LEADERSHIP STYLES OF SECONDARY SCHOOL

PRINCIPALS OF SOUTHEAST KANSAS

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CHAPTER I

INTRODUCTION

A topic of interest in school management literature is leadership

style. The importance of this topic lies in its everyday application

in and impact upon thousands of schools across the nation. A

considerable amount of attention has been directed toward the topic,

as evidenced in works by Fiedler (1967); Miller (983); Kenny and

Zaccaro (1983); and Sergiovanni (1984). However, very little

information was found in the literature concerning the leadership

styles and demographics for secondary school principals of southeast

Kansas.

Fiedler (1967) stated that leadership style can be defined as

"the underlying need-structure of the individual which motivates his

behavior in various leadership situations" (p. 36). He maintained

that leadership style pertained to the "consistency of goals or needs

over different situations". Continuing, Fiedler (1967) cited that

most leadership research referred primarily to two modes of

interpersonal behavior whereby the leader attempts to exert influence

and control. First, the leader can be "autocratic, controlling,

managing, directive, and task-oriented", therefore taking primary

responsibility for the group (p.37). Second, the leader can be

"democratic, permissive, nondirective, considerate of his group

members' feelings, and therapeutic in his leadership" thereby sharing

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in the decision-making and leadership responsibilities (p.37).

Miller (1983) found that exemplary administrators tend to require less formal structure and depend more on interpersonal relationships. Furthermore, Miller (1983) reported that leadership is as much a personal quality as a learned skill and based as much on life experience as on academic training. Research by Alexander (1980) reported that the most effective group leaders are those perceived as highly energetic, supportive, and flexible in their style, who provide stimulation for the group and the opportunity for emotional expression and closeness. This positive confronting style can be contrasted with an intrusive-aggressive or challenging style.

A study by Kenny and Zaccaro (1983) maintained that the literature consistently failed to isolate a specific leadership trait common to administrators. They suggested that between 49% and 82% of leadership variance can be attributed to some stable characteristic. From this, it was speculated that this characteristic, rather than being a traditional personality trait, may involve one's ability to perceive the needs and goals of a constituency and to adjust one's personal approach to group action accordingly (Kenny and Zaccaro, 1983).

Sergiovanni (1984) contended that the technical leader (one of five aspects of leadership which will be discussed in Chapter II) assumes the role of "management engineer". Planning and time management technologies, contingency leadership theories, and organizational structures were emphasized with this leadership force. In this way, "the leader provides planning, organizing, coordination, and scheduling to the life of the school" (p. 6). To

maintain optimum effectiveness, the management engineer "is skilled at manipulating strategies and situations" (p. 6).

Dubrin (1974) maintained that leadership style between administrators varied from autocratic to democratic, from authoritarian to equalitarian and consisted of a plethora of traits, qualities and behavior. Various research studies in the field have provided conflicting findings and therefore continue to be examined in the educational as well as business communities. These conflicting findings are evidenced in works by Mazzarella (cited in Smith, Mazzarella, and Piele, 1981).

> Many leaders or would-be leaders puzzle over which
> leadership style is the most effective. Wanting to know
> the ideal way to approach leadership, they debate such
> issues as whether they should strive for subordinate-
> centered leadership or boss-centered leadership, whether
> they should base their leadership on Theory X or Theory
> Y, or whether they should concentrate on task or on human
> relations.
>
> Some researchers on leadership style maintain that these
> dilemmas are not only unsolvable, but also the wrong
> questions to ask. These researchers believe that there
> is no ideal approach to leadership that fits all
> situations; rather, the best view of leadership style is
> that it must vary to fit the particular situation at hand
> (p. 64).

Deturk (1976) reported that he is aware of the great amount of emphasis leadership style has received in the literature and the importance of the findings. However, he felt that there was an apparent gap between the educationally relevant information in the literature and the leadership style utilized by the principal responsible for the educational processes in his particular building. Deturk (1976) maintained:

> As a school principal, have you had doubts about your
> 'leadership style' or been curious about whether other

principals are feeling the same inner agony about their
failure to satisfy anybody? Perhaps the problem is that
our literature has pretty well defined what a good leader
should be, but, in fact, our organizational life today
calls for something different. People want to be led by
strong father and mother figures who offer security,
regulations, and answers, and they couldn't be less
concerned about what the theorists say leaders should be
(pp. 33-37).

Statement of the Problem

It was apparent following the review of literature that there was
a lack of information about leadership style and related demographics
of secondary school principals in southeast Kansas. The problem as
defined for this study was to identify the leadership style of
secondary school principals of southeast Kansas to determine if a
connection exists between demographics and leadership styles of
selected principals of southeast Kansas.

Need for the Study

It has become increasingly apparent to the researcher that
leadership style has received considerable attention in educational
literature; and that the knowledge base pertinent to leadership style
is expanding. However, even with this expanding knowledge base there
are still voids in terms of information available relating to the
leadership styles of southeast Kansas secondary school principals.
Therefore, the leadership style and related demographics of secondary
school principals in southeast Kansas were studied.

The impending retirement of a number of current principals in
southeast Kansas demonstrates a need for qualified principals. This
study showed that 16.7% of the respondents were in the age category

50-59 years and 56.3% of the respondents were in the 40-49 year old
age group.

A study of the leadership styles of currently employed secondary
school principals of southeast Kansas may help in the replacement
and/or addition of new principals thereby assisting in continuing the
leadership which has been successful in the past. Also, a study of
this type may be of help to students of administration to be cognizant
of the leadership styles of current administrators of southeast
Kansas. A further need for the study included the selected
professional and environmental factors that influenced secondary
school principal's leadership behaviors.

Purpose of the Study

The purpose of this study was to determine the leadership styles
of secondary school administrators in southeast Kansas. Demographic
information was obtained from the study which could be utilized in
identifying particular characteristics and backgrounds of the current
principals. The study also indicated task orientation, relationship
orientation, and effectiveness of the leadership style.

Research Questions

In order to determine the leadership styles of secondary school
principals of southeast Kansas, the research questions of this study
were:

Were there significant differences in task orientation,
relationship orientation, effectiveness, and leadership style among
southeast Kansas secondary school principals:

(1) serving schools of different size classifications;

(2) having different age categories;

(3) being educated in different academic disciplines;

(4) having varying amounts of experience in educational administration;

(5) having varying amounts of prior teaching experience;

(6) having varying lengths of experience in their current position;

(7) having varying numbers of years experience in education either as a teacher or administrator or in another school-related position; and

(8) having varying educational levels?

Assumptions

It was assumed that the southeast Kansas secondary school principals participating in the study understood the questions on the Management Style Diagnosis Test (MSDT) and responded to the best of their ability.

Limitations

This study is limited to southeast Kansas secondary school principals. The principals were asked to complete the instrument concerning managerial leadership styles as set forth by Reddin (1974). Other information relative to these principals was sought by asking them to complete a demographic data sheet. Implications of this study may not be applicable to schools outside southeast Kansas.

Definition of Terms

The following definitions were selected and used in this study. The definitions which were an integral part of the 3-D Management Style Diagnosis Test (MSDT) were offered by Reddin (1970).

Administrators are those individuals who are in charge of the management of one or more schools and who are personally responsible for the evaluation of teachers with whom they work.

An autocrat is a manager who is using a high task orientation and a low relationship orientation in a situation where such behavior is inappropriate and who is, therefore, less effective; such a person is perceived as having no confidence in others, as unpleasant, and as interested only in the immediate task.

Basic Leadership Style is the way in which a manager behaves as measured by the amount of task orientation and relationship orientation he/she uses. The four basic styles are integrated, dedicated, related, and separated.

A Benevolent Autocrat is a manager who is using a high task orientation and a low relationship orientation in a situation where such behavior is appropriate and who is, therefore, more effective; such a person is perceived as knowing what he/she wants and how to get it without creating resentment.

A Bureaucrat is a manager who is using a low task orientation and a low relationship orientation in a situation where such behavior is appropriate and who is, therefore, more effective; such a person is perceived as being primarily interested in rules and procedures for their own sake, as wanting to control the situation by their use, and

as conscientious.

A Compromiser is a manager who is using a high task orientation and a high relationship orientation in a situation that requires a high orientation to only one or neither and who is, therefore, less effective; such a person is perceived as being a poor decision maker, as one who allows various pressures in the situation to influence him/her too much, and as avoiding or minimizing immediate pressures and problems rather than maximizing long-term production.

Dedicated Style is a basic style with more than average task orientation and less than average relationship orientation.

Developer is a manager who is using a high relationship orientation and a low task orientation in a situation where such behavior is appropriate and who is, therefore, more effective; such a person is perceived as having implicit trust in people and as being primarily concerned with developing them as individuals.

A Deserter is a manager who is using a low task orientation and a low relationship orientation in a situation where such behavior is inappropriate and who is, therefore, less effective; such a person is perceived as uninvolved and passive or negative.

Dominant Style is the basic or managerial style a manager most frequently uses.

An Executive is a manager who is using a high task orientation and a high relationships orientation in a situation where such behavior is appropriate and who is, therefore, more effective; such a person is perceived as a good motivating force who sets high standards, treats everyone somewhat differently, and prefers team management.

Integrated Style is a basic style with more than average task orientation and more than average relationship orientation.

Leaders are those individuals who are perceived by one or more others as exerting either short-or long-term influence, authority, or power in a given situation (Boles & Davenport, 1983, p.107).

Leadership is a process tending toward accomplishment of a system's goals through the use of some person's or group's influence, authority, and/or power under the conditions of social exchange then prevailing in the system (Boles & Davenport, 1983, p.107).

Leader Effectiveness is the extent to which a leader influences his followers to achieve group objectives.

Leadership Style is the consistent manner in which actions are performed in helping the group move toward goal achievement in a given situation.

Management Style Diagnosis Test (MSDT) is a self-reported assessment instrument designed to identify an individual's predisposed leadership style.

Manager is a person occupying a position in a formal organization who is responsible for the work of at least one other person and who has formal authority over that person.

Managerial Effectiveness is the extent to which a manager achieves the output requirements of his position.

Managerial Skills are the three skills required for managerial effectiveness: situational management, situational sensitivity, and style flexibility.

A Missionary is a manager who is using a high relationship orientation and a low task orientation in a situation where such

behavior is inappropriate and who is, therefore, less effective; such a person is perceived as being primarily interested in harmony.

Related Style is a basic style with less than average task orientation and more than average relationships orientation.

Relationships Orientation (RO) is the extent to which a manager has personal job relationships; such a person is characterized by listening, trusting, and encouraging.

Separated Style is a basic style with less than average task orientation and less than average relationship orientation.

Situational Demand is the basic style required by all dominant situational elements in order for managerial effectiveness to be increased.

Supporting Style is the basic or managerial style a manager uses next most frequently after the dominant style.

Task Orientation (TO) is the extent to which a manager directs his own and his subordinates' efforts characterized by initiating, organizing, and directing.

CHAPTER II

REVIEW OF LITERATURE

Introduction

As perceived by the writer, a study of leadership style was

intimately associated with studies pertaining to leadership. Because

it was difficult to separate the topic of leadership from the history

of leadership style approaches, these areas were examined in this

review of literature. In addition, the third area that was examined

was the 3-D Theory of Managerial Effectiveness because in 1975 Hershey

identified Reddin as one of the first behavioral scientists to add the

effectiveness dimension to leadership theory.

Studies of Leadership

> Leadership is frequently defined as a process in which
> one person influences other individuals in their
> attainment of a common goal. Interactionists hypothesize
> that the ability to influence others depends upon both
> the traits or resources which an individual possesses and
> upon the characteristics of the situation (Hannah, 1979,
> p. 163).

This definition by Hannah, one of many definitions concerning

leadership, has continued to receive a substantial amount of attention

in the educational literature.

Research by Alexander (1980) reported that the most effective

group leaders were those perceived as highly energetic, supportive,

and flexible in their style, who provided stimulation for the group

and opportunity for emotional expression and closeness. On the other

hand, this positive confronting style was contrasted with an

intrusive-aggressive or challenging style.

Zaleznik (1981) commented on leaders when he wrote:

Leaders tend to be twice-born personalities, people who
feel separate from their environment, including other
people. They may work in organizations, but they never
belong to them. Their sense of who they are does not
depend upon memberships, work roles, or other social
indicators of identity. What seems to follow from this
idea about separateness is some theoretical basis for
explaining why certain individuals search out
opportunities for change. The methods to bring about
change may be technological, political, or ideological,
but the object is the same; to profoundly alter human
economical, and political relationships (p. 29).

Podsakoff (1982) reviewed research that dealt with the

identification of factors that affect a supervisor's use of rewards

and punishments. Studies of leadership behavior by Greene (1976),

Sims (1977), Sims & Szilagyi (1978), and Szilagyi (1980) should be

cited in regard to reward and punishment (Cited in Podsakoff, 1982, p.

82). Continuing, Podsakoff (1982) noted that "this research indicates

that leaders who administer rewards and punishments appropriately

(i.e., contingent upon performance) cause increases in performance and

satisfaction, particularly the satisfaction expressed by high

performers" (p. 82). Conversely, it was found that leaders

administering rewards and punishments inappropriately or who "do not

administer them are likely to produce many dysfunctional effects,

including declining productivity, feelings of inequity, and

expressions of negative affect and dissatisfaction among their

subordinates" (p.82).

In the Podsakoff study, the findings implied that an important

aspect of leadership was the way in which a leader administered

rewards and punishments (Podsakoff, 1982, p. 58). Also, it has been

suggested (House & Baetz, 1979) (Sims, 1977, 1980) (Sims & Szilagyi,

1978) (Szilagyi, 1980) that "to the extent a supervisor provides

appropriate positive and negative reinforcers, he/she will be a more

effective leader" (Cited in Podsakoff, 1982, p. 58). Podsakoff (1982)

noted:

> Less attention has been directed to the question of how
> leaders utilize rewards and punishments, or to the
> variables that affect these particular classes of leader
> behavior, than to the effects rewards and punishment have
> upon subordinate performance and attitudes. To be sure,
> several researchers have attempted to identify those
> factors that affect supervisory 'style.' A number of the
> studies conducted show that the behavior of subordinates
> is an important determinant of a leader's behavior and
> that the nature of the influence process between
> supervisors and subordinates is 'reciprocal'; that is,
> not only do leader behaviors produce changes in
> subordinate satisfaction and performance, but subordinate
> behaviors also cause changes in leadership style (p. 58).

A recent article by Miller (1983) commented on the significance

of communication maintaining, "We need to find ways to overcome the

problems of communication without sacrificing our values" (p. 11). He

continued by noting that an administrative leader "through the power

of personality and interpersonal relationships, is able to get things

done, often in spite of the structural or functional makeup of the

institution" (p. 11). Miller (1983) contended that in his opinion

administrators who fail most often are those individuals who are most

concerned with the structure of power and who rely on that structure

as the basis for functional success (p. 11).

Furthermore, Miller (1983) cited that consistently being honest,

open, and dependable is worthwhile, however, he cautioned against consistently approaching every problem in the same manner regardless of the uniqueness of the situation. Characteristics relative to outstanding administrators were also noted in the article. Some of these characteristics included: patience, the ability to make decisions, creativity, a positive self-image and an equally positive image of others, seeking and valuing others opinions, not being afraid to say what one means and respecting frankness in others, excellent listening skills, sensitivity to the implications of decision making on various constituencies and individuals not blocked in their ability to work with others today because of their inability to do so yesterday (Miller, 1983, p. 11). Miller concluded, "leadership is, in the final analysis, as much an art as a science, as much a personal quality as a skill learned, and as much based on life experience as academic training" (p. 11).

History of Leadership Approaches

A discussion of leadership approaches was commonplace in the educational literature (Hoy and Miskel, 1982, pp. 220-263). A discussion of the topic of leadership would not be complete without an introduction to some of the early leadership studies such as the Ohio State Studies of the 1940s (Hoy and Miskel, 1982). These will be discussed in later paragraphs.

The trait approach or so-called great man theory of leadership dominated the study of leadership until the 1950's. Typically, this approach attempted to identify any distinctive physical or psychological characteristics of the individual that related or

explained the behavior of leaders (Hoy and Miskel, 1982). While implementing this approach, researchers attempted to isolate specific traits that endowed leaders with unique qualities which make them different from their followers (Hoy and Miskel, 1982). However, during the 1950's, a review of a number of leadership studies on personality traits of leaders produced conclusions that many of the traits tentatively isolated as crucial in one study were found to be unimportant in others (Hoy and Miskel, 1982). In some groups, effective leaders were assertive and aggressive, in others, mild-mannered and restrained; in some, quick and decisive, in others, reflective and diplomatic. These studies did, of course, suffer to a degree because the relationship between the personality traits and leadershsip effectiveness differed depending on the type of measuring technique employed. Thus, early searches for personality traits to distinguish leaders from followers were not successful (Hoy and Miskel, 1982).

In their studies of leadership at Ohio State during the 1940s, Stogdill, Halpin and associates (1963) initiated a behavioral approach to leadership research. Halpin (1966) among other researchers perceived leadership as multi-dimensional and found that leader behaviors consistently exhibit two basic dimensions: behaviors directed toward maintaining the system (system-oriented) and behaviors that maintain harmonious human relationships (person-oriented). Their study, one of the more comprehensive delineations of leadership, listed twelve dimensions of leader behavior which subdivided into two general components--"system-oriented" which should not be confused with "rigid, dogmatic dictatorship" (Halpin, 1966) and "person-

oriented" which should not be construed to mean a weak principal or one who uses "saccharine sweetness" (Halpin, 1966) behaviors.

