

**PRINCIPALS' AND
TEACHERS' PERCEPTIONS OF LEADER
SUCCESSION IN SELECTED PUBLIC SCHOOLS**

By

KENT SHELLENBERGER

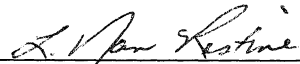
**Bachelor of Arts
Southern Nazarene University
Bethany, Oklahoma
1975**

**Master of Arts
Southern Nazarene University
Bethany, Oklahoma
1978**

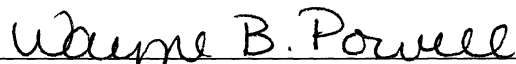
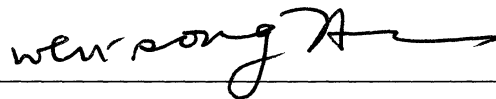
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Dissertation Advisor



Dean of Graduate College

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CHAPTER 1

Introduction and Background

The role of the public school administrator is an ever changing one. Foster (1986) suggests that school administrators need to take a different look at the administering of schools. Foster states that "Administration is a purposive activity. In educational institutions, the function of administration is to be educative." (1986, p. 24) The many demands in the areas of curriculum, finance, legal matters, personnel situations, and public relations are just a few of the pressures that face an administrator on a daily basis.

As these situations mount, and with the existing laws that allow public school officials to retire at an earlier age, one only has to look at school districts to realize there is a high turnover rate among public school administrators. Glass states: "the average length or tenure of a superintendent in our country is 6.47 years." (1992, p. 24) According to Glass (1992) over half of the nation's superintendents already have retired or will be retiring during the decade of the 90's. With this statistic in mind, and with observations of my own, the turnover rate of principals increases when a superintendent change occurs. Johnson and Licata (1995) suggest that over 40,000 principal successions will have occurred between 1983 and the turn of the century. According to Ogawa (1985) the succession of school principals will multiply rapidly in upcoming years.

As our country and schools have moved from rural settings to that of large city and urban settings, we have seen the turnover rate among our educational leaders increase. Traditionally, our communities and school districts have educational leaders with predictable and longer periods of stay or tenure in their positions. Communities have treated the educational leaders like local preachers or clergymen. Glass states:

The contemporary jurisdiction of the superintendent is not solely situated in a district office or in the schools. It extends into the community, where the

superintendent is expected to participate and represent the school district. This increased visibility may pose the most serious challenge in the 1990's, as many citizens are demanding increased accountability for learning and use of their tax dollars (1992, p.ix).

Succession in leadership among our public schools is prevalent. Gouldner (1954) found whenever a succession takes place in the workplace, the workers and supervisors may challenge the legitimacy of the new leader. Mauriel (1989) suggests that much of today's thinking about the change process has grown out of the work of Kurt Lewin in the 1950's. Lewin pointed out that people were most comfortable in a state of equilibrium where the status quo exists. When change comes about, there is a disruption in that equilibrium.

There is little research in the area of educational leader succession. When the change of an educational leader occurs, such as a superintendent or principal, the equilibrium is disrupted. Teachers, parents, patrons, and students have anxieties and will possibly challenge the legitimacy of the new leader. I contend that the same principles that Gouldner and other researchers have found true in particular contexts apply in the educational workplace as well.

Researchers, such as Helmich and Brown, (1972) have documented that for the most part insider successors are interested in maintaining past strategic practices, while outsider successors are interested with strategic change. As reported in the Ogawa study (1985), Fondas and Wierema (1997) go beyond the distinction between an inside or outside succession and present the underlying process of socialization that constitutes the rationale between executive successions and strategic outcomes. Gouldner (1954) found that managerial succession led to increased organizational reforms. These reforms might be suitable to the work environment if the managers had credibility with their workers.

Kouzes and Posner state: "Leadership requires a pioneering spirit, that leaders are adventurers who actively seek out opportunities to change the way things are. Leaders must reach out and attend to all their constituents if they wish to be successful and

credible." (1983, p. 88) This holds true in education. New leaders must establish themselves with constituents with an educational context. Burns (1978) suggests that we must see power and leadership as not things but as relationships. The power that an educational leader has inherited by the nature of the job must not be excessive to the recipients of that power. Constituents must have a relationship with the leader for the leader to be effective in the process of leading the organization.

Finkelstein and Hambrick (1996) conducted demography studies that have investigated the traits and diversity of a variety of executive team characteristics. These include age, organizational tenure, functional background, and education. This study focused on establishing a link between top management team composition and organizational outcomes. These researchers concluded that "if we want to understand why organizations do the things they do or why they perform the way they do, an examination and understanding of top executives is imperative. (p.xix)"

While succession in the educational arena is very prevalent, some successions are successful and some are not. Ogawa (1985) suggests that the faculty of the school, where a succession has just taken place, helps in determining the success/failure of the new leader. Gouldner states: "How the new order will fare, how effective it will be, or how the people will respond to it depends, in part, on the character of the old order which it has replaced." (1954, p. 69) Success could be determined by how well the existing culture accepts the new leader and his ideas and implemented changes.

The purpose of this research will be to explore succession in public school contexts. This study will focus on selected principals' and teachers' perceptions about succession and their notions about the particular school's culture.

Theoretical Framework

The theoretical framework that this study uses is that of grid and group theory. Mary Douglas, a British anthropologist, provides a typology that enables researchers to meet the conceptual and methodological challenges that are prevalent in cultural studies.

According to Harris (1995), Douglas presents a relationship between grid and group and demonstrates an isomorphism between cosmology and social order. Douglas's research (1982) identifies individuals as valuable cultural members with the ability to make decisions. Harris (1995) explains the complex, dynamic interplay between the individual and the social environment. Douglas uses "grid for a dimension of individuation and group for a dimension of social incorporation." (p. 620)

Grid dimension. Grid refers to the degree to which an individual's choices are constrained within a social system by imposed formal prescriptions such as role expectations, rules, and procedure (Douglas, 1982). "For instance, in school organizations, freedom of choice is sometimes constrained by bureaucratic rules that regulate curriculum, teaching methods, and grading." (Harris, 1995, p. 620)

Group dimension. Like grid, there is a continuum of high to low for group. "In high-group social environments, there are specific membership criteria, explicit pressures to consider group relationships, and the survival of the group becomes more important than the survival of individual members within it." (Harris, 1995, pp. 621-622)

Schools that exemplify high group settings have a strong allegiance from past generations. The school is the central theme and extracurricular activities are a 'happening' in and around the community.

Schools that exemplify low group settings have very little influence and feeling from the community. Harris states that "Group-focused activities and relationships are relatively weak." (Harris, 1995, p. 622)

For the purpose of this study, leaders and followers in the educational arena were interviewed and participated in the cultural assessment survey. (see Appendixes A and B) It is important to have an understanding of both leader and follower perception in order to place the culture on the continuum that is presented by Douglas. With the help of the grid and group matrix, culture can be placed on a continuum from low grid to high grid and from weak group to strong group. The leaders (principals) and followers

(teachers) in the school context will provide insight to understanding about the particular school culture, and leader succession. This is important when comparing perceptions of the succession with the current leader and predecessor.

Statement of The Problem and Purpose of the Study

In any organization or environment, change is as much a part of the routine as most operations. Gouldner states: "For new orders do not come into existence except by supplanting the old." (1954, p. 69) In the educational environment (schools), this is no exception. The public school change/succession system is most affected by leadership. With any major change in the school environment, such as the transition from one principal to another, teachers and staff are likely to experience degrees of anxiety. Wentroth (1993) states that "While a certain amount of anxiety may be beneficial to the change process, when anxiety becomes paramount, other issues may fail to be discussed and the anxious participants thus may become less informed and less prepared for the change." (p. 8) Wentroth suggests when participants-such as teachers, staff, patrons, parents, and students-are left out of the process of change, they are less likely to be excited and informed about the process (1993). In most cases of succession, there usually are degrees of optimism among the followers in that culture. They anticipate that many changes will be made for the betterment of the organization. In some cases, the succession will be able to meet and exceed the expectations of the followers. In other situations, the succession will be met with anxiety, resistance, reluctance, and unacceptance.

Across our country the replacement and succession of principals is a common and unspectacular occurrence in our public schools. According to Ogawa, "Perhaps it is this absence of drama that has led researchers to overlook the succession of principals as a subject worthy of study."(1991, p. 30) Consequently, there is very little research to aid educators in understanding leadership or succession. Ogawa (1991) does suggest that there is abundant research in leader successions in other areas, such as industry and

athletics. According to Ogawa, "Several studies have found that organizational norms greatly influence members' responses to managerial succession."(1991, p. 33) By applying the Douglas model of cultural understanding to specific schools in the study, we will have a better understanding about the perceptions of the succession process.

This study will aid educators in better understanding and providing knowledge in the area of leader succession in education, taking into account the areas mentioned above. The focus of this research will be on the teachers' and principals' perceptions of leader succession. For the purpose of this study, educational leaders will be limited to principals.

Research Questions

This study is guided by the following research questions:

1. What are selected elementary school principals' and teachers' perceptions about leader succession?
2. How is Mary Douglas' typology useful in explaining leaders' (principals) and followers' (teachers) perceptions about succession?

Methodology

This study used the qualitative approach to research. This approach allowed the researcher to understand the everyday life of the people involved in the leader succession. The researcher was able to become a part of this particular culture by 'getting inside' the group of people that were being studied. Qualitative research, by its nature, is designed to look for categories within a culture to help explain how that culture views the world around them. As Crabtree and Miller suggest, "qualitative methods usually are used for identification, description, and explanation."(1992, p. 6) This study explored how people think, feel, and react regarding the phenomena of educational leader succession.

The qualitative method that was used to gather data for this study was the long interview method. This method allowed the researcher to gain access to the cultural categories (leaders and followers) and assumptions according to how the culture (schools) construes the world. Rubin and Rubin state, "Qualitative interviewing is a way of finding out what others feel and think about their worlds."(1995, p. 1)

The procedures that will be used are patterned after the seven part method that Kvale suggests. The procedures are "thematizing, designing, interviewing, transcribing, analyzing, verifying and reporting." (1996, p. 88)

The research will be conducted at six elementary schools that are selected for this project. These schools are in a metropolitan setting in the southwestern part of the United States.

The respondents and participants of the study will be teachers and principals. Teachers who were selected have been a part of the school setting that spans both the pre and post time of the succession. There was a minimum of four teacher interviews per school site. Principals who were chosen for the study had at least two years in that setting as the educational leader. There was one principal interview per building site.

The interviews were conducted during the fall and spring terms during the months of December, January, and February. This occurred during the school year of 1998-99.

Selected teachers and principals answered the interview and survey questions. (Appendixes A and B) These answers were based on their understanding of their respective schools and school culture. The long interview method allowed for the researcher to interview both groups. The questions for respondents were the same. (Appendix C)

Significance of the Problem

It is expected that the number of successions in the educational arena will continue to rise and increase in the United States. With this change in leadership

positions, there will most likely come a certain amount of anxiety from all participants involved, such as the leader of the arena, school board members, teachers, patrons, parents, and students.

By examining the impact of teacher involvement, along with new leadership, and with respect to strategies, implementations, events, and philosophies, it should be possible to avoid *most* negative feelings toward the change process.

This study is being undertaken because of two concerns: (1) there is a lack of research and knowledge about educational leader succession and (2) with over 23 years in education, 14 involved as an assistant principal, principal, and superintendent, my own personal background, interest, and attention has brought about the desire to gain knowledge in this area.

Summary

Each year there is a growing number of educators retiring, moving to another position in education, or leaving education entirely. This movement creates increased successions in leadership positions. Educational leader succession has an impact on the lives of patrons, parents, teachers/staff, and most importantly, the lives of students.

The purpose of this study is to examine the steps, procedures, and implementations that help determine teacher and principal perceptions of leader succession. The research applies Mary Douglas (1982) grid and group theory of culture to the schools studied to further enhance the understanding of leader succession.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature that is pertinent to educational leader succession. The purpose of this review is to present a synthesis of research and literature on (1) principals as leaders, (2) leader succession, and (3) school culture.

Principals as Leaders

Before discussing research regarding principals as leaders in our public schools, certain background and information must be presented to fully understand the leadership roles of principals. The most important facet is that the principalship is not just a position, but a professional career. Rebores states,

Historically, the principalship evolved from the duties that were performed by the headmaster in the mid-to-late 1800's. These duties centered around being the chief disciplinarian, ordering textbooks and supplies, and generally supervising the schoolhouse, in addition to teaching (1985, p. 250).

Rebores further divided the principal's function into five components. These components are "managing the professional staff, the instructional program, pupil-personnel services, support services, and the schools' community-relations program." (p. 250)

Daresh and Hartley (1994) and Dubin (1991) suggest that the principal is the executive leader of the school as well as the head of instructional leadership. Burkett and Kimbrough (1990) state: "Few educators and citizens will argue with the proposition that the principal of the school is the most important administrator in the American educational system." (p. 1) Moses and Thomas (1986, p. 16) stated that "the success of a school depends greatly on the leadership of the principal." Chamberlain and Cole (1972) observed that the principal must also be able to possess leadership skills in the areas of staff, resources, materials, and methods for students. In other words, the principal must not only demonstrate administrative leadership with his/her staff, but also effectively juggle all the extrinsic areas as well.

Research by Daresh and Hartley (1994), Ceyanes and MacNeil (1998), and Leithwood and Montgomery (1982) have shown that the principal must demonstrate certain leadership qualities. These qualities are essential for productive leadership. These studies suggest that principals must exhibit a strong professionalism and thorough knowledge of leadership, management, and administration concepts (Leithwood & Montgomery, 1982). Principals must understand how staff perceive their leadership (Daresh & Hartley 1994). This introspection can assist the principal in making pivotal decisions by understanding the culture and how they are viewed by those in that culture. Ceyanes and MacNeil suggested that a trusting relationship between principal and teachers was essential (1998).

John Walker (1990) studied three national award-winning schools in an attempt to define what it takes to be an exemplary principal. An elementary, middle, and high school were sites for the study. All schools involved in the study were in a middle to low socio-economic status. Principals from the schools were shadowed for four weeks and the shadower appeared everywhere the principals went. All the schools had commonalities in that the principals were considered to be "hardworking and extremely dedicated." (p. 48) Twelve skills emerged from this study supporting what educational leaders should possess in their role as principal. These skills were "problem analysis, judgment, organizational ability, decisiveness, leadership, sensitivity, stress tolerance, oral communication, written communication, range of interest, personal motivation, and educational values." (p. 54) An awareness of these desired administrative skills emphasize qualities that principals should be familiar with when developing professional frameworks. The NASSP suggested that principals should possess these skills in order to be successful (1990, p. 48).

Niece (1983) developed three themes on effective instructional leaders. Niece's study "used semi-structured interviews with two groups of principals: selected secondary principals, and nominated key informant principals." (p. 14) The latter participants were

nominated by the selected secondary principals. The first participants were principals whose schools had won acclaim in a Secondary School Recognition Program in 1983.

Four secondary schools "at the time of the study had won such an acclaim." (p. 14)

Findings that emerged from this study shows that

leaders are people-oriented and interractional, leaders function within a network of other principals, leaders are effective instructional leaders who had administrative practitioners who acted as mentors to them (p. 16).

Niece (1983) suggests that these aspects have an impact on the way the principal manages a school. He believes these findings point out the fact that successful instructional leaders do the following:

1. Do not allow themselves to become secluded in their office and isolated from the mainstream of daily school life. They interact regularly with a variety of school populations.

2. Successful principals have a network of other principals that they keep in close contact with. These colleagues operate on both a formal and informal basis. Numerous references were made throughout the interview sessions in regard to local, state, and nationwide levels.

3. During the interviewing, praise and accolades were expressed on numerous occasions for their mentors (p. 16).

The principal might be compared to that of top executives or managers in business units. Finkelstein and Hambrick state: "Top managers do indeed have an important impact on organizational outcomes. Top executives also have a role in strategy implementation."(1996, pp. 10, 19) As already mentioned, these statements can describe the leadership role of a building principal. Perhaps today's principal has some of the same administrative problems that their counterparts in other contexts of leadership roles.

Williams' (1989) studied teacher perspectives of principals as leaders. Williams surveyed elementary, middle/junior high, and high school teachers. The survey represented 416 teachers and 140 different school systems. The survey asked teachers to

identify both the idealistic and realistic role of principals as leaders. Williams asked two questions in regard to leadership. The first question asked teachers to "identify the most important contributions of a principal to the effective operation of a school," and the second question asked teachers "about the tasks or duties of principals that help the teacher perform effectively." (1988, p. 113)

In regard to the first question, the five tasks most mentioned were "support, leadership, organization/management, instruction/curriculum, and discipline." (Williams, 1988, p. 113) The second question lists three qualities that teachers regarded as helpful in performing their job: "support, discipline, and organization/management." (Williams, 1988, p. 113)

In conclusion, the author believed that teachers definitely had clear ideas about the principal as the leader of the school. Williams states in her conclusion: "Teachers recognize the need for the leadership of a principal in creating this environment. They want someone who provides support and encouragement to them as they strive to achieve excellence in schooling." (p. 113)

Another study by Arnn and Mangieri (1988) revealed behaviors principals believed were important for effective leadership. Schools that were chosen for this study were under the guidance of the U.S. Department of Education schools that were "unusually effective in educating their students." (p. 2) One-hundred and sixty principals participated in the survey that listed teaching behaviors that were identified as important. The principals were asked to rank the behaviors from most to least important in terms of what they emphasized with teachers.

The three behaviors identified as most important for principals to emphasize with teachers were (1) task orientation--teachers present clear goals to students, (2) enthusiasm--the amount of teacher involvement, and (3) direct instruction--the extent to which the teacher sets and articulates the learning goals, and actively assesses student progress (Arnn & Mangieri, 1988, p. 6). Thus, effective leaders place priority upon

strong goal orientation, active assessment, strong focus on academic subjects, and teacher-initiated instruction (p. 6).

Leithwood and Montgomery (1982) studied three categories of previous studies. These studies focused on leadership, management, and administration concepts. Data was collected through questionnaires, interviews, observations, and document analysis. Findings support the perspectives of the principal as the leader of the school. Leithwood and Montgomery (1982) suggest a framework that places the principal as the central figure in leading the school.

Effective principals should be concerned with promoting student cognitive growth. Principals work toward goals by attempting to influence a complex set of classroom-based and school-wide factors. Effective principals are able to define priorities focused on the central mission of the school and gain support for these priorities from all stakeholders (p. 335).

A comprehensive study of Maryland schools was conducted over a three year period in the middle 1970s. This study was conducted by the Maryland State Department of Education and the University of Maryland. This study designated High Residual Schools (HRS) and Low Residual Schools (LRS). Designation for these schools were based on ITBS achievement data. HRS represents schools with high achievement scores on the ITBS tests. Conversely, LRS represents low achievement test scores.

Eighteen HRS and 12 LRS were specifically chosen for this study. Other contributing factors, other than test scores, were urban, suburban, rural, and socio-economic variables. Visiting teams from the State Department and the University made detailed documentation of statistical and attitudinal information.

In HRS schools, the principals seemed to be well organized and could help the visiting teams with information that was needed. The principals were able to spend time out of the office and be involved with classroom routines. These principals "consistently had high expectations of themselves, their teachers, and their students. These high expectations commonly translated into thorough knowledge of each of his/her teacher's

abilities and weaknesses." (State Department of Education, Maryland Study, 1978, p. 76) These expectations were noted by teachers as a positive part of the principal's influence on the school.

It was found that HRS principals had more time to help teachers meet their expectations than their counterparts in LRS. In LRS schools, the principals seemed to "spend a great deal more of his/her time in their office, than HRS principals." (p.76) It was generally noted that LRS principals were spending more time in dealing with discipline matters and were not able to be away from the office. This is congruent with other findings in that the principal needs to be supportive, be involved with instructional design and methods, and have an expectation that is reasonable for the school.

Daresh and Hartley (1994) conducted a longitudinal study on the perceptions of aspiring teachers regarding the "role, function, and responsibilities of school principals." (p.3) Data was gathered by interviewing four teacher education candidates about their role expectations and perceptions of the school principal. The students had several commonalties--they had worked in other fields prior to enrolling as education students; none had participated in student teaching field work prior to the interviews, and all had participated in observational experiences. Through interviews, Daresh and Hartley observed that prospective teachers held a narrow view of the principal as leader. They viewed the "principal largely as an authority figure who is mostly a distant, often unfriendly character charged mostly with matters of building maintenance and student discipline." (p. 5) The aspiring teachers did not view the principal as an instructional leader. They visioned the principal more as an administrator of environmental influences rather than an instructional leader. They did not feel that the principal would be a source for assistance with curriculum or a partner in the educational process. One respondent stated:

In my mind, the "best" principal would be a person who welcomes you to the school...makes you feel welcome, and then lets you run your classroom the

way you want. The ideal principal might serve as a kind of clearinghouse...that is, put teachers in touch with each other so that they could swap ideas and good practice (Daresh & Hartley, 1994, p. 6).

