1												
1A Total	4	11	4	1					0	0	8	7
1B Percent	20	55	20	5					0	0	53	47
1C Dominant Category		*									*	
Group: Teachers, N = 21												
2A Total	121	162	102	35	116	173	101	30	1	13	75	226
2B Mean	5.8	7.7	4.9	1.7	5.5	8.2	4.8	1.4	0.1	0.6	3.6	10.8
2C Standard Error	0.4	0.6	0.6	0.3	0.4	0.4	0.5	0.2	0.1	0.2	0.7	0.8
2D In Dominant Category	3	9	6	3	3	11	4	3	0	0	3	18
2E Dominant Category		*				*						*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #115												
Group: Principals, N = 1												
1A Total	2	12	6	0					0	0	12	3
1B Percent	10	60	30	0					0	0	80	20
1C Dominant Category		*									*	
Group: Teachers, N = 11												
2A Total	61	60	56	34	47	91	56	20	3	24	60	78
2B Mean	5.6	5.4	5.1	3.1	4.3	8.3	5.1	1.8	0.3	2.2	5.5	7.1
2C Standard Error	1.1	0.9	0.7	0.8	0.6	0.6	0.8	0.3	0.1	0.6	1.3	1.4
2D In Dominant Category	3	2	4	2	0	5	3	3	0	1	4	6
2E Dominant Category			*			*						*
SCHOOL ID #200												
Group: Principals, N = 1												
1A Total	5	9	5	1					0	1	5	9
1B Percent	25	45	25	5					0	7	33	60
1C Dominant Category		*										*
Group: Teachers, N = 8												
2A Total	44	52	46	15	42	71	36	8	1	2	27	75
2B Mean	5.5	6.5	5.8	1.9	5.3	8.9	4.5	1.0	0.1	0.3	3.4	9.4
2C Standard Error	0.9	0.5	0.6	0.5	0.9	0.6	0.9	0.3	0.1	0.2	1.2	1.7
2D In Dominant Category	1	2	5	0	1	7	0	0	0	0	1	7
2E Dominant Category			*			*						*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #201												
Group: Principals, N = 1												
1A Total	4	11	3	2					0	0	8	7
1B Percent	20	55	15	10					0	0	53	47
1C Dominant Category		*									*	
Group: Teachers, N = 8												
2A Total	31	41	39	29	42	57	32	9	7	15	28	70
2B Mean	3.9	5.1	4.9	3.6	5.3	7.1	4.0	1.1	0.9	1.9	3.5	8.8
2C Standard Error	0.9	1.3	1.1	1.7	1.1	1.4	0.8	0.5	0.6	0.9	0.8	1.9
2D In Dominant Category	1	2	2	3	1	4	2	1	0	1	2	5
2E Dominant Category				*		*						*
SCHOOL ID #202												
Group: Principals, N = 1												
1A Total	6	8	5	1					0	1	13	1
1B Percent	30	40	25	5					0	7	87	7
1C Dominant Category		*									*	
Group: Teachers, N = 6												
2A Total	41	28	31	19	40	41	28	10	10	18	27	35
2B Mean	6.8	4.7	5.2	3.2	6.7	6.8	4.7	1.7	1.7	3.0	4.5	5.8
2C Standard Error	1.5	0.9	0.9	0.9	1.3	0.6	1.1	0.7	1.2	1.1	0.9	1.5
2D In Dominant Category	1	0	2	3	2	1	2	1	0	0	2	4
2E Dominant Category				*			*					*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

	Perceived Leadership				Preferred Leadership				School Climate			
	1	2	3	4	1	2	3	4	1	2	3	4
SCHOOL ID #203												
Group: Principals, N = 1												
1A Total	6	8	4	2					0	1	6	8
1B Percent	30	40	20	10					0	7	40	53
1C Dominant Category		*										*
Group: Teachers, N = 4												
2A Total	11	15	28	26	19	29	27	5	6	18	18	18
2B Mean	2.8	3.8	7.0	6.5	4.8	7.3	6.8	1.3	1.5	4.5	4.5	4.5
2C Standard Error	1.4	1.4	1.2	3.1	1.8	1.7	2.5	0.5	1.5	1.6	1.3	2.3
2D In Dominant Category	0	0	2	2	0	1	2	1	0	1	1	2
2E Dominant Category				*			*					*
SCHOOL ID #204												
Group: Principals, N = 1												
1A Total	3	5	11	1					0	0	2	13
1B Percent	15	25	55	5					0	0	13	87
1C Dominant Category			*									*
Group: Teachers, N = 16												
2A Total	102	118	80	20	72	117	107	24	1	26	68	145
2B Mean	6.4	7.4	5.0	1.3	4.5	7.3	6.7	1.5	0.1	1.6	4.3	9.1
2C Standard Error	0.6	0.6	0.5	0.4	0.5	0.4	0.5	0.2	0.1	0.6	0.7	1.2
2D In Dominant Category	2	5	5	4	0	8	8	0	0	1	4	11
2E Dominant Category			*				*					*

* Principals--indicates dominant category determined by category selected most frequently.
Teachers--indicates dominant category determined by category with the most teachers.