The system-oriented behaviors were directed primarily toward fulfilling the goals and accomplishing the tasks of the social system or organization and were as follows:

(1) Production emphasis refers to actions intended to increase the productive output of the group.
(2) Initiating structure refers to the establishment and clarification of role and interaction patterns within the organization.
(3) Representation is the category of behaviors that entails acting as the spokesperson for the group.
(4) Role assumption refers to active exercise of the leadership position, as opposed to surrender of leadership to others.
(5) Persuasiveness refers to having firm convictions and convincing others of one's point of view.
(6) Superior orientation includes those actions that serve to maintain cordial relations with superiors, (Stogdill, 1963, p. 23).

The person-oriented behaviors are those which were directed toward satisfying individual needs and preferences within the organization and can be defined as follows:

(1) Tolerance of uncertainty refers to actions that show the leader's ability to accept postponement and indefiniteness without becoming anxious or upset.
(2) Tolerance of freedom allows followers scope for their own initiative, decision making, and action.
(3) Consideration is a category of behaviors that demonstrate the leader's regard for the comfort, well-being, status, and contribution of followers.
(4) Demand reconciliation is the class of actions that serve to reconcile conflicting demands on the leader' time and to reduce disorder within the organization.
(5) Integration is the type of action that serves to maintain a closely knit group and to resolve conflicts among participants.
(6) Predictive accuracy is a set of behaviors that exhibit the leader's foresight and ability to anticipate outcomes (Stogdill, 1963, p. 25).

Fiedler (1967) stated that leadership style can be defined as "the underlying need-structure of the individual which motivates his

behavior in various leadership situations" (p. 36). He maintained
that leadership style pertained to the "consistency of goals or need
over different situations". Continuing, Fiedler cited that most
leadership research referred primarily to two modes of interpersonal
behavior whereby the leader attempted to exert influence and
control. First, the leader can be "autocratic, controlling, managing,
directive and task-oriented" therefore taking primary responsibility
for the group (1967, p. 37). Second, the leader can be "democratic,
permissive, nondirective, considerate of his group members' feelings,
and therapeutic in his leadership" therefore sharing in the decision-
making and leadership responsibilities (1967, p. 37).

However, Campbell and his colleagues concluded that the idea that
"leaders are born, not made" has changed to "leaders are made by the
situation, not born," indicated that a single approach to leadership
is unduly restrictive and counterproductive. Since 1950,
investigations have clearly shown that both personality and
situational factors are important to leadership effectiveness
(Campbell, 1970, p. 385-414).

From a more traditional perspective, Batlis and Green (1979)
examined the differences in personality attributes as a function of
"balanced" vs "unbalanced" leadership styles. In that study, the two
authors defined balanced as a "relatively equal focus on both
dimensions of a leader's behavior (structure and consideration)"
whereas unbalanced was defined as a "desperate emphasis on either
consideration or structure" (p. 588). That this approach was
considered to be a departure from previous studies since in the past
"structure and consideration" were investigated independently or

because "one dimension has been examined as a moderator of the other"

(Batlis and Green, 1979, p. 588).

Continuing, Batlis and Green (1979) stated:

Those subjects evidencing "balanced" leadership types
might be characterized as traditionalists who prefer to
work and make decisions with other people. Cautious and
moderate, they probably operate on a realistic, 'no-
nonsense' basis and take on analytical rather than an
emotional approach to leadership responsibilities (pp.
591-592).

Batlis and Green (1979) utilized a leadership opinion

questionnaire as a measure of preference for a particular leadership

style and a sixteen personality factor questionnaire to assess

personality attributes. It was concluded from the questionnaires

that:

Subjects classified as preferring a "balanced" leadership
style were more tough-minded (as opposed to tender-
minded), more practical (as opposed to imaginative), more
conservative (as opposed to experimenting), and more
group-dependent (as opposed to self-sufficient) (Batlis
and Green, 1979, p. 591).

It was also found that "the present results point to several

apparent differences in personality between leaders who are equally

task- and people-oriented and those whose style favors people or task"

(p. 591). The researchers cautioned that "the questionnaire is a

measure of one's preferred leadership style" which might be quite

different from the "actual style perceived by subordinates" (Batlis

and Green, 1979, p. 591).

In other studies dealing with leadership traits, different

conclusions have been drawn. For example, the traits showing

consistent correlations with leadership were intelligence, dominance,

self-confidence, energy or activity, and task-relevant knowledge. It

should be noted that the trait approach by itself cannot explain

leadership phenomena and situational factors should also be considered (Hoy and Miskel, 1982).

The situational approach attempted to identify any distinctive characteristics of the setting to which the leaders' behavior can be attributed. Some of the variables that have been postulated as being situational determinants of leadership included: (1) Structural properties of the organization (size, hierarchial structure, formalization) (2) Organizational climate (openness, participativeness, group atmosphere) (3) Role characteristics (position power, type and difficulty of task, procedural rules) (4) Subordinate characteristics (knowledge and experience, tolerance for ambiguity, responsibility, power) (Hoy and Miskel, 1982).

A contingency approach was developed which was a merger of trait and situational approaches. In this approach, it was necessary to specify the conditions, or situational variables, that moderate the relationship between leader traits and performance criteria. In this approach, it became apparent that under one set of circumstances one type of leader was effective whereas under another set of circumstances a different type of leader was needed. Therefore, the question remained of just what kind of leader is needed for the kind of circumstance presented. Leadership was, then, some sort of social transaction (Hoy and Miskel 1982).

Sergiovanni (1984) wrote of five aspects of leadership which uniquely contributed to school competence and excellence. These five leadership forces were: "technical (derived from sound management techniques), human (derived from harnessing available social and interpersonal resources), educational (derived from expert knowledge

about matters of education and schooling), symbolic (derived from focusing the attention of others on matters of importance to the school), and cultural (derived from building a unique school culture) (p. 6).

Sergiovanni (1984) contended that the technical leader assumes the role of "management engineer". Planning and time management technologies, contingency leadership theories, and organizational structures were emphasized with this leadership force. In this way, "the leader provides planning, organizing, coordinating, and scheduling to the life of the school" (p. 6). To maintain optimum effectiveness, the management engineer "is skilled at manipulating strategies and situations" (p. 6).

Also, Sergiovanni (1984) perceived that the human leader assumes the role of "human engineer". Human relations, interpersonal competence, and instrumental motivational technologies were emphasized with this leadership force. Therefore, the human leader provided "support, encouragement, and growth opportunities to the organization of the school" (p. 6). The building and maintaining of morale and participatory decision making were qualities of the skilled human engineer.

Continuing with the third leadership force as noted by Sergiovanni, the educational leader assumed the role of "clinical practitioner". This leadership force brought "expert professional knowledge and bearing as they relate to teaching effectivness, educational program development, and clinical supervision" (p. 6). "Diagnosing educational problems, providing for supervision, evaluation, staff development, and developing curriculum" were areas

in which this educational force was adept" (p. 6).

Sergiovanni continued by stating that the technical, human, and educational forces of leadership provided for competent schooling, "but their presence does not guarantee excellence" (p. 6). Symbolic and cultural were the forces used to describe excellent schools as perceived by Sergiovanni. Assuming the role of chief, the symbolic leader emphasized selective attention such as that provided by "the modeling of important goals and behaviors" and this leader also "signals to others what is of importance and value" (p. 7). The leader, emphasizing the symbolic leadership force, toured the school, visited classrooms (and in the process spent time with students), deemphasized management concerns in favor of educational ones, presided over ceremonies and important occasions, and "provided a unified vision of the school through proper use of words and actions" (p. 7). Of major concern to this force was clarity, consensus and commitment regarding the school's basic purposes. Communication is emphasized and the "stirring of human consciousness, the integration and enhancing of meaning, the articulation of key cultural strands that identified the substance of a school, the linking of persons involved in the school's activities to them" (p. 7). These leaders typically delved below the surface of events and activities "searching for deeper meaning and value."

The last of the five forces is that of the cultural leader who assumed the role of "high priest." The "cultural leader" defines, strengthens, and articulates those enduring values, beliefs, and cultural strands that give the school its unique identity. The cultural leader was the legacy builder, the one who nurtured, and the

one who defined school as a distinct entity within that culture. In addition to cultural leadership, educational and symbolic forces were situational and contextual, in as much as their unique qualities came from specific matters of education and schooling differentiating educational leadership, supervision and administration from management and leadership in general (Sergiovanni, 1984).

The 3-D Theory of Managerial Effectiveness

The 3-D Theory of Managerial Effectiveness was constructed as a result of a long series of research studies conducted by psychologists in the United States. It should again be noted, a manager was defined as a person occupying a position in a formal organization who is responsible for the work of at least one other person and who has formal authority over that person. It was found that the two main elements in managerial behavior were the task to be done and relationships with other people with one or the other receiving greater emphasis or both elements being used in small or large amounts. Reddin (1970) referred to the task to be done as the task orientation (TO) and the relationships with other people as relationships orientation (RO). Both describe continua; for example, a manager could range from a very task oriented emphasis to one which exhibits only a small amount of task orientation. Both behaviors, task oriented and relationship oriented, could be used together (the "3-D" term is an integrated style), task could be used with greater emphasis (dedicated style), relationship could be used with greater emphasis (related style), or each could be used to a small degree

(separated style).

Reddin identified and described four basic leadership styles and eight managerial styles which related the personality elements of task and people concern to the demands of the situation. The four basic styles were arranged as shown in Figure 1 with TO (task orientation) describing one axis and RO (relationships orientation) indicated on the other. The four basic styles--related, integrated, separated, and dedicated--were representative of four types of behavior. Not all types of managerial behavior will fit neatly into these four types, but they did provide a general framework. Each type of behavior had characteristics and indicators which allowed it to be better understood. Definitions for the four styles can be found on pages 8 through 13 in Chapter I.

According to Reddin (1970), one should keep in mind that the lines separating the four styles were for convenience only, and really did not exist. They were drawn to make it easier to discuss behavior and, as with any style label, meant more like one style than any other style, therefore, no one is "pigeonholed" when called "related" or something else. In short, there were no "pure" types

Reddin (1970) cited that any of the four basic styles could be effective in some situations but not in others. None of the styles were more effective or less effective in themselves and their effectiveness depended on the situation in which they were used. The eight managerial styles were not eight additional kinds of behavior, but rather the names given to the four basic styles when used appropriately or inappropriately. Each of the four basic styles had a less effective equivalent and a more effective equivalent, which

High

$\uparrow$

	RELATED	INTEGRATED
RO		
(Relationship Orientation)		
	SEPARATED	DEDICATED

Low $\longrightarrow$ High

TO   (Task Orientation)
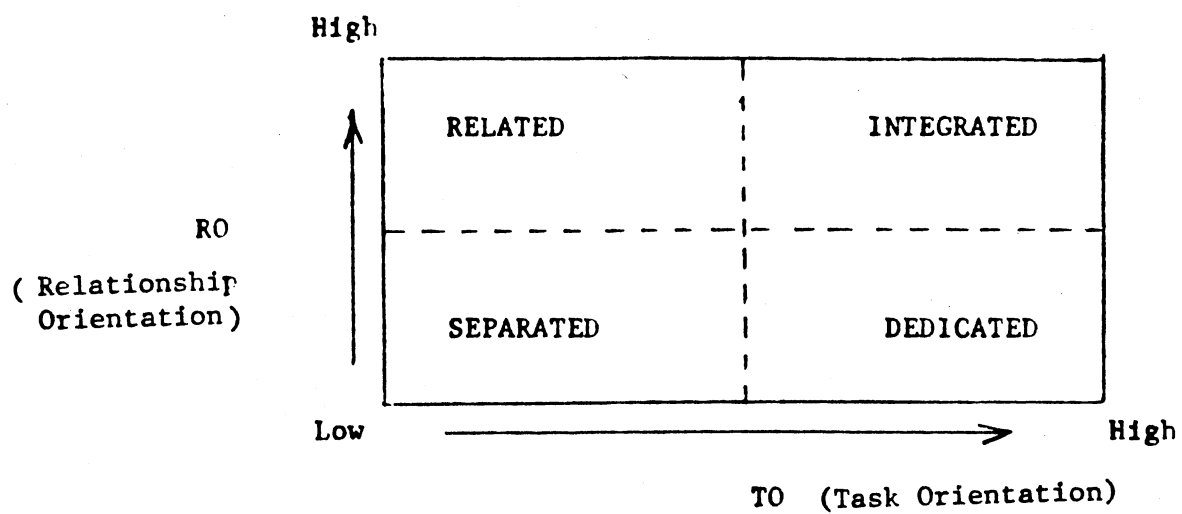
Figure 1. Basic Leadership Style

Source: Reddin, W. J. Managerial Effectiveness. New York, NY:
        McGraw-Hill Book Company, 1970.

resulted in the eight managerial styles. (These eight managerial

styles were shown in Table I.)

> For instance, when the high task orientation of the
> dedicated basic style is used inappropriately, the
> popular as well as the 3-D name given to it is
> autocrat. When used appropriately, the name used instead
> is benevolent autocrat. By using both the basic and
> managerial styles, 3-D theory sharply distinguished
> behavior and the effectiveness of behavior (Reddin, 1970,
> p. 13).

The arrangement of the eight managerial styles can be illustrated

by using a third dimension called effectiveness (E) as shown in Figure

2. The four basic styles were in the center, the four less effective

equivalents at the left, and the four more effective equivalents at

the right with the third dimension being effectiveness. "Managerial

effectiveness is measured by the extent to which a manager achieves

the output requirements of his position" (Reddin, 1970, p. 14).

> Reddin (1970) stated:

> Some managers have learned that to be effective they must
> sometimes create an atmosphere which will induce self-
> motivation among their subordinates and sometimes act in
> ways that appear either hard or soft. At other
> times, they must quietly efface themselves for awhile and
> appear to do nothing. It would seem more accurate to
> say, then, that any basic style may be used more or less
> effectively, depending on the situation (p. 39).

Every style has a situation which is appropriate or inappropriate

to it. This can best be illustrated in a way shown in Figure 3. The

added or third dimension could be labeled "appropriateness of style to

situation." As appropriateness resulted in effectiveness, the term

effectiveness, or "E", replaced the term "appropriateness". In other

words, the more appropriate style and the more effective style mean

the same thing. Therefore, depending on the particular situation in

which it is used, any basic style may be more effective or less

More Effective Styles

Developer	Executive
Bureaucrat	Benevolent autocrat

Basic Styles

(Relationship Orientation)

RO

Related	Integrated
Separated	Dedicated

——— TO ———→

(Task Orientation)

More Effective

Less Effective Styles

Missionary	Compromiser
Deserter	Autocrat
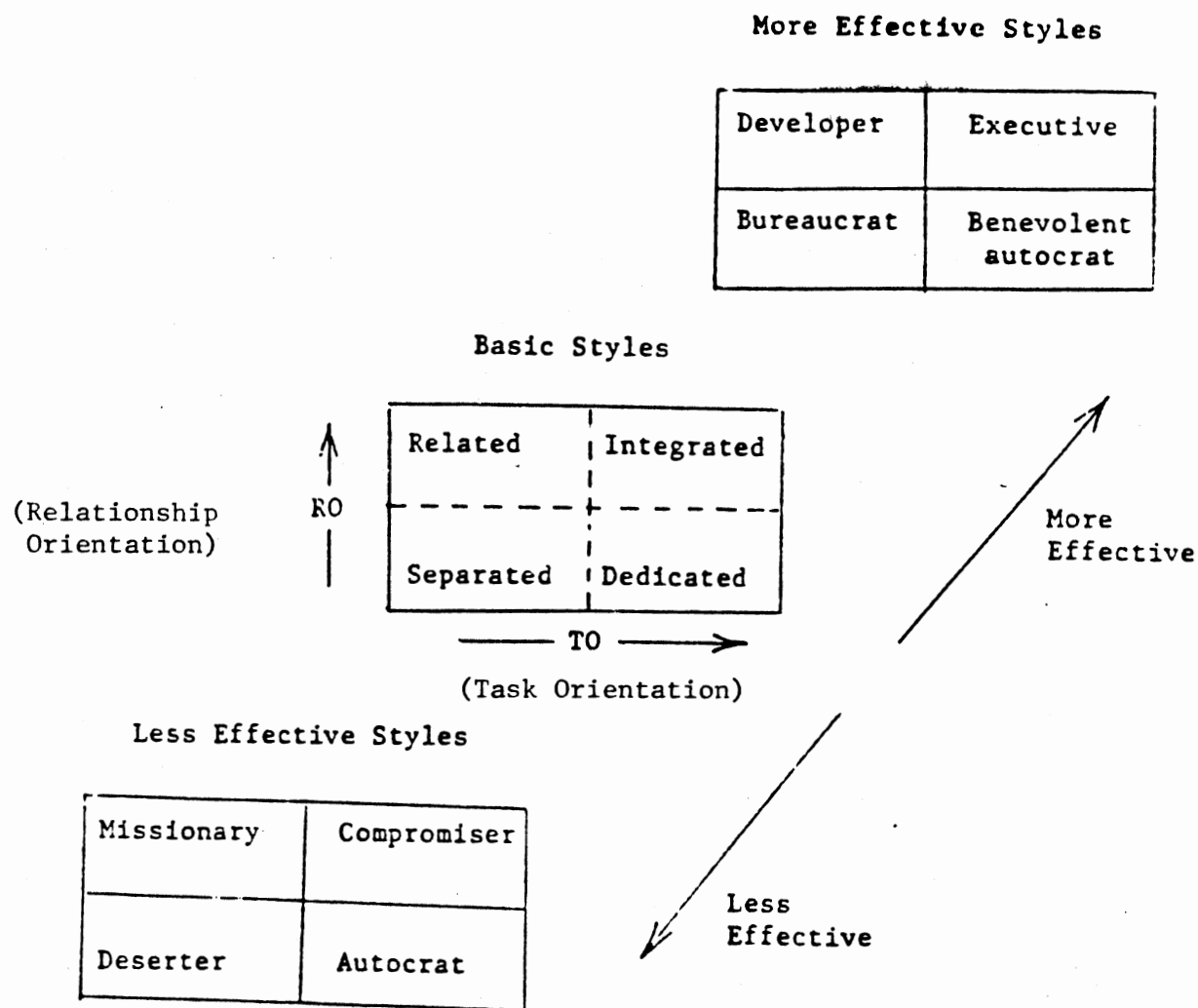
Less Effective