These respondents viewed themselves as isolated entities within the school culture. Their experiences did not predict that they would be a part of the decision making process. Daresh and Hartley state that "they did not want to see their worlds as partners with principals engaged in efforts to direct the improvement of the total school. On the other hand, principals were supposed to make schools into good environments where teachers could do their jobs." (p. 8)

Daresh and Hartley concluded that the role of the principal, as viewed by the teacher trainees, was as an isolated educated leader who directs the school from an ivory palace. The authors indicate that education of teachers must take place through the 'socialization' of new teachers. The principal can help expand his/her role by understanding how staff might define the principal's role in the educational process.

In reviewing studies and works on leadership, there appears to be a few qualities that are constants when discussing what followers admire. These qualities are honesty, trust and morality. The moral issue is not one of a religious sense, but of an honest and ethical nature. Burns (1978), Hitt (1993), Kouzas and Posner (1987), Kouzas and Posner (1993), Schwahn and Spady (1998), all suggest that honesty, trust, and the morality of the leader is of utmost importance. Kouzas and Posner (1993) state:

Honesty is absolutely essential to leadership. If people are going to follow someone willingly, whether it be into battle or into the boardroom, they first want to assure themselves that the person is worthy of their trust. They want to know that the would be leader is truthful and ethical (p. 14).

For a principal to lead effectively, another important attribute is establishing and gaining the confidence of his/her constituents. Confidence can be defined as achieving respect, credibility, and acceptability. Kimbrough and Burkett (1990, p. 108) state: "The principal must achieve legitimization (acceptability) with the faculty to use valued

resources to influence, and this is where the rub comes for most persons who aspire to leadership." Kouzes and Posner (1993, p. 47) state: "Credibility is mostly about consistency between words and deeds. People listen to the words and look at the deeds. A judgment of "credible" is handed down when the two are consonant."

This language strongly suggests that leadership is measured in terms of what we say and what we do. Kouzes and Posner state that "strengthening leadership credibility has three phases--clarity, unity, and intensity." (p. 49)

Hitt (1990) suggests that ethics, values and leadership are all closely connected. Hitt (1990, p. 1) states that "Values enter into practically every decision a manager makes." When leaders or principals display these types of qualities a trust is earned between them and their followers. Maxwell (1998, p. 58) states: "Character and leadership credibility always go hand in hand. Character makes trust possible and trust makes leadership possible." Hitt (1990, p. 136) states: "Through their words, actions, and even body language, managers do indeed influence the ethical conduct of their people."

Blumberg, Greenfield and Nason (1978) conducted a study with teachers about trusting their principals. Eighty-five graduate school teachers were all asked to respond to the statement, "I trust my principal." They garnered 179 answers from the statement. The responses were further placed into ten categories and placed in rank order. One hundred sixty seven graduate level teachers were then asked to rank the categories of trust that they felt established and developed a trusting relationship with their principals. The teachers identified that credibility (22%), support (15.1%), fairness (14.5%), and participative decision making (10.7%) are the most important qualities when maintaining trusting relationships with their principals.

Ceyanes and MacNeil (1998) investigated how a trusting relationship is built between that of the teacher and principal. The understanding of trust is an important area in leading a school. Hitt (1990 p. 136) states that "trust makes leadership possible." This study of elementary and secondary school principals and assistant principals included 119

participants who completed two Likert-like surveys to identify factors that led them to trust teachers. The premise of the study was that "schools can be more functional by developing trusting relations among those in schools." (p. 6) The findings of this study revealed that principals trusted teachers: "who were sincere and honest towards students, who were able to influence students effectively, who are friendly and kind towards students and administrators, who are loyal and competent in their profession, who are hard working, who communicate effectively with parents, and who are willing to take responsibility for their actions." (pp. 11-16)

MacNeil and Blake (1995) define trust as "the reliability of the relationship that exists between people, developed over time caused by the behaviors that are formed principles and competencies of a person" (p.3). They completed a study of 129 teachers who were surveyed about their feelings that led to trusting relationships with their principals. A Likert scale was used to rate the responses of the teachers surveyed. The study revealed that principals were "rated highest when principals are kind towards people and present themselves in a pleasant and cheerful manner." (p. 8) They further found that principals who had the personal character attributes of friendliness and thoughtfulness, and who were respectful and approachable were better able to build trust with their teachers. According to the Ceyanes and MacNeil study (1998) and the MacNeil and Blake study (1995), both teachers and principals must develop trust for each other before principals can lead and teachers will follow.

This portion of the literature has presented research and information that point to the principal as the leader with certain characteristics that promote good leadership (Burkett & Kimbrough, 1990; Leithwood & Montgomery, 1982; Moses & Thomas, 1986; Rebores, 1985; Williams 1989). Leithwood and Montgomery (1982), Walker (1990), and Williams (1989), say that the principal is the central figure and executive leader of the school. There are certain skills that must be exhibited by this central figure in order for him/her to effectively lead our public schools. Walker (1990), Niece (1983), Williams

(1989), Arnn and Mangieri (1988), and The Maryland Study (1978), suggest that skills such as leadership, people-oriented abilities, instructional leadership, support, organization/management are important qualities for successful principals to possess. Blumberg, Greenfield, and Nason (1978), Ceyanes and MacNeil (1998), Hitt (1990), Kimbrough and Burkett (1990), Kouzes and Posner (1993), and MacNeil and Blake (1995) agree that trust is a vital component of a leaders' ability to effectively manage.

Ogawa (1991) suggests that the leader of an organization is the major player in determining the performance of that organization. This also can be pertinent in the educational performance among our public schools. Throughout our country it is understood that the building level principal is the executive officer or leader of that school. According to Evans, (1995, p. 4) "Whatever the issue, the principal is the pivotal player in facilitating change or maintaining the status quo." In other words, the principal appears to be the central figure and leader of the school.

Leader Succession

According to Ogawa, "The replacement of principals is a relatively common and seemingly undramatic occurrence in public schools." (1991, p. 30). Johnson and Licata (1995) suggest there will be over 40,000 principal succession events occurring between 1983 and the turn of the century. In other words, we have frequent principal succession and turnover in our public schools. According to Hart (1987), there is a void of literature that "has failed to address the meaning of succession from the perspective of the new leader, leaving a major gap in understanding the succession process." (p.1)

Ann Hart conducted a study on leader succession, primarily regarding the reflections of the principal during the initial stages of the succession. Three areas regarding the succession were used as a framework for the research. They were "prearrival factors, arrival factors, and succession effects." (p. 2) The author was the actual successor and she began developing her data during the initial contacts made by

the superintendent through February of that school year. Hart collected field notes and transcribed those into three divided sections: "observations, informal interviews, and personal reactions to the experience in the form of a journal." (p. 2) Hart developed 46 issues from the data. Eventually, 13 themes emerged from the data collection.

Hart met skepticism and resistance during her initial meeting with the school board. Hart encountered comments such as, "Women don't like to work for women. What are you going to do about that?" and "Your predecessor is not perceived by the community as a strong leader." (p. 3) She also felt the tension that being an outsider can cause in a succession. Prearrival perceptions predisposed some of the staff to question whether she would be too "academic, task oriented and performance based with her exceptions." (p. 3) Hart also felt a disadvantage at not knowing or understanding her culture. She attempted to help dispel principal--staff distance by describing her own personal journey from that of a teacher to that of a principal. In other words, she tried to "emphasize the similarity between herself and her professional experience and others in the school." (p. 4) She did feel that her lack of cultural knowledge and incorrect perceptions about the school caused some avoidable mistakes.

Hart began to slowly gain the respect of the faculty and students by high visibility and a working relationship with the staff. She described that "Bonds forged from growing personal loyalty became as important as professional characteristics in people's assessment of the successor." (p. 7) In summary, Hart felt that "early in the succession people relied for their judgments on association with the characteristics of those close to the new principals and on easily observable personal traits." (p. 8) She further stated that "Expectations were based on prearrival perceptions. However, expectations played a decreasing role as new social patterns that included the new member, framing the arrival process, developed in the school." (p. 8)

Fauske and Ogawa (1987) conducted a study on principal succession. The purpose was to "describe the manner in which the faculty of a public elementary school

made sense of the impending, unforced succession of its principal." (p. 25) Data for this research was conducted with observations, interviews, and school documents, during the 1982-83 school year. The study was conducted over the last 10 weeks of the school year.

Three themes emerged through the data collection of the researchers. The first theme was that of detachment. Detachment was manifested in a sense of powerlessness and minimizing the importance of succession importance in the eyes of the teachers. One teacher commented, "Teachers often get called upon to provide input on new curriculum, but not on selecting a principal." (p. 36) Teachers also detached themselves from the succession by minimizing the importance of the succession event to the operation of the school. Approximately one-third of the teachers interviewed, responded by stating that "the succession doesn't really matter that much." (p. 36)

The second theme that emerged was that of fear. Approximately 80% indicated that they approached the succession with some fear or anxiety about two things: the unknown and a loss of autonomy. The teachers were concerned that the new principal might intrude on their instructional methodologies. One teacher stated that "The new principal could be worse than our current principal, at least he (current principal) leaves teachers alone." (p. 37) There were some fears reflected toward a woman principal in that several teachers shared that "Women principals are picky. They will not let you do your own thing." (p. 37)

The third theme from this study was that of expectation. The faculty all hoped for three things from the new principal: support of teachers, friendliness, and the ability to develop unity. A third grade teacher stated: "I want a principal who is positive and reinforcing." (p. 37)

These findings were a catalyst for Ogawa to continue studying succession. The next school year Ogawa conducted another study at the same site. The purpose was to present findings of "pre and post-succession sense-making."(1991, p. 36) The three sources of data collection were: observations, interviews, and school documents.

Interviews were conducted on the principal successor, observations of faculty and faculty-principal relations and interviews with teachers. Observations were conducted over the course of the school year with teacher-teacher and teacher-principal in regard to the events that described faculty responses to the succession. Three areas of findings resulted: (1) enchantment, (2) disenchantment, and (3) accommodation.

The first area was that of enchantment. Although teachers previously had feared the uncertainty, they generally approached the succession with an air of optimism (Fauske & Ogawa, 1987, p. 42). They had hoped that the new principal would "leave them to decide instructional matters in the privacy of their classrooms, be personable, support teachers, and provide a sense of unity to the school." (p. 42)

During the first three months of the school year, the teachers viewed their new principal "as a leader, a personable man, and a negotiator for teachers." (p. 43). Events such as corresponding with teachers, making decisions, giving attention to personal relations, negotiating for more resources for the school, being seen in the halls, classrooms, lunch room, and at recess gave the teachers a sense of enchantment during the early phases of the succession.

The second area that emerged from the succession was that of disenchantment. Just prior to Christmas break, "the new principal announced that the school's secretary of 18 years was leaving to go to another school." (p. 45) This was seen by teachers as a power play by the new principal. The teachers were very fond of this secretary because she was a widow and "the school was her family." (p. 45) All of the teachers concluded that the principal had indeed removed the secretary because of a conflict in office procedures. Teachers had feelings of "anger and insecurity." (p. 45) Most of the teachers felt that transferring a secretary over conflicting desires would result in their transfer if they had a conflict with the new principal. Even though this change did not affect teachers in instruction, it resulted in a period of disenchantment by the faculty. Their anxieties translated into fears for their own security.

The third area or stage of the post-succession period was that of accommodation. After the periods of high expectations, trust, and the subsequent stage of anger, mistrust, and disappointment, the teachers "went about the work of teaching children." (p. 49) During this stage, faculty response to their new leader reflected that "changes instituted by the principal did not affect teachers, the principal was biding his time, teachers became isolate, and they still appreciated his openness and friendliness." (p. 49)

It is important for a principal successor to have an understanding of these stages that faculty go through during the period of the succession. This particular succession was unforced, meaning the predecessor did not have to resign. The faculty went through times of fear, hope, anxiety, anger, enchantment, disenchantment, and finally accommodation. All these emotions were displayed during a time in which they were hired to teach children. As successions take place, if leaders have an understanding of what a faculty perceives through this process, they can have a better grasp of how to make the succession as positive as possible.

Glass (1992, p. 24) states that "the average length or tenure of a superintendent in our country is 6.47 years." Glass (1992) suggests over half of the nation's superintendents already have retired or will be retiring during the decade of the 90's. It is not unthinkable to have a correlation between superintendency succession and principal succession. This would be especially true when an "outside" succession, a leader chosen outside the school district, becomes employed. Inside succession (promoting from within the workforce) usually is a vote of confidence to the existing administration. "The conditions of employment suggest that the outsider has reason to retool the school system and that the insider does not. Success for the outsider tends to be defined in terms of change." (Carlson, 1961, p. 159)

In Carlson's study (1961), the process of promoting an insider or hiring an outsider was observed in relation to hiring a superintendent. Carlson (1961, p. 211) defines an insider as "The man who waits, simply remains in his school system until the

superintendency is his." He describes an outsiders thus: "The man who does not wait, but seeks a superintendency wherever it is to be found, can be called an outsider." (p. 211) The study involved observations and interviews of new superintendents over a nine month period. The superintendents represented four separate school districts. Further interviews were gained from 20 more superintendents. The purpose of the study was to determine whether to employ an insider or an outsider. Carlson's (1961, p. 213) underlying question was "Under what conditions then does a school board deem it best to appoint an insider as the new superintendent? When does it prefer an outsider?" The data from this study indicated when the current administration was perceived as performing satisfactorily; the school board appointed either an inside or an outside successor. If the board viewed the performance as being unsatisfactory, the position went to an outsider. According to Carlson (p. 213), "This trend was evident in the districts under observation, and with histories collected on thirty-six other successions."

Carlson further concluded that inside successors would "keep things as they are," (p. 214) but outsiders were expected to make changes. Carlson stated: "School boards expect a creative performance from outsiders and are happy with a stabilizing performance from insiders." (p. 214) Finally, Carlson (1961) concluded that school boards felt that an inside successor would have a possible internal bias because of interpersonal relationships already in place. The boards simply felt that an inside successor would not be able to make some of the hard personnel and policy decisions that might need to take place. An outside successor was viewed as being more capable to lead a district when change was needed to take place.

According to Grusky (1961, p. 267), "The successor, particularly if he is new to the firm, often finds it necessary to bring new persons into the organization to support his policies and buttress his position." Grusky suggests when outside succession occurs, the ramification is much greater than just one new leader. It could involve many people, depending on the size and the bureaucratization of the organization.

Grusky's study involved dual succession. Dual succession involves an outside successor who selects another individual who comes to the new environment to help enable the succession. In other words, the new successor has an "ally." This research (1969) involved 60 simulated business organizations. The research intended to demonstrate succession with an ally in corporate businesses. Grusky hypothesized, that under certain conditions, dual succession would produce a more stable administrative situation for the new manager than individual succession." (p. 155) Grusky's general conclusions were that a successor with an ally yielded positive results, yet the organizational structure was affected by the new succession with an ally. Grusky states:

It is evident that a major consequence of succession with an ally for a manager may be not only an initially easier adjustment to a new and potentially threatening situation, but some long term advantages as well (p. 170).

The review of literature reveals a deficit in the area of leader succession in education. Ogawa (1991, p. 31) states: "Although few studies of principal succession exists, much research has been conducted on the succession of managers in other domains." (Ogawa 1991, p. 31) It should be noted, however, that businesses and industry recognize the need to have an understanding of manager succession.

Two interesting studies of managerial succession were produced by Alvin W. Gouldner (1954) and Robert H. Guest (1961). These studies central hypotheses were basically the same. Gouldner's hypothesis was that "Internal tensions are more likely to be associated with the punishment-centered bureaucracy than with representative bureaucracy." (p. 243) While the hypothesis of Guest was "To the extent that interactions between people at various level of a hierarchy are originated primarily by superiors, sentiments of hostility will increase and performance will be lowered." (p. 48)

Gouldner studied managerial succession in a gypsum plant and reported his findings in *Patterns of Industrial Bureaucracy*, while Guest studied managerial

succession in a large automobile plant and reported his findings in *Organizational Change Through Effective Leadership*. While these studies were similar in nature, the behavior and expectations of managers were the benchmark for the different results.

Both researchers used similar methods of collecting data. Case studies were conducted in both. The interview method was the most useful way of collecting data. Gouldner conducted 174 formal interviews during working hours of the plant. Guest also used the interview method, interviewing foremen, general foremen, and members of top management.

The second source of gathering material was through observations. Both researchers documented many hours of observing workers, working conditions, and informal discussions during this time.

Gouldner and Guest used documentary material as the third source of collecting data. They reviewed background material on personnel, performance records, newspaper clippings, interoffice memoranda, and company reports to glean information pertinent to their study.

Both studies had similarities in the process of manager succession. The new managers (Peele in Gouldner and Cooley in Guest) had similar mandates; both were judged by the results of increased production, and both managers were considered "outsiders" to the plant.

Gouldner reports (1954, p. 72), "As a successor, he (Peele) realized he was on trial, and therefore, he was anxious, and anxious to make good. Comments about Peele's anxiety were made by many main office personnel, as well as by people in the plant who spoke repeatedly of his nervousness." (Gouldner 1954, p. 72) Peele came to the plant with an understanding about the expectations of his superiors. Gouldner (1954) suggests that Peele was sensitized to the impersonal feelings toward labor that was exhibited by management. Gouldner (1954) inferred that Peele took instructions as tightening up or cleaning house as an order placed on him by management. By being an outsider, Peele

had little feel for the informal understandings of previous managers. As Gouldner observed, Peele "had heightened awareness that he could disregard top management's rational values only at his peril." (p. 72)

Peele faced many problems that are inherent in many schools today. He faced the fact that all levels of workers were not concerned with the level of productivity and his assignment was met with degrees of hostility and resentment. His staff did not want to change the indulgent pattern of relationships. Peele's goals and the goals of his workers were different from the start. Peele chose to manage his subordinates with the attitude that he had authority to do so. It was obvious that Peele faced resistance and felt the need to overcome this resistance.

Cooley, on the other hand, was met by his work force with attitudes and desires to change. Cooley was aware of the same conditions being placed on him by management. Guest (1961) suggests that Cooley accepted his role as top management's agent in charge of achieving the goals of greater production. What he did not necessarily accept was his superiors' value system when it came to the method of fulfilling their expectations.

Although both managers were under the same directions, Cooley did not show signs of nervousness or anxiety. Cooley could have chosen the same method of managing subordinates as Peele did, by the authority invested in the office. As Guest suggests (1961, p. 51), "He (Cooley) could immediately issue new orders, institute new rules; he could insist on stricter enforcement of rules, and could have let it be known that any deviations would be punished."

Cooley took a path opposite of Peele. As Guest (1961, p. 51) states: "He decided to ignore the legal powers vested in the office of manager and find out through informal contacts with his subordinates what they thought was needed to raise the plant's operating efficiency." Cooley met regularly with immediate staff to encourage information and

communication from subordinates to managers. As reported in the Guest study (1961, p. 53), the comparisons of the two studies are as follows:

1. Peele was under constant pressure, or so he perceived it, by his superiors to institute bureaucratic routines and to use disciplinary measures to gain efficiencies. Cooley, after his initial instructions, was not under these pressures from superiors. They wanted results but left methods up to him.
2. Peele had to overcome a deeply embedded tradition that only insiders should succeed to the office of manager. There was no such tradition at Cooley's plant.
3. Managerial authority at the gypsum plant had been based on personal loyalty. Authority in the much larger automotive plant had been based on respect for the office of manager.
4. Lack of community acceptance was a source of resistance for Peele. The plant--community relationship in the automotive plant was no problem for Cooley.
5. Peele faced the pressures of subordinates who wanted to hold to the old indulgency pattern based upon close informal ties. The pressure from was to destroy this pattern through the personal mechanism of rule enforcement. The pressure from Cooley's subordinate group was to do away with the former authoritarian mode of administration and to adopt not necessarily an indulgency pattern, but one that would allow greater participation in decision--making.
6. Peele was under pressure from above to increase productivity, but there were not complementary pressures on him from below to run the plant more efficiently. Cooley's subordinate group was anxious to eliminate the technical difficulties which had kept productivity low and which had generated interpersonal hostility.
7. Peele brought in strategic replacements as his communications link. Cooley used the personnel at hand superimposing an extra-formal link. He also encouraged the establishment of groups which served as communication decision-making centers

We can transfer the findings of these studies to education. The manager (principal) of a school can obtain greater results by using certain styles of leadership. The transformational style of leadership (Burns, 1978) places ownership and responsibility on

the subordinates (teachers, workers, etc.). This style would be received by the subordinates more passionately than that of a punishment-centered bureaucracy that was evident in the Gouldner (1954) study. The key to understanding styles of leadership in education, as in these studies, is to know the culture of the organization. We can suggest, from the findings of these studies, that there is a relationship between existing organizational norms and how the employees interpret the success/failure of the succession. Guest's study indicates that this notion would hold true. In Gouldner's study, when the new manager did not follow the existing norms, the subordinates responded negatively.