APPENDIX G

LETTERS TO SUPERINTENDENTS, PRINCIPALS AND TEACHERS

August 29, 1990

Dear Superintendent:

Please accept this letter as my formal request for you to allow some of your elementary teachers and your elementary principal to participate in a research study. This research study is most important in the completion of my doctoral program at Oklahoma State University with the Department of Educational Administration. I am presently serving as High School Counselor at Perkins-Tryon High School in Perkins, Oklahoma, and have been a counselor or teacher in Oklahoma Public Schools for 20 years.

The purpose of my study is to determine if there is a discrepancy between teachers' perceptions of leadership style of their principal and their preferences of leadership style of their principal, and if so does this discrepancy affect school climate. Two instruments, the Leadership Effectiveness and Adaptability Description--Educational Version (LEAD-Ed) and the CFK Ltd. School Climate Profile, are involved in this study. With your endorsements, I would ask your teachers and principal to respond to both instruments. No items or responses in either of these surveys will present a threat to the teachers or administrator.

It will take less than 30 minutes to complete both instruments. The teachers and principal will be asked to mail the information back to me by folding and stapling their self-addressed stamped surveys.

All of the participants in this study will remain anonymous. A random number serving as a code will be assigned to each participant. This number will only be used to identify materials which are not returned and to send upon completion of the study a summary report of the data collected from each individual school.

You may choose not to take part in this study. I am asking that you please respond to inform me of your decision. If you choose to participate, it would be most helpful if you would send a copy of a list of your teachers from your schools and their addresses. From this list, a random sample will be chosen. Also, please send the name and address of each principal. A letter of endorsement from you to encourage your teachers and principals to participate would also be most appreciated.

If you have any questions about this study, please contact me, Ellen Dickson, at (405) 547-2425.

Thank you for your consideration and time in assisting me to further my study.

Sincerely,
Ellen Dickson

August 30, 1990

Dear Principal:

Please accept this letter as my formal request for you to participate in a research study. This study is most important in the completion of my doctoral program at Oklahoma State University, Department of Educational Administration. I have served as a teacher or a counselor for the past 20 years and am presently the counselor at Perkins-Tryon High School.

Differences between perceptions of "what will be" a leader's style and "what should be" the leader's action may influence school climate. I am hoping, with your assistance, that my research will provide some insight as to the validity of this assumption.

Two instruments, the educational version of the Leadership Effectiveness and Adaptability Description (LEAD-Ed) and the CFK Ltd. School Climate Profile, are being used in this study to collect the necessary data. The LEAD-Ed survey consists of 20 school-related situations. For each situation, four possible leader actions are identified. The CFK Ltd. Instrument contains 15 statements about school climate to be rated on a scale.

Please complete the LEAD-Ed by making only one response to each situation. That response would be the action that you would take given the situation described. Then complete the CFK Ltd. School Climate Profile.

To return surveys, please staple the answer sheets and background information sheets together and refold so that my address and stamp are on the outside. All responses will remain completely confidential.

Please forward all surveys to me within a week of receiving them. Thank you so very much for your time and consideration in this request.

Sincerely,
Ellen Dickson, Counselor
Perkins-Tryon High School
Doctoral Candidate

August 30, 1990

Dear Teacher:

You have been selected to participate in a state-wide study which will be investigating some aspects of principal leadership and school climate. I am truly aware of how very busy you are at this time of the year; however, your response is essential to the quality of this study.

Two surveys, the LEAD-Ed and the CFK Ltd. School Climate Profile, are involved in this study. Please respond to both instruments.

The LEAD-Ed has 20 situations that could happen in any school setting. Each situation offers four alternative actions which the principal might take. Each of the 20 situations requires two responses from you. You will note the perceived action of the principal and your preferred action for the principal. Both of your responses might be the same, or they might be different for each given situation.

The School Climate Profile has 15 statements. Just circle the appropriate rating for each school climate indicator as you perceive it.

To return surveys, please staple the answer sheets and background information sheets together and refold so that my address and stamp are on the outside. All responses will remain completely confidential.

Please forward all surveys to me within a week of receiving them. Thank you so very much for your time and consideration in this request.