Figure 2. The 3-D Model

Source: Reddin, J. W. Managerial Effectiveness. New York, NY: McGraw-Hill Book Company, 1970.

```
┌─────────────────────────┐
│ ─ Appropriate Situations ─ │
└─────────────────────────┘
```

```
        ↑  ┌─────────────┬─────────────┐
        │  │ Related     │ Integrated  │
(Relationship │  │             │             │
 Orientation) RO ├─ ─ ─ ─ ─ ─ ─┼─ ─ ─ ─ ─ ─ ─┤
        │  │             │             │
        │  │ Separated   │ Dedicated   │
        ↓  └─────────────┴─────────────┘
              ───── TO ─────→
            (Task Orientation)
```

E

```
┌─────────────────────────┐
│ ─ Inappropriate Situations ─ │
└─────────────────────────┘
```
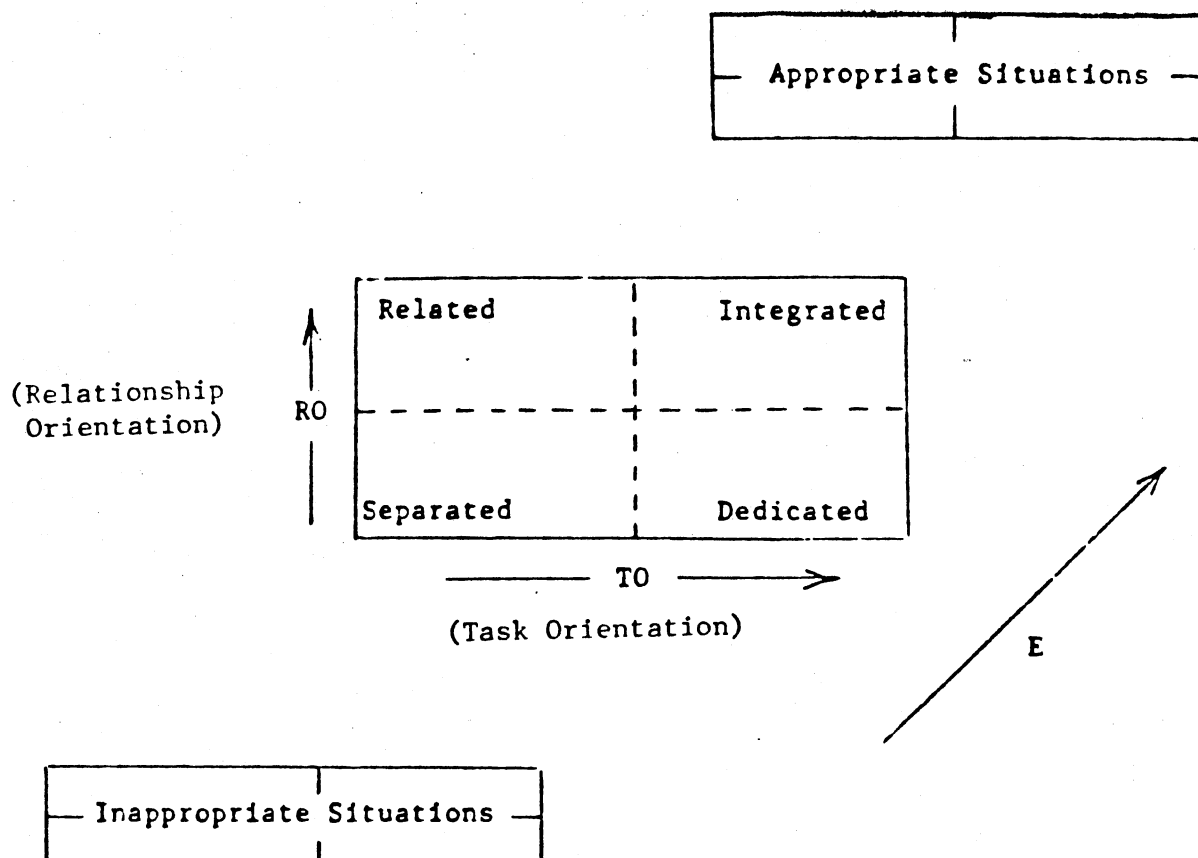
Figure 3. Basic Styles Embedded in Situations

Source: Reddin, J. W. Managerial Effectiveness. New York, NY:
        McGraw-Hill Book Company, 1970.

TABLE I

INAPPROPRIATE AND APPROPRIATE LEADERSHIP STYLES
AND ASSOCIATED BASIC STYLES

When Used Inappropriately (less effective)	Basic Style	When Used Appripriately (more effective)
Compromiser	Integrated	Executive
Autocrat	Dedicated	Benevolent Autocrat
Missionary	Related	Developer
Deserter	Separated	Bureaucrat

Source: Reddin, William J. Managerial Effectiveness. New York,
          NY: McGraw-Hill Book Company, 1970.

effective. As demonstrated in Figure 2, each basic style had its more
effective and less effective counterpart.

In the diagram (Figure 2), the middle was the basic style plane
with the right of the plane being more effective while the left of the
diagram is the plane of less effectiveness. The eight styles were
called the managerial styles and referred to the effectiveness level.
The two basic dimensions were still TO and RO with a third dimension
being managerial effectiveness (E).

> The vital distinction between the more effective and less
> effective styles does not lie in managerial behavior
> expressed in terms of TO and RO. Any amounts of either or
> both do not guarantee effectiveness. Effectiveness
> results from a style's appropriateness to the situation
> in which it is used (Reddin, 1970, p. 40).

An effective manager may utilize all four basic styles in the
course of a single day in a variety of situations such as a dependent
subordinate, an aggressive pair of coworkers, a secretary whose work
is not meeting expectation, and his superior who is interested only in
the task at hand. The effectiveness of any behavior therefore,
depends on the situation in which it is used and the ability of the
manager to interpret the situations in the manner of the 3-D Theory
whereby effectiveness results from matching style to situation.

In addition to style flexibility, which was one of the three key
skills of an effective manager, one must possess situational
sensitivity skill, and situational management skill. Situational
sensitivity was important to managers in order to diagnose a situation
and utilize style flexibility thereby matching their style to it;
another option lies in utilizing situational management skill to
change the situation. Acquiring situational sensitivity skill, style

flexibility skill, and situational management skill was generally referred to as experience. It was notable, however, that many very young managers had the three key skills to a high degree while much older managers may have barely acquired them.

Summary

To recapitulate, in Miller's study (1983) exemplary administrators were noted to require less formal structure and depended more on interpersonal relationships; it was proposed that leadership was as much a personal quality as a learned skill based as much on life experience as on academic training. Miller also stated that consistently being honest, open, and dependable is worthwhile; however, he cautioned against consistently approaching every problem in the same manner regardless of the uniqueness of the situation. Miller concluded, "Leaderhip is, in the final analysis, as much an art as a science, as much a personal quality as a skill learned, and as much based on life experience as academic training" (p. 10).

The trait approach to leadership dominated the study of leadership until the 1950s. It was discovered, however, that many of the traits identified as crucial in one study were found to be unimportant in others. Also, the relationship between the personality traits and leadership effectiveness differed depending on the type of measuring technique used, thus making early searches for personality traits to distinquish leaders unsuccessful. However, in more recent literature there were reported some consistent correlations of leadership traits identified as well as situational factors to be considered. By incorporating the knowledge gained through the trait

and situational approaches, a contingency approach was developed.
Stogdill and associates (1963) in their leadership studies at Ohio
State perceived leadership as multi-dimensional, subdivided into two
general components; "system-oriented" behaviors were directed
primarily toward fulfilling the goals and accomplishing the tasks of
the social system and "person-oriented" behaviors which were directed
toward satisfying individual needs and preferences within the
organization.

In 1984, Sergiovanni wrote of five aspects of leadership which
uniquely contributed to school competence and excellence. These five
leadership forces were:

> technical (derived from sound management techniques),
> human (derived from harnessing available social and
> interpersonal resources), educational (derived from
> expert knowledge about matters of education and
> schooling), symbolic (derived from focusing the attention
> of others on matters of importance to the school), and
> cultural (derived from building a unique school culture)
> (p. 6).

Leadership has many different facets of interest. Questionnaires
were often utilized to assess and/or measure personality traits and
preferences relative to the attributes of leadership. Various
research studies in the field have provided conflicting findings and
continue to be examined in the educational as well as business
communities. One common thread appeared to surface, however, in that
closure had not been established as it pertained to the study of
leadership.

The 3-D Theory of Managerial Effectiveness identified four basic
leadership styles and eight managerial styles which pertain to
personality attributes of task orientation, relationship orientation

and effectiveness. The 3-D Theory did not attempt to categorize people into one style area. It should be noted that administrators use all styles depending on situational factors.

CHAPTER III

METHODOLOGY

Introduction

This chapter discussed the methods and procedures implemented in completing this dissertation. In brief, the methodology utilized in this dissertation involved conducting a survey of 79 secondary school principals in 28 counties in southeast Kansas to determine leadership style, task orientation, relationship orientation, and effectiveness. In addition, demographic data, a population description, demographic data questionnaire specifics, data collection and analysis of the data was also discussed in this chapter.

Description of the Population

The study focused upon 79 secondary school principals from 28 counties in southeast Kansas which comprised 26.6% of the counties in Kansas and represented 21% of the 372 schools in Kansas. The school districts of this study were identified in the <u>Kansas Educational Directory (1985-1986)</u>. Relative to the population of students in a school according to size classification, the 1986-87 <u>Kansas State High School Activities Association Membership Directory</u> cited the divisions as revealed on the chart on the next page.

Classification in Kansas Schools	Range of Student Population Comprising Each Classification	Number of Schools in Kansas in Each Classification	Number of Schools in SE Kansas in Each Classification Surveyed (Indicated % of total Kansas Schools)
1A	9 - 78	116	6 (5%)
2A	79 - 117	64	8 (13%)
3A	118 - 181	64	13 (20%)
4A	185 - 398	64	10 (16%)
5A	420 - 802	32	8 (25%)
6A	833 - 1834	32	3 (9%)

Chart 1.   Chart of School Classifications in Kansas

Instrumentation

The instrument used in this study was the <u>Management Style</u>
<u>Diagnosis Test (MSDT)</u>. The <u>Management Style Diagnosis Test (MSDT)</u> was
selected because it had been widely tested in business and school
settings to identify unique "on-the-job" behavior (leadership
style). An additional benefit of the MSDT was to provide feedback to
the principals on their indvidual leadership style. The MSDT was
directly related to the 3-D Theory of Management Effectiveness
discussed in Chapter II. The MSDT was a forced-choice instrument
which consisted of 64 pairs of statements and measured the
admininstrator's perceived managerial style in his or her current
position. The principals were instructed to read both statements and
make interpretations as to which statement best described his/her
behavior in the current management position. From the statements and
choices made by these principals, descriptive behaviors relative to
one of the eight leadership styles discussed in Chapter II were
determined.

A panel of experts sorted and reviewed the questions that best
corresponded with one of the leadership styles. Each of the
statements had been tested and statistically refined in order to
eliminate the less discriminating ones. The statements were matched
in a manner in which the individual had an equal opportunity to select
one style over every other style.

Scores for each of the leadership style dimensions--task
orientation, relationship orientation, and effectiveness--were
determined by summing the number of times the respondents selected

statements which were descriptive of high orientation in a specific

dimension. The scores were then recorded on a matrix for each

respondent, tallied, and summed. The range of possible adjusted raw

scores for a given dimension could extend from a minimum score of 12

to a maximum score of 46. Scores were then recorded and summed by

task orientation, relationship orientation and effectiveness. From

the dimension scores, a leadership synthesis was determined.

According to the scores obtained for task orientation, relationship

orientation and effectiveness, there appeared to be some material

dependency as a result of the scoring method of the instrument. It

should be noted that interdependency between the stated research

questions may be present even though the study was designed to

investigate each dimension independently. To further explain, Reddin

(1970) cited:

> One of the most important measures developed for the 3-D
> Theory is the management-style-diagnosis test. This test
> was developed to identify styles of managers and of
> organizations...although it does have validity in
> identifying styles, its primary use is as a device for
> raising some questions about styles rather than providing
> all the answers. It consists of sixty-four pairs of
> statements. The manager is asked to pick one from each
> pair which best describes the way he behaves on the job
> he now has. Through an analysis of the answers he
> selects from the MSDT questionnaire, the test measures a
> manager's perception of his management style in his
> present job. The test does not tell a manager he is an
> autocrat or some other style--only that he, himself,
> describes his behavior in that way. Managers who change
> their jobs and take the test again usually score
> differently. Since the job demands have changed, so has
> the style to deal with them (p.237).

Validity and Reliability of the MSDT

At a one to three week management course held in Queens University in Canada (1974), the MSDT was administered to 236 middle managers. The percentage of occurrences of each style synthesis was determined and found to produce an equal percentage, 12.5%, of each style on the style synthesis. It was noted that 25% of the managers possessed the executive style while the deserter constituted 4% and bureaucrat had 6%. The other remaining five styles were very close to the average, somewhere between 11-16% (Reddin, 1974).

The MSDT was given to 33 presidents and vice-presidents of a single international conglomerate with approximately 100,000 employees. Of these presidents and vice-presidents, 49% had an executive synthesis. Of the remaining styles it was found that 15% were autocrats with 12% being benevolent autocrats (Reddin, 1974).

In a three week seminar jointly sponsored by Ohio University and Battelle Lab, sixty-two research and development managers participated. Most were scientists who participated in the seminar and approximately 50% held a PhD degree. The only notable effective management style produced was that of a developer. The four less effective styles were found in an equal degree with the deserter being 27% and the missionary 15% In the results of the study it was found that the most prominent style was related (developer--27%: missionary--15%), followed by dedicated (autocrat--15%; benevolent autocrat--6%); integrated (compromiser--13%; executive--6%); and separated (deserter--15%; bureaucrat--3%) (Reddin, 1970).

In a year long training course, 90 officers of the three armed

services with a captain's rank equivalent were administered the MSDT
at the mid-point of their training course. Of the results, 32% had a
style synthesis of benevolent autocrat while 28% had executive style
synthesis. The deserter, bureaucrat and missionary were notably low
which would be as expected of young military officers who were
selected for advanced training (Reddin, 1974).

Test-retest reliability of the MSDT was reported by Reddin
(1974); reliability coefficients for basic styles (ranging from 0.66
to 0.70) were tabulated in a study which involved 104 subjects in the
United States, Canada, and the United Kingdom. In a similar study
which involved 57 participants who had not changed positions during
the two year time frame between testing, slightly lower coefficients
of r=0.45 to 0.59 were found.

Demographic Data Questionnaire

The writer of this dissertation developed the demographic
questionnaire and patterned it from a dissertation by Sharpton
(1985). The questionnaire can be found in Appendix C. Variables
considered via the questionnaire included: classification of the
school, sex, age, academic discipline, years experience in educational
administration, years of teaching experience, years experience in
current position, total years experience in education and highest
degree presently held.

Data Collection

The dissertation investigated leadership, task orientation,
relationship orientation, and effectiveness of secondary school

principals of southeast Kansas by utilizing the MSDT by W.J. Reddin. The dissertation also identified selected characteristics of the principals using the demographic questionnaire to ascertain if connections exist between these characteristics, styles and/or dimension scores.

The writer began the study in August, 1985. After conducting preliminary research, Organizational Tests, Ltd., Fredericton, New Brunswick, Canada, was contacted to purchase the MSDT instrument to be used in the research and to obtain permission to change the instrument from third person to first person (See Appendix A). Through the use of the Kansas Educational Directory, the school districts were identified in the 28 counties of southeast Kansas to be included in the study. The writer distributed the demographic questionnaires, the Management Style Diagnosis Test (MSDT), and cover letter by mail to the southeast Kansas principals.

Data collection was begun October 15, 1986, by mailing the questionnaire, demographic request, and researcher's cover letter to each principal in the population (See Appendixes B and C). The questionnaires were not coded in any way; however, if the participant desired a copy of the results they were to sign a simple form and return it with the questionnaire. A follow-up inquiry was mailed on November 7, 1986, to the participants who had not already signed their names to a returned questionnaire. A copy of this letter may be found in Appendix E. The data analysis was begun in January, 1987, and was completed that same year.