Ogawa states: "People generally seem to believe that good things happen to schools and to principals when principals are replaced. School districts commonly replace principals for two reasons: (1) When schools perform below expectations or (2) We are entering a period of increased turnover in the ranks of the principalship." (Ogawa, 1991, p. 30)

The Ogawa study points to previous mentioned literature regarding the principal as the main and primary leader of a school. His/her leadership abilities and style will govern and lead the school more than any other person. When the leader is replaced, there are certain feelings that are expected to be expressed by the followers of the organization. According to Fauske and Ogawa (1987), Gouldner (1954), Guest (1961), and Ogawa (1991), they suggest that succession brings feelings of insecurity, distrust, fear, anxiety, hope, disappointment, and hostility. As previously stated, it is important for the leader to understand the peoples feelings in the new environment. The literature also revealed that there are various reasons for choosing certain successors and that there are certain situations that make the change negative or positive (Carlson, 1961; Gouldner, 1954; Grusky, 1961; Grusky 1969; Guest, 1986).

School Culture

Erickson (1987) suggests that the notion of culture was introduced and originated in the field of anthropology. Anthropologists have debated over the years the use and conception of the term. Erickson states: "Usually anthropologists have thought of culture as a system of ordinary, taken -for-granted meanings and symbols with both explicit and implicit content that is deliberately and nondeliberately, learned and shared among members of a naturally bound social group." (1987, p. 12) This is congruent with many studies of culture centered around small societies, tribes, and villages. As Douglas (1982, p. 183) states, "If anthropologists neglect culture, we could well dwindle to a subsection of sociology." According to Harris (1992), and Plog and Bates (1980), anthropological studies generally have focused on the diversity of human traditions. These traditions can be clustered as beliefs, values, customs and practices or collectively called culture.

Culture can be described as the way behavior and attitude should be in a certain climate or setting. According to Gross and Rayner (1985), "In a dynamic setting, culture is much more than an artifact produced by a given set of people: it is the common way that a community of persons makes sense of the world." (p.1) or what is the expected norm for a society or group of people. "Culture describes the way things are. It provides the contextual clues necessary to interpret events, behaviors, words, and acts-and gives them meaning." (Corbett, Firestone, & Rossman, 1987, p. 37) Culture has an impact on the way an organization operates and how that organization is evaluated internally and externally. According to Ivancevich (1998, p. 49), "Organization culture refers to a system of shared meaning held by members that distinguishes the organization from other organizations."

According to Deal and Peterson (1990, p. 7) school culture can be described with a variety of definitions, such as "climate, ethos, and character." Schools have their own unique character and a common thread of values that is peculiar for that environment.

When entering a school for the first time what are first impressions? What are the tones, environmental feelings, character, and climate? How are these qualities measured? What distinctive attributes about a particular school make it different from other schools? What areas in a school lead to positive or negative feelings? Is the make-up of the physical plant and first impressions of cleanliness, upkeep, and facilities important? Are the ways in which you are greeted and received by office staff and teachers an important part of your impressions? What perceptions about the school are shared by the employees? These statements and questions are all about defining school culture.

What do we think about when defining school culture? Harris (1992, p. 29) states that "Every school has a unique, dynamic cultural environment, and administrators have a vital role in this environment." Erickson (1987, p. 10) states: "Culture is a term that presents difficulties as well as interesting possibilities when we try to apply it to a school as a whole." Erickson (1987) suggests that culture is a term that lacks definition in content when studying in a place such as schools. Harris (1995) states:

The term culture is in vogue in many educational circles. However, there are still conceptual problems that plague cultural researchers including semantics, proper modes of research, and the relationship among the social context, individual cultural members, and educational practices (p. 617).

In spite of the problems that are present in determining and identifying culture in schools, it can be beneficial to understand what comprises culture in the daily life of schools. Corbett, Firestone, and Rossman (1987) state:

Researchers generally portray school culture as conservative. Although not necessarily stagnant and accommodative within limits, the norms, beliefs, and values in a school provide members with a sense of continuity in the face of the flux generated by students, parents, administrative changes, and reform movements (p. 37).

The question or challenge to school administrators could be two-fold: When defining or determining the culture of a school, is it an obstacle to the change process and can we, as administrators, help shape school culture?

Corbett, Firestone, and Rossman (1987) were concerned with resistance to change in relation to school culture. This study, using data from three high schools, supports the argument that there are sacred norms within our schools and changing the norms are difficult. Corbett, et. al, (p. 37) state that "culture can be a formidable obstacle to behavioral changes at odds with existing cultural content." This study concerned itself with the division of sacred and profane qualities. Sacred norms within the culture mean a change is out of question; while profane norms within the culture could be susceptible to change.

As Corbett, et. al, state: "This study demanded a research approach that allowed the researcher to collect rich, detailed data, allows the researcher to get beneath the surface of organizational life, and to provide instances of variation in cultural content." (1987, p. 41) The research included intensive fieldwork, interviewing, and observation. This study was conducted in three different high schools with different populations, demographics, and history.

Corbett, et. al (1987, p. 41) offered, "One researcher spent over 30 days in each high school, gathering data as teachers, administrators, and students went about their everyday school lives." Being involved in each school helped the researcher to know and understand the school. The researcher was familiar to the setting, which allowed the teachers and students to be more open and willing to participate in the interview process. The interviews were conducted by using formal and informal interviewing techniques.

The three high schools that were studied were Westtown, Monroe, and Somerville. The setting in Westtown was one of a small, blue-collar suburban school. This school had an excellent reputation of teaching. The staff, however, was experiencing difficulties with suggestions for improvements. Some of the comments that were recorded were, "No one knows where we're going. People say we're just changing to change. I have never seen such antagonism. I'm thinking of early retirement." (p. 44)

These quotes pointed out that a faculty was in turmoil, questioning the direction of the school and experiencing serious morale problems.

Monroe was the only high school in a city of about 40,000 in the urban Northeast. Many white families had left this setting, and now it has become a school of "low achieving" minority students. Many of the teachers had worked in the school long enough to remember the "good old days." One teacher stated, "Gone are the days when you would have students, real A students talking about ATP molecules and Krebs cycles." (Corbett et al. 1987, p. 44) In the mid 70's the state legislature mandated a minimum competency test to be given to the third, fifth, and ninth grades. Students now had to pass that test to graduate from high school. When the test was first administered, all scores from Monroe were extremely low. Consequently, as a result from that test, the next few years were dedicated to raising test scores. Most teachers reacted negatively to the changes in methodology and curriculum in order to raise test scores. The staff felt strongly that they should teach their specialties without obstruction. Their professional identity was entwined with the content they wanted to teach.

Somerville was located in a blue-collar neighborhood embedded in a major city. Somerville graduates students who for the most part stay and work in the area. Somerville strongly emphasized discipline and preparing students for the world of work. The principal heavily stressed discipline. The principal felt that he had to remove a disruptive student from class, "get the clowns out of class." The staff appreciated this approach to discipline.

Good behavior was rewarded positively through the use of bulletin board and the listing of names. At graduation students with perfect attendance were rewarded. Both of these rituals rewarded students with good behavior and good citizenship. The staff was very proud of the fact "we turn out good kids." Emphasis in the curriculum area was on vocational oriented students.

As the researchers point out, "Proposed changes challenge more than the way we do things, they challenge who we are. Resistance to the latter is likely to result in extreme aversion." (1987, p. 57) This study also points out that "There is a tendency to view schools as empty vessels that can be filled and refilled according to changing public concerns and reform agendas." (p. 57) This would assume that schools can change easily because they are value-free.

Corbett states that "Some of the changes studied in these schools were misguided not only because they challenged sacred norms but also because the challenge went unrecognized." (1987, p. 57) As was seen in this case study, all three schools had values that were important to them; and when these values were challenged, there was resistance when participants did not understand the need for change.

Delong (1989, p. 25) states: "Principals have the opportunity to change faculty attitudes and school morale. They can provide information and resources to help the faculty member learn about organizational goals." These statements are the results of research that Delong undertook. He "interviewed more than 30 principals, 20 first year teachers, and mid-career teachers that were chosen randomly from a pool of teachers and principals from five school districts in Utah." (p. 23) Delong's research was guided by the question of how principals are involved with career decisions of their teachers. He concluded that "principals have a profound influence on those over whom they have stewardship. The goal of the principal is to create a working environment in which faculty members feel valued and energized through their work." (p. 27)

This literature presents valuable insight into the role the principal plays in creating a successful environment. Stolp (1996, p. 31) states that "healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction." Stolp (1996) further suggests that principals should make strong efforts to understand the existing culture. The empathy of the culture

creates wisdom and knowledge for directing that culture. Stolp (1996, p. 31) states that "these relationships are at the very core of the institutional stability."

Sagor's research (1992) focused on school principals in the area of transformational leadership. Sagor noticed three trends that support a positive school culture and school success. His research involved 50 schools with collaborative action research. Teachers were asked to rate 14 elements of their school culture that influenced performance. Sagor studied the roles of three separate principals who led high achieving and high performing schools. Sagor (1992) noted "three building blocks of transformational leadership" that were (1) a clear and unified focus, (2) a common cultural perspective and, (3) a constant push for improvement (pp. 13-14).

Sagor concluded by saying, "The role leadership plays in creating common understandings of the culture is similar in all three schools." This agrees with Stolp's (1996) research. The understanding of the school culture is a priority in both studies. Leadership can influence the school culture by the dynamics of both an understanding of that culture (Sagor, 1992).

Harris (1992) points out the fact that cultural theorists have argued over the point about whether leaders have control over culture. He suggests that some researchers state that organizations do not have cultures, since they are the culture; while other researchers argue that organizational culture is shaped and molded by the leadership.

Exploring the phenomenon of school culture, Harris (1992) studied a junior high school in which the principal was aware of the school's culture and attempted to revitalize the culture. This study used field research at a junior high setting in Northeast Texas over a five month period. The purpose of the study was to identify strategies that were important to the principal when he/she was trying to influence cultural values.

Data were gathered by using qualitative methods such as interviewing, observations, and documentation. Later these findings were compiled into a narrative report using the case study method.

The principal was described as a principal with a purpose. This principal gave positive direction to the school, and community patrons had a strong allegiance to her. She was described as "dynamic, an encourager, and the guiding force at Eastwood Junior High." (1992) This principal was the visionary person who promoted the idea of APPLE-Academic Performance in a Positive Learning Environment. The teachers of the school were very much aware of APPLE and were in favor of this. The principal had also instituted other happenings such as Student of the Week, which allowed for all students to be eligible and to be recognized.

Harris found that most teachers were happy at the school and were in congruence with the leadership of the principal. The teachers felt they actually made a difference in the lives of their students. There seemed to be a strong patron-community feeling about the junior high school. This was evidenced during an open house and the image constantly projected in the local paper.

Through observations and notes, the researcher found that the students had a sense of caring and love that was exhibited from faculty to student. Comments such as, "The teachers really show us that we're special, and they will help us with anything." (Harris, 1992, p. 39)

This research found that school leaders do have a vital role in shaping, defining, and influencing cultural values. The endeavors of the principal were not alone, for she collaborated with teachers, staff, community patrons, parents, and other key cultural members of this community. With the principal's leadership there was a cooperative effort among these key groups of people in shaping the school culture.

This research did suggest that, by a principal's influence, school culture can indeed be affected by using resources that are available to administrators.

Mary Douglas (1982) developed a typology that has been used to interpret and compare social environments. Harris (1995) has suggested that this typology has been useful and applicable in placing schools in one of four quadrants identified by Douglas.

Douglas (1982) presented two social features, grid and group useful for researchers in explaining the relationship between the individual and the society in which they exist. Douglas states, "The procedure I am advocating is to show both, always present as possibilities; I use "grid" for a dimension of individuation, and "group" for a dimension of social incorporation." (1982, p. 190)

Grid Dimension. The presentation of "grid" is a way of researching and examining an individual's freedom in social settings. Grid is represented by a continuum from high to low. Certain points refer to the individual's freedom or constraints. The freedom or the restriction that the individual realizes is the external prescriptions and rules that individuals conform to in being a member of that culture. Harris (1995, p. 620) states, "In school organizations, freedom of choice is sometimes constrained by bureaucratic rules that regulate curriculum, teaching methods, and grading." Douglas (1982) suggests that social contexts on the high-end of the continuum have an explicit set of rule and role regulations. As a person moves "down-grid", roles are more achieved than ascribed. These individuals (down-grid) negotiate life choices and relationships in the culture. Douglas (1982) suggests four criteria to determine grid classification: insulation, autonomy, control, and competition. Harris gives an interpretation of grid:

Where roles are primarily ascribed, grid controls are high, classificatory distinctions are valued, and there is little or no competition for status. Where roles are primarily achieved, grid constraints are low and individuals may strive for rewards and status in an open competitive environment (1995, p. 621).

Group Dimension. The concept of "group" takes into account the holistic picture of the social unit in the culture under study. Douglas (1982 p. 198) states, "A group is not taken to be formed, solid, existing independently of the volition of its constituent members." This gives us interpretations about where individuals belong in relationship to the culture's goals, values, and aspirations. In the simplest of definition, this identifies the

members of a certain culture or group or insiders with those who are outsiders to that culture or group.

High group is identified by criteria that members are expected to abide by and conform to in relationship with other members of that group. The members must constantly evaluate their own wishes and interests in respect to the collective interest of the group. Harris (1995) suggests that a characteristic of a high-group culture or society is the perpetuation of the group. Douglas (1982, p. 202) distinguishes this by writing that "the strongest effects of group are to be found where an environment incorporates a person with the rest by implicating them together in common residence, shared work, shared resources and recreation, and by inserting control over marriage and kinship." As Harris (1995, p. 622) noted, "High group strength can sometimes be found in rural schools where strong allegiance to the town's educational institution is passed from generation to generation and entrenched traditions and norms are carefully preserved." In this type of environment the school is the center of the town.

Douglas (1982) suggests that in a low-group environment the pressure to conform on group-focused activities is relatively weak, long term objectives and activities are not as prevalent, nor as important. The present activity, rather than corporate objectives, are common in low-group environments. Harris (1995) suggests that a flea market is an example of a low-group setting. Individual interests are more attainable than the perpetuation of the group.

Douglas (1982) suggests that group is identified by four criteria: survival, membership, life support and allegiance. A summary of the Douglas (1982) model for interpreting social context is given in Appendix D. Harris (1995) used this typology in applying the grid/group classification in studying four schools and determining where to place the schools using the Douglas model.

Four cases (schools) were chosen for this study. Field research was used and data was gathered through interviews, observations, and documents. The participants included

teachers, students district superintendents, school counselors, school board members, parents principals, and various community members. More information was gathered through studying accreditation reports, newsletters, newspaper clippings, handbooks, photographs, and Chamber of Commerce historical records.

The four schools that were studied were Eastwood Middle school, Riverview School District, Hebrew Academy, and Allentown Christian School. While studying these schools, the researcher assessed grid/group concerns. For grid assessment, considerations included:

Is individual autonomy constrained by explicitly defined rules and role expectations (high grid), or is individual autonomy unconstrained due to lack of rules and roles (low grid). Are role and reward assigned according to a person's social status, race, or gender (high grid), or are they achieved according to equitable assessment criteria (low grid)? Are activities and objectives authority directed (high-grid), or individually directed (low-grid) (Harris, 1995 pp. 625-26)?

Harris (1995) concluded that the application of the Douglas (1982) grid/group model was productive in placing schools in one of the four quadrants. This research was driven by the question, "Is it fruitful (grid/group model) for describing and analyzing educational settings?" (Harris, 1995, p. 639) Harris states, "The model is fruitful. It portrays the interplay of two powerful cultural dimensions inherent in any educational setting. Of particular interest to educators would be the question does culture influence teaching and learning?" (1995, pp. 640).

Summary

This chapter has reviewed literature that involves educational leader succession. Included in this review is research on (1) principals as leaders (2) leader succession and (3) school culture.

As Ogawa (1991) suggests, the leader of an organization is one of the major factors in the performance of the organization. The principal has a major role and

involvement in shaping the goals and aspirations of the school, or as Moses and Thomas (1986 p. 16) state, "the success of a school depends greatly on the leadership of the principal." Burkett and Kimbrough (1990) support the argument that the principal is the most important administrator in the public schools.

The literature was congruent and informative in areas dealing with leadership attributes. The principal has a responsibility for the relationship that exists with his followers. Kouzas and Posner (1993) point out that leadership is a reciprocal relationship between leaders and followers, and Burns (1978) suggests there is a relationship between followers and leaders. The principal of a public school must understand the relationship that is established and must also have a grasp on what followers place as important qualities in the areas of leadership. Burns (1978), Hitt (1993), Kouzes and Posner (1993), and Schwahn and Spady (1998), all suggest that honesty, ethical conduct, and the morality of the leader is of utmost importance.

Principals have great influence on the success of the school and what followers look for in their leaders. If the area of turnover and succession is commonplace in the schools and if we are to understand the principals' role and function, along with the qualities that the followers are looking for in their leaders, we must understand the culture of the schools in order to become as effective as possible. Harris (1995) suggests that schools have a culture that is unique and through using the Mary Douglas (1982) typology we can gain an understanding of the culture.

CHAPTER III

METHODOLOGY

The first chapter explained that the purpose of this study was to examine principals' and teachers' perceptions of leader succession in public schools. The second chapter provided a review of relevant literature and research on (1) principals as leaders, (2) leader succession, and (3) school culture.

The review suggests several commonalities that are pertinent to this study. The first is that the principal is the leader in public schools and is very important to the success or failure of schools (Burkett & Kimbrough, 1989; Leithwood & Montgomery, 1982; Ogawa, 1991; Williams, 1989). Williams' (1989) research strongly points out that teachers recognize the need for leadership by the principal. Moses and Thomas state that "the success of a school depends greatly on the leadership of the principal." (1986, p. 16) As we understand the importance of leadership, we must understand that followers look for qualities and attributes in leaders. Research findings suggest that these attributes are necessary for dynamic leadership. The ability to organize, solve problems, demonstrate decisiveness, set goals, promote student cognitive growth and motivate and initiate effective instruction, are some of the attributes teachers felt were necessary for good leadership (Arn & Mangieri, 1988; Leithwood & Montgomery, 1982; Niece, 1983; Walker, 1990; Williams, 1989).

The review suggests that a relationship must exist between leaders and followers (Burns 1978). Literature also suggests that honesty, ethical conduct, trust, reliability and morality are important traits to remember when leading others (Blumberg, Greenfield, & Nason, 1978; Burns, 1978; Ceyanes & MacNeil, 1998; Hitt, 1993; Kouzes & Posner, 1993; MacNeil & Blake, 1995; Schwahn & Spady, 1998). It was interesting to note that the same qualities that teachers desired from principals were the same that principals desired from teachers (Ceyanes & MacNeil 1998). The findings also suggest that principals need to have a thorough knowledge of their teachers' abilities and weaknesses

and that principals must take teachers through a socialization of their roles and functions (Daresh & Hartley, 1994; Maryland Study, 1978).

Second, the review showed that succession of educational leaders is a very common and prevalent phenomenon in our public schools. Ogawa's study states: "The replacement of principals is a relatively common and seemingly undramatic occurrence in public schools." (1991, p. 30) As succession occurs, new leaders come in contact with the followers in the schools on a continual and increasing basis. The findings suggested that new leaders must understand teachers' feelings as they enter the succession (Fauske & Ogawa, 1987). Fauske and Ogawa (1987) further suggested that teachers experience the three stages of (1) enchantment, (2) disenchantment, and (3) accommodation during a succession (1987). Fauske and Ogawa studied principal succession and gave accounts of what transpires through the minds of faculty as a principal succession occurs. This study points out that faculty members find themselves having feelings of "detachment fear, and higher expectations." (1987, p. 36). The success of a succession often depends on whether the succession was an inside or outside transition (Carlson, 1961; Gouldner, 1954; Grusky, 1961; Guest,1961).