Sincerely,
Ellen Dickson, Counselor
Perkins-Tryon High School
Doctoral Candidate

APPENDIX H

SUPERINTENDENT ENDORSEMENT LETTER

Dear Elementary Teachers:

We have been invited to participate in a doctoral research project from Oklahoma State University which I feel may be very interesting to us as we continue our own study of school climate within our district. Ms. Ellen Dickson, who is a doctoral student in the College of Educational Administration and Leadership, has invited our elementary teachers only to participate in this study which will be conducted throughout Oklahoma.

She is seeking to discover if there is a discrepancy between teacher-preferred and teacher-perceived leadership style in the principal and, if this discrepancy exists, if it has an impact on school climate. As we begin to look toward a very positive future for this district, as we begin to make reassignments of principals and teachers for the new 5th-6th grade center, as we discuss and evaluate the opinions of parents and students from the opinion surveys which have just been completed, I feel that this complementary research may be very valuable. I have been reassured that your participation should not take more than 20-30 minutes. I hope you can spare this time for such valuable research information.

Sincerely,
School Superintendent

APPENDIX H

CORRESPONDENCE

July 16, 1990

Dr. Ronald K. Hambleton
School of Education
152 Hills South
University of Massachusetts
Amherst, Massachusetts 01003

Dear Dr. Hambleton:

I certainly enjoyed the opportunity of talking with you on the telephone this morning. I greatly appreciated your interest in my doctoral study and your willingness to offer assistance.

This letter is to formally request your permission to use the educational version of the Leadership Effectiveness and Adaptability Description (LEAD-Ed) instrument, copyright 1977, in my research study. Permission is requested to make as many copies as is needed to conduct the study. My research will include a pilot study to be conducted in two local rural elementary schools and then will be conducted in 20 elementary schools throughout the state of Oklahoma. The instrument will survey the perception of the classroom teachers in each school to identify the principal's leadership style. As well, school climate will be surveyed. Determination will be made to see if a significant relationship exists between principal leadership style and school climate as perceived and preferred by teachers.

In addition, I am asking you to please forward to me a copy of the scoring key to be used with the instrument. I have been unable to locate the scoring information and must have it in order to use this valuable instrument in my study. I hope this does not cause you great inconvenience.

Again, thank you for your kind assistance.

Sincerely,

Ellen Dickson

Dear Ms. Dickson,
You have permission to use form. Scoring key & directions are at back. Also, a copy of LEAD-other directions are enclosed. Forward $4.00 for postage & copy. Thanks.
Ron Hambleton

August 24, 1990

Dr. Ronald K. Hambleton
School of Education
152 Hills South
University of Massachusetts
Amherst, Massachusetts 01003

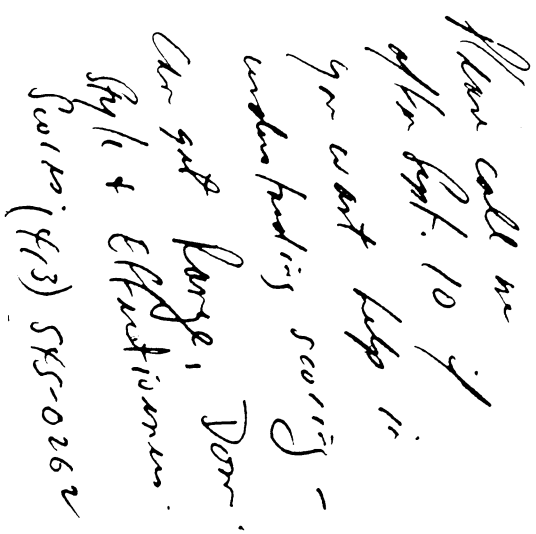
Dear Dr. Hambleton:

Thank you so much for mailing a copy of the LEAD-Ed, scoring key, and directions. This instrument should prove to be very valuable in compiling my information for research.

Please find enclosed $4.00 to cover postage and copying expenses, and thank you again for your permission to use the LEAD-Ed and your assistance in furthering my study.

Sincerely,

Ellen Dickson



August 30, 1990

Dr. Edward Brainard
Aurora Public Schools
Division of Administrative Services
1085 Peoria Street
Aurora, Colorado 90011

Dear Dr. Brainard:

This letter is to formally request your permission to use the CFK Limited School Climate Profile in my research study. Your wife granted permission on your behalf over the telephone while you were out of town, but I wanted to formally request permission in this manner.

I am conducting a study concerning the relationship between leadership style and school climate, and the CFK School Climate Profile will be invaluable in furthering my research. Thank you for your assistance in my endeavors.