Research Questions

The research questions of this study were: Were there significant differences in task orientation, relationship orientation, effectiveness, and leadership style among southeast Kansas secondary school principals:

(1) serving schools of different size school classification;

(2) having different age categories;

(3) being educated in different academic disciplines;

(4) having varying amounts of experience in educational administration;

(5) having varying amounts of prior teaching experience;

(6) having varying lengths of experience in their current position;

(7) having varying numbers of years experience in education either as a teacher or principal or in another school-related position;

(8) having varying educational levels?

Analysis of Data

The raw data were tabulated via computer and the results of the demographic questionnaire and MSDT were analyzed and reported in the results section of this study (Chapter IV). Also, following the completion of this study, the researcher provided the participating principals who had requested it, an analysis of their personal leadership style. It should be noted that selected portions of this dissertation have been adopted from a study by Sharpton (1985) and

have been incorporated in the questions and methodology.

The responses to the MSDT were scored by following the directions that accompanied the test by Reddin. The responses to the choices made on each of the 64 paired statements were placed on a matrix, tallied and summed to arrive at the adjusted raw scores. From the adjusted raw scores, information was obtained to tabulate a principal's task orientation, relationship orientation, and effectiveness scores. Leadership style synthesis was determined by following the directions of the corresponding dimension scores on the chart in Appendix D.

The Statistical Package for the Social Sciences second edition (1975) was used as the statistical procedure to analyze the data. Chi-square was selected because it was easily computed, widely used and easily interpreted. Chi-square was used to analyze differences in leadership style and effectiveness according to categories established for the demographic variables. The .05 level of significance was implemented in this study. The MSDT results appeared to look like interval scale data but Reddin's leadership style index was determined by using a diagram which represented one style category or another. To find the appropriate style synthesis one was instructed to move across the diagram from left to right taking appropriate branches as indicated by the score. The style synthesis represented the average style which takes into account all of the responses. Averages, even though they were useful, did not depict the individual components of the average which one may have found on the Style Profile (Reddin, 1977). The dimension score distribution was divided between the scores of 33 and 34, with one group (33 and below) being labeled "low"

and the other group (34 and above) being labeled "high". For clarification, Appendix D contains a sample scoring sheet.

In this study, the independent variables were categorized to simplify their distribution. The variable groups in Table II numbered 1 through 8, arranged in categories, were used for the research questions.

To begin, the data analysis or testing research question number 1 involved the classification of each leadership style dimension into high and low position in regard to task orientation, relationship orientation and effectiveness. From this data, leadership style of the principal was established. The significance of the association between each leadership style dimension score was determined by the chi-square test of independence whereby high and low, task orientation, relationship orientation and effectiveness were determined. Table II shows the research question number, variable, and the groups which were arranged in categories.

TABLE II

VARIABLES GROUPS FOR RESEARCH QUESTIONS ONE THROUGH EIGHT

Research Question	Variable	Group
1	Classification of School	1A
		2A
		3A
		4A
		5A
		6A
2	Age	20-29
		30-33
		40-49
		50-59
		60 or over
3	Academic Discipline	Social Science
		Natural Science
		Physical Science
		Mathematics
		Humanities
		Industrial Arts
		Others
4	Years Experience in Educational Administration	0-2
		3-5
		6-8
		9-11
		12 or more
5	Years Teaching Experience	1-3
		4-6
		7-10
		11-13
		14 or more
6	Years Experience in Current Position	0-2
		3-5
		6-8
		9-11
		12 or more

TABLE II (Continued)

Research Question	Variable	Group
7	Years Experience in Education	1-5 6-10 11-15 16-20 21-25 26 or more
8	Highest Degree Held	Bachelors Masters Specialist Doctorate

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

A demographic data questionnaire completed by the principals included the specific variables: size classification of school, sex, age, academic disciplines (indicating their initial area of preparation and certification in teaching), years of experience in educational administration, years of teaching experience, years of experience in current position, total years experience in education and highest degree presently held. The test used for determining the leadership styles of the individual principals was The Management Style Diagnosis Test (MSDT). The findings of this study were based on the MSDT scores and the demographic data questionnaires which were returned by 51 of the 79 principals contacted. Of the 51 respondents, one individual returned both the demographic questionnaire and the MSDT unanswered and indicated via a note that he did not wish to participate in the study. Two respondents completed the demographic data questionnaire but did not complete the MSDT (thus, these three respondents were not included in the statistics of this study other than this citing). Twenty-eight principals did not participate in the study nor did they indicate why they did not wish to participate. A follow-up letter was mailed to all principals who had not indicated they wished to receive the results of the questionnaire, however, no

additional responses were received. In all, there were 48 principals who did participate in the study.

Descriptive Data

Classification of School Size

Indicated in Table III are the frequency and percentages of the responses on the demographic questionnaire relative to the size classification of school. The classifications available on the questionnaire were 1) 1A, 2) 2A, 3) 3A, 4) 4A, 5) 5A and 6) 6A. Of the 48 schools included in this study, there were six 1A schools, eight 2A schools, thirteen 3A schools, ten 4A schools, eight 5A schools, and three 6A schools. The highest number of size classification respondents were in the 3A category representing 27% followed by 4A with 20.8%.

Sex

Participants were asked to indicate their gender on the demographic questionnaire. Indicated in Table IV are the frequency and percentages of each group. Respondents were all male with the exception of one female.

Age

Participants were asked to indicate their age on the demographic questionnaire. The age groups were presented as categories: 1) 20-29, 2) 30-39, 3) 40-49, 4) 50-59, 5) 60 or over. Indicated in Table V are the frequency and percentages of each group. Over one-half or

TABLE III

DISTRIBUTION OF PRINCIPALS BY SCHOOL
SIZE CLASSIFICATION

School Classification	Frequency	Percent
1A	6	12.5
2A	8	16.7
3A	13	27.1
4A	10	20.8
5A	8	16.7
6A	3	6.3
No Response	0	0.0
Total	48	100.0

TABLE IV

DISTRIBUTION OF PRINCIPALS BY SEX

Sex	Frequency	Percent
Male	47	97.9
Female	1	2.1
No Response	0	0.0
Total	48	100.0

TABLE V

DISTRIBUTION OF PRINCIPALS BY AGE

Age Group	Frequency	Percent
20 - 29	0	0.0
30 - 39	12	25.0
40 - 49	27	56.3
50 - 59	8	16.7
60 and over	1	2.1
No Response	0	0.0
Total	48	100.0

56.3% of the respondents were in the age category of 40-49 years of age and the next highest category was the 30-39 year old category representing 25% of the respondents. These two groups ranging in age from 30-49 years represented 81.3% of the total number of respondents.

Academic Discipline

Indicated in Table VI are the frequency and percentages of the responses to the demographic questionnaire relative to academic discipline indicating their initial area of preparation and certification in teaching. Disciplines on the questionnaire included: 1) Social Science, 2) Natural Science, 3) Physical Science, 4) Mathematics, 5) Humanities, 6) Industrial Arts, 7) Business, 8) Vocational, and 9) Others. The academic discipline group with the highest number of respondents was the Social Science category which represented 43.8% of the respondents.

Years Experience in Educational Administration

Indicated in Table VII are the frequency and percentages of the responses to the demographic questionnaire relative to the number of years experience in administration. Choices in years of experience in educational administration include: 1) 0-2, 2) 3-5, 3) 6-8, 4) 9-11, 5) 12 or more. In response to the number of years in educational administration, 33.3% of the respondents were in the 12 or more years range. The category mean for years of experience in educational administration was 3.583, indicating about seven years of experience being typical.

TABLE VI

DISTRIBUTION OF PRINCIPALS BY ACADEMIC
DISCIPLINE GROUP

Academic Discipline Group	Frequency	Percent
Social Science	21	43.8
Natural Science	6	12.5
Physical Science	1	2.1
Mathematics	6	12.5
Humanities	4	8.3
Industrial Arts	3	6.3
Others	7	14.5
Total	48	100.0

TABLE VII

DISTRIBUTION OF PRINCIPALS BY YEARS OF EXPERIENCE
IN EDUCATIONAL ADMINISTRATION

Years of Experience in Administration	Frequency	Percent
0 - 2	3	6.3
3 - 5	9	18.8
6 - 8	9	18.8
9 - 11	11	22.9
12 or more	16	33.3
No Response	0	0.0
Total	48	100.0

Years Teaching Experience

Indicated in Table VIII are the frequency and percentages of the responses on the demographic questionnaire relative to years of teaching experience. The choices in years teaching experience were: 1) 1-3, 2) 4-6, 3) 7-10, 4) 11-13, 5) 14 or more. All of the respondents had at least one year of teaching experience and 29.2% of the respondents had from 7-10 years of teaching experience. The category mean for years of teaching experience was 3.271, indicating a typical experience level of slightly more than seven years.

Years of Experience in Current Position

Indicated in Table IX are the frequency and percentages of responses on the demographic questionnaire for the years of experience in current position. The choices for years of experience in current position were: 1) 0-2, 2) 3-5, 3) 6-8 4) 9-11 5) 12 years or more. About twenty-seven percent of the respondents indicated they had 0-2 years of experience in their current position. Twenty-five percent of the respondents had been in their current position for 6-8 years. The category mean for years of experience in current position was 2.625. This indicated that typical tenure in the current position was slightly more than five years.

Total Years of Experience in Education

Indicated in Table X are the frequency and percentages of responses on the demographic questionnaire relative to years of experience in administration. The choices in years were: 1) 1-5, 2)

TABLE VIII

DISTRIBUTION OF PRINCIPALS BY YEARS OF
TEACHING EXPERIENCE

Years of Teaching Experience	Frequency	Percent
1 - 3	4	8.3
4 - 6	11	22.9
7 - 10	14	29.2
11 - 13	6	12.5
14 or more	13	27.1
No Reponse	0	0.0
Total	48	100.0

TABLE IX

DISTRIBUTION OF PRINCIPALS BY YEARS OF TEACHING
EXPERIENCE IN CURRENT POSITION

Years of Experience in Current Position	Frequency	Percent
0 - 2	13	27.1
3 - 5	11	22.9
6 - 8	12	25.0
9 - 11	5	10.4
12 or more	7	14.5
No Response	0	0.0
Total	48	100.00

TABLE X

DISTRIBUTION OF PRINCIPALS BY TOTAL YEARS
OF EXPERIENCE IN EDUCATION

Total Number of Years Experience in Education	Frequency	Percent
1 - 5	1	2.1
6 - 10	2	4.2
11 - 15	10	20.8
16 - 20	12	25.0
21 - 25	13	27.1
26 or more	10	20.8
No Response	0	0.0
Total	48	100.0

6-10, 3) 11-15, 4) 16-20, 5) 21-25, 6) 26 years or more. About 27% of the respondents indicated they had 21-25 years of experience in education. The category mean for years of experience in administration was 4.333, indicating a typical total years experience in education of more than sixteen years.

Highest Degree Presently Held

Indicated in Table XI are the frequency and the percentage of responses on the demographic questionnaire relative to the highest degree held. The choices provided on the demographic questionnaire were: 1) Bachelor, 2) Master, 3) Specialist, and 4) Doctorate. Almost three-fourths of the respondents held the Masters degree, while about 23% of the respondents held the Specialists degree and 4% held the Doctorate.

Description of Leadership Styles

Twenty-five (52.1 percent) of the principals participating in this study had a high task orientation score while twenty-three (47.9 percent) had a low task orientation score. A high relationship orientation score was shown by thirty-one (64.6 percent) of the principals, and seventeen (35.4 percent) of the principals had low relationship orientation scores.

The Leadership Style Profile and Style Synthesis can be determined by the descriptive information obtained by combining scores of the MSDT. Also, the scores provided data which could be used to analyze the research question stated in Chapter III. The Leadership Style Profile was a quantitative description of the direction to which

TABLE XI

DISTRIBUTION OF PRINCIPALS BY HIGHEST
DEGREE PRESENTLY HELD

Highest Degree	Frequency	Percent
Bachelors	0	0.0
Masters	35	72.9
Specialists	11	22.9
Doctorates	2	4.2
No Response	0	0.0
Total	48	100.0

an individual was inclined insofar as the eight leadership styles were concerned. The determination of a score was accomplished by summing the number of times an individual chose an MSDT statement which was descriptive of the style. The profile is a set of numbers which range from 0-15 that quantitatively describe the extent to which each style is exhibited. Reddin (1970) determined the average score for any style to be approximately eight.

Indicated in Table XII was the composite Leadership Style Profile, the mean scores and the ranges for the total sample. The deserter style mean score of 5.45 was the lowest. The missionary mean score of 9.56 was the highest.

The Leadership Style Synthesis was the average leadership style based upon the overall behavior of the individual. It is determined by combining the task orientation, relationship orientation, and the effectiveness test scores as coordinates for purposes of identification of the location on the three-dimensional model. Appendix D contains the tally sheet for determining style synthesis. Reddin (1970) cautioned respondents that the particular usefulness of style synthesis lies in the description of an average manager in a specific organization. It therefore gives some indication of the philosophy of the organization.

Indicated in Table XIII was the distribution of the principal's Leadership Style Synthesis and an overall picture of the average leadership styles by the respondents in this study.

Analysis of the Research Questions

Tables are found in this section of the dissertation to depict

TABLE XII

PRNCIPAL LEADERSHIP STYLE PROFILE
MEAN SCORES AND RANGES

Leadership Style Profile	Mean Score	Range
Deserter	5.45	2-12
Missionary	9.56	7-12
Autocrat	8.08	4-14
Compromiser	8.65	5-11
Bureaucrat	8.41	4-11
Developer	9.06	5-13
Benevolent Autocrat	9.47	6-13
Executive	7.02	4-11

TABLE XIII

LEADERSHIP STYLE SYNTHESIS

Leadership Style Synthesis	Frequency	Percent	Basic Style	Frequency	Percent
Executive	10	20.8	Integrated	14	29.2
Compromiser	4	8.3	Dedicated	9	18.7
Benevolent Autocrat	5	10.4	Related	18	37.5
Autocrat	4	8.3	Separated	7	14.6
Developer	12	25.0			
Missionary	6	12.5			
Bureaucrat	4	8.3			
Deserter	3	8.3			
Total	48	100.0		48	100.0

the results of the findings of the chi-square test of independence.

Because of the program format of the SPSSX cross-tabulation packet,

the numbers of principals cited on the tables may differ from the

Descriptive Data section of Chapter IV. A descriptive table revealing

the leadership style distribution according to each of the demographic

questions may be found in each section of tables. In addition, in

order to determine chi-square in the leadership style section, it was

necessary to collapse the cells and establish larger categories for

the leadership style contingency tables.

Research Question 1

Are there significant differences in task orientation,

relationship orientation, effectiveness scores, and leadership styles

among southeast Kansas secondary school principals having different

size school classifications? To analyze each of these scores and

leadership styles, task orientation, relationship orientation, and

effectiveness scores were examined relative to high or low dimension

scores as they pertained to size classification of school. The size

classification of schools included: 1A, 2A, 3A, 4A, 5A, and 6A.

The question was tested using the chi-square test of independence

to determine the significance of observed differences.

Response to Research Question 1. Are there significant

differences in task orientation, relationship orientation,

effectiveness scores and leadership styles among secondary school

principals of southeast Kansas in regard to size classification of

school? Relative to testing this question, principals were asked to

indicate the appropriate size classification category on the demographic questionnaire. Task orientation, relationship orientation, and effectiveness scores were implemented in classifying each principal as high or low on task orientation, relationship orientation, and effectiveness. A 6 X 2 chi-square analysis was performed on all of the scores with the exception of the leadership style where a 3 X 4 chi-square analysis was performed. The Contingency Table for Classification of Secondary School Principals by Task Orientation was revealed in Table XIV. The Contingency Table for Classification of Secondary School Principals by Relationship Orientation was revealed in Table XV. The Contingency Table for Classification of Secondary School Principals by Effectiveness was revealed in Table XVI. The Descriptive Table for Classification of Schools by Leadership Style was revealed in Table XVII. The Contingency Table for Classification of Schools by Leadership Style was revealed in Table XVII B.

The chi-squares calculated were not significant at the .05 level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles for principals of different size school classifications.

Research Question 2

Are there significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles among southeast Kansas secondary school principals having different ages? Principals were asked to respond to one of five age groups in

TABLE XIV

CONTINGENCY TABLE FOR CLASSIFICATION OF SECONDARY
SCHOOLS BY TASK ORIENTATION

School Classification	High To	Low To
1A	4	2
2A	4	4
3A	5	8
4A	7	3
5A	5	3
6A	0	3
Total	25	23

Chi-Square - 6.39 with d.f. = 5
Chi-Square must equal or exceed 11.07 to be significant at
   the .05 level.

TABLE XV

CONTINGENCY TABLE FOR CLASSIFICATION OF SECONDARY
SCHOOLS BY RELATIONSHIP ORIENTATION

School Classification	High RO	Low RO
1A	3	3
2A	5	3
3A	7	6
4A	5	5
5A	8	0
6A	3	0
Total	31	17

Chi-Square − 8.19 with d.f. = 5
Chi-Square must equal or exceed 11.07 to be significant at
  the .05 level.

TABLE XVI

CONTINGENCY TABLE FOR CLASSIFICATION OF SECONDARY
SCHOOLS BY EFFECTIVENESS ORIENTATION

School Classification	High E	Low E
1A	5	1
2A	5	3
3A	9	4
4A	5	5
5A	5	3
6A	2	1
Total	31	17

Chi-Square - 2.01 with d.f. = 5
Chi-Square must equal or exceed 11.07 to be significant at
  the .05 level.