Third, the review of the literature revealed ways in which leaders can gain an understanding of the climate or school culture. The culture of a school is described as having its own unique character and context (Deal & Peterson, 1990; Erickson, 1987; Harris, 1992). Corbett, Firestone, and Rossman (1987) concluded that there are sacred norms in each school and that understanding those cultural norms, described as either being profane or sacred, would help a new leader in making appropriate decisions. Principals can help create and influence a work environment where teachers feel valued and important (DeLong, 1989; Harris, 1992; Stolp, 1996). Sagor suggests that leadership can influence school culture through understanding that culture (1992). Harris (1995) suggests that by using the Douglas (1982) typology we can gain an understanding of the culture in schools. Harris' study (1995) suggests that researchers can place a school in

one of the four quadrants that Douglas (1982) presents. An assessment of where the school is placed in one of these cultural quadrants gives insight to the new leader in understanding the culture of the school. This aids the new leader in implementing strategies that are appropriate for the existing culture.

Rationale for the Method

Crabtree and Miller state, "Qualitative methods usually are used for identification, description, and explanation--generation; whereas, quantitative methods are used most commonly for explanation--testing and control." (1992, p. 6) Erlandson, Harris, Skipper, & Allen (1993) suggest that naturalistic inquiry, though not perfect, can come close to describing and explaining a context. They state: "We can obtain direction for dealing with the same setting in the future or for further inquiry about similar settings." (p. 17)

Crabtree and Miller state that "Qualitative description, using qualitative methods, explores the meanings, variations, and perceptual experiences of phenomena."

(1992, p. 6) Rubin and Rubin offer that:

Qualitative interviewing is both an academic and a practical tool. It allows us to share the world of others to find out what is going on, why people do what they do, and how they understand their worlds. With such knowledge you can help solve a variety of problems (1995, p. 5).

As noted in the title of this research project, one of the key words is 'perceptions.' In order to gain an understanding of the succession phenomenon, qualitative research methods were appropriate.

This study examined the teachers' and principals' perceptions in the public schools when a leader succession took place. The intent of the study was to provide a holistic look at the school when this event took place, with an understanding of the school's culture. The qualitative interview method was chosen to provide this holistic picture of what the impact was on the lives of the teachers, students, school culture, and the principal, within the school setting.

This research study was guided by these questions:

1. What are the selected elementary school principals' and teachers' perceptions about leader succession?
2. How is the Mary Douglas' typology useful in explaining leaders (principals) and followers (teachers) perceptions about succession?

Selection of Sites

Erlandson, Harris, Skipper, and Allen state, "The selection of a suitable site is a critical decision in naturalistic research." (1993, p. 53) As reported in Marshall and Rossman (1989):

The ideal site is where (1) entry is possible; (2) there is a high probability that a rich mix of many of the processes, people, programs, interactions, and/or structures that may be a part of the research question will be present; (3) the researcher can devise an appropriate role to maintain continuity of presence for as long as necessary; and (4) data quality and credibility of the study are reasonably assured by avoiding poor sampling decisions (p. 54).

Erlandson, et. al. (1993) suggest that the researcher should identify a site that enhances the opportunity to study the problem. The sites used in this study all met criteria that would enhance the feasibility of studying the problem. These sites were easily accessible to the researcher (within a 10 mile radius) administrators at the central office were open to the study, and building principals and teachers were readily available to participate in the study. The sites also had both teachers and principals that met the criteria for succession. Permission to study the six elementary schools was given from the central office, by the superintendent or a designee. Permission was granted from the principal at each school site. The principal at each elementary school was responsible for selecting the participants that would participate in the study. The criteria is presented later in this chapter.

The sites that were chosen were six elementary schools in school districts with a minimum of 18,000 students in the southwestern part of the United States. They were

selected because entry was possible and there was an abundance of respondent interactions that would be present. The researcher was able to use offices, faculty lounges, and stay as long as needed in gaining research material.

To protect identity of the school sites and respondents of the study, pseudonyms were used. Consent Forms were given to each respondent for his/her review and signature. (Appendix E)

Selection of Respondents

All participants were FTE's (full time employee) with the elementary school they represented. They all hold professional certification, in their area, that is recognized by the State Department of Education. The respondents were six principals and twenty-four teachers. Of the six principals that were interviewed, there were five females and one male. One principal had an earned doctorate, two other principals were currently in a doctoral program at a state university. The principals of each school must have been in this current leadership position for at least two years. Each principal was contacted by phone and an explanation of the study was presented. The principals were responsible for choosing the teachers that were going to be a part of the study. After the initial contact, a letter and consent forms were sent to the building principals for the participants. (Appendix E) The respondents gave these documents to the researcher at the beginning of the interview session. Each document was signed and completed before the interview took place.

Out of the 24 teachers that were interviewed, there were 19 females and 5 males. These teachers had a varied range of teaching experience. The least was three years; the most was 26 years of teaching. These participants ranged from first grade to fifth grade teachers. The respondents must have been in their current position before the current principal was employed. In other words, the responding teachers were working for the principal's predecessor and subsequently for the successor. Each participant was

previously requested by the principal to participate. They were asked to fill out the consent form and return this to the researcher before the interview. (Appendix F)

Data Collection

The researcher was the primary instrument for the collection of data. Interviews, surveys, and field notes were the primary methods of collecting data.

The data collection began during the fall and spring semesters of the 98-99 school year. Interviews were scheduled at each of the principal's schools. The principal was responsible for setting up the interviews with the teacher respondents. The only criteria for principals were to be in their position for at least two years. The only criteria for teachers were to be employed before and after the succession.

The researcher followed the seven stages of interview investigation as presented by Kvale (1996 p. 88). These seven stages are:

1. Thematising--The what, why, and how of the study was formulated. An overall plan to develop "a conceptual clarification and a theoretical analysis of the theme investigated." (p. 89) "Developing a clear picture of content and purpose." (p. 98)
2. Designing--A carefully planned methodological approach to obtain the desired knowledge was developed.
3. Interviewing--A planned and detailed guide was used for each interview. These interviews lasted from 30 minutes to one-hour. Grand tour questioning (Appendix C) was followed with probing questioning.
4. Transcribing--All 30 interviews, teachers and principals, were transcribed verbatim. These transcriptions amounted to almost 300 pages.
5. Analyzing--The 30 interviews were analyzed, then categorized, with respect to feelings about school culture and leader succession. More extensive qualitative analysis was produced, as reported on page 49.
6. Verifying--Reliability and validity checks were maintained throughout the project. These checks were referring to how consistent the results were and how valid the data were in relationship to the investigation.

7. Reporting--The communication of this study is presented in this research project.

Interviews:

Each interview started and ended with the same format. The researcher thanked the participant for being a part of this study. Each participant was offered the opportunity to stop the interview at any time or not participate in the interview. The researcher promised complete confidentiality throughout the interview. Each respondent was appreciated and thanked, by the researcher, for the time spent on this project.

The interviews were tape recorded with the respondents' knowledge. The grand-tour questions (Appendix C) were open-ended, to gain information about the teachers' and principals' perceptions in leader succession. Probing questioning also took place during the interviews. Probes such as, "What are you talking about when you say you are in a good school?" "What were some of the fears you experienced during the leader succession?" "What type of leadership style did your predecessor have?" Not all grand tour questions were asked during the interview session as some respondents strayed throughout questioning. In some instances, the researcher had to probe to keep the interview congruent with the research questions.

Tape recordings were transcribed exactly as they appeared on the tape. A transcriber was paid by the researcher to transcribe the interview with the pseudonyms present during the taping. This also assured that prejudices and biases on the part of the researcher were not present during transcription. The length of the interviews ranged from 30 minutes to one hour in length. The tapes were placed under lock and key in the researcher's office. After reading the transcriptions, phone calls were made to some respondents to verify the transcription.

To ensure credibility, the researcher offered member checks with the respondents. Any respondents that so desired have been provided a transcript of the tape-recording. According to Erlandson, et. al (1993, p. 30) "it is imperative that both data and

interpretations obtained be verified by those persons. No data should be included if it cannot be verified through member checks." Peer debriefing was also initiated throughout the interview. The researcher constantly reviewed and discussed with the interviewee for further explanation of unclear responses. After transcription and analyzing of data, telephone calls were made to some respondents to verify the transcription. This clarification ensured a trustworthiness of data.

Surveys:

Each respondent was asked to participate in a grid/group survey document. This document (Appendices B and C) represents the thoughts and feelings of the respondents on how their school fits into the quadrants Douglas' (1982) grid and group theory. This document was presented to the participant before the interview took place. The surveys and data from interview transcription were very helpful to the researcher. Each school was placed in one of the quadrants of the grid and group theory presented by Douglas (1982). This allowed for a keener understanding of how the participants and the researcher viewed their school. This is beneficial for educators when they are being placed in an environment that is experiencing a succession. These surveys were completed before the interview session began.

Observations:

Observations played an important part of gaining information about the school culture. Marshall and Rossman state that "Through observation, the researcher learns about the behaviors and the meaning attached to those behaviors."(1995, p. 79) The researcher was able to glean information by observations in the main office, walking in and around the school building, driving around the community, and listening to childrens' and teachers' comments. Being a part of the community, if only for a few minutes, offered insight to the researcher on cultural perspectives about the school. Homes in the neighborhood, cars that were parked along streets, the upkeep of the area-all were noteworthy in obtaining a cultural perspective about the school. Observations were made

of students, parents, patrons, and staff members while the researcher was in or around the school building. The decor of the building was especially noteworthy, as was the maintenance of the building. This gave the researcher ideas about the philosophy of having a clean and orderly environment. Some schools were noticeably more positive and friendlier than others. The attitudes of the secretaries on greeting visitors was one of the first visible signs of feeling welcomed and of indicating whether or not the school was an inviting place to be. These observations were observed and recorded. Information for visitors was visible at some schools; while at others, a visitor would have a hard time finding the main office. Notes were taken from these observations, such as what messages were on the marquees outside the school building, how principals and teachers interacted with each other, and how friendly the office staff was to visitors. Notes were also taken about the decor of the building: What was displayed in the hallways and on the front of the main entrance. The researcher was able to arrive early and sit in the main office for a few minutes to observe parents and students entering and exiting school. Cultural feelings became noticeable in the manner in which the office staff and parents of the school communicated.

Data Analysis

Analyzing the data was an on-going and constant process, starting with the first interview and continuing until the last interview was completed. Kvale states: "To analyze means to separate something into parts or elements." (1996, p. 184) Marshall and Rossman state: "Data analysis is the process of bringing order, structure, and meaning to the mass of collected data." (1995, p. 111) The researcher was separating, sorting and structuring the data into categories and commonalties with congruency and meaning. As in all parts of the research project, the following research questions were constantly being reviewed: The transcriptions were coded into grid and group segments accordingly to the

Douglas grid and group typology. The respondents voices were also coded on separate paper in the areas of common themes and statements.

1. What are the selected elementary school principals' and teachers' perceptions about leader succession?
2. How is the Mary Douglas' typology useful in explaining leaders' (principals) and followers' (teachers) perceptions about succession?

During the data analysis, the framework that was developed for this study was used. The two major categories within the framework were: (1) knowledge about the culture and how it applies in the area of leader succession and (2) remembering the implications, feelings, and nuisances of principals and teachers during the succession process.

The final step of the analysis was coding of the transcripts in the margins. The coding was in relationship to the cultural view of the school. The Douglas (1982) typology was the framework that guided the coding. These were coded in the areas of common themes and categories. Sentences were circled and at the side margins, typology relationships were noted. An example of this is in the Pine View transcription. The principal commented on the low membership of the PTA and the high transient rate among students. These comments were circled and the low grid and low group category were coded in the margins. This plan was followed throughout all transcripts.

In regards to succession questioning, common themes were noted on a separate sheet of paper. Each transcript contained versions of common themes, commonalities, congruencies, and anomalies that were evident from transcription. These common themes or anomalies were in relationship to the related literature that was presented in Chapter 2. Condensed versions and narratives of the interviews were coded on the manuscripts. The researcher interpreted the interview information in regards to school culture and leader succession, keeping in mind what the literature had revealed. An example of this was the research that was presented by Fauske and Ogawa (1987). They

presented common feelings from faculty that are present during a succession. The common themes or anomalies from the research data were noted separately.

Researcher Bias

I have been involved in education for over 24 years. This involvement has been in the area of classroom teacher/coach, assistant principal, principal, and superintendent. I have seen many leader successions during this time. I have been on both extremes of a leader succession, receiving a new leader and being assigned as a new leader. Rubin and Rubin state: "The researcher's feelings about some subjects might be so intense that hearing certain examples or narratives would be difficult." (1995, p. 54)

Over the last 24 years, I have seen some successful leader succession and some that were unsuccessful. I have had to keep this in mind as I interviewed the respondents about this subject. Rubin and Rubin (1995, p. 54) state, "Strong positive bias can also create interviewing problems." Observations over the past 24 years have led to some researcher biases such as:

1. Educational leaders need to be sensitive about change. The culture needs to be considered when making changes.
2. Teachers/staff need to be patient with a new leader during the succession phase.
3. Not all successions will be successful.

Trustworthiness Criteria

According to Erlandson, Harris, Skipper, and Allen "the naturalistic researcher must somehow reconstruct the constructions of the respondent in such a way that the respondent can verify them."(1993, p. 25) To do this, Erlandson, Harris, Skipper, and Allen (1993) suggest that the researcher must view through the eyes of their respondents.

Marshall and Rossman (1995) presents the following four questions to the soundness of the project:

1. How credible are the particular findings of the study?
2. How transferable and applicable are these findings to another setting or group of people?
3. How can we be reasonably sure that the findings would be replicated if the study were conducted with the same participants in the same context?
4. How can we be sure that the findings are reflective of the subjects and the inquiry itself rather than a creation of the researcher's biases or prejudices (pp. 143-145)?

As Erlandson, Harris, Skipper, and Allen (1993) state,

When their (researchers) data have been reconstructed in a way acceptable to the respondent, they must then provide a translation or report that will enable similar constructions by others, not engaged in the original research, to benefit from it (p. 25).

The parameters of the setting, population, theoretical framework, and the interactions from the respondents in the study, give adequate credibility to the study. Each respondent was de-briefed by the researcher. This was done throughout the interview session and again at the end of the session. Some respondents were called by phone for clarification purposes during the transcription phase of the research.

By stating the theoretical framework of the project and the parameters that were set, other interested parties who design similar research studies can decide whether or not to transfer these findings to another study.

The third question is that of dependability. As researchers, we cannot assume that our world or the world around us is unchanging. This study, however, tried to account for the changing conditions in the areas of culture and succession, taking into account past and present changes in the school with regards to the culture and the leader.

The final question is that of confirmability. With knowledge of the researcher's biases, prejudices and the ability to track respondents answers, the interpretations would be able to be confirmed.

Summary

Qualitative research was used for this project. Crabtree and Miller (1992, p. 6) state that "Qualitative methods usually are used for identification, description and explanation." This allows for the researcher to understand the world they are researching. Rubin and Rubin (1995, p. 5) state, "Qualitative interviewing is both an academic and a practical tool. It allows us to share the world of others to find out what is going on, why people do what they do, and how they understand their worlds."

Sites used in this study were six elementary schools in two school districts. These districts are located in a major city in the southwestern part of the United States. These school districts have a minimum of 18,000 students enrolled.

The respondents were teachers and principals. The teachers were chosen on the basis of being a part of the school under the leadership of the current principal and his/her predecessor. The principals were chosen on the basis of being in this leadership position for a minimum of two years.

Interviews were conducted in the winter months of 1998 and 1999. The researcher used a tape recorder to record all interviews. The interviews were transcribed verbatim. Fieldnotes were taken from observations and some documents were viewed to gain an understanding of the school culture. Documents included mission statement, handbooks, policy book, and office memorandums.

Data analysis began after the first interview and continued throughout the interview process. Researcher bias was addressed as well as trustworthiness criteria.

Chapter IV will present the data that the respondents voiced through the interviews.

CHAPTER IV

RESPONDENTS' VOICES

The purpose of this chapter is to present the data gathered from the respondents. As discussed in the previous chapter, data was obtained using qualitative approaches to research. The research was guided by the following research questions.

1. What are selected elementary school principals' and teachers' perceptions about leader succession?
2. How is Mary Douglas' typology useful in explaining leaders' (principals) and followers' (teachers) perceptions about succession?

Preliminary Steps and Site Entry

Researchers must remember to stay within the parameters of the research project. I listed the guidelines that guided this research and understood that these must be taken into account when choosing sites for entry. These guidelines were as follows:

1. The research must take place in two different school districts.
2. Teachers chosen for the project must have taught for the previous principal as well as the current principal.
3. The principal should have at least one year, prior to this current year, as the leader of the school.
4. The study was to be limited to six elementary schools.

Once these guidelines were understood, I set out to find six elementary schools in two different school districts that were within reasonable driving distance. I decided to limit this study to large school districts, to those districts having a total student population of 10,000 plus students. One district is viewed a suburban, while the other school district is urban. It was necessary to gain permission from the superintendent or designee from

the outset of the project. Once permission was gained from both districts, I began choosing my sites.

In both cases, permission was not only granted, but the research was welcomed. The decision was made to study two types of elementary schools. Criteria for selection include; the principal being relatively new (less than five years) and the principal having been the leader longer than five years. After a few phone calls, I was able to select and secure the sites. Each principal that agreed to the study understood the criteria for the participants. They agreed to stay within that criteria as they selected teachers for the project. They also agreed to allow the researcher to have an interview room, observe different areas of the school, and have the freedom to visit casually with other members of the faculty and staff. The observations were helpful in understanding the relationships that have been established between principal and teachers.

Pseudonyms have been given to all participants, the school districts, and the individual elementary schools. This was promised to the participants in order to protect their identity.

Pine View Elementary: Individualist

(Low-Grid, Low-Group)

Pine View Elementary is located in a very old part of town. The pre-kindergarten through fifth grade setting has 275 students and 25 full time teachers. The student population represents a low-socioeconomic background. This was evident as I drove through the neighborhood and located the school. Ninety-nine percent of the student body are African-Americans and eighty-eight percent of the students are enrolled in the free and reduced child nutrition programs. The school serves breakfast and lunch each day. There are three to four classrooms at each grade level, along with special education, speech, physical education, and music classes. This school has been on the State Department of Education's "schools at risk" list. It has historically been a low performing school, and in fact, it was closed at one point. This was brought out in the interview with

the principal, Candace Hall. It was opened a few years ago with the former principal having the opportunity to start the school from scratch. Rhonda Gilbert pointed out that this principal was able to hire the entire staff.

One of the first noticeable items about the school is the lack of a main entrance. The teacher and staff parking lot is on the side of the school and that is the only entrance to the building.

The building is an old brick structure that has been remodeled inside several times. Just recently the school district added central air-conditioning to this school. The restrooms have been remodeled and these, quite frankly, are as up-to-date as any part of the building. The cafeteria is not only a place to serve and eat food, but also an area in which physical education is taught and student assemblies and performances are held. There is a row of metal buildings in the back that serves as overflow of students; as I entered the building I saw several students entering and exiting this building. These buildings look tired and worn out as well! The main building is clean and functional.

The school is virtually void of warmth and acceptance of outside visitors; as I entered the building, hardly anyone noticed me, even though I passed by several teachers. Never was the researcher approached with, "May I help you?" There seems to be a low morale or a negative attitude about the school; I had a difficult time receiving a hello or an acknowledgment from staff members. The principal and maintenance staff do have pride in the fact that hallways are clean, the cafeteria is well-maintained, and the classrooms are neat. There is a marquee outside that has the schedule of school assemblies and other important announcements to parents and patrons. This school was built in the 1920's, and the remodeling has not been updated with the current trends. It is evident because the classroom bells do not work and the wiring is so old that new wiring throughout the building would be necessary to remedy the situation.

The neighborhood that this school serves has older homes that are run down and unkempt. The area of town is conducive to crime and violence, which might be a reason

for the sign that is attached to the door that reads "Working Together to Keep Kids off Drugs, Gangs, and Violence."

The principal points out there is very little interest in the part of the parents or patrons of promoting this school. The principal stated, "The PTA membership is very low, so low that there are only seven parents that are members. The president has nothing to do with fund-raising activities and has little interest other than attending meetings." Candace suggest, the past PTA president was against the hiring of the current principal and this may have something to do with the low membership.