Sincerely,

Ellen Dickson

Request Approved.
Edward Brainard
9/21/90

Aurora Public Schools
Edward A. Brainard, Ed.D.
Assistant Superintendent
Administrative Services

1085 Peoria Street
Aurora, Colorado 80011
Bus. (303) 344-8060

August 6, 1990

Dr. Sarah Caldwell
Webster Groves Public Schools
400 East Lockwood
Webster Groves, Missouri 63119

Dear Dr. Caldwell:

I was so pleased to be able to visit with you on the phone this afternoon. I enjoyed reading your article "Evidence for the Validity of Situational Leadership Theory" in Educational Leadership and was especially pleased to read your comments concerning the reliability and validity of the LEAD-Educational Version.

I am hoping to use the education version of the LEAD as one of the instruments in my study concerning teachers' perceptions of principals' leadership style. I have received permission from Dr. Hambleton to use the instrument; however, I have been unable to locate a scoring key and other pertinent information concerning the instrument. I am requesting your assistance in locating information on scoring the LEAD-Ed and appreciate sincerely your help in this endeavor. I hope this does not inconvenience you greatly.

Sincerely,

Ellen Dickson

August 30, 1990

Dr. Sarah Caldwell
Webster Groves Public Schools
400 East Lockwood
Webster Groves, Missouri 63119

Dear Dr. Caldwell:

I sincerely appreciate you taking the time to visit with me at such length over the phone and mailing me the reliability and validity results you worked so hard to gather while doing your dissertation. The information is invaluable to me.

You have helped me so much in furthering my own study and I hesitate to ask any more of you; however, I did not receive your first mailing of the copy of the LEAD-Ed and scoring information. Dr. Hambleton sent me a good copy of the LEAD-Ed, but I have no information on how to score the instrument. I am depending so heavily on getting to use it in my study that I am requesting again that you please send me information on the scoring. I am so sorry to ask this of you. I don't know what could have happened to your first mailing and I was heartsick that it never came.

I am enclosing $5.00 to help cover copying and mailing expenses. Thank you again for everything you have done to help me in my endeavor to pursue my degree.

Sincerely,

Ellen Dickson

Please send information to my home:
Ellen Dickson
101 S. Cimarron
Perkins, Oklahoma 74059

February 15, 1991

Dr. Sarah Caldwell
Webster Groves Public Schools
400 East Lockwood
Webster Groves, Missouri 63119

Dear Dr. Caldwell:

As you may remember, I wrote you back in August explaining that I was hoping to use the education version of the LEAD Instrument in my study concerning teachers' perception of principals' leadership style. You, at that time, so generously supplied me with some information that has been so helpful in using the instrument.

I have received back my surveys sent out to my pilot study group and am now working with my statistician to compile the results. I received the enclosed letter from him asking for more information. I sincerely hope you can help supply the needed added information that we need to complete our work.

I know how extremely busy you must be and am so sorry to have to ask you to take the time to supply me with more information, but it is so important so I can meet the deadlines of this study.

Thank you so much for your time and assistance in helping me to gather this much needed information.

Sincerely,

Ellen Dickson

VITA

Ellen Ledru Dickson

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN TEACHER-PREFERRED AND TEACHER-PERCEIVED LEADERSHIP STYLE OF THE PRINCIPAL, AND THE EFFECT OF THIS RELATIONSHIP UPON SCHOOL CLIMATE

Major Field: Educational Administration

Biographical:

Personal Data: Born in Duncan, Oklahoma, October 13, 1946, daughter of Mr. and Mrs. Elmo Barnes.

Education: Graduated, Perkins High School in Perkins, Oklahoma, in 1964; received Bachelor of Science Degree in Education, Oklahoma State University in 1968; received Master of Science Degree in Education, Oklahoma State University in 1972; received Counseling Certification, Oklahoma State University in 1983; received Administration Certification, Oklahoma State University in 1990; completed Doctor of Education Degree, Oklahoma State University in 1991.

Professional Experience: Elementary school teacher, Stillwater Public Schools, Stillwater, Oklahoma, August 1968-May 1975; K-6 Music Teacher, Stillwater Public Schools Summer Session, Stillwater, Oklahoma, May 1975-July 1975; sixth grade language arts teacher, Perkins-Tryon Middle School, Perkins, Oklahoma, August 1976-May 1979; third grade teacher, Perkins Elementary School, Perkins, Oklahoma, August 1979-May 1982; high school and middle school counselor, Perkins Public Schools, Perkins, Oklahoma, August 1982-May 1990; high school counselor, Perkins-Tryon Public Schools, Perkins, Oklahoma, August 1990 to the present.

Professional Organizations: Oklahoma Career Education Association; Delta Kappa Gamma; Oklahoma Association for Counseling and Development; American Association for Counseling and Development; Perkins-Tryon Classroom Teachers Organization; Oklahoma Education Association; National Education Association.