TABLE XVII

DESCRIPTIVE TABLE FOR CLASSIFICATION OF
SCHOOLS BY LEADERSHIP STYLE

School Classification	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
1A	0	0	0	1	1	1	1	2
2A	1	1	0	1	0	0	3	2
3A	1	2	0	1	1	2	4	2
4A	1	0	3	1	2	2	1	0
5A	2	0	1	0	0	0	1	4
6A	1	0	0	0	0	0	2	0
Total	6	3	4	4	4	5	12	10

TABLE XVIIB

CONTINGENCY TABLE FOR CLASSIFICATION OF
SCHOOLS BY LEADERSHIP STYLES

School Classification	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
IA - 2A	4	3	5	2
3A - 4A	5	6	7	5
5A - 6A	5	0	6	0
Total	14	9	18	7

Chi-Square = 7.80 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

nine year increments on the demographic questionnaire. To analyze each of these scores and leadership styles; task orientation, relationship orientation and effectiveness scores were examined relative to the proportions of high or low dimension scores as they pertained to the age groups of principals. The age groups included 20-29, 30-39, 40-49, 50-59, 60 or over.

The question was tested using the chi-square test of independence to determine the significance of observed differences.

Response to Research Question 2. Are there significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles among secondary school principals of southeast Kansas having different ages? Relative to testing this question, principals were asked to select one of five classification categories on the demographic questionnaires. Task orientation, relationship orientation, and effectiveness scores were implemented in classifying each principal as high or low task orientation, relationship orientation and effectiveness. A 5 X 2 chi-square analysis was performed on all of the scores with the exception of leadership style where a 3 X 4 chi-square analysis was performed. The Contingency Table for Age Groups by Task Orientation was revealed in Table XVIII. The Contingency Table for Age Groups by Relationship Orientation was revealed in Table XIX. The Contingency Table for Age Groups by Effectiveness was revealed in Table XX. The Descriptive Table for Age Groups by Leadership Style was revealed in Table XXI. The Contingency Table for Age Groups by Leadership Style was revealed in Table XXI B.

TABLE XVIII

CONTINGENCY TABLE FOR AGE GROUPS BY TASK ORIENTATION

Age Classification	High TO	Low TO
20 – 29	0	0
30 – 39	6	6
40 – 49	16	11
50 – 59	3	5
60 and over	0	1
Total	25	23

Chi-Square = 2.35 with d.f. = 3
Chi-Square must equal or exceed 7.82 to be significant at
  the .05 level.

TABLE XIX

CONTINGENCY TABLE FOR AGE GROUPS BY RELATIONSHIP ORIENTATION

Age Classification	High RO	Low RO
20 - 29	0	0
30 - 39	6	6
40 - 49	18	9
50 - 59	6	2
60 and over	1	0
Total	31	17

Chi-Square = 2.09 with d.f. = 3
Chi-Square must equal or exceed 7.82 to be significant at
   the .05 level.

TABLE XX

CONTINGENCY TABLE FOR AGE GROUPS BY
EFFECTIVENESS ORIENTATION

Age Classification	High E	Low E
20 – 29	0	0
30 – 39	6	6
40 – 49	21	6
50 – 59	3	5
60 and over	1	0
Total	31	17

Chi-Square = 6.28 with d.f. = 3
Chi-Square must equal or exceed 7.82 to be significant at
  the .05 level.

TABLE XXI

DESCRIPTIVE TABLE FOR AGE GROUPS
BY LEADERSHIP STYLES

Age Group	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
20 - 29	0	0	0	0	0	0	0	0
30 - 39	1	1	2	2	2	1	2	1
40 - 49	4	0	0	2	2	4	7	8
50 - 59	1	2	2	0	0	0	2	1
60 or over	0	0	0	0	0	0	1	0
Total	6	3	4	4	4	5	12	10

TABLE XXIB

CONTINGENCY TABLE FOR AGE GROUPS
BY LEADERSHIP STYLES

Age Group	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
20 - 39 years	3	3	3	3
40 - 49 years	11	6	14	4
60 years or more	0	0	1	0
	—	—	—	—
Total	14	9	18	7

The chi-squares calculated were not significant at the .05 level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles for principals of different age groups.

Research Question 3

Are there significant differences in task orientation, relationship orientation, effectiveness scores, and leadership styles among southeast Kansas secondary school principals educated in different academic disciplines? To analyze each of these scores and leadership styles; task orientation, relationship orientation and effectiveness scores were examined relative to the proportions of high or low dimension scores as they pertained to academic discipline. The academic disciplines included: Social Science, Natural Science, Physical Science, Mathematics, Humanities, Industrial Arts, Business, Vocational, and others.

Response to Question 3. There are no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles among secondary school principals of southeast Kansas in regard to different academic disciplines. Relative to testing this question, principals were asked to select one of nine academic groups indicating their initial area of preparation and certification in teaching. Task orientation, relationship orientation and effectiveness scores were implemented in classifying each principal as high or low task orientation, relationship orientation

and effectiveness. A 7 X 2 chi-square analysis was performed on all
of the scores with the exception of leadership style where a
descriptive table was used as a result of the number of zero cells
present. The Contingency Table for Academic Discipline Groups by Task
Orientation was revealed in Table XXII. The Contingency Table for
Academic Discipline Groups by Relationship Orientation was revealed in
Table XXIII. The Contingency Table for Academic Discipline Groups by
Effectiveness was revealed in Table XXIV. The Descriptive Table for
Academic Discipline by Leadership Style was revealed in Table XXV.
The chi-squares calculated were not significant at the .05 level.
Subsequently, it was concluded that there were no significant
differences in task orientation, relationship orientation, and
effectiveness scores for principals having different academic
disciplines in their initial teacher preparation and certification.

Research Question 4

Are there significant differences in task orientation,
relationship orientation, effectiveness scores, and leadership style
among southeast Kansas secondary school principals with varying
amounts of experience in educational administration? To analyze each
of these scores and leadership styles, task orientation, relationship
orientation and effectiveness scores were examined relative to high or
low dimension scores as they pertained to years experience in
educational administration. The years of experience expressed in
ranges in educational administration included: 0-2 years, 3-5 years,
6-8 years, 9-11 years, and 12 or more years.

The question was tested using the chi-square test of independence

TABLE XXII

CONTINGENCY TABLE FOR ACADEMIC DISCIPLINE
GROUPS BY TASK ORIENTATION

Academic Group	High TO	Low TO
Social Science	11	10
Natural Science	4	2
Physical Science	0	1
Mathematics	2	4
Humanities	2	2
Industrial Arts	2	1
Other	3	3
Total	24	23

Chi-Square - 2.69 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

TABLE XXIII

CONTINGENCY TABLE FOR ACADEMIC DISCIPLINE GROUPS
BY RELATIONSHIP ORIENTATION

Academic Group	High RO	Low RO
Social Science	16	5
Natural Science	4	2
Physical Science	1	0
Mathematics	4	2
Humanities	1	3
Industrial Arts	0	3
Other	5	1
Total	31	16

Chi-Square - 11.11 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
the .05 level.

TABLE XXIV

CONTINGENCY TABLE FOR ACADEMIC DISCIPLINE GROUPS
BY EFFECTIVENESS ORIENTATION

Academic Group	High E	Low E
Social Science	14	7
Natural Science	3	3
Physical Science	1	0
Mathematics	3	3
Humanities	2	2
Industrial Arts	2	1
Other	5	1
Total	30	17

Chi-Square = 2.96 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

TABLE XXV

DESCRIPTIVE TABLE FOR ACADEMIC DISCIPLINE
BY LEADERSHIP STYLES

Academic Discipline	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
Social Science	3	0	2	2	0	2	8	4
Natural Science	1	0	1	1	1	0	0	2
Physical Science	0	0	0	0	0	0	1	0
Mathematics	2	0	0	1	1	1	0	0
Humanities	0	1	1	0	1	1	0	0
Industrial Arts	0	1	0	0	1	1	0	0
Other	0	1	0	0	0	0	2	3
Total	6	3	4	4	4	4	12	10

to determine the significance of observed differences.

Response to Research Question 4. Are there significant

differences in task orientation, relationship orientation,

effectiveness scores and leadership styles among secondary school

principals of southeast Kansas with varying amounts of experience in

educational administration? Relative to testing this research

question, principals were asked to select one of five choices

indicating years of experience in educational administration on the

demographic questionnaire. Task orientation, relationship

orientation, and effectiveness scores were utilized in classifying

each principal as high or low task orientation, relationship

orientation, and effectiveness. A 5 X 2 chi-square analysis was

performed with the exception of the leadership style where a 3 X 4

chi-square analysis was performed. The Contingency Table for Years of

Experience in Educational Administration by Task Orientation was

revealed in Table XXVI. The Contingency Table for Years of Experience

in Educational Administration by Relationship Orientation is revealed

in Table XXVII. The Contingency Table for Years of Experience in

Educational Administration by Effectiveness Orientation was revealed

in Table XXVIII. The Descriptive Table for Years Experience in

Educational Administration by Leadership Style was revealed in Table

XXIX. The Contingency Table for Years of Experience in Educational

Administration by Leadership Style was revealed in Table XXIX B.

The chi-squares calculated were not significant at the .05

level. Subsequently it was concluded that there were significant

differences in task orientation, relationship orientation,

TABLE XXVI

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN EDUCATIONAL
ADMINISTRATION BY TASK ORIENTATION

Years in Administration	High TO	Low TO
0 - 2	1	2
3 - 5	3	4
6 - 8	7	2
9 - 11	7	4
12 or more	7	9
Total	25	23

Chi-Square = 5.16 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
  the .05 level.

TABLE XXVII

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN EDUCATIONAL
ADMINISTRATION BY RELATIONSHIP ORIENTATION

Years in Administration	High RO	Low TO
0 – 2	2	1
3 – 5	5	4
6 – 8	4	5
9 – 11	8	3
12 or more	12	4
Total	31	17

Chi-Square = 3.00 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
  the .05 level.

TABLE XXVIII

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN EDUCATIONAL
ADMINISTRATION BY EFFECTIVENESS ORIENTATION

Years Experience in Educational Administration	High E	Low E
0 - 2	1	2
3 - 5	3	6
6 - 8	3	6
9 - 11	3	8
12 or more	7	9
Total	17	31

Chi-Square = 0.84 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
the .05 level.

TABLE XXIX

DESCRIPTIVE TABLE FOR YEARS OF EXPERIENCE IN EDUCATIONAL
ADMINISTRATION BY LEADERSHIP STYLES

Years Exper. in Educ. Admin.	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
0 - 2	1	1	1	0	1	2	3	4
3 - 5	1	0	1	3	1	1	3	1
6 - 8	3	1	1	0	2	0	2	3
9 - 11	0	0	0	0	0	1	2	0
12 or more	1	1	1	1	0	1	2	0
Total	6	3	4	4	4	5	12	10

TABLE XXIXB

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN EDUCATIONAL
ADMINISTRATION BY LEADERSHIP STYLES

Years Exp. In Educ. Admin	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
0 - 5	7	6	8	3
6 - 11	6	1	7	3
12 or more	1	2	3	1
Total	14	9	18	7

Chi-Square = 3.52 with d.f. =6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

effectiveness and leadership styles for principals with varying

amounts of experience in educational administration.

Research Question 5

Are there significant differences in task orientation,

relationship orientation, effectiveness scores, and leadership styles

among southeast Kansas secondary school principals with varying

amounts of prior teaching experience? Principals were asked to

respond to one of five categories expressed in three year increments

on the demographic questionnaire. To analyze each of these scores and

leadership styles, task orientation, relationship orientation, and

effectiveness scores were examined relative to high or low dimension

scores as they pertained to the years of teaching experience. The

categories for years of teaching experience included: 1-3 years, 4-6

years, 7-9 years, 10-13 years, 14 years or more.

The question was tested using the chi-square test of independence

to determine the significance of observed differences.

Response to Research Question 5. There are no significant

differences in task orientation, relationship orientation,

effectiveness scores, and leadership styles among secondary school

principals of southeast Kansas with varying years of teaching

experience. Relative to testing this research question, principals

were asked to select one of five categories on the demographic

questionnaire. Task orientation, relationship orientation, and

effectiveness scores were implemented in classifying each principal as

to high or low task orientation, relationship orientation and

effectiveness scores. A 5 X 2 chi-square analysis was performed on all of the scores with the exception of the leadership style where a 3 X 4 chi-square analysis was performed. The Contingency Table for Years of Experience by Task Orientation was revealed in Table XXX. The Contingency Table for Years of Experience by Relationship Orientation was revealed in Table XXXI. The Contingency Table for Years of Experience by Effectiveness was revealed in Table XXXII. The Descriptive Table for Teaching Experience by Leadership Style was revealed in Table XXXIII. The Contingency Table for Years of Experience by Leadership Style was revealed in Table XXXIII B.

The chi-squares calculated were not significant at the .05 level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness and leadership styles for principals with varying years of teaching experience.

Research Question 6

Are there significant differences in task orientation, relationship orientation, effectiveness scores, and leadership styles among southeast Kansas secondary school principals with varying years of experience in their current position? Principals were asked to respond to one of five categories on the demographic questionnaire. To analyze each of these scores and leadership styles, task orientation, relationship orientation and effectiveness scores were examined relative to the proportions of high or low dimension scores as they pertained to principals experience in their current position. The categories from which principals were to select in

TABLE XXX

CONTINGENCY TABLE FOR YEARS OF TEACHING
EXPERIENCE BY TASK ORIENTATION

Years in Teaching	High TO	Low TO
1 - 3	3	1
4 - 6	6	5
7 - 9	8	6
11 - 13	4	2
14 or more	4	9
Total	25	23

Chi-Square = 3.89 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
the .05 level.

TABLE XXXI

CONTINGENCY TABLE FOR YEARS OF TEACHING EXPERIENCE
BY RELATIONSHIP ORIENTATION

Years in Administration	High RO	Low RO
1 - 3	2	2
4 - 6	8	3
7 - 10	9	5
11 - 13	3	3
14 or more	9	4
Total	31	17

TABLE XXXII

CONTINGENCY TABLE FOR YEARS OF TEACHING EXPERIENCE
BY EFFECTIVENESS ORIENTATION

Years in Experience	High E	Low E
1 – 3	1	3
4 – 6	7	4
7 – 10	11	3
11 – 13	4	2
14 or more	8	5
Total	31	17

TABLE XXXIII

DESCRIPTIVE TABLE FOR TEACHING EXPERIENCE
BY LEADERSHIP STYLES

Teaching Experience	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
1 - 3	0	1	1	1	0	0	0	1
4 - 6	1	0	1	1	1	0	3	3
7 - 10	2	0	1	1	2	3	3	3
11 - 13	1	0	0	0	1	1	0	2
14 or more	2	2	1	1	0	1	6	1
Total	6	3	4	4	4	5	12	10

TABLE XXXIIIB

CONTINGENCY TABLE FOR TEACHING EXPERIENCE
BY LEADERSHIP STYLES

Teaching Experience	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
1 - 6	6	2	4	2
7 - 13	6	5	6	3
14 or more	2	2	8	2
	—	—	—	—
Total	14	9	18	7

Chi-Square = .45 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

regard to experience in current position included: 0-2 years, 3-5 years, 6-8 years, 9-11 years, and 12 years or more.

The question was tested using the chi-square test of independence to determine the significance of observed differences.

Response To Question 6. There are no significant differences in task orientation, relationship orientation, effectiveness scores, and leadership styles among secondary school principals of southeast Kansas with varying years of experience in their current position. Relative to testing this research question, principals were asked to select one of five classification categories on the demographic questionnaire. Task orientation, relationship orientation, and effectiveness scores were implemented in classifying each principal as high or low task orientation, relationship orientation, and effectiveness. A 5 X 2 chi-square analysis was performed on all of the scores with the exception of leadership style where a 3 X 4 chi-square analysis was performed. The Contingency Table for Years of Experience in Current Position by Task Orientation was revealed in Table XXXIV. The Contingency Table for Years of Experience in Current Position by Relationship Orientation was revealed in Table XXXV. The Contingency Table for Years of Experience in Current Position by Effectiveness Orientation was revealed in Table XXXVI. The Descriptive Table for Years of Experience in Current Position by Leadership Style was revealed in Table XXXVII. The Contingency Table for Years of Experience in Current Position by Leadership Style was revealed in Table XXXVII B.

The chi-squares calculated were not significant at the .05

TABLE XXXIV

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN
CURRENT POSITION BY TASK ORIENTATION

Years in Current Position	High TO	Low TO
0 - 2	8	5
3 - 5	6	5
6 - 8	5	7
9 - 11	3	2
14 or more	3	4
Total	25	23

Chi-Square = 1.38 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
the .05 level.

TABLE XXXV

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN CURRENT
POSITION BY RELATIONSHIP ORIENTATION

Years in Position	High RO	Low RO
0 - 2	8	5
3 - 5	6	5
6 - 8	9	3
9 - 11	4	1
12 or more	4	3
Total	31	17

Chi-Square = 1.8 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
  the .05 level.

TABLE XXXVI

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN CURRENT
POSITION BY EFFECTIVENESS ORIENTATION

Years in Position	High E	Low E
0 - 2	10	3
3 - 5	6	5
6 - 8	7	5
9 - 11	5	0
12 or more	3	4
Total	31	17

Chi-Square = 5.74 with d.f. = 4
Chi-Square must equal or exceed 9.49 to be significant at
  the .05 level.