Candace was proud to have a neighborhood association in the school but there are problems which accompany the connection with the school. "There is a neighborhood association that meets regularly in the school. There is one gentleman from this group that enjoys helping but other than him, there is low interest in promoting the school." She emphasized the lack of attendance from parents at their child's activities at school such as open house or assemblies. Usually the school tries to provide a meal or a snack to promote this attendance, and Candace usually tries to attend these meetings.

There seems to be a high level of frustration among principal and faculty members regarding the curriculum change for next school year. This school, because of low academic performance, has been chosen to be a magnet school next year. The anticipation and unknowns seem to be a driving force of anxiety.

Candace Hall, Principal

As I entered the building on the first day for appointments, I noticed the principal, Mrs. Hall, talking to students outside one of the classrooms. There was a discipline problem that she was attending to; nevertheless, she gave me directions to the place where I would be interviewing.

The principal is in her mid 40's and in her third year at this school. She is currently working on her doctorate at a state university, so her time was limited.

I asked Candace about the feelings she has towards her school. She was at ease and visited very freely about these feelings stating:

My school is predominantly minority. In my school I have a challenge daily to help the children and parents to have a respect for education and what it can do for them. This school has a history of low performing and so academics is our focus. There is a lot of outside influences on our school. We have a lot of broken homes, a lot of grandparents raising children, so we have a lot of public that we have to deal with. This sometimes changes monthly. Our transient rate is very high our children come and go throughout the school year. We have over 40% transient student population. We also have a lot of welfare parents and grandparents.

I then asked Candace how her school tried to address these problems and she stated:

We are working on our attendance right now. We give monthly awards to the children for their classroom attendance. We do not count tardies, as we have a lot of children that walk to and from school. When the weather is cold or inclement, we have a lot of children who come to school late. We try to stay around the 94% rate on attendance. If the children are not here they are not learning. We give awards for homework. We feel if the parents know a little bit about what the child is doing at school that will help bridge the gap. A lot of our parents can't help with homework problems, so we try to encourage the parents to help in any way that they can. Of course, our main target is reading, as that affects everything we do.

Before I asked the principal to discuss the process of the succession, it was difficult to keep her from wandering and talking freely and openly about her school. She discussed other areas before I had the opportunity to ask the question. The area of succession was fresh on her mind as this occurred only two years ago. I received some interesting comments,

When I first came on the job I realized that her leadership style and mine are totally different. We are best of friends but she is a lot more authoritative than I am. I give the teachers more freedom than she did. She was more active in the community than I am. The board member that represents this side of the community has told me she wanted an African-American as the building principal, rather than a white principal. I responded by saying I treat all children the same-black or white.

I asked Candace to explain what she meant by leadership styles being different and she stated:

I think she was more structured than I am. I am probably a little less than she was. She was able to hire her entire staff because of a change in the school's direction and this staff has been very, very loyal to her. It was really August, after that half year, that the feeling of this becoming my school started to set in. We use team interviews that give our teachers the opportunity to be a part of having a voice in the hiring of new teachers.

This last statement is congruent with thoughts from Burns (1978) about transformational leadership.

Candace was open and seemed at ease to discuss her school. She did appear to be under a lot of stress and pressure being the principal of this school. As most building principals, she has a lot of areas to be responsible for and with the Christmas holidays approaching, I am sure she is ready for a break.

Donna Johnson, Teacher

The first teacher that I interviewed was a special education teacher, Donna Johnson. Donna was a vibrant, young, attractive lady that has been teaching in this school for four years.

She related that "there is no other place that I'd rather be because of our population. We are very much a poverty stricken school. Most of our children do not live with their parents." Donna also stated: "Our PTA is weak and this needs to be strengthened." It would be helpful to Donna to have an understanding of her school's culture. Corbett, Firestone, and Rossman, (1987, p. 37) state that "Culture has an impact on the way an organization operates and how that organization is evaluated internally and externally." These statements also reflect research by Deal and Peterson (1990) when they suggest school culture can be described with a variety of definitions, such as "climate, ethos, and character." (p.7)

When I asked what are some important characteristics for a successful school to possess, she said, "Parental involvement is very important. Having a principal that understands and appreciates your opinion and taking your opinion and thinking about it." These feelings represent what Burns (1978) relates to as a leader transforming followers. This statement represents the findings of MacNeil and Blake (1995) research as they defined trust as "the reliability of the relationship that exists between people, developed over time caused by the behaviors that are formed from the principles and competencies of a person." (p. 3)

I asked Donna about the process of the leader succession and she had these comments.

Well right after the change of course there is a lot turmoil and a lot of people among the staff concerned about the new person's expectations. I think we have overcome that and the staff seems to be cohesive.

I asked her to explain what she meant by turmoil among the staff.

The unknown of what our principal was going to expect. Our new principal is not as assertive as the predecessor. A lot of people miss that because if they had an idea they would take it to the principal and she would run with it. The current principal might say go ahead and develop your idea more. We as staff members have to adjust with the change.

These statements are congruent with Fauske and Ogawa (1987) findings. In their study they found 80% of the faculty approached a succession with the fear of the unknown and the loss of autonomy.

I thanked Donna for her time and her help in this project. She appeared to be troubled by the change in leaders and confused about the new style of leadership.

Preston Smith, Teacher

Mr. Smith, an athletically built gentleman, is the school's physical education teacher. Preston is an African-American that feels a calling to be at this school. He is in

his early 30's and has been teaching for eight years. His feelings about his school were as follows:

First of all I think our school is a very good school. I see our school heading in the right direction. I would like for our school to have additional funds for supplies and other necessities.

We do have problems with the lack of parental involvement. We are doing more activities than before to promote parental involvement.

Like the other participants, Preston expressed concern about the confusion regarding the change to a magnet school next year. He states: "At this point we do not have enough information regarding our change. We do know what we will offer in areas such as dance and art and the change in curriculum."

These statements are conducive to what Douglas (1982) defines as being a low group environment. Douglas suggests that long term objectives and activities are not as prevalent, nor as important to the group as a whole. This school and faculty are not sure what their long term objectives and goals are at this point. They only know they are changing the curriculum.

Mr. Smith was concerned during the phase of leader succession. He said, "I was concerned about this new principal coming to a different environment. She was coming to a black school and this is totally different than what she was used to." This statement emphatically points out the importance of understanding school culture that Erickson (1987), Harris (1992), Sagor (1992), and Stolp, (1996) all found through their research. This suggests the possibility and the correlation of a mistrust in leadership that was presented in Gouldner (1954) when community acceptance was a question!

Preston was a joy to interview. He had a warm and friendly personality. I thanked him and he offered to spend additional time if needed.

Rhonda Gilbert, teacher

Rhonda was the third teacher that was interviewed at Pine View. She is in her eighth year of teaching and her job assignment is transitional first grade. Rhonda, like Preston, is an African-American. The students that she has in her class are not ready for a full year of first grade, yet are more advanced than kindergarten students.

She has strong feelings toward her school and the environment that she teaches in. She states: "I feel a strong obligation to this school and try to help the students be as successful as possible. I will try and present opportunities for that success."

When she was asked if she feels that opportunities are available she states: "I feel sometimes I take one step forward, then take a step backward. I have to think of new ways to accomplish my goals." Rhonda echoed the statements of the other respondents when she states: "We have some very good parents here, but we do have a number of parents that don't participate in their child's education." Rhonda mentioned the PTA group needs to become a stronger force in the school, as it is a weak link currently. Rhonda also mentioned there needs to be a stronger discipline plan in place she suggests, "We have to improve on our discipline. The students need to show respect and with the changing over to a magnet school, maybe this will improve."

When asked about the succession phase she had this to say:

First of all you have to understand where we came from. When school closed a few years ago, and then reopened, the former principal was able to hand pick the staff. We had a strong togetherness because we came in together as a team. We started from scratch and all had ownership in the school. We have different people in place at the school now; the commitment to the school does not seem as strong.

I was saddened to see our former principal leave. She left in the middle of the year and that was poor timing. The Board of Education didn't seem to care about the timing.

When asked to compare leader styles of the former and the current principal Rhonda said, "If we go to our new principal with a discipline plan or a new idea, she wants us to explore it. She wants us to make the idea a reality; however, the former principal would take the ball and do it." There seemed to be a sense of frustration from Rhonda with the leadership style of the new principal. Rhonda felt that it was the principal's job to explore and put ideas in place.

Rhonda seemed very frustrated and tense about the changes that were taking place at Pine View. She was cautious about her comments. I thanked her for the time she spent with me.

Kathy Jackson, teacher

Kathy Jackson was the fifth teacher interviewed at this school. Kathy is a pre-kindergarten teacher and has been teaching for a period of four years.

When asked about her feelings about Pine View she said, "It's a good place to work. We do need more parental support. I feel like the principal is willing to work with you as far as your individual needs go." I asked her what she meant by that and she stated, "The staff as a whole is not inclusive. We have definite groups of people." Kathy, like other teachers mentioned the frustration about becoming a magnet school next year. "This is a time of unrest at the school. We are becoming a magnet school because of a grant and we don't know what is going to happen. There are a lot of unanswered questions about the future."

The fear of the future, regarding changing over to a magnet school, was presented throughout the interview sessions by most participants. These feelings, in regard to changing curriculum, were presented in the Corbett, Firestone, and Rossman (1987) study in regards to change. This study, using data from three high schools, supports the argument that there are sacred norms within our schools, and changing the norms are difficult. Change of curriculum certainly to most teachers would be considered a sacred norm.

I asked Kathy about the period of succession.

There was a lot of unrest of just not knowing. Our former principal did not know our current principal, as she was new to the district. The people downtown or the powers to be chose our new principal. Again, there was a lot of unrest not knowing.

These statements reflect research done by Fauske and Ogawa (1987) in that teachers usually feel uneasy when change occurs.

I asked Kathy to continue with her thoughts on succession.

The staff seemed to be closer with our former principal. It was a tighter group. The former principal was businesslike. She expected a lot from us, and her ideas were vocalized. When our new principal took over, there seemed to be a change in things like discipline. It used to be kids didn't want to come to the office; now they don't seem to mind. We haven't changed the discipline plan, but the discipline of kids has changed.

Kathy continued her thoughts.

We, as teachers, possibly have more input than before in areas such as discipline and things like that. I think that some teachers enjoy this input and some do not. I know there are some teachers that wish a decision would be made and told to us. We have committees and sometimes we can't get people to agree on these ideas. So even though we have more decision power, we have more bickering. I think with a stronger leadership, I mean with the straight by the book and knowing what to expect, the expectations set out in front, I think that is easier to go with as far as a staff is concerned. Everybody should be on the same wave length.

Kathy was the most difficult teacher to interview at this school. She appeared to have little interest in helping with this project. She was polite and courteous, but not very interested.

As I left the school, I thanked the secretary for the opportunity that was extended to me. She was polite and thanked me for coming. As I walked through the hallway and out to the east end of the school, I again was reminded how old and out of date this building is.

Riverside Elementary: Individualist

(Low Grid: Moderate Group)

Riverview Elementary is located in the middle section of this metropolitan school district. I asked the principal's secretary when the school was built and she replied, "This school was built in the late 60's, and has seen a remarkable change through the years." This elementary school serves as a pre-kindergarten through fifth grade setting. I observed these students entering the building one morning as I arrived a few minutes early for an interview. When the school was built, it serviced middle-upper socioeconomic families. This is evidenced by its having an attractive private tennis club only a couple of blocks from the school. Nice homes and neighborhoods still surround the school; however, these houses are occupied by the residents who built them. The neighborhood homes have little contact with the school, as most of the children come from the multiple rows of apartments that have been built. This information was presented in the interview with the principal, Jeff Mason. As I drove to the school, I could not help noticing the number of apartments that surround the school. While children play on the playground at recess, the apartments come into view from every direction. There has been little movement in and out of the houses; consequently the older adults have the attitude that they have done their part in supporting the school; so let somebody else with children attending help with the needs. This idea was suggested by Brenda Hart, one of the teacher interviewees.

During his interview, Jeff Mason gave some interesting facts that are worth noting about the school. The apartments are responsible for 75% of the student population. This situation results in a high transient rate for the school. Sixty-five per-cent of the student body is on a free or reduced child nutrition program which includes breakfast and lunch. The current minority rate is around 60%, which is the highest it has ever been. The last two or three years this rate has been around 55%.

The school has an enrollment of 675-700 students. The staff consists of 45 personnel, including secretaries and other office help. The friendliness and reception at the school is very warm. As I walked into the office, I was greeted by both secretaries with a "May I help you?" They were very cordial and led me back to the principal's office. 'Four Partner is Education' banners adorn the office walls; these banners reflect the interest of local businesses that help the school in financial and other supportive endeavors.

The school itself is very clean and neat. The building, being over 30 years old, is remarkably up-to-date. I observed maintenance personnel wearing district logo clothing, which is easily identifiable to visitors. The hallways have posters and bulletin boards with positive phrases about school and education. School calendars and student work are attached to bulletin boards outside classrooms, which gives a visitor the idea of school pride. The school's mission statement is at the front of the building, so that each person entering the school should be able to view it. This statement is "Our School...A Place Where Hope Begins and Dreams Come True." Outside the building, a school marquee has the schedule of upcoming events and assemblies that inform the parents and patrons.

Jeff Mason, Principal

Mr. Mason, the building principal, has been at Riverside for eight years. This has been his only principalship. He received this job when he was 31 years old. He is quiet and unassuming in a crowd of students and teachers. He tries to lead by example. When approached by people, he gives positive feedback and advice. The secretarial staff seems to love and appreciate his gentleness as their leader. I witnessed Mr. Mason giving directives to office personnel, and they responded very quickly and effectively. They expressed the desire to affirm and respond to him in a positive way.

This interview, as all interviews at Riverside, took place in his office. I asked Mr. Mason about the feelings he has toward his school; he responded by saying,

I get positive feelings from the people that I work with as far as their commitment to the kids. The kids in this school really take a lot of energy, an incredible amount of energy. I also have positive feelings about my school, because when I get beyond the behavior problems that the kids have, when I get them one on one, there is a definite good side to each of these kids.

Nurturing kids is our main goal, but another feeling is getting our parents involved. We have a good PTA group, but it could be better. We have around 60-65% involvement from our parents. I feel it is important to have our parents in the building. If I had to choose where to place parental involvement, I would choose to have it in the home, rather than at school. Kids need their parents at home, working with them on homework and studies. I'm probably not as successful on parental involvement as I could be.

I asked Jeff to explain what he meant by the kids taking a lot of energy and he said,

You don't come to this school and just teach academics. You teach a lot of behavior and social behaviors. You end up stopping class time to deal with problems that kids have brought from home or problems that kids have at school because you've got to. That is a part of the learning process here, problem solving. I think that is frustrating to teachers to not be able to move through the curriculum as fast as they would like to maybe because they're sidetracked. It just takes a lot of energy to teach. But when you add the problems this school has on top of that it's a whole other ball game. I think too, the emotional energy to listen and deal personally with the issues that kids are bringing to school such as, my mom is getting out of prison next week, or my dad came home drunk last night these kind of things takes a lot of energy and time. We also have a lot of latchkey kids that are making their own meals, going into a home that has no parent, etc.

I then asked Jeff if the faculty can come to grips with these problems that are associated with this school. He said,

I think they accept it as a part of this school. They don't come to grips with it in terms of understanding or realizing what's happening, I don't think. But the anxiety level always gets up, especially this year when we had over 100 new kids enroll. When we have an increase in enrollment, this means we not only have these kids, but we usually have 100 plus kids in our turnover rate. This means over 200 new kids to our school's population.

These statements from the principal support previous research

presented in the understanding of the school's culture. Research from Corbett, Firestone, and Rossman (1987), Erickson (1987), Harris (1992), Sagor (1992), and Stolp (1996) all concerned themselves with studies in understanding the culture of schools and its importance.

I asked Jeff about his perceptions on succeeding the former principal.

I found out in April that I was going to be the principal of this school. I really started to become anxious when I heard how many staff members he was taking with him to his new assignment. I believe it was 12. I was becoming frustrated about that, but the personnel director told me to look at this as a blessing. He said I would be able to hire the people that I wanted in the building. As I look back now, it was probably the best thing to allow these people to go.

Another anxious moment for me was, when I took over, it was unusual because my assistant had been here the year before. She was here the whole year as an assistant consequently she knew more about this building than I did. That was an awkward position for both of us. I think she would have loved to have the job, but she didn't feel like she would have been placed in that position.

Jeff's assignment to this school might correlate with the research presented by Carlson (1961) when he studied insider or outsider promotions of hiring a superintendent. Carlson presented the idea that when schools are perceived as performing satisfactorily, an insider might have the lead in a promotion when schools are perceived as performing unsatisfactorily, an outsider has a better chance at the promotion.

By being an outsider to the organization, we can correlate some of Gouldner's (1954) findings in his research. Gouldner suggests that outsiders have little feel for the informal understandings of previous managers.

I asked Jeff during the transition phase or the first year if there were any events that he saw as a difference in leadership styles. He said,

We started seeing a good number of office referrals, that I just know were not sent when the other principal was here. I know there was a feeling that we have a

new kid on the block, let's see what he will do for us. Will he take care of all the little things? I had to deal with 625 office referrals that first year. We set out the next year to reduce them and actually cut them in half. The teachers did challenge me on this. I have to admit there were some unhappy teachers. These were real anxious and intimidating times for me as a leader.

It was during this time I decided to allow for a time when teachers can come in and visit with me. I set aside a time in which every grade level can come into the office and visit and ask questions or express concerns. I never realized how many concerns these teachers had about me as an administrator. I feel these concerns were about me and about our school district. These concerns were a result of not having any voice or input into decision making.

This time of the succession was evidenced by the second phase of research of Fauske and Ogawa, (1987, p. 45) when they reported that "teachers had feelings of anger and insecurity." This phase is the area of disenchantment during a succession.

I asked Jeff to continue with his thoughts in this area,

It was during this time that I decided to allow input and empowerment of our teachers. I allowed for them to sit in committees and help with decision making. I decided to allow more control with the teachers. This was totally different for them, as the predecessor had total control of all decision making.

I appreciated Jeff's openness and warmth during the interview. I observed Jeff when he was dealing with teachers and students, and I saw a caring and genuine person that appeared to love his job. I thanked him for allowing me to come in and study his school.

Brenda Hart, Counselor

Mrs. Hart is the current school counselor. She is in her early 50's and has been at this school more than 15 years. She originally came to the school as a teacher and was promoted to the counselor position a few years ago.

When I asked her about the feelings she has toward her school, she responded by saying, "I have positive feelings about our school; we work extremely well together and

have a qualified faculty. We have a very strong and capable leader in Mr. Mason." I requested that she explain her feelings about Mr. Mason, and she replied,

What I mean by that is our principal does a good job of combining personalities, putting people in charge of things and expecting them to work together; he is always here and he is responsible. He doesn't let personalities come in the way and doesn't play favorites. He has really good support here from the staff. I believe most faculty members feel this way.

These statements are supported by the research of Ceyanes and MacNeil (1998), Daresh and Hartley (1994), and Leithwood and Montgomery (1982), research that shows the principal must demonstrate certain leadership qualities. Their studies support the idea that principals must exhibit a strong professionalism and thorough knowledge in leadership, management skills, and administration concepts.

I asked Mrs. Hart to think back eight years ago and recall the event of the leader change.

Ok, I was told by the former principal that there was going to be a change. I was not really looking forward to that change because I had known the former principal for a long time. I was anxious about the change; I liked his style of doing things. I think my underlying feeling was that I have never worked for anybody that I didn't get along with, so I assumed I could work for another principal.

I asked her to explain why she was not looking forward to a change in leadership.

I really liked the style, the structured style of our former principal. Kids were expected to walk the line; we as teachers were expected to turn in lesson plans each week I think the overall description of the school was just more structured.

Anytime you go through a change in administrators there is a time of anxiety. There were some teachers that went with the former principal to his new school. There were some anxious moments during the transition, as some of the

teachers who remained could not adapt to the new principal's style of leadership.

I asked Brenda if these teachers ended up leaving the school.

Yes, they eventually did leave by choice. Other than those teachers who left in the beginning and those who left very shortly after the change, there has not been a lot of turnover. There is now a feeling of warmth and openness. The principal's office is always open and he is available for anything.

I asked Brenda what she meant by the former principal being more structured. She said,

Our economic situation is a lot different than it was eight years ago under our former principal. We have seen a lot of increase in single mom families, a dramatic shift in the demographics; we've seen a huge rise in low socio-economic families. So I can't really talk about one without talking about the other. We have not only had a change in leadership, but a drastic change in our surroundings and faculty. There has been a lot of change and you just can't put that under an administrator. We have had to culturally adapt and do the best that we can with what we have demographically.

Brenda was very direct and to the point during her interview. She seemed to be short of time. She was nice and cordial, yet she did not want to spend any extra time than what was mandatory.

John Noble, Teacher

Mr. Noble is Riverside's physical education teacher. He has been at other assignments in the school district, including the secondary level as a teacher and coach. He is in his mid 50's and seems to be enjoying his current assignment. He was very patient and answered all questions thoughtfully.

Mr. Noble does express his feeling about the school having problems in dealing with the home life of his students. He states, "The problems that I see are from the home, the kids do pretty good under the circumstances; they carry their home problems into the school." I asked him to continue and he said, "We now feed a lot of our kids breakfast and lunch on a free or reduced price. They weren't being taken care of at home, and it is

hard to learn without nourishment." He expressed there are a good number of students on this child nutrition program.

He expressed the idea that the teachers are doing a good job. He was frustrated at the number of transient students that come and go almost on a daily basis. "These kids come here under different circumstances; they come because of homes being split up or have had problems at another place. These conditions are really hard on kids."

I asked him to think back and recall his perception of the succession process.

I think that it is good to have a change. We as teachers might get in a groove too much. I think at first though, there are a certain percentage of people who don't want change. When you are comfortable, you don't like change. When change happens quickly, this make you uncomfortable. When our change first happened, we had people transfer. Once people stayed around and got used to the situation, they became comfortable.

I thanked John for spending time with me. As with Preston Smith, he asked me to come again if I needed to. I appreciated his spirit of openness and willingness to be a part of this study. I thanked him for his time.

Sara Jones, Teacher

Mrs. Jones, is an example of a career teacher. She is in her late 50's and has been teaching for 31 years. This is her 18th year at Riverside and she has seen a lot of changes over the years. She teaches first grade.

She expressed her feelings about the school,

This school has always been of interest because of the wide diversity of students. We have children from high income levels and children from lower economic levels. We have a wide range of cultural groups. It has been interesting to see the change and to feel the challenge of meeting the needs.

During my early years here, we had more children from two parent families. We are now finding that we have a good number of students from single parent homes, adults that have not had the educational advantages or have not taken advantage of them. We are seeing a different set of expectations than before. These expectations are for us, as teachers, to do everything for the children. We

have students who come to us who are very street wise and street smart, but do not know their alphabet or social behaviors that would be appropriate for first grade.

I asked her how these situations affect her as a teacher. She said,

It is more taxing on me. You can't be as free to just let the students express themselves without the concern about what might be said or described. Some of them have seen a lot more than I have seen in my lifetime. In order to teach, you have to get beyond that point so that they can settle into a controlled and calm environment open for learning.

I asked Sara how this can happen, how can you get beyond a point so you can have a learning environment.

Well one of the main things, I feel, is a principal who is willing to take leadership and a principal who will give guidance, give you correction if necessary, and is not afraid to take a stand, will back up the teacher and is here for you. To know that the principal is here for you and they understand and care. The principal has to have an understanding of the needs. The principal should be open and friendly to the faculty/staff. You need to be able to depend on his word.

These statements reflect findings of research from Ceyanes and MacNeil (1998), MacNeil and Blake (1995) and the Maryland study (1978), about how a trusting relationship must exist between principal and faculty. Williams' (1989) research also supports Mrs. Jones comments. This research studied how teachers perceived principals as leaders and concluded that teachers see qualities such as "support, discipline, and organizational management as being helpful in doing their job." (p. 113)

When asked about the succession phase Mrs. Jones said,

I was looking at this change with anticipation. I felt that the change was going to be for the good. I had heard who our new principal was going to be and I already knew him. I felt that the type of person he is and his character that this would be a good change for our school.

With the former principal we didn't have any freedom to express our thoughts with him. When we asked a question, it might be awhile before our answer

came back to us. We were pleasantly surprised at the quickness of our new principal in making decisions. My anticipations for the better have not gone by the wayside; this change actually helped our school.

Mrs. Jones expressed her feelings of anticipation and her air of optimism that were expressed in the Fauske and Ogawa (1987) study. This area was labeled the enchantment phase during the succession process. This area, however, is different from the Ogawa study, in that Mrs. Jones is still thankful about the change. This has not been a disappointment to Mrs. Jones. In the Ogawa study, teachers seemed to pass through this stage on to another stage; Mrs. Jones was, by far, the person most excited about the leadership change in the school.

Betty Thomas, Teacher

Mrs. Thomas is a reading teacher and in her 20th year of teaching. She has been at Riverside for nine years. She sees all students who score below a certain per centile in reading scores on state mandated tests. Her students are in the first and second grade.

I asked her to express her feelings about her school.

I really enjoy working here. I feel a lot of freedom and empowerment. I think the principal gives us a lot of freedom to teach how we feel is best. I feel like he treats us as professionals and therefore you feel good about that. He allows us to research and try new things that we come across. He trusts our opinion and our judgment in areas that we have studied or heard about.

I asked her if she felt that other teachers feel this way.

I think that they do. We have the freedom here to say what we think and what we feel. Sometime I think that we're given so much freedom, that some teachers would possibly like for the principal to just tell them what to do. The area that I'm thinking about would be in discipline.

Betty feels that her school is a successful one. She states that a characteristic for the school to be successful is to have a leader in the principal. "I think having a principal that sets the tone as the leader and who is trustworthy is very important. We want to make him look good as our leader."

I asked her to think back about the succession phase and some of her thoughts during this time.

I think that anxiety would be the first thing because the teachers really liked the former principal. You know, just about the time you're comfortable and you know someone, then usually there's a change. So I think there was both, some anxiety and some anticipation with the new principal.

These statements are congruent with the research presented by Fauske and Ogawa (1987) in that fear and enchantment usually are present during a succession. Even though this was presented in the Ogawa study, Betty's feelings are somewhat different. Her feelings mirror those of Sara's and she still feels an air of excitement about the change in leadership. This was not presented as a finding in the Ogawa study.

I thanked Betty for her time and expressed to her my appreciation. She was polite and courteous as she left the interview room and welcomed me back in the school at any time.

Washington Elementary: Collectivist

(Moderate Grid, High Group)

Located on the outskirts of a metropolitan city, Washington Elementary School serves kindergarten students through fifth grade. This school is over 30 years of age and has remained quite stable, as is evident by the homes that surround the school. All students that attend this school come from a single dwelling environment, as there are no apartment structures in this area. There is very little diversity in the 250 regular students who attend Washington. At the south part of this school is a developmental school that serves the multi-handicapped students of the school district. I observed this as I drove around the school on another day when I was not interviewing. These multi-handicapped students are transported daily from all parts of the district to this school. The current principal, Marjorie Dickerson, used to be the principal of this part of the school and referred to it often during her interview. This school is very close to two other

elementary schools in the district with less than four miles that separate these three elementary schools. As I entered through the main doors, I noticed the tiger mascot in the center of the hallway. The office is easily recognizable, as it is in the front part of the building. The principal immediately came out of her office and welcomed me to her school. She escorted me to the conference room where all interviews take place.

There is a lot of traffic that flows constantly around the school on a daily basis. The school is located on a major street and is surrounded by middle class homes. Children's safety is of utmost importance when they are coming and exiting the school. It is not uncommon to view older adults that are employed by the PTA helping the younger students crossing the street. I observed a good percentage of the students walking to school during the mornings that I was at the school. To the west of the school is a large lake that fishermen often frequent because this lake is known for good fishing.

Neighborhood homes line all sides of the elementary school. These homes were built in the 60's and remain up-to-date and quite stable. The school, as described by the principal, is in a "conservative part of town that still has both parents in the home." Citizens view this area of the community as homes that are affordable for young families, and the school has enjoyed the stability of this youthful movement, said the principal during her interview.

This school is located on approximately six acres of land that has a large playground, soccer field, running track, and basketball court. These recreational areas are all enjoyed by the students at recess and during off hours or on weekends by children of all ages from the neighborhood.

Mrs. Dickerson is proud of her neighborhood association and the PTA. She states, "The PTA supports the school in a positive way. The PTA enjoys a membership of over 100%." This would correlate to more than one parent of a child joining the PTA to help support the school. When events such as open house, talent assembly, and arts and craft fairs are held, there are many patrons from the neighborhood that attend to be supportive

of the school. Many of these patrons do not have children in the school! School personnel boast of receiving over 2,000 hours of volunteer work last year. Each day there are around three to five adult volunteers in the building.

It is the feeling of the faculty that they work in a place that does not have the typical problems that are present in many areas of our society. This was evidenced by comments during the interviews with the faculty members. The school faces very few societal problems that are prevalent at other schools. The faculty express their sentiments toward Washington as being a little bit of heaven! All teachers interviewed expressed their love of the school and their love of teaching. The principal visited about other important areas of interest to the researcher, such as the largest class at Washington has 22 children! The free and reduced lunch program serves a small percentage of children- less than 16%. The turnover or transient rate is less than 10%. The minority rate is also less than 10%.

Marjorie Dickerson, Principal

Mrs. Dickerson, the principal of Washington Elementary, is in her early 40's and loves her job as principal of this elementary school. She is in her 18th year in education, and ninth at this school. She was principal of the developmental center in the south part of the school, and is in her sixth year as the head principal of the entire school. Mrs. Dickerson has the love and respect of her faculty as they have known her for nine years. These feelings are congruent with what Carlson (1961) studied when he presented ideas on inside and outside succession. Teacher comments that follow support the notion that when Mrs. Dickerson took over the head principal position, there were small levels of anxiety and fear of the unknown, as her leadership style and administrative ways were already known to the teachers.

When asked about the feelings she has for her school she replied,

It's a very small, conservative, warm school. Very safe feeling We have a real mixture of being in on the cutting edge in education in instruction, mixed in

with some tried and true real consistent instructors and teachers. We have lots of people requesting transfers to our school from the other 17 elementary schools in our district. These people want their children to be here because it feels like a 1960's or early 70's community school. We are able to accommodate around 60-70 transfers each year.

People like our school because of the neighborhood community feeling that is prevalent. We do lots of family focused activities, and evening programs, thus faculty is very, very, committed. We do not have much turnover in our faculty. I think it's just the closest thing to private schooling in a public school.

I asked Marjorie to discuss the succession period as she took over six years ago at Washington.

When I first took over as principal, I felt as if I needed to gain the trust and confidence of the faculty. I knew I needed to be fair, consistent, and had to demonstrate confidence. In order to achieve these qualities, I had to be reachable by the teachers and willing to learn about what they did. I knew about one-third of the faculty from my previous position, so I had to go about getting involved with the other two-thirds. This school has gone through leadership changes down through its 31 years of being a school. Each change brings about significant changes in leadership.

Mrs. Dickerson did give an account that was a learning experience for her as an administrator. She was told by the district to add computer labs. She made some room changes for the addition of computer labs and had to move teachers that had been in their rooms for years. She states, "These changes went over like bricks; I had no idea that teachers had such ownership in a little thing like where their room is." These comments are supported by research of Corbett, et. al (1987) that changing norms are sacred or held to be sacred by faculty.

I asked Marjorie to think back to an event that might have helped her in setting the tone of her principalship during her early years as principal she replied,

I feel one area that helped champion my cause was during spring parent conferences that are mandated by the district. I suggested that if any teacher needed my help during those conferences, I would be willing to sit with him or her. I was asked for my help by one particular teacher and she saw during that

conference that I was going to be supportive of her. Since that day, I have had many requests to sit in on parent conferences, as the teachers know I will be supportive of them.

I thanked Mrs. Dickerson for her time and she responded by saying "feel free anytime to come and study our school. We are very proud to have visitors looking at our faculty and students." She is very proud of her school.

Bonnie Lee, Teacher

Mrs. Lee is a first grade teacher that has been teaching for 31 years. She started her career in 1967 and has been at Washington for 25 years. She portrays a love of life and the love of teaching. She enjoys her job and it shows throughout the interview. She has only taught first grade during all these years and has many experiences that she can share with others. I asked Bonnie to share some feelings she has about the school. She replied,

I feel like this school is a very, very, well organized school. I have prejudiced feelings about it. I think it is great. I think we do the best to teach our students at their level and try to instruct them in different manners, not just one manner. We reach all of the students needs and their individual learning styles.

I asked her to explain what she meant by being well organized.

We have different committees that meet and they are called vertical teams. There is one teacher that is the head of that committee. If there is anything that the principal needs to give us, it is given to the vertical team and the team takes it to the teachers. We also visit about these items in faculty meetings. Every teacher is a member of a committee. We teachers feel ownership in decision making and enjoy that ownership.

I asked Bonnie if having ownership was beneficial to teachers?

Yes, by having ownership the decision is partly yours. Teachers will rebel if a decision is just mandated or handed down from the principal. When you work on something through committees, you have an understanding of the decision and the goals that are trying to be reached.

I asked Bonnie to think back about the succession phase of principals a few years ago.

I have been through five principals at this building. My first thought was another male principal. Men are just different principals. Ladies are more meticulous. Men say, I want the job done. A lady principal is more legalistic. She might say, I want the job done and this is how you should do it. An example of this is that our former male principal said in a faculty meeting he didn't care how we taught a skill, even if it was the way they taught in the 1800's, as long as we taught the skill. Our current principal, a female, not only cared about teaching the skill, but cares about how you teach it.

These comments, reflected in the research by Fauske and Ogawa (1987), was shared with the researcher that this faculty member feared the new principal was going to be a woman. "Women principals are picky. They will not let you do your own thing." (p. 37)

Bonnie shared that the current principal was already a part of the school, because she was at one time the principal of the developmental center. She said, "Everybody assumed that Mrs. Dickerson was going to be our new principal because of her involvement with our school. Already knowing her made the transition much easier."

Bonnie was very easy to visit with and interview. She is a veteran teacher and her comfortableness with people was easily observed. I thanked her for her time as she left the interview room.

Jennifer Greene, Teacher

Mrs. Greene, a second grade teacher, is in her 15th year at Washington. She has taught one year in another school district before coming to Washington. She expresses the idea that she works in "la la land. I have a friend who teaches in another school and she teases me about how good I have it. I know this is great and I won't leave."

Before I could even ask the question of her feelings about the school, Jennifer shared positive comments during our introductory conversation. Jennifer continued her thoughts by saying, "We have good rapport with each other; people that have been elsewhere say it's great over here and we all know this; that is why we stay."

I asked Jennifer to think back a few years when she heard about the change in principals at Washington.

When I found out that our previous principal was leaving, I was very sad and upset because I had an excellent relationship with him. I think it's just always scary when you're going to get a new boss and you don't know who it is. When you have a good relationship and they leave you don't know what your next day is going to be like. The administrator that you have and his opinions can greatly affect you life. If you get a principal that you don't get along with, they don't like you, or you have a personality clash, it's very difficult to come to work and work with that person on a day to day basis.

I asked her to think about the former principal and now the current principal.

Our former principal made you feel relaxed. He was able to talk to people and make them feel at ease. He would come by the room and chat for awhile, just to make you feel comfortable with him. When we found out that we were going to have a change in leadership, we were uncomfortable and had high levels of anxiety of not knowing about the future.

After we found out who the new principal was, our anxiety level went down. We knew our new principal she was a part of our school. We had observed her in a position of leadership and felt like a lot of our fears weren't going to happen.

I requested she continue with thoughts on the new principal.

During the first year we had very little changes. There were a few things, little things that were changed. She told us in the first faculty meeting that there were not going to be a lot of changes. I think that the mood was set from the very beginning to help us in gaining her trust and us trusting her. She has always acted professional and treats us as professionals.

Jennifer closed the interview with remarks that correlate with Mrs. Lee's feelings about working for a male principal. "I personally like working for a male principal better than a female." I asked her why and she stated, "Women are more nit-picky, detail oriented, and we've got to do this now or whatever." A good point that Jennifer brought

out was that most faculty members on an elementary campus are women, so having a male principal might be an advantage. Jennifer was quick to point out that she does enjoy her relationship with Mrs. Dickerson and would not trade her school or her situation with anyone else. I thanked Jennifer for her time and her thoughts during the interview session.

Sylvia Franz, Teacher

Mrs. Franz, a third grade teacher, appeared to be less interested in the interview than other participants at the school. She seemed very tired and uninterested in sharing and visiting about her school. She has been at this school for 16 years and has been teaching for a period of 26 years. She feels that she is a part of a great school and has a lot of interaction with parents and other faculty members. "Our parents are great to deal with; they spend a lot of time volunteering and we appreciate their efforts."

I asked for her thoughts on the principal succession.

I have changed principals so much over my career that I don't know if it is a big deal anymore. The biggest area or concern that I see is how we are asked to do our job. Areas such as lesson plans and preparation for class. I wasn't worried about the big changes, maybe changes like the day to day operations of how we are asked to do our jobs.

There is not a lot of difference between our former principal and our current one. Our former principal seemed more relaxed than our current one. The principal now has definite ideas on how things should be done, as far as teaching, and she has more of an authoritarian style than the previous principal.

Mrs. Franz felt that the faculty did not resent this change in styles of leadership; she thinks that they are paying more attention to the smaller details than ever before. She couldn't give examples or explain what she meant; it was more of a feeling that she had. I thanked Mrs. Franz for her time.

James Merrill, Teacher

Mr. Merrill explained that he is one of only two male teachers at Washington. He is in his 11th year at this school. He has been in education for 21 years and currently teaches fifth grade. Mr. Merrill is a friendly person with a happy type of personality. He was easy and open to talk with. During our conversation he would occasionally chuckle at his answers and his thoughts.

When asked about the feelings he has toward the school, he mirrored the thoughts of others, "We have a close knit faculty and have a lot of camaraderie. We know each other very well. At school we do a lot of things together." He emphasized that the size of the school is very important to him: "I think being in a small school is a big advantage for elementary students; it allows for our parents to become involved." The involvement of parents, again, was a point that he and others brought out. "Our PTA is great and our parents are willing to help in any way. We have around 95% of our parents willing to be a part or help with any problems that we have."

Mr. Merrill brought out another important idea when he was talking about his school. He had thoughts on teacher empowerment: "Our principal has teachers on the interview team when we are looking for a new teacher. This makes us feel important and having ownership in decisions."

I asked him about his thoughts on principal succession.

Well, when I first hear that the former principal was going to leave and take another position, I had a lot of anxiety. There were other principal positions that had been filled around the district, and I heard horror stories about those changes. Like how much hands on and structured these new principals were. How everything had to be accounted for; in fact some of them even had their faculty time clocks to check in and out. I don't know if all of those stories are true or not, but I was afraid we would get a principal like one of those.

I asked him to continue with the perception of change. He stated,

As a teacher, you are always afraid when you have a change over to a new principal that they're not going to like what you are doing and they are going

to want to change your whole methods of teaching and the materials you use. You're going to feel inadequate and I want to say stupid but that's probably not a good word. You always go through those anxieties when you're getting a new principal because you don't know what to expect.

I requested when he if he did, realized those anxious moments were for naught?

At our faculty meeting when she said there was not going to be wholesale changes. She felt that things were going well, and she assumed that it would continue to go well. I really appreciated those comments. She is much different than her predecessor, much more hands on, more structured, but she went into this with a slow approach. She brought about change very slowly. I feel if she would have come in that first year and tried to bring about the changes that we have now, there would have been a lot of faculty resentment. The process of change has been good but it has come about very slow and gradual. It has also been brought about through the use of committees that have teacher ownership in, so this has been good.

I appreciated Mr. Merrill and his openness in these areas. I thanked him for his time, and he was very cordial and invited me to come back to the school. I could sense his love for children and joy of teaching in this school.

Eastside Elementary:Corporate
(Moderate Grid, High Group)

Located in the eastern part of this school district, Eastside was built in the middle 60's. This elementary school has a pre-kindergarten through 5th grade setting. The location of the school is just a few feet from a major thorough fare in the metropolitan part of the city. The outside of the school has high visibility because of the number of cars that pass by on a daily basis. The building has been added onto several times, and it seems to have a lot of nooks and crannies. The playground is very spacious but is all asphalt. One of the first items of interest is the wooden sign that is on the outside of the school. This sign advertises the local Boy Scouts Troop that has been in existence at the school for over 30 years. The principal Susie Bohn states: "Many second generation Boy Scouts are part of a troop that their fathers and grandfathers help start."

Susie gave interesting facts about this school. The school has just one apartment complex that it serves. Around 70 students from this complex are enrolled at Eastside. The neighborhood houses look older but are well kept. The socio-economic makeup of the school and neighborhoods is middle class. Many of the homes are occupied by parents and grandparents that once had children in the school. These citizens have remained involved and are a part of the school in volunteering their time. There is a low transient rate, 10%, and a minority rate of 27%. The percentage of children on the free and reduced child nutrition program is around 25%. The school has an enrollment of 450 students and 35 full time faculty members.