TABLE XXXVII

DESCRIPTIVE TABLE FOR YEARS OF EXPERIENCE IN
CURRENT POSITION BY LEADERSHIP STYLES

Years Exp. in Cur. Position	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
0 - 2	1	0	0	0	0	1	1	0
3 - 5	1	1	0	1	1	1	3	1
6 - 8	0	1	1	1	1	1	1	3
9 - 11	1	0	1	1	1	1	2	4
12 or more	3	1	2	1	1	1	5	2
Total	6	3	4	4	4	5	12	10

TABLE XXXVIIB

CONTINGENCY TABLE FOR YEARS OF EXPERIENCE IN
CURRENT POSITION BY LEADERSHIP STYLES

Years Exp. in Current Position	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
0 - 5	1	3	6	2
6 - 11	9	4	4	3
12 or more	4	2	8	2
	—	—	—	—
Total	14	9	18	7

Chi-Square = 7.32 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
the .05 level.

level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles for principals having varying years of experience in their current position.

Research Question 7

Are there significant differences in task orientation, relationship orientation, effectiveness scores, and leadership style among southeast Kansas secondary school principals having varying years of experience in education either as a teacher or administrator or another school-related postion? Principals were asked to respond to one of six categories on the demographic questionnaire. To analyze each of these scores and leadership styles, task orientation, relationship orientation, and effectiveness scores were examined relative to high or low dimension scores as they pertained to principals total years of experience in education. The categories from which principals were to select from in regard to total years of experience in education included: 1-5 years, 6-10 years, 11-15 years, 16-20 years, 21-25 years, and 26 years or more.

The question was tested using the chi-square test of independence to determine the significance of observed differences.

Response to Research Question 7. There are no significant differences in the proportions of task orientation, relationship orientation, effectiveness scores and leadership styles among southeast Kansas secondary school principals with varying total years of experience in education. Relative to testing this research

question, principals were asked to select one of six categories on the demographic questionnaire. Task orientation, relationship orientation, effectiveness, and leadership styles were implemented in classifying each administrator as high or low task orientation, relationship orientation, and effectiveness. A 6 X 2 chi-square analysis was performed on all of the scores with the exception of leadership style where a 3 X 4 chi-square analysis was performed. The Contingency Table for Total Years of Experience in Education by Task Orientation was revealed in Table XXXVIII. The Contingency Table for Total Years of Experience in Education by Relationship Orientation was revealed in Table XXXIX. The Contingency Table for Total Years of Experience in Education by Effectiveness was revealed in Table XL. The Contingency Table for Total Years of Experience in Education by Leadership Style was revealed in Table XLI B.

The chi-squares calculated were not significant at the .05 level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles for principals with varying total years of experience in education.

Research Question 8

Are there significant differences in task orientation, relationship orientation, effectiveness scores, and leadership styles among southeast Kansas secondary school principals with varying educational levels? Principals were asked to repond to one of four categories presented in three year increments on the demographic questionnaire. To analyze each of these scores and leadership styles,

TABLE XXXVIII

CONTINGENCY TABLE FOR TOTAL YEARS OF EXPERIENCE
IN EDUCATION BY TASK ORIENTATION

Years	High TO	Low TO
1 - 5	0	1
6 - 10	1	1
11 - 15	6	4
16 - 20	7	5
21 - 25	6	7
26 or more	5	5
Total	25	23

Chi-Square = 1.73 with d.f. = 5
Chi-Square must equal or exceed 11.07 to be significant at
  the .05 level.

TABLE XXXIX

CONTINGENCY TABLE FOR TOTAL YEARS OF EXPERIENCE IN
EDUCATION BY RELATIONSHIP ORIENTATION

Years	High RO	Low RO
1 - 5	1	0
6 - 10	1	1
11 - 15	5	5
16 - 20	8	4
21 - 25	9	4
26 or more	7	3
Total	31	17

Chi-Square = 1.94 with d.f. - 5
Chi-Square must equal or exceed 11.07 to be significant at
  the .05 level.

TABLE XL

CONTINGENCY TABLE FOR TOTAL YEARS OF EXPERIENCE IN
EDUCATION BY EFFECTIVENESS ORIENTATION

Academic Group	High E	Low E
1 - 5	1	0
6 - 10	2	0
11 - 15	5	5
16 - 20	7	5
21 - 25	10	3
26 or more	6	4
Total	31	17

Chi-Square = 3.74 with d.f. = 5
Chi-Square must equal or exceed 11.07 to be significant at
  the .05 level.

TABLE XLI

DESCRIPTIVE TABLE FOR TOTAL YEARS EXPERIENCE IN
EDUCATION BY LEADERSHIP STYLES

Total Years Exp. in Education	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
1 - 5	0	0	0	0	0	0	1	0
6 - 10	0	0	0	0	0	1	1	0
11 - 15	1	1	1	2	2	0	0	3
16 - 20	2	1	1	1	1	1	1	4
21 - 25	2	0	0	1	0	2	6	2
26 or more	1	1	2	0	1	1	3	1
Total	6	3	4	4	4	5	12	10

TABLE XLIB

CONTINGENCY TABLE FOR TOTAL YEARS EXPERIENCE IN
EDUCATION BY LEADERSHIP STYLES

Total Years Exp. In Education	Executive Compromiser	Bene. Autocrat Autocrat	Developer Missionary	Bureaucrat Deserter
I - 10	0	I	2	0
II - 20	9	4	4	5
21 or more	5	4	12	2
Total	14	9	18	7

Chi-Square = 8.89 with d.f. = 6
Chi-Square must equal or exceed 12.59 to be significant at
  the .05 level.

task orientation, relationship orientation and effectiveness scores were examined relative to the proportions of high or low dimension scores as they pertained to educational level. The categories for educational levels included: bachelors, masters, specialist, and doctorate.

The question was tested using the chi-square test of independence to determine the significance of observed differences.

Response to Question 8. There are no significant differences in task orientation, relationship orientation, effectiveness scores and leadership styles among southeast Kansas principals with varying educational levels. Relative to testing this research question, principals were asked to select one of four categories on the demographic questionnaire. Task orientation, relationship orientation, effectiveness scores, and leadership styles were implemented in classifying each principal as to high or low task orientation, relationship orientation, and effectiveness. A 4 X 2 chi-square analysis was performed on all of the scores with the exception of the leadership style where a descriptive table was reported.

In regard to leadership style, a chi-square test for highest degree presently held revealed a large number of zero cells which would statistically render the test invalid. Therefore, a descriptive table was reported instead of a contingency table. In regard to task orientation, the researcher found it to appear to be a statistically significant finding, however, a chi-square test is not considered valid if 20% or more of the cells have an expected value of less than

TABLE XLII

CONTINGENCY TABLE FOR HIGHEST DEGREE PRESENTLY
HELD BY TASK ORIENTATION

Educational Level	High TO	Low TO
Bachelors	0	0
Masters	14	21
Specalist	10	1
Doctors	1	1
Total	25	23

Chi-Square = 8.7 with d.f. = 2*
Chi-Square must equal or exceed 5.99 to be significant at
  the .05 level.

five. In this chi-square test of task orientation, 33.3% of the cells had an expected value of less than five which would give the researcher reason to approach the results cautiously.

The Contingency Table for Highest Degree Presently Held by Task Orientation was revealed in Table XLII. The Contingency Table for Highest Degree Presently Held by Relationship Orientation was revealed in Table XLIII. The Contingency Table for Highest Degree Presently Held by Effectivenes was revealed in Table XLIV. The Descriptive Table for Highest Degree Presently Held by Leadership Style was revealed in Table XLV.

The chi-square calculated were not significant at the .05 level. Subsequently, it was concluded that there were no significant differences in task orientation, relationship orientation, effectiveness and leadership styles for principals with varying educational levels.

Summary

The findings presented in this chapter include descriptive information concerning selected professional characteristics and leadership styles of secondary school principals. The statistical testing of the research question was developed to identify significant differences between reported leadership dimensions which were based upon selected factors. Sixty-six percent of the selected principals from 28 counties in southeast Kansas responded to the study.

The school classification with the highest number of respondents was 3A with 27 percent followed by 4A with 20.8%. The respondents

TABLE XLIII

CONTINGENCY TABLE FOR HIGHEST DEGREE PRESENTLY
HELD BY RELATIONSHIP ORIENTATION

Educational Level	High TO	Low TO
Bachelors	0	0
Masters	21	14
Specialist	9	2
Doctors	1	1
Total	31	17

Chi-Square = 1.94 with d.f. = 2
Chi-Square must be equal or exceed 5.99 to be significant at
   the .05 level.

TABLE XLIV

CONTINGENCY TABLE FOR HIGHEST DEGREE PRESENTLY
HELD BY EFFECTIVENESS ORIENTATION

Degree Held	High E	Low E
Bachleors	0	0
Masters	20	15
Specialist	9	2
Doctors	2	0
Total	31	17

Chi-Square = 3.37 with d.f. = 2
Chi-Square must equal or exceed 5.99 to be significant at
the .05 level.

TABLE XLV

DESCRIPTIVE TABLE FOR HIGHEST DEGREE PRESENTLY
HELD BY LEADERSHIP STYLES

Highest Degree Held	Missionary	Deserter	Compromiser	Autocrat	Bureaucrat	Benevolent Autocrat	Developer	Executive
Bachelors	0	0	0	0	0	0	0	0
Masters	6	3	3	3	3	4	11	2
Specialist	0	0	1	1	0	1	1	7
Doctors	0	0	0	0	1	0		1
Total	6	3	4	4	4	5	12	10

were male with the exception of one female. Over one-half (56.3 percent) of the respondents were in the age category of 40-49 years of age and the next highest category was the 30-39 year-old category representing 25 percent of the respondents. The two groups of respondents between the ages of 30-49 years of age represented 81.3 percent of the total number of respondents. The academic discipline group with the highest number of respondents was the social science category which represented 43.8 percent of the respondents.

In response to the number of years of experience in educational administration, 33.3 percent of the respondents were in the 12 or more years range. All of the respondents had at least one year of teaching experience and 29.2% had from 7-10 years of teaching experience. Twenty-seven percent of the respondents indicated they had 21-25 total years experience in their current position. Twenty-five percent of the respondents had been in their current position for 6-8 years. The largest number (72.9%) of the respondents reported completing their Masters degrees. The second highest group (22.9%) had completed their Specialist degree. There were only 4.2% who had earned Doctorates. In the overall study, the leadership style of Developer was the most prominent. A high task orientation score was reported for 52.1 percent of the participants. A high relationship orientation score was reported for 64.6 percent of the participants. (For a summary of the demographic findings, see Table XLVI on the next page). None of the eight research questions revealed significant findings.

TABLE XLVI

DEMOGRAPHIC SUMMARY TABLE

Category	Frequency	Percent
Distribution by Principals by School Classification		
1A	6	12.5
2A	8	16.7
3A	13	27.1
4A	10	20.8
5A	8	16.7
6A	3	6.3
No Response	0	----
Distribution of Principals by Sex		
Male	47	97.9
Female	1	2.1
No Response	0	----
Distribution of Principals by Age		
20 - 29	0	----
30 - 39	12	25.0
40 - 49	27	56.3
50 - 59	8	16.7
60 or over	1	2.1
No Response	0	----
Distribution of Principals by Academic Discipline		
Social Science	21	43.8
Natural Science	6	12.5
Physical Science	1	2.1
Mathematics	6	12.5
Humanities	4	8.3
Industrial Arts	3	6.3
Other	6	12.5
Distribution of Principals by Years of Experience in Educational Administration		
0 - 2	3	6.3
3 - 5	9	18.8
6 - 8	9	18.8
9 - 11	11	22.9
12 or more	16	33.3

Table XLVI (Continued)

Category	Frequency	Percent
Distribution of Principals by Years of Teaching Experience		
1 - 3	4	8.3
4 - 6	11	22.9
7 - 10	14	29.2
11 - 13	6	12.5
14 or more	13	27.1
No Response	0	----
Distribution of Principals by Total Years of Experience in Education		
1 - 5	1	2.1
6 - 10	2	4.2
11 - 15	10	20.8
16 - 20	12	25.0
21 - 25	13	27.1
26 or more	10	28.0
No Response	0	----
Distribution of Principals by Highest Degree Presently Held		
Bachelors	0	----
Masters	35	72.9
Specialist	11	22.9
Doctorate	2	4.2
No Response	0	----
Distribution of Principals in Current Position		
0 - 2	13	27.1
3 - 5	11	22.9
6 - 8	12	25.0
9 - 11	5	10.4
12 or more	7	14.6
No Response	0	----

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the leadership styles of secondary school principals in southeast Kansas and to determine if there was a connection between selected demographic variables and leadership style. Specifically, selected principals were asked to respond to a demographic questionnaire in addition to the MSDT (Management Style Diagnosis Test) which investigated the task orientation, relationship orientation, and effectiveness of the leadership styles. From the information obtained, a profile of leadership styles of secondary school principals of southeast Kansas evolved.

The Management Style Diagnosis Test (MSDT) developed by W.J. Reddin was used to investigate the leadership styles of principals in 28 counties in southeast Kansas which comprised 26% of the counties in Kansas and represented 21% of the 372 schools in Kansas. The questionnaires were mailed to a total of 79 principals who were selected to participate in the study. A total of forty-eight principals chose to participate in the study. The MSDT questionnaires were tallied and scores for each of the three leadership dimensions were computed. The demographic data obtained were used to group the participants, to tabulate the groups for the analysis of the

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leadership data, and to provide a data source for future studies. The observed differences between the selected independent variables were analyzed. The independent variables were: school classification, age, academic discipline, years of experience in educational administration, years of teaching experience, years of experience in current position, total number of years experience in education, and highest degree presently held.

The basic statistical approach examined the significance of differences among the various groups of participants on the three leadership style dimensions as well as on the overall leadership style. Each of the eight research questions dealt with high and low dimension score determination of task orientation, relationship orientation, and effectiveness. Leadership style was also determined for each research question.

Findings

The demographic questionnaire produced some useful descriptive information. The school classification with the highest number of respondents was 3A with 27 percent followed by 4A with 20.8 percent. The respondents were male with the exception of one female. Over one-half (56.3 percent) of the respondents were in the category of 40-49 years of age and the next highest category was the 30-39 year old category representing 25 percent of the respondents. The two groups of respondents between the ages of 30-49 years of age represented 81.3 percent of the total number of respondents. The academic discipline group with the highest number of respondents was the social science category which represented 43.8 percent of the respondents.

In response to the number of years of experience in educational administration, 33.3 percent of the respondents were in the 12 or more years range. All of the respondents had at least one year of teaching experience and 29.2% had from 7 to 10 years of teaching experience. Twenty-seven percent of the respondents indicated they had 0-2 years experience in their current position. Twenty-five percent of the respondents had been in their current position for 6-8 years. The largest number (72.9%) of the respondents reported completing their Masters degrees. The second highest group (22.9 percent) had completed their Specialist degree. There were only 4.2 percent who had earned Doctorates. (For a summary of the demographic and MSDT findings relative to chi-square and significance, see Table XLVII in this chapter).

The leadership style of developer was the most prominent among the respondents. It was defined by Reddin (1970), as a manager who was using a high relationship orientation and a low task orientation in a situation where such behavior was appropriate and who was therefore more effective. The developer was one who was seen as having implicit trust in people and as being primarily concerned with developing them as individuals.

The second most prominent leadership style was executive. This style was defined by Reddin (1970) as that of an administrator who was using a high task orientation and a high relationship orientation in a situation where such behavior was appropriate and who was therefore more effective. The executive was one who was viewed as a good motivator who had high standards, who treated everyone somewhat differently and who preferred team management.

TABLE XLVII

DEMOGRAPHIC AND MSDT SUMMARY TABLE OF
CHI-SQUARE AND SIGNIFICANCE

Category	Chi-Square	Significance
Classification of School		
Task Orientation	6.39	Not
Relationship Orientation	8.19	Not
Effectiveness	2.01	Not
Leadership Style	7.80	Not
Age		
Task Orientation	2.35	Not
Relationship Orientation	2.09	Not
Effectiveness	6.28	Not
Leadership Style	3.79	Not
Academic Discipline		
Task Orientation	2.69	Not
Relationship Orientation	11.11	Not
Effectiveness	2.96	Not
Years Experience Educational Administration		
Task Orientation	5.10	Not
Relationship Orientation	3.00	Not
Effectiveness	0.84	Not
Leadership Style	3.52	Not
Years Teaching Experience		
Task Orientation	3.89	Not
Relationship Orientation	1.37	Not
Effectiveness	4.01	Not
Leadership Style	.45	Not
Years Experience in Current Position		
Task Orientation	1.38	Not
Relationship Orientation	1.80	Not
Effectiveness	5.74	Not
Leadership Style	7.32	Not
Total Years Experience in Education		
Task Orientation	1.73	Not
Relationship Orientation	1.94	Not
Effectiveness	3.74	Not
Leadership Style	8.89	Not

TABLE XLVII (Continued)

Category	Chi-Square	Significance
Highest Degree Presently Held		
Task Orientation	8.70	Sig*
Relationship Orientation	1.94	Not
Effectiveness	3.37	Not

Not - Not Significant
*Refer to page 106

To summarize the findings briefly:

1. Nearly one-half of the respondents were from 3A and 4A schools.

2. Nearly 98% of the respondents were male.

3. Over one-half of the respondents were in the age group 40-49 years of age.

4. Nearly one-half of the respondents were from the social science academic discipline.

5. One-third of the respondents had twelve or more years of experience in educational administration.

6. Nearly one-third of the respondents had 7-10 years of teaching experience.

7. Over one-fourth of the respondents had 0-2 years experience in their current position. An additional one-fourth of the respondents had 6-8 years of experience in their current position.

8. Over one-fourth of the respondents had 21-25 total years of experience in education.

9. Nearly three-fourths of the respondents held a masters degree.

Conclusions

Previous studies cited in Chapter II generally identified leaders as multidimensional including Batlis and Green (1979) and Halpin (1966). Most respondents in this study exhibited the leadership style of developer. The leadership style of developer could be compared to multidimensional in that the characteristics of developer were those of a manager who was using low task orientation and a high

relationship orientation in a situation where such behavior was appropriate and who was therefore more effective. This individual was seen as having implicit trust in others and primarily intrested in developing them as individuals (Reddin, 1972).

Executive was the second most prominent leadership style found in this study. The characteristics of executive were those of a manager who was using a high task orientation and a high relationship orientation in a situation where such behavior was appropriate and who was therefore more effective. Viewed as a good motivator who has high standards, the executive treated everyone somewhat differently and preferred team management

Specifically, this study found no significant correlation between leadership style and administrator demographics. These findings suggest at least two possible conclusions: (1) either the demographic variables were too limited or (2) the measurement instrument used was not the most reliable measure of leadership style. If the demographic variables were too limited for this research question, then further significant demographic variables should be identified. Other demographics that could affect leadership style include: climate (school, community, political, interpersonal, socio-economic); attitude of the superintendent; board member composition; age of the staff; gender make-up among staff; number of advanced degrees held by staff members; per pupil costs; grade structure of the high school (grades 9 through 12, grades 10 through 12); auxillary personnel (cooks, janitors, etc.); types of special programs housed in that particular building; community values and participation in the school; student/teacher ratio; support services available (counseling, school

nurse, etc.); and the presence of a teacher union, among others. If the second conclusion is supported, then additional instruments should be reviewed and utilized in further studies.

Basically, additional research is needed to further examine the two possible conclusions. From a practical standpoint, the selection process of a principal by school board members or administrative personnel could be positively influenced by further research. From a theoretical standpoint, further research could positively influence administrative training programs and job performance.

Recommendations

Due to the lack of available information on leadership styles of secondary school principals in southeast Kansas, it was recommended that studies be conducted for the purpose of increasing the knowledge base. In addition, other sections of the state could be compared to determine if demographic and/or other differences were present, and to further the individual principal's awareness of his/her leadership style via feedback following the administration and interpretation of the MSDT.

The rationale for other regional studies was based upon the expressed interest of southeast Kansas principals in acquiring the results of their questionnaire from this study. The information obtained could be helpful to administrators for self-improvement and self-reflection relative to their administrative role. Also, in that regard, additional research could be obtained to further investigate the question, "Are there relationships between a principal's leadership style and his/her schools' student learning outcomes?"

Additional research might include the study of leadership styles of principals of secondary schools in other states in order to determine if regional differences exist. This type of comparative study could ascertain whether different regions of the country perceive educational administration relative to leadership style in differing ways. Increased understanding of regional differences in leadership style could then be utilized in effecting improved communication, common goal identification, and increased awareness of managerial effectiveness. Another study might examine the differences between male and female principals to determine if differences in leadership style exist relative to gender.

To conclude, leadership style has many different facets of interest and therefore continues to receive a substantial amount of attention in the educational literature. Certainly, various research studies in the field have provided and will continue to provide divergent ideas, dimensions and conflicting findings regarding leadership style which should continue to stimulate the conscientious student of education.

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APPENDIXES

APPENDIX A

LETTER OF PERMISSION

Organizational Tests (Canada) Ltd.
FREDERICTON, N.B. CANADA
P.O. BOX 224   E3B 4Y9
PHONE 506 459-9366
CABLE ORGTESTS

organizational tests

15 October 1986

Lesta Swender
215 West Elm
Chanute, KS.   66720
USA

Dear Ms Swender,

This is your authority to use the Management
Style Diagnosis Tests which this firm supplied, in the
first person.

Such minor amending as you may need to do is
permissible, especially as this will not alter in any
way the sense or validity of the test.

And good luck with your research!

Sincerely,

Charles Chambre
Administrator

APPENDIX B

LETTER TO PRINCIPALS

October 15, 1986

Dear Administrator:

I am a doctoral student in Educational Administration at Oklahoma
State University and have chosen to research leadership styles of
secondary school administrators in southeast Kansas for my
dissertation. My major advisor is Dr. Kenneth St. Clair.

With public education under pressure because of rising costs and
student performance, school administrators find that they shoulder a
great deal of criticism. The administrator's leadership function
places them in a position whereby they are expected to achieve
educational objectives as well as personal and organizational
success. It is regretable that research has not yet determined the
amount of organizational variance that is attributable to the
leader. With this in mind, I believe it is important to better
understand the leadership styles of secondary school administrators in
order to contribute to the success of those seeking leadership
positions.

The enclosed questionnaire is a survey of leadership styles which
will require about 20 minutes or less of your time to complete. The
surveys are not coded in any way so that you or your school may be
identified. However, if you wish to receive an analysis of your
personal leadership style, please complete the form on the last page
of the questionnaire. Your understanding of the importance of this
research and your willingness to participate is greatly appreciated.
Thank you so much for your help.

Very truly yours,

Lesta I. Swender

OPTIONAL If you wish to receive an analysis of your leadership style,
please complete the information below. It will be mailed to you as
the results are computed.
Name
Address
City, State, Zip

APPENDIX C

DEMOGRAPHIC DATA QUESTIONNAIRE

Please place a check ( ) by only one (1) response for each of the
following that best describes you. Please respond to all items.

1. Indicate the classification of the school in which you are an
administrator:

1A	1. _____
2A	2. _____
3A	3. _____
4A	4. _____
5A	5. _____
6A	6. _____

2. Sex: Male   1. _____
            Female   2. _____

3. Age: 20 – 29   1. _____
            30 – 39   2. _____
            40 – 49   3. _____
            50 – 59   4. _____
            60 or over 5. _____

4. Academic Discipline:

Social Science	1. _____
Natural Science	2. _____
Physical Science	3. _____
Mathematics	4. _____
Humanities	5. _____
Industrial Arts	6. _____
Business	7. _____
Vocational	8. _____
Other	9. _____
Specity _____	

5. Years of experience in educational administration:

0 – 2	1. _____
3 – 5	2. _____
6 – 8	3. _____
9 – 11	4. _____
12 or more	5. _____

6. Years of teaching experince (full-time classroom teaching):

1 – 3	1. _____
4 – 6	2. _____
7 – 9	3. _____
10 – 13	4. _____
14 or more	5. _____

7. Years of experience in current position:

0 - 2	1. _____
3 - 5	2. _____
6 - 8	3. _____
9 - 11	4. _____
12 or more	5. _____

8. Total number of years experience in education either as teacher or administrator or other school related position:

1 - 5	1. _____
6 - 10	2. _____
11 - 15	3. _____
16 - 20	4. _____
21 - 25	5. _____
26 or more	6. _____

9. Indicate the highest degree presently held by you:

Bachelors	1. _____
Masters	2. _____
Specialist	3. _____
Doctorate	4. _____

APPENDIX D

MANAGEMENT STYLE DIAGNOSIS TEST

WITH SCORING SHEET

The Management Style Diagnosis Test is designed solely for use by managers. It enables them to look closely at their unique style of on-the-job behavior and provides them with valuable insights about it. The test is directly related to the 3-D Theory of Managerial Effectiveness and has been widely tested in business, government, and universities. Over 100,000 managers have taken it. The test takes about 20 minutes to answer and score.

INSTRUCTIONS

Look at the 64 pairs of statements in the Questionnaire. If you think the first statement of a pair is the one that best applies to you, circle a. If you think the second statement is the one that best applies to you, circle b. When you have finished, each item will have either an a or a b circled.

EXAMPLE

The first pair of statements is:

   a. I overlook violations of rules if I am sure that no one else knows of the violence.

   b. When I announce an unpopular decision, I may explain to my subordinates that my own boss has made the decision.

If you think that statement a is a better description of your behavior then b, circle a. If you think that statement b applies circle b.

To decide which statement best applies, ask yourself: Of the two statements given, which best describes what I actually do on the job I now have? It may be helpful, in difficult cases, to answer as someone who really knew and understood your present approach to your job.

Some statements you may find a little ambiguous, sometimes both will apply, often neither will seem to apply. However, in every case, pick the one statement that best describes you at present, if you were faced with the circumstances described.

_____ Designed by W. J. Reddin, MSDT, 2nd Edition, Copyright, Organizational Tests, Ltd., 1972, Box 324, Fredericton, N.B. Canada.

1. a. I overlook violations of rules if I am sure that no one else knows of the violations.

    b. When I announce an unpopular decision, I may explain to my subordinates that my own boss has made the decision.

2. a. If an employee's work is continually unsatisfactory, I will wait for an opportunity to have the person transferred rather than dismiss him/her.

    b. If one of my subordinates is not a part of the group, I will go out of my way to have the others befriend him/her.

3. a. When the boss gives an unpopular order, I think it is fair that it should carry the boss' name and not my own.

    b. I usually reach my decisions independently and then inform my subordinates of them.

4. a. If I am reprimanded by my superiors, I call my subordinates together and pass it on to them.

    b. I always give the most difficult jobs to my most experienced workers.

5. a. I allow discussions to get off the point quite frequently.

    b. I encourage subordinates to make suggestions, but do not often initiate action from them.

6. a. I sometimes think that my own feelings and attitudes are as important as the job.

    b. I allow my subordinates to participate in decision making and always abide by the decision of the majority.

7. a. When the quality or quantity of departmental work is not satisfactory, I explain to my subordinates that my own boss is not satisfied and that they must improve their work.

    b. I reach my decisions independently and then try to "sell" them to my subordinates.

8. a. When I announce an unpopular decision, I may explain to my subordinates that my own boss has made the decision.

    b. I may allow my subordinates to participate in decision making but I reserve the right to make the final decision.

9. a. I may give difficult jobs to inexperienced subordinates, but if they get into trouble I will relieve them of the responsibility.

   b. When the quality or quantity of departmental work is not satisfactory, I explain to my subordinates that my own boss is not satisfied and that they must improve their work.

10. a. I feel it is as important for my subordinates to like me as it is for them to work hard.

   b. I let other people handle jobs by themselves, even though they may make mistakes.

11. a. I show an interest in my subordinates' personal lives because I feel they expect it of me.

   b. I feel it is not always necessary for subordinates to understand why they do something as long as they do it.

12. a. I believe that disciplining subordinates will not improve the quality or quantity of work in the long run.

   b. When confronted with a difficult problem, I attempt to reach a solution which will be at least partly acceptable to all concerned.

13. a. I think that some of my subordinates are unhappy and try to do something about it.

   b. I look after my own work and feel it is up to higher management to develop new ideas.

14. a. I am in favor of increased fringe benefits for management and labor.

   b. I show concern for increasing my subordinates' knowledge of the job and the company, even though it is not necessary in their present position.

15. a. I let other people handle jobs by themselves, even though they may make mistakes.

   b. I make decisions independently, but may consider reasonable suggestions from my subordinates to improve them if I ask form them.

16. a. If one of my subordinates is not a part of the group, I will go out of my way to have the others befriend him/her.

   b. When an employee is unable to complete a task I help him to arrive at a solution.

17. a. I believe that one of the uses of discipline is to set an
       example for other workers.

    b I sometimes think that my own feelings and attitudes are as
       important as the job.

18. a. I disapprove of unnecessary talking among my subordinates
       while they are working.

    b. I am in favor of increased fringe benefits for management
       and labor.

19. a. I am always aware of lateness and absenteeism.

    b. I believe that unions may try to undermine the authority of
       management.

20. a. I sometimes oppose union grievances as a matter of principle.

    b. I feel that grievances are inevitable and try to smooth
       them over as best I can.

21. a. It is important to me to get credit for my own good ideas.

    b. I voice my own opinions in public only if I feel that others
       will agree with me.

22. a. I believe that unions may try to undermine the authority of
       management.

    b. I believe that frequent conferences with individuals are
       helpful in their development.

23. a. I feel it is not always necessary for subordinates to
       understand why they do something, as long as they do it.

    b. I feel that time clocks reduce tardiness.

24. a. I usually reach my decisions independently and then inform my
       subordinates of them.

    b. I feel that unions and management are working towards similar
       goals.

25. a. I favor the use of individual incentive payment schemes.

    b. I allow discussions to get off the point quite frequently.

26. a. I take pride in the fact that I would not usually ask
someone to do a job I would not do myself.

   b. I think that some of my subordinates are unhappy and try to
do something about it.

27. a. If a job is urgent, I might go ahead and tell someone to do
it, even though additional safety equipment is needed.

   b. It is important to me to get credit for my own good ideas.

28. a. My goal is to get the work done without antagonizing anyone
more than I have to.

   b. I may assign jobs without much regard for experience or
ability, but insist on getting results.

29. a. I may assign jobs without much regard for experience or
ability, but insist on getting results.

   b. I listen patiently to complaints and grievances, but often
do little to rectify them.

30. a. I feel that grievances are inevetable and try to smooth them
over as best I can.

   b. I am confident that my subordinates will do satisfactory
work without any pressure from me.

31. a. When confronted with a difficult problem I attempt to reach
a solution which will be at least partly acceptable to all
concerned.

   b. I believe that training through on-the-job experience is more
useful than theoretical education.

32. a. I always give the most difficult jobs to my most experienced
workers.

   b. I believe in promotion only in accordance with ability.

33. a. I feel that problems among my workers will usually solve
themselves without interference from me.

   b. If I am reprimanded by my superiors, I call my subordinates
together and pass it on to them.

34. a. I am not concerned with what my employees do outside of
working hours.

   b. I believe that disciplining subordinates will not improve
the quality or quantity of their work in the long run.

35. a. I pass no more information to higher management than they ask for.

    b. I sometimes oppose union grievances as a matter of principle.

36. a. I sometimes hesitate to make a decision which will be unpopular with my subordinates.

    b. My goal is to get the work done without antagonizing anyone more than I have to.

37. a. I listen patiently to complaints and grievances, but often do little to rectify them.

    b. I sometimes hesitate to make a decision which I feel will be unpopular with my subordinates.

38. a. I voice my own opinions in public only if I feel that others will agree with me.

    b. Most of my subordinates could carry on their jobs without me if necessary.

39. a. I look after my own work and feel it is up to higher management to develop new ideas.

    b. When I give orders, I set a time limit for them to be carried out.

40. a. I encourage subordinates to make suggestions, but do not often initiate action from them.

    b. I try to put my workers at ease when talking to them.

41. a. In discussion, I present the facts as I see them and leave others to draw their own conclusion.

    b. When the boss gives an unpopular order, I think it is fair that it should carry the boss' name and not my own.

42. a. When unwanted work has to be done, I ask for volunteers before assigning it.

    b. I shown an interest in my subordinates' personal lives because I feel they expect it of me.

43. a. I am as much interested in keeping my employees happy as in getting them to do their work.

    b. I am always aware of lateness and absenteeism.

44. a. Most of my subordinates could carry on their jobs without me if necessary.

    b. If a job is urgent, I might go ahead and tell someone to do it, even though additional safety equipment is needed.

45. a. I am confident that my subordinates will do satisfactory work without any pressure from me.

    b. I pass no more information to higher management than they ask for.

46. a. I believe that frequent conferences with individuals are helpful in their development.

    b. I am as much interested in keeping my employees happy as in getting them to do their work.

47. a. I show concern for increasing my subordinates' knowledge of the job and the company, even though it is not necessary in their present position.

    b. I keep a very close watch on workers who get behind or do unsatisfactory work.

48. a. I allow my subordinates to participate in decision making and always abide by the decision of the majority.

    b. I make my subordinates work hard, but try to make sure that they usually get a fair deal from higher management.

49. a. I feel that all workers on the same job should receive the same pay.

    b. If any employee's work is continually unsatisfactory, I would wait for an opportunity to have the position transferred rather than dismiss him/her.

50. a. I feel that the goals of union and management are in opposition, but try not to make my view obvious.

    b. I feel it is as important for my subordinates to like me as it is for them to work hard.

51. a. I keep a very close watch on workers who get behind or do unsatisfactory work.

    b. I disapprove of unnecessary talking among my subordinates while they are working.

52. a. When I give orders, I set a time limit for them to be carried out.

   b. I take pride in the fact that I would not usually ask someone to do a job I would not do myself.

53. a. I believe that training through on-the-job experiences is more useful than theoretical education.

   b. I am not concerned with what my employees do outside of working hours.

54. a. I feel that time clocks reduce tardiness.

   b. I allow my subordinates to participate in decision making and always abide by the decision of the majority.

55. a. I make decisions independently, but may consider reasonable suggestions from my subordinates to improve them if I ask for them.

   b. I feel that the goals of union and management are in opposition, but try not to make my view obvious.

56. a. I reach my decisions independently and then try to "sell" them to my subordinates.

   b. When possible, I form work teams out of people who are already good friends.

57. a. I would not hesitate to hire a handicapped worker if I felt he/she could learn the job.

   b. I overlook violations of rules if I am sure that no one else knows of the violations.