When entering the building I immediately felt an openness and a warmth about the school. Slogans, banners, and student work adorned the halls and this school just looked and felt open to an outsider. As I walked through the main entrance to the office, I noticed parents and teachers carrying on friendly conversations. This school has a sense of friendliness that was observed and felt by the researcher. Teachers asked if I needed help or directions to any part of the building. The main office is very easy to locate, as it is virtually in the front and center of the building. A visitor has no choice but to enter and pass by this office. As I entered the office, I was greeted by the receptionist and the principal. Both were very friendly and asked if I needed anything to aid me in this process. They showed signs of wanting to help and being courteous in just the first few minutes.

Susie Bohn, Principal

Mrs. Bohn is in her second year at Eastside Elementary. At 32 years of age, she is the youngest of all the principals interviewed. She has placed a lot of energy into her job and the faculty respects her for this. To an outsider, it appears, Mrs. Bohn has joined the ranks of Eastside at the right time. There seems to be a sense of disrespect aimed at Mrs. Bohn's predecessor. During the interview with teachers about the succession, several comments were made in this area and they are glad that the former principal decided not

to return. Mrs. Bohn has been able to lead this school and gain respect from her teachers during her short tenure. This is quite an accomplishment, especially taking into account that she has become a new mother during this assignment.

I asked Mrs. Bohn about the feelings she has toward her school.

This school is a very traditional school. I feel that it provides a traditional approach to education. We have very supportive parents and dedicated teachers. I feel the students are very accepting of our school and enjoy being here.

I requested that she expand her thoughts on what is meant by a traditional school and she replied,

As far as our approach to curriculum, we approach the curriculum from a very traditional background, such as phonics, very heavy emphasis in this area. Parents expect that direction as far as the curriculum. They tend to stick with more of the traditional side rather than branching out and trying new and innovative ideas.

We would like to try new ideas. We have a new spelling program this year that is very different than the traditional approach. It has been met with some adversity, I will admit. The faculty was polled just the other day and voted on whether or not to continue with this approach and they determined that they would like to continue this. So as far as willing to branch out and try new things, it's just more difficult and not as easy for these people.

These statements again reflect the research of Corbett, Firestone, and Rossman (1987) when there is an effort to change the norms in a school. There are sacred and profane norms, and people are resistant to changing, especially the sacred norms.

I asked if there are any more feelings about her school she would like to discuss. Susie emphatically said, "I have a very strong PTA, with 100% participation in this area. During open house, we had over 85% of our student population represented. We also have a strong volunteer group of parents that donate time to our school." I could tell she was very proud of the parental support that her school receives.

I asked her about the area of the succession period and she replied,

I came from a middle school; I was an assistant principal there. I think there was some anticipation that I might not be able to relate to elementary students based on my middle school experience. I will say that I came in at a time when the teachers, as a group, were ready for a change in leadership. They were somewhat divided as a faculty. They were divided on the former principal, some liked him, some did not. What I have tried to do is unite the faculty. I have done a lot of team building and really worked hard on working together to build bridges from the past. This has been done through inservice, faculty retreats, at the beginning of faculty meetings and other areas. The faculty has seemed to really buy into this and I feel it has been successful.

Mrs. Bohn came into this school and understood the cultural divisions among the faculty on the former principal. Mrs. Bohn's philosophy was proof of Harris' (1992) suggestion that the leader of a school can help shape and define cultural values in schools. Mrs. Bohn thanked me for coming to her school and introduced me to the next participant in the study, Byron Vernon.

Byron Vernon, Teacher

The first teacher at Eastside was a male, fourth grade teacher. Mr. Vernon has been at Eastside for three years. He is a very patient and warm individual to interview. He appears to have a soft heart for children, and I can picture what he is like in the classroom with his students.

I asked Byron about his feelings on Eastside,

I feel like we have a warm and inviting school. I think my students feel safe here. You hear a lot on television about the unsafe environment that some schools and neighborhoods have. I feel like we have a medium class neighborhood and the parents are really involved in the school. There is not a lot of crime around our school.

Byron feels good about the leadership of the school as he mentioned, "I feel like we have a strong leader in our principal. She can make decisions on her own and allows for us to be involved in some of the decision making. She allows for input from us as teachers."

I asked Byron to think back and reflect when he knew there was going to be a principal succession,

When I heard we were going to change principals, I was stunned. This was in my first year and I had become good friends with the principal. When I heard he was leaving us, I was saddened. I also had negative feelings about someone else coming in as principal. My allegiance had been to the principal that I had grown accustomed to. I had anxieties about working for someone else!

I asked him to explain what anxieties he might have and he said,

Well I guess I was afraid the new principal might enter the classroom a lot more, might enter my comfort zone. Not knowing what to expect was fearful. I feel like these thoughts were also prevalent among other faculty members as well.

I asked Byron when these anxieties, if ever, subsided,

Well, I have a mutual friend of the principal. When he told me about her leadership style and all that she was, it really put my mind at ease. Coincidentally, it turned out to be the daughter of one of my wife's fellow teachers. My wife knew her mother and has known of this principal and the good news just started rolling in. So almost instantly the anxiety started diminishing.

The principal came in and she just let things be as they were and watched. I feel like she learned from the things that we did. She did not make any major changes that I can recall. The changes that she did make were certainly for the good and benefited every faculty member, but again there weren't any major changes.

Byron felt like this was a key toward a successful first year with Mrs. Bohn. If major changes would have occurred, the faculty would have been upset. Byron stated, "She has been a very calm and soothing person; we were just pleased in the way she came in and handled herself. We can see the direction she is taking the school."

Byron was very helpful, candid, and open in discussing his school. Even though he is young in experience, his caring and sincere attitude was very apparent. I thanked him for taking time to spend with me.

Cathy Blair, Teacher

Ms. Blair is the school's physical education teacher. She is well known for her teaching ability and her love for children. She has won numerous awards at the district and state levels for teaching. She has been at this school all of her teaching career. This year is her 30th year in teaching.

I asked her feelings about her school and she replied, "I'm very attached to this school this is where I have actually grown up so to speak. I was 21 years old when I started teaching here. Of course I am prejudiced but I think this is the best school." Cathy feels that this school experiences a wonderful support base from the parents and the PTA group. She also feels that the faculty is becoming united and healing from past wounds. She says: "A couple of years ago we had a split in our faculty due to a problem; some weren't talking to one another. However, now we have a neat meshing of personalities and I think this is because of our new principal."

I requested that she visit in regards to the principal change.

When I heard there was going to be a principal change, I worried a little bit about who they were going to put in here. I have always felt support from my principals toward my programs, but I was worried that a new principal might come in and make us change everything. Expect me to do things their way instead of the way that I know is best for my students. I had some anxiety toward a new principal coming in.

I asked her to continue her thoughts and reflect on the previous principal's leadership.

At one time during the former principal's tenure here, we were a close faculty; then a problem happened and it divided the faculty. Some were in support of the principal, while others were adamantly opposed to him. While this problem was going on, the discipline of kids started to go down. We didn't know if the discipline was ever going to be followed through with or not.

I asked her to explain her thoughts on the succession.

Right from the start, the new principal made us feel comfortable and meshed our faculty. She didn't come in and try and change everything. I have heard

of new principals coming to a school and wanting to change everything right away and that just shakes up the whole system. I feel we have an open door policy and can visit with her at any time. The new principal is always visible in the halls, and has strengthened our discipline. She has us do cooperative activities throughout the year and at faculty meetings, so this has brought us more together as a faculty.

I thanked Cathy for her time and wished her well during the remainder of her school year. She was a delight to interview. Even though she has numerous and prestigious awards for teaching, her openness and warmth was reflective of a younger teacher. She is proud of her school and is enjoying her relationship with the new principal.

Ann Sparks, Teacher

Mrs. Sparks is the school's gifted and talented teacher. She has students who qualify, through state testing, for additional time during pull out from regular classes. She has some of the school's brightest and strongest students in this program. This is her 26th year at the school.

I asked her about the feelings she has in regards to Eastside. She stated: "We have a strong PTA support base and our neighborhood association is very involved with our school. Our scouting program is very strong and involved with our school." She mirrored these and other comments that have already been given in regards to volunteers and parents.

I asked her about her feelings in the area of principal succession:

Since I have been teaching, I have been under four superintendents and 10-11 principals. It has never been particularly hard; I have always been able to get along with all of my principals. But when you go through a change, there is always a bit of apprehension. You hear all those tales that move around the school system about different principals. When I hear about what other principals do, I sure didn't want one of them.

I asked her what other principals did to make her not want them

and she said, "They would come in and make big changes. They don't consider the faculty's feelings or input." I asked her if her anxieties were ever realized or diminished. She said, "Well, our new principal didn't come in and make grand changes, yet she approached this with a lot of organization. It was a soft and gentle approach, we felt comfortable."

Ann feels that the leadership style is a comfortable and approachable style. She felt that there have been positive changes in the school and there have been more changes this year than the first year. If these changes would have been put in place at the beginning, they would not have been as accepted as they are now "because we are comfortable with her and her style." She appears to love her job and is enjoying teaching more with the change in leadership.

Linda Snow, Teacher

Mrs. Snow is in her seventh year at Eastside. She currently teaches third grade. When asked about her feelings, she voiced a strong appreciation of her new principal. "I think our school with the leadership that we have is very strong. Our principal guides our school and has us working together better than before." Linda was alluding to the former principal as not being able to do the things that she just mentioned, so I decided to allow her to expand her thoughts.

With the past leadership I was trying to leave in fact I was going to leave. With the leadership we now have I wouldn't leave. We still have some divisiveness, but the current principal does things to try and bring us together. There needs to be strong leadership in schools to make this work.

I asked her to think about the succession phase that this school just went through.

When I heard there was going to be a change of principals, I was ecstatic. Our former leader had a lot of mental problems. He had too many interactions with the female teachers he was never here and he did inappropriate things. So when I heard we were going to have a change, I was thrilled. This has been a wonderful

transition. Our new principal follows through on discipline, is visible and very outgoing. When our new principal came on board they saw that she was fair, yet structured. There are probably a few who have had a hard time with the transition, because they liked not having to be here on time, take long lunches, and not be accountable to the principal. That was what it was like before, but not now. It has been, overall, a very successful, very wonderful change. It is really nice to see our principal being so visible.

Linda was very opinionated and open about the former principal. She projected very strong feelings about him. I wished her well in her career and thanked her for her time.

Greenbriar Elementary:Corporate

(Moderate Grid:Moderate Group)

Greenbriar is located in the northern edge of this metropolitan school district. It has a student enrollment of 460 and 35 faculty members. The neighborhood is made up of middle socio-economic income families. The principal, Stephanie, is very open about certain conditions that surround this school. She said, "This area of the metropolitan city has a good number of private and parochial schools." This public school has to actually brag about themselves so the parents are attracted to this setting. There are approximately 40% of the students on the free and reduced child nutrition program. The principal has a secretary and attendance clerk that helps in the operation of the school. There are a large number of minority students involved in this school, with 60% being African-American. There is a diversity of languages, other than English, that are spoken as the native language. The principal has identified at least six languages, such as Arabic, Cantonese, Vietnamese, Laotian, Korean, and Spanish. With the mixture of cultures present, it is necessary for the school to employ three full time bilingual assistants to assist the students.

The school has a spacious setting where students can play and enjoy the swings, slides, and other recreational items. Houses are seen from all sides of this elementary school; however, just a few blocks away are many businesses and eating establishments.

Although the school is around 35 years old, it seems to have lacked planning and organization when it was built. There is no gymnasium for physical education classes; the office setting is very crowded and not conducive to welcoming visitors, parents, or patrons to the school. In fact, when I arrived for my first interview, I had to wait in the hall adjacent to the office for approximately 20 minutes before I was welcomed. I observed students going to the cafeteria for P.E. classes, as this area is used for both settings. This was the only school in which I had to sign in at the office, give my name, time of arrival, and my purpose for coming to the school.

The school has enjoyed a rich tradition of local businesses and PTA involvement. The principal expressed ideas that there have been tight relations with tutors, business volunteers, and mentors from the community before research and literature presented these ideas. This involvement might be declining because of the private and parochial school involvement in this area.

Stephanie Brown, Principal

Mrs. Brown appears to be a very goal driven, and by the book type, principal. She seems to be focused on what is going on in her school and will work hard to understand what the cultural climate needs are. She has been in education for 13 years and is in her third year at this school. She has been a principal at another elementary school in the same school district. She is attending a state university, working towards her doctorate in education. All but one interview took place in her office, as this school does not have a work room that is easily accessible. Mrs. Brown was the only principal who actually covered classes for the teachers I was interviewing. She said she enjoyed getting back into the classroom and was reluctant to ask another teacher to cover, so she did.

When asked about the feelings she has for her school she replied,

I think this is a good school; we have lots of goals in mind for the betterment of our students. The goals which I am referring to are the North Central goals of reading, writing, and respect for self and others. Some other goals are to increase

progress on the ITBS tests and the state mandated Criterion Referenced Tests. For instance, one of the areas that we are currently doing is having our fifth graders writing research papers. Now, how many fifth graders know how to do that?

We also have good parental involvement. For instance, there is a monthly newsletter and there are Monday folders that go out. Not only do our parents respond to those, but they call us when their child is absent, if they need additional help, or if a conference is needed with a teacher. Our parents don't wait for us to call them, they call us. We have great two-way communication. We need to have a good communication system in place because we are competing with all the private and parochial schools for the kids in this area.

I asked Stephanie if she feels like Greenbriar is a successful school.

Yes I do. I feel this way because we try to empower all staff members. Everyone from the custodian up to the administrator needs to be empowered and their opinions valued. I have an open door policy and I think a principal needs to have this. I believe that to empower employees, you need to form committees, set goals, and then work to achieve those goals until they are completed and the task done.

I asked Stephanie about the succession process and she said,

I thought I was coming into a position where somebody was retiring. That was my impression. I got a little bit different feedback from some staff members after I arrived. As I came on board, feedback from the PTA and others was that the former principal was offered an incentive to leave, maybe a forced retirement. I would have preferred to have had all the information ahead of time. I probably would have approached this job differently if I had known. At any rate, I got over here and one of the first things I knew was a need for trust throughout the building. I knew that team building and trust among our staff was absent.

I asked Stephanie how she went about assessing that information.

Well, I talked to my predecessor, some staff members, and some parents. I received feedback from these sources and they all gave the same direction; we need direction in these areas. After I received this information, I set up committees and we started working to achieve in these areas. I asked all of us to build a vision, so we could start working toward it. I must admit, at first, this was met with some resentment toward change.

I asked her to continue her thoughts on the faculty being resentful to change.

I want to win people over. If I can't win them over, I will try to wear them down. If I can't do that, I am going to run them off. That's all there is to it. This is bigger than I am and bigger than us. This is a program for schooling and we need to keep that in mind. I will work very tactfully and patiently with people to get them out of their classrooms and out of narrow tunnel vision and to allow them to see areas that need to be changed. Sometimes that is the cold hard fact. I might present test scores to let them know that we need to change something to raise these scores. For instance, the school I left was in a lower socioeconomic area and their test scores were only two percentile points lower than ours. Just two points! I told the faculty that it is pretty egotistical to think we are doing the best that we can do, when this school is just two points lower than us. It took people awhile to get used to going to professional development, have goals on committees, get used to being empowered, but I feel like things are starting to turn around. Developing the climate of mutual trust and respect for each other just takes some time. I am very happy and will not leave until I feel like my job is finished; however, after that first year, I really debated on whether or not to return. I am glad I did and I am looking forward to the future. I am looking at making some more changes next year; you have to be careful about making changes too quick.

I thanked Mrs. Brown for her time and wished her good luck. I also expressed gratitude to her for covering classes and the use of her office. She exited to cover Mrs. Nelson's class, as she was the next person to be interviewed.

Kay Nelson, Teacher

Mrs. Nelson, a first grade teacher, has been at Greenbriar for ten years. She has been a teacher here for five years and the years prior to her teaching assignment, she was an aid for a classroom teacher.

I asked her to comment on her feelings about Greenbriar. "Well, I think it is a great school, I actually transferred my kids here because of its strong reputation." Mrs. Nelson felt like it is strong because of the way the teachers work well together. She feels like communication between teachers is very open and conducive to working on curriculum implementation. "I have a very warm feeling about Greenbriar." I asked her if this warm feeling has been prevalent for some time and she replied, "It is probably at its height right now; we have grown closer through some changes and some faculty

leaving." I asked her to explain some changes that have helped the warm feeling. "We communicate more now; some teachers have left that didn't want to change or have the same goals as the majority of the teachers, they weren't team players."

I asked her to reflect on the principal succession.

I think anytime there's a change in leadership, there's a little bit of anxiety for everybody involved. Because once you're comfortable in a schedule and a setting, nobody likes to change. Everybody feels comfortable with what they are used to and it's a little frightening to think about changes being made and what is going to be expected.

I requested that she recall specifically about this succession.

I think it was hard on the staff because it happened in the middle of the year. The district did some changing in the middle of the year and forced our former principal to retire. We didn't see that as a fair move, to force that in the middle of the year. It was upsetting to be making changes in the middle of the year. She had been here for six years and we were all close. We were afraid that our new principal was going to come in here and do a complete turnover in the middle of the year. A new leader can come in and demand that you do it her way, and I think that could be uncomfortable for everybody. I think the worst fear was the fear of the unknown.

I asked for input in the changes that have occurred since the succession.

Well I don't feel like our school has changed a whole lot. Our population has changed since the preceding principal was here. We had some bussing, redistricted and that has changed our discipline as much as anything. Our preceding principal was much like our friend; she had been here for six years and we felt comfortable with her. When our current principal came to our school in the middle of the year, I think she worked hard at not changing a whole lot. Most of the changes that she has made came about during the second year. We have had changes in the way we set up our curriculum, more involvement in staff development, and we are being pushed more by our current principal to improve in teaching areas.

Kay felt that the changes have been good for the school and was thankful that these changes came about during the second year of the new principal. I thanked her for being a part of this research project.

Sherry Noel, Teacher

Mrs. Noel is in her 14th year at Greenbriar. She teaches first grade and exhibited strong feelings about Greenbriar. She was having a hard time talking, because of a sore throat and feeling ill. We tried to keep the interview short and to the point; again Mrs. Brown was covering this class as the interview was taking place.

I asked her to explain her feelings about her school.

We have a strong staff; we have gone through hard times in not feeling as close as we do now, but we really work well together at this point. We have had some racial tensions between staff members, but since some people have left, we have a real meshing of ideas. We also have a great PTA and a strong curriculum. We also have strong leadership, a model, in our principal, someone who we can follow. She is our liaison between us and the district offices.

I asked her to talk about the principal succession phase.

Well, change always throws fear into most people. Certainly it does with me. We had a beloved principal that just wasn't our principal, but our friend. So that made it more difficult to lose her. The district made a forced retirement in the middle of the year. We were all fearful that a new principal would come in and do everything different. I think if things are sailing smooth, you need to let them sail on. We were afraid of new demands, such as duties, schedules, more paperwork, would she be as supportive, more interference in classrooms, all that kind of stuff. All of these started to subside when our new principal came in and didn't make any great changes. She visited with us and we found her to be a real people person. People felt that this was going to be good; she was going to find out what was going on and then make the changes. I think she was very smart in doing it this way. If she would have come in during the middle of the year and made a lot of changes, we would have been resentful, but now we buy into these changes, because we have input.

I thanked her for her time, especially since she was not feeling well during the interview. I wished her well and she thanked me for being understanding of her condition.

Richard Birgland, Teacher

Mr. Birgland told me that he is one of two males on the faculty at Greenbriar Elementary. He has been teaching fifth graders for 18 years, 10 at this school. I asked him about the feelings he has for Greenbriar and he replied,

When I first came here, I saw the parental involvement as a great thing. The school I came from had absolutely no involvement so this has been great. Our PTA group is very supportive to all teachers. Overall, I have very positive feelings about this school. The three most important things we do around here are having high expectations for kids, having high academic standards, and setting goals and aiming for those goals.

I asked Richard to talk about the principal succession phase.

Well, that was really a bad deal. Our former principal was really forced into retirement. A wonderful lady that did a good job here. I have gone through about seven principal successions during my career and each one is a traumatic experience. You don't know if the new principal is going to continue with existing policies or if they are going to come in and turn the place upside down. We didn't know if our new principal would be supportive of us and our programs or are they going to come in and be intrusive within your classroom. I have had principals that literally come in and check lesson plans during class. I feel I know how to teach and that is my job. The fear of the unknown is really what we teachers are afraid of.

I asked how or when the new principal won him over?

She won me over within the first two meetings. She told us that children always came first. That was all I needed to hear. I knew that if children came first, that I could push some of my fears aside. She said she was going to focus on children and she has done that. After working for her about a month, we could see that things weren't going to change that much. We, as a faculty, kinda said, ok we will do it this way or that way, instead of the way we had been doing things. If she would have come in here and done wholesale changes, like I was afraid of, it would have upset the whole apple cart, but she didn't.

I asked him to visit about any other areas that were important to him in that early transitional phase.

She put us on committees and allowed us to have a hand in the decision making process. We even have a hand in the hiring of new teachers. I feel much more empowered and that my voice counts for something now. I feel like I really belong here and I'm really included. We see this principal as really being progressive, not that our other principal wasn't, but we have had some changes in curriculum and other areas that have helped. We have been involved in inservice and there is a group that is going out to San Francisco to study some curriculum innovation. She has some very high expectations for us and that is good.

I thanked Mr. Birgland for his time and wished him well in his future endeavors at Greenbriar. He explained he loves it here and will not be leaving anytime soon.

Donna Miller, Teacher

Mrs. Miller was the last interviewer at Greenbriar. The interview took place in Mrs. Miller's room, as Mrs. Brown was having a conference in her office and Mrs. Miller's students were at P.E. She has been teaching for 28 years and has been at Greenbriar for the past 15. She currently teaches third grade. Donna mirrored the feelings that were expressed by the other participants in the support of the PTA, the parental support, and the feeling that she works in a wonderful school. She did take a different approach at the beginning of the interview than the other participants when she stated, "I feel like our leadership is the highest among the highest, we really have a great principal. She spearheads ideas and changes that have been great." Since she took that direction, I decided to allow her to visit about the principal succession. She said,

Our former principal was excellent also. They both have different assets that led to different ideas about the school. The only thing that made us apprehensive is the way they did the changing. The district changed principals in the middle of the year.

I asked her to explain what she meant by being apprehensive.

We have grown tremendously through our new principal's leadership. At first, we didn't know if she was going to be as compassionate as our former principal, which she is, but at first we just didn't know. When she came in, the middle of the year, we were afraid that she was going to make a lot of changes. We were afraid of what she was going to do. Our new principal

didn't make any of those changes that we were afraid of. In fact, she really keeps us abreast of everything and tries to communicate everything to us. She wants us to do new and innovative things in curriculum and use inservice much more than we have in the past. Like I said, our changes have been for the better. I just admire her for pushing us.

As I left the room, I thanked her for her time. I appreciated her inviting me to her room so I could visually observe where she taught. As we walked to her room, I noticed that the school seemed to be built in stages and her room was an addition to the main school.

I stopped by the office to say thanks to Mrs. Brown as I was leaving. We visited a few minutes and she thanked me for coming to her school. I wished her well on her graduate studies. She seemed to be in a hurry during this time, as she was in between conferences.

John Garfield Elementary:Collectivist

(Low Grid:High Group)

Located in the far northwest part of the school district, John Garfield Elementary is named after a long time school board member, according to the principal. This area of the school district is perceived as being in the affluent area of town. It appears that most of these children come from homes that are in the range of \$125,000 and up, with the exception of one apartment complex that is in close proximity. As I drove around the neighborhoods that surround the school, I could not find homes that were run down or unkempt. They all seem to be very nice homes. The building is located on a large parcel of land that has a pond nearby that citizens use for fishing or feeding the ducks. I observed the beauty of the area as I drove into the parking lot on the first day. The playground has a huge grassy area where students can run, play, and enjoy being outdoors. There is a part of the playground that is asphalt that has basketball goals and swing sets that the children enjoy during the day at recess and also after school and on weekends. The school was built in the middle 70's, with the idea of being an open concept school. This information was presented by Janna Gasset and Vicky Crow,

teachers, during the interview sessions. This philosophy is still prevalent and in full force today. There are no walls that separate rooms from each other; rather bookcases and shelves are the only barriers within the pods or team of teachers. The office itself models the open concept philosophy. When I walked into the office, the first thing that I noticed was the absence of a counter or barrier between me and the secretaries. Instead, everything is open with love seats and sofas placed in the area where visitors sit. There is a genuine feeling of warmth and acceptance as soon as a visitor walks into the building. This feeling is very conducive to attracting parents to the school. When I walked in, the principal immediately came out of her office to greet and introduce me to the secretaries. Both secretaries stopped what they were doing and asked if they could be of help. Both made me feel very important and welcomed me as a visitor to their building.

Dr. Floyd, the principal, presented interesting information regarding Garfield Elementary. This is a kindergarten-fifth grade elementary school that serves 440 children. There are 30 full time teachers plus additional staff: maintenance, clerical, and teacher aides. The minority ratio is 14%, with African-Americans and Asians being the most represented. The free and reduced child nutrition program is virtually non-existent, only serving two per cent of the student body. Most schools have problems with attracting parental support, but Garfield does not. The PTA has a membership of 120% and the principal states: "I spend a lot of time in this school talking to parents about not hovering. I call them helicopter moms. I have to coach parents in backing off. The principal also visited about the dads that are willing to help in the school.

There seems to be a supportive base from the businesses that are close to Garfield; also, the school has a partnership with four entities close by. Dr. Floyd states that "These partners help the school with financial assistance and allows art work and other students' achievement to be displayed in their buildings." The restaurant that is a partner with Garfield gives discounts on meals to teachers, students, and patrons of the school. Another restaurant will sponsor a Garfield night and give the school 10% of all the

proceeds they take in. This event is every other month and usually the school receives around \$200-\$300 from this event.

Pam Floyd, Principal

Dr. Floyd is in her second year as principal at John Garfield Elementary. She recently obtained her doctorate in education at a state university. She is in her mid 40's and has been in education for 20 years. She has been a principal at another school and applied to come to this school when the principal job became available.

Dr. Floyd is a very vivacious and friendly lady. It is apparent that she is a people person and loves to be around children. When introducing me to the secretaries or other participants, she always had a funny story or light hearted comment to make about them. It appears there is a warm atmosphere amongst faculty, staff, and principal.

I interviewed all participants in the conference room, just adjacent to the principal's office. I noticed the pictures of the former principals on the wall in this room.

I took a different approach with Dr. Floyd than I had with other participants. When she told me in her opening comments that she requested to come to this school, I then asked why did she want to come? Her comments are as follows,

At first I was ready for a change. I felt that I had done all that I could in seven years as principal at my other school. It was time for them to have a change in leadership and a time for me to have a change and a newer building. I wanted a building that was known for being a progressive school and I felt that this one had that kind of atmosphere.

I asked to her explain what progressive means;

Willing to take a risk and not always do what they have always done. Do what is best for children, whether it's how we handle discipline or the types of curriculum we implement or how we work with the community.

I asked Pam if she had any other feelings that she would like to share about Garfield. She said,

I think this has been a good match. From the minute I walked in I have felt accepted. I felt it was an easy transition. The school was very orderly; everything was in place, there was a definite system to everything. I didn't have to come in and establish new procedures. They were all in place; they were procedures that I could live with. We have great support from our parents. At my former school, it was all we could do to have 50-55% of the parents to join the PTA; here we have 120% membership. We have support from the dads on work days; in fact, I usually run out of things to do on Saturday Work Days because so many dads are involved. Our dads will come in and tutor, take off an hour or so from their work and come and read to kids, so our parental involvement is just great.

I asked her to think back to the succession process:

I knew a lot about the school before coming. I was friends with the former principal, so I had an idea about the school. I spent my first year getting to know the staff and the rest of the community and getting a feel for what this school was all about. I didn't want to come in and say I had this preconceived vision and found out that I was way off track. By the end of the year, the faculty retreat that we had, we started talking about where we have been and where we are going? We started talking about what do we want to do next. We talked about test scores, parental involvement, and discipline. I just talked to them about what do you see our school doing in the future?

I asked her to explain what she felt came out of the retreat:

Well our teachers started coming up with different ideas. We saw that we weren't doing well on geography tests, so we decided to spend \$5,000 out of curriculum money on maps, globes, and other teaching materials for geography. The teachers started getting a vision on where they would like the school to be. They started to have input and ownership in the decisions about the school. That was what I wanted to happen. I told them just because I am the principal, my vote doesn't mean more than theirs. I wanted them to feel like adults and we all have input. We all decided we want to be a Blue Ribbon School. So I ordered the packet and we have a goal to be this by the year 2000.

I asked Pam to explain some specifics about coming to the school.

I did not have to interview for this job. I had to write a letter to the personnel director requesting a transfer to this school. I was notified in mid July, two weeks before the secretaries had to report back. So I started to work and did things that I thought would benefit my work here. I sent notes to all faculty and staff and explained that I would be at the school starting on Aug. 1. I invited them to come to the office and meet me. Almost all of the faculty came to the school and visited with me during those days before school started. This

was a major event for me; it helped me to put faces and names together. They all started calling me Mrs. Floyd and I immediately put a stop to that. I said call me Pam. I made statements to the teachers during our visits that I wasn't going to rock the boat; I just wanted to get to know the school.

I asked if she can recall any events during the first days of faculty meetings that helped ease the transition.

I had door prizes and goody bags for all faculty members. I think that helped ease the apprehension at first. Then I made the comment; I want you to ask any and all questions that you have about me. Boy, did they have some questions! Like they had heard I wanted lesson plans turned into me every Friday and stuff like that. I know one of my strengths and priorities is building team morale and doing team building. I tried to focus on those as being a priority the first year. I had them fill out info forms for me in regards to their families, how they spent their free time, and other areas that would help me get to know my faculty. I feel this in very important.

I thanked Pam for her time and her thoughts that she had shared with me. There is a genuine love for her job and her school that few principals can match. Pam showed more love and passion for her school than any of the other principals. She feels excited about the future and is excited about being at her new school.

Janna Gassett, Teacher

Mrs. Gassett has been teaching at Garfield for six years and has been in education for a period of 11 years. She currently teaches fourth grade. I asked for her feelings about Garfield,

I have always loved working at this school. We have an outstanding faculty that works well together. We have a great group of parents that help us out in our school on a daily basis. They help in volunteering their time in all areas of the school. Our PTA group is wonderful. Also, we have great leadership in our principal who always makes us comfortable and feel very professional.

Since she so quickly turned the conversation to the current principal, I asked her to think back about the former principal and the succession phase.

There was a point and time in our school when the leadership was not as good as we would have liked it to be. We always felt on guard against our former

principal. We had to be supportive of each other as teachers. The former principal was quite demanding. Many of us learned how to deal with her personality. She was a very controlling type of person. When we heard that we were going to have a change in principals, we were very excited. We thought maybe we will have a change in the climate of the school. However, in many ways we were apprehensive because we didn't want a worse situation than what we already had.

I asked her to continue her thoughts in this area:

The morale was very low during the other principal's tenure. We never had much input into decision making and we had to insulate ourselves from the former principal. When we heard about the change, we still went through some times of anxiety about a new principal. We were used to this situation and knew how to handle it, but a new person coming in could change things. Sometimes changing means changing from a bad situation to a worse situation.

I asked when her feelings of anxiety subsided:

I can remember our first faculty meeting. Our new principal admitted to us that she was nervous about talking in front of us. That immediately put us at ease, thinking, she's not somebody that thinks she is better than us. This made us all feel comfortable. We felt a different attitude was in place. She immediately allowed for us to help in things like a duty roster, rotations of specials and things like that. Our other principal just assigned these things and we didn't have any input. I just remember after the first few meetings that things were going to be different, and I am happy to say they are different, for the better. We feel like our principal is now our friend; she's not the enemy; she is receptive to our ideas. She has brought about a feeling of optimism and excitement to our school.

I could sense the excitement and optimism that Mrs. Gassett was talking about.

Throughout the interview, she seemed thankful that a new principal and a new philosophy are in place at Garfield. I thanked her for her time and wished her well.

Vicki Crow, Teacher

Mrs. Crow teaches fifth grade at Garfield. She has been teaching for 19 years, all at this elementary school. I asked for her feelings about the school,

I have very positive feelings about Garfield. Our parents are supportive because they know the importance of education. I really couldn't find a better

place to teach. I like the fact that we have an open concept type school. We can share ideas and be very open to one another in this type of environment.

I asked her to think back about the principal succession phase:

I know you want me to be totally honest with this. We thought that it couldn't be any worse, when we heard we were changing principals. Anything we were getting as a successor had to be better than what we had. We had to get a kinder person than what was in the principal's office. Our constant worry, was we would get the same type of person. We anticipated and worried in that regard. We didn't want the same type of person and personality because it was bad for our building. We had been to the head of elementary education and voiced our feelings about our former principal. We had even gone to the teacher association to see if something could be done. Nothing seemed to help. We would go to the principal and say, "you can't treat people like the way you are treating us." This all fell on deaf ears. I can tell you out of the forty or so that have been on the faculty during our former principal's leadership at least 30 have cried at one time or another. Cried because of something she said or something she would do. She had a very controlling type and style of leadership. Even though we had a very low morale among the faculty, it brought us together and we had to rally around and for each other.

I asked her to visit about the new principal and her philosophy.

We were real hesitant at first. We knew that our former principal and our new principal were friends. We knew that they probably talked quite a bit. We didn't know if our new principal had any issues that were being transferred to her. During our first faculty meeting she made us feel comfortable. She explained that she was nervous and she seemed very open and honest. She did little things like give us notes, or candy bars at pay day, or come in and visit with us in our class. All these things showed us that she really did care. I have to admit though, when something happens we still are a little afraid that she will act like our former principal did. But so far nothing has happened like that I guess since we had so many years of the other type of leadership, we are still sometimes afraid to put our guard down.

I thanked Mrs. Gassett for her openness and honesty in this area. I could sense that these former years were very difficult and trying on the faculty. I appreciated her sharing with me those thoughts. She thanked me and went back to her classroom.

Tammy Davis, Teacher

Mrs. Davis is a first grade teacher and has been at Garfield for four years. She is in her seventh year of teaching. She apologized for being somewhat late for our

appointment, but one of her children was sick at school and she just got off the phone with the school nurse. She has taught in three different elementary schools and states: "This is the finest school that I have ever taught in." She mirrored previous comments about the parental involvement and business support. She feels that the school district is doing a great job of inservicing teachers in the area of technology and sees this as a wave of the future. She feels the commitment toward the students at Garfield is second to none. I asked her to share some thoughts on the succession phase that took place a couple of years ago. She said,

When I first heard that the predecessor would be leaving, I was very happy. In fact, I could have not been more happier. I was elated and ecstatic. I did not ` enjoy working for my former principal. When I found out who the successor was, I had a lot of anxiety. The reason I had anxiety, I knew these people were friends and I feared the same type of personality and leadership would be with this school again. Our former principal was rude, mean, and cruel. She would be demeaning in front of children.

I asked what effects this had on the faculty.

This caused a lot of internal strife, but as strange as it sounds we became a very close group. We had to unite against the principal. We were all just trying to survive. We had low morale, probably the lowest I have ever seen in my life.

I asked what happened during the first few days of the new principal.

At first we were all leery of our new principal. We assumed everything was going to be the same. We had a feeling of fear. We were afraid of the information that had been shared by our predecessor was not right or not accurate. This sounds trivial, but at the first our new principal started learning our students names. She started talking to our kids, and showed them that she really cared about them. I remember my students saying, "Dr. Floyd knows my name." That meant a lot. She has been a great friend to all of us. I don't feel any apprehension about going in and asking for something. The answer might still be no, but I don't have the fear that I once had. I would have never even gone to the predecessor about a request or something I never felt the ease to do that.

Mrs. Davis' closing comments are very interesting: "With our former principal we felt all of the responsibility with none of the power. Now we still feel the responsibility, but we feel like we have the power to go along with that."

Lynn Elliott, Teacher

Mrs. Elliott teaches third grade and has been in education for six and one half years. She has been at Garfield for six years. I interviewed Mrs. Elliott and noticed that she was wearing a school sweatshirt and blue jeans. I asked about her attire and she explained that Fridays are dress down and school spirit days. Everyone wears a school spirit shirt and blue jeans. She says it is enjoyable by all staff and children. She had some of the same comments in regards to Garfield that others had: "great school, tight-knit faculty, great support from parents, and willing to share ideas with other faculty members." I asked her to think back about the principal succession phase that the school went through a couple of years ago. She replied,

We first heard about our predecessor leaving in the summertime. She called a faculty meeting under a different pretense and not all faculty members were in town or could come up to the school. She told us she was leaving and going to another district in the central office.

I asked what went through her mind at that point.

I think at the time there was anxiety of not knowing who our new principal was going to be. A lot of people felt kind of relieved that she was going to another school. Our former principal did not have that good of relationship with most of the faculty members. I personally got along ok with her and I remember thinking I hope the new principal understands me and likes me. I knew that my former principal liked how I taught and knew I am a good teacher, so I had some concerns when this announcement was made.

I asked why she thought they had a good relationship, when other teachers did not feel this way. "She didn't have a real tactful way of saying she didn't like what you were doing; she just said it. I think her ways of telling people these things was the main

problem." This lack of tactfulness seemed to unite the staff against the former principal.

"We were becoming a close knit staff."

When asked when her perceptions subsided with her new principal, she said,

When we first met her, she seemed really nice. She seemed nervous about us; I know she wanted to make an impression on us. We as a faculty took a wait and see approach. We thought actions speak louder than words. As the year transpired, we started to feel more and more comfortable. There were not many changes and she didn't come in and try to change for change sake. She gave us a direction that she wanted us to go. All of the time she showed us she had a sense of humor, things that she did and things we did to kid her. These things wouldn't have happened with the other principal.

I thanked Mrs. Elliott for her time. I had again sensed that teachers are very comfortable and thankful for the change in leadership at Garfield. With the parental support, the business involvement, and now the leadership, great things are happening in this school.

Summary

Pine View, Riverside, Washington, Eastside, Greenbriar, and John Garfield Elementary Schools all provided insight and perspectives in contrasting school cultures and information about principals' and teachers' perceptions on leader succession. The principals at Eastside, Greenbriar, and John Garfield carefully assessed their school culture before initiating a strong direction or implementing change in their new environment. After educating themselves on their culture, these principals then proceeded within a philosophical framework to implement change that best met the needs of their culture.

The principals at Pine View and Riverside entered their new culture and initiated change without first having a thorough understanding of the complexity of their new culture, both its past and present history. Thus, these principals encountered resistance and a somewhat insulated staff.

The teachers' perceptions not only revealed their attitudes and feelings about their culture, but how they felt about leader change as well. With the exception of a few isolated responses, teachers' perceptions about leader change was synonymous. They were anxious about change and how the succession would personally affect them.

This study revealed the respondents feelings about succession in school. The culture and climate also was developed through the respondents' voices; their vocal input helped set the stage for a better understanding of the succession.

Through the respondents' voices and applying Mary Douglas' (1982) grid and group theory, the schools were placed in one of four quadrants to gain a better understanding of the culture that each school portrays.

Chapter V presents the findings as they relate to grid and group application and the teachers' and principals' perceptions of leader succession and the relationship between the literature and research.

CHAPTER V

ANALYSIS AND FINDINGS

The previous chapters have presented the purpose of the study, discussed the pertinent and related literature, provided the methodology that was used in the study, and introduced the data. This chapter will analyze the data in relationship to the research questions and discuss common themes, anomalies, and findings.

The analysis will show the consistencies and inconsistencies in the participants' views of principal succession. This chapter will also discuss the application of Mary Douglas' (1982) cultural typology in relationship to the participants' views about principal succession. The common themes that emerged from the six elementary schools will also be presented.

Research Question #1: What are selected elementary school principals' and teachers' perceptions about leader succession?

The literature that I have researched is very clear about who should be the leader and visionary person in a public school. The review of literature established that the principal is the central figure and executive person in charge of a public school setting (Leithwood & Montgomery, 1982; The Maryland Study, 1978; and Williams, 1989). Leithwood and Montgomery state: "Effective principals are able to define priorities focused on the central mission of the school and gain support for these priorities from all stakeholders." (p. 335) The Maryland Study (1978) suggests when principals have high expectations of themselves, their teachers, and their students, this translates into a "positive part of the principal's influence on the school." (p. 76) According to Evans, (1995, p. 4) "Whatever the issue, the principal is the pivotal player in facilitating change or maintaining the status quo." Daresh and Hartley (1994) concluded their study by suggesting that the principal may be viewed as an isolated and insulated leader that directs the school from an ivory palace. The principal can help in the education and socialization process of his/her staff in