58. a. When possible, I form work teams out of people who are already good friends.

   b. I may give difficult jobs to inexperienced subordinates, but if they get in trouble I will relieve them of the responsibility.

59. a. I make my subordinates work hard, but try to make sure that they usually get a fair deal from higher management.

   b. I believe that one of the uses of discipline is to set an example for other workers.

60. a. I try to put my workers at ease when talking to them.

   b. I favor the use of individual incentive payment schemes.

61. a. I believe in promotion only in accordance with ability.

   b. I feel that problems among my workers will usually solve themselves without interference from me.

62. a. I feel that unions and management are working towards similar goals.

   b. In discussion, I present the facts as I see them and leave others to draw their own conclusions.

63. a. When an employee is unable to complete a task, I help him to arrive at a solution.

   b. I feel that all workers on the same job should receive the same pay.

64. a. I may allow my subordinates to participate in decision making, but I reserve the right to make the final decision.

   b. I would not hesitate to hire a handicapped worker if I felt he/she could learn the job.

Step 1:
Total the A's
in each
Horizontal Row

	1	2	3	4	5	6	7	8
A _____	1	2	3	4	5	6	7	8
B _____	9	10	11	12	13	14	15	16
C _____	17	18	19	20	21	22	23	24
D _____	25	26	27	28	29	30	31	32
E _____	33	34	35	36	37	38	39	40
F _____	41	42	43	44	45	46	47	48
G _____	49	50	51	52	53	54	55	56
H _____	57	58	59	60	61	62	63	64

Step 2:
Total the B's
in each
Vertical Column _____ _____ _____ _____ _____ _____ _____ _____

Step 3:
Step 1 Totals _____ _____ _____ _____ _____ _____ _____ _____

Step 4:
Step 2 plus 3 _____ _____ _____ _____ _____ _____ _____ _____

Step 5:
Adjustment Factor _____ _____ _____ _____ _____ _____ _____ _____

Step 6:
Step 4 plus 5
(Style Profile) _____ _____ _____ _____ _____ _____ _____ _____
          A   B   C   D   E   F   G   H

DIMENSION SCORES

Task Orientation:

$TO = C + D + G + H = \underline{\hspace{1.5cm}}$

Relationship Orientation:

$RO = B + D + F + H = \underline{\hspace{1.5cm}}$

Effectiveness:

$E = E + F + G + H = \underline{\hspace{1.5cm}}$

LEADERSHIP STYLE SYNTHESIS

```
                                              E above 34 ──── EXECUTIVE
                          RO above 34 ───────┤
                                              E below 34 ──── COMPROMISER
         TO above 34 ────┤
                                              E above 34 ──── BENEVOLENT AUTOCRAT
                          RO below 34 ───────┤
                                              E below 34 ──── AUTOCRAT

TO ──────────────── RO ──────────────── E ────────

                                              E above 34 ──── DEVELOPER
                          RO above 34 ───────┤
                                              E below 34 ──── MISSIONARY
         TO below 34 ────┤
                                              E above 34 ──── BUREAUCRAT
                          RO below 34 ───────┤
                                              E below 34 ──── DESERTER
```
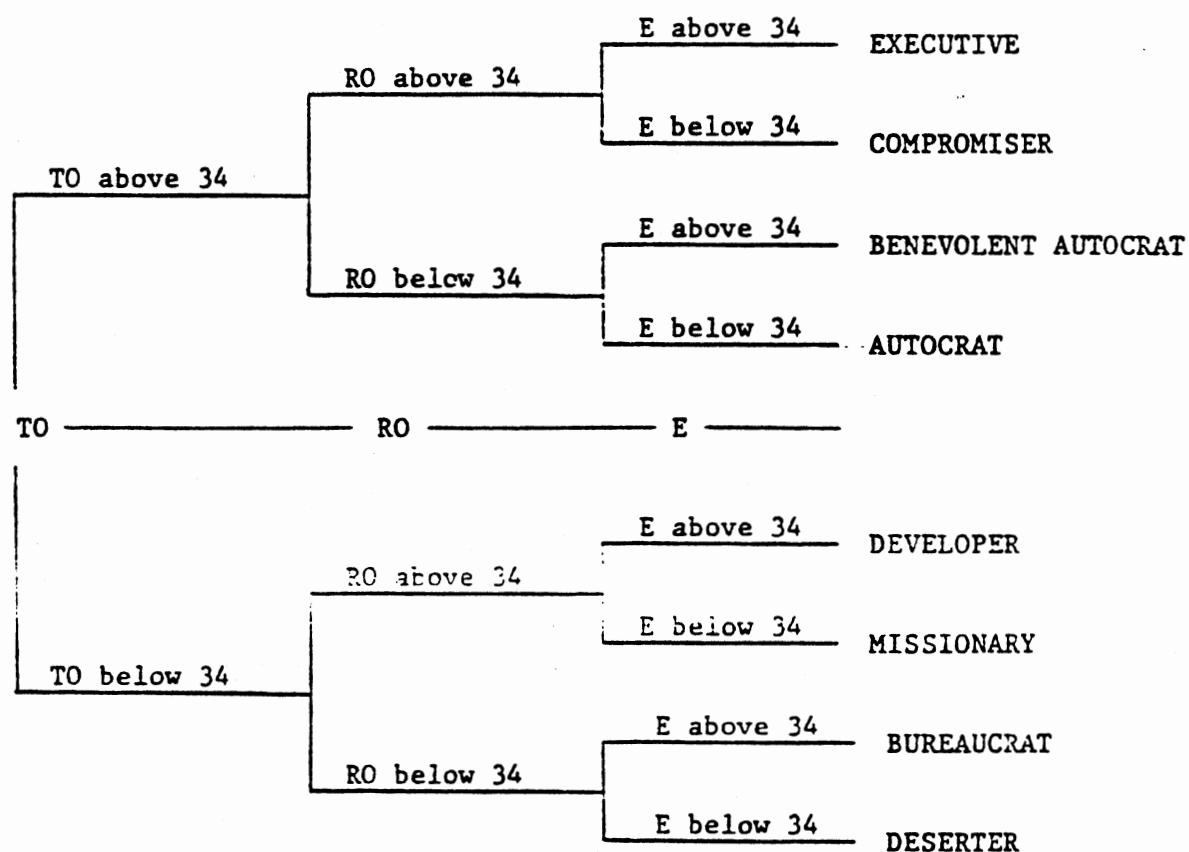
Sample Scoring Sheet

Step 1:
Total the A's
in each
Horizontal Row

B^1	B^2	A^3	B^4	A^5	B^6	B^7	B^8
A^9	B^{10}	A^{11}	B^{12}	A^{13}	B^{14}	A^{15}	A^{16}
A^{17}	B^{18}	A^{19}	B^{20}	B^{21}	B^{22}	B^{23}	B^{24}
B^{25}	A^{26}	B^{27}	A^{28}	A^{29}	B^{30}	B^{31}	A^{32}
A^{33}	A^{34}	B^{35}	B^{36}	B^{37}	B^{38}	B^{39}	B^{40}
A^{41}	B^{42}	B^{43}	A^{44}	A^{45}	A^{46}	B^{47}	A^{48}
A^{49}	A^{50}	A^{51}	B^{52}	A^{53}	A^{54}	A^{55}	B^{56}
A^{57}	A^{58}	A^{59}	A^{60}	B^{61}	B^{62}	B^{63}	B^{64}

A _2_

B _5_

C _2_

D _4_

E _2_

F _5_

G _6_

H _4_

Step 2:
Total the B's
in each
Vertical Column _2_ _4_ _3_ _5_ _3_ _6_ _6_ _5_

Step 3:
Step 1 Totals _2_ _5_ _2_ _4_ _2_ _5_ _6_ _4_

Step 4:
Step 2 plus 3 _4_ _9_ _5_ _9_ _5_ _11_ _12_ _9_

Step 5:
Adjustment Factor _+1_ _+2_ _+1_ _0_ _+3_ _-1_ _0_ _-4_

Step 6:
Step 4 plus 5
(Style Profile) _5_ _11_ _6_ _9_ _8_ _10_ _12_ _5_
             A   B   C   D   E   F   G   H

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DIMENSION SCORES

Task Orientation:
TO = C + D + G + H = _32_ $6 + 9 + 12 + 5$

Relationship Orientation:
RO = B + D + F + H = _35_ $11 + 9 + 10 + 5$

Effectiveness:
E = E + F + G + H = _35_ $8 + 10 + 12 + 5$

LEADERSHIP STYLE SYNTHESIS
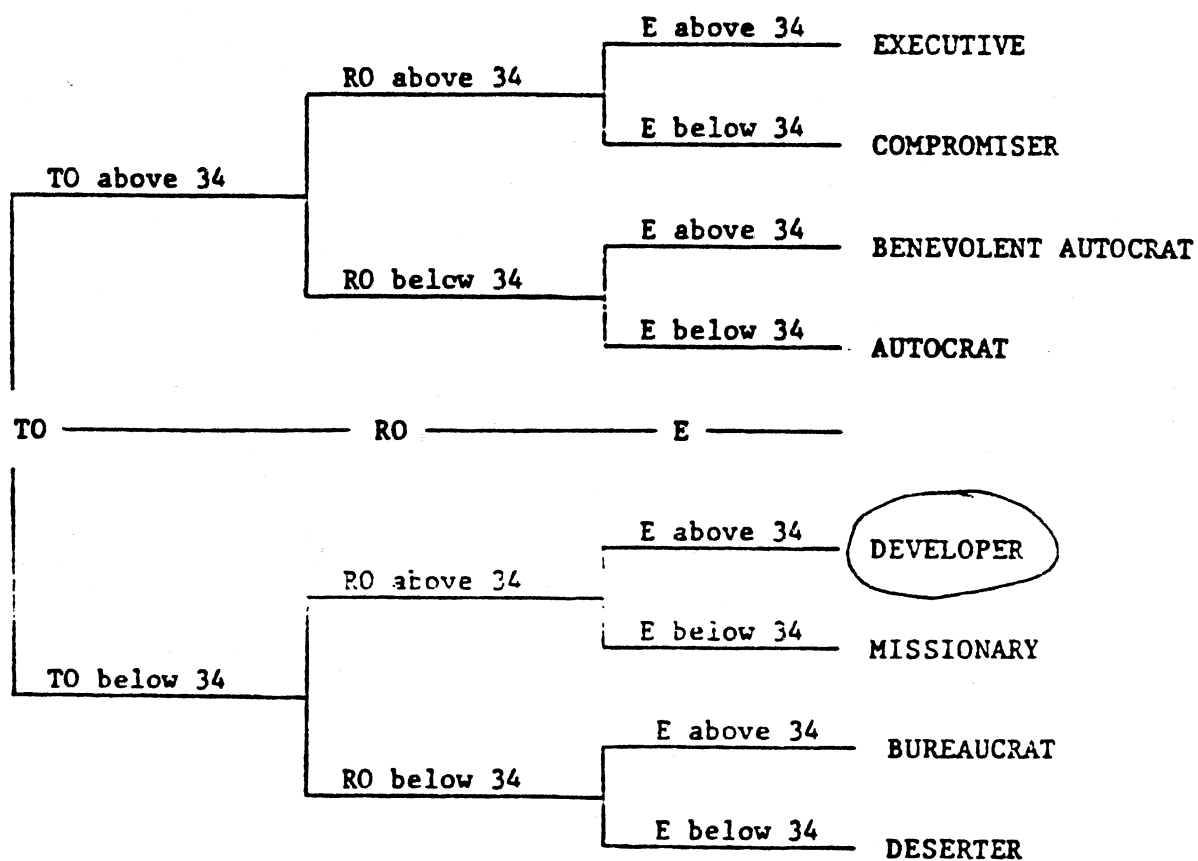
APPENDIX E

FOLLOW-UP LETTER

November 7, 1986

Dear   :

     Approximately three weeks ago you should have received a
questionnaire regarding leadership styles of southeast Kansas
administrators in the mail. If you have not received this letter
please contact me as soon as possible. If you have received the
letter and have not returned the questionnaire, I would appreciate
your taking the time to complete and return it.

     The letters are not coded in any way. I greatly appreciate your
help in this matter and if you have returned the information "thank
you" so very much.

Sincerely,

Lista Swender
215 West Elm
Chanute, KS   66720
316-431-2337

APPENDIX F

LETTER INDICATING LEADERSHIP STYLE

November 17, 1986

Dear   :

    Thank you for your prompt response to the questionnaire I sent you recently. An analysis of your leadership style has been tabulated and it was determined from your responses that your leadership style was _____. Enclosed is a brief summary of the MSDT and the definitions of the eight leadership styles it measures.

    I am working toward completing the study in May, 1987. Your willingness to participate in this study has been greatly appreciated. Thank you again.

Sincerely yours,

Lesta Swender

Enclosures

The 3-D Theory of Managerial Effectiveness is based on the concept that there are two main elements in managerial behavior; the task to be done and the relationships with other people. These two elements of behavior can be used in small or large amounts and managers sometimes emphasize one and sometimes emphasize the other. Some managers have learned that to be effective they must sometimes create at atmosphere which will induce self-motivation among their subordinates and sometimes action ways that appear either hard or soft. At other times, they must quietly efface themselves for a while and appear to do nothing. It would seem more accurate to say, then, that any basic style may be used more or less effectively, depending on the situation.

Styles are best seen in relation to specific situations. Any style has a situation appropriate to it, and many situations inappropriate to it. The added third dimension of appropriateness of style to situation results in effectiveness. In the space of a day an effective manager may will use all eight basic styles when dealing with such a variety as a dependent subordinate, an aggressive pair of coworkers, a secretary whose work has deteriorated, and his superior who is interested only in the immediate task at hand. The effectiveness of any behavior depends on the situation in which it is used.

The Management Style Diagnosis Test (MSDT) was developed to identify styles of managers and of organizations. Through an analysis of the answers selected from the MSDT questionnaire, the test measures a manager's perception of his/her management style in the present style-- only that they describe their behavior that way. Managers who change their jobs and take the test again usually score differently. As the job demands change, so does the style to deal with them. The MSDT provides the manager with his/he style profile.

The various styles and their definitions are as follows:

Autocrat is a manager who is using a high Task Orientation and a low Relationship Orientation in a situation where such behavior is inappropriate and who is, therefore, less effective; perceived as having no confidence in others, as unpleasant, and as interested only in the immediate task.

Benevolent Autocrat is a manager who is using a high Task Orientation and a low Relationship Orientation in a situation where such behavior is appropriate and who is, therefore, more effective; perceived as knowing what he wants and how to get it without creating resentment.

Bureaucrat is a manager who is using low Task Orientation and a low Relationship Orientation in a situation where such behavior is appropriate and who is, therefore, more effective; perceived as being primarily interested in rules and procedures for their own sake, as wanting to control the situation by their use, and as a conscientious.

<u>Compromiser</u> is a manager who is using a high Task Orientation and a high Relationship Orientation in a situation that requires a high orientation to only one or neither and who is, therefore, less effective, perceived as being a poor decision maker, and one who allows various pressures in the situation to influence him too much, and as avoiding or minimizing immediate pressures and problems rather than maximizing long-term production.

<u>Developer</u> is a manager who is using a high Relationship Orientation and a low Task Orientation in a situation where such behavior is appropriate and who is, therefore more effective; perceived as having implicit trust in people and as being primarily concerned with developing them as individuals.

<u>Deserter</u> is a manager who is using a low Task Orientation and a low Relationship Orientation in a situation where such behavior is inappropriate and who is, therefor, less effective; perceived as uninvolved and passive or negative.

<u>Executive</u> is a manager who is using a high Task Orientation and a high Relationship Orientation in a situation where such behavior is appropriate and who is, therefore, more effective; perceived as a good motivating force who sets high standards, treats everyone somewhat differently, and prefers team management.

<u>Missionary</u> is a manager who is using a high Relationship Orientation and a low Task Orientation in a situation where such behavior is inappropriate and who is, therefore, less effective; perceived as being primarily interested in harmony.

VITA $\overset{2}{}$

Lesta Irene Hedman Swender

Candidate for the Degree of

Doctor of Education

Thesis: LEADERSHIP STYLES OF SECONDARY SCHOOL PRINCIPALS OF
        SOUTHEAST KANSAS

Major field: Educational Administration

Biographical:

Personal Data: Born in Manhattan, Kansas, July 8, 1937, the
    daughter of Ruby A. and Clarance J. Hedman. Married
    to Herbert J. Swender on July 8, 1955. Four Children-
    Debra, Diane, Herb Jr. and Patrick.

Education: Graduated from Admire High School, Admire, Kansas,
    in May 1955; received Associate of Arts degree from Neosho
    County Community Junior College in May, 1969; received
    Bachelor of Science degree in Education from Pittsburg State
    University in July, 1973; received Master of Science degree
    from Pittsburg State University in July, 1975; received
    Specialist of Education degree from Pittsburg State
    University in July, 1983; completed requirements for the
    Doctor of Education degree at Oklahoma State University in
    May, 1988.

Professional Experience: Ashley Clinic, Chanute, Kansas, 1962-
    1972; Language Arts Teacher, Royster Junior High School,
    Chanute, KS., August 1973-May 1978; Elected to Three Four-
    Year Terms on USD 413 Board of Education; 1979 to present;
    Instructor, Department of Social and Behavioral Sciences,
    Neosho County Community College, June 1978-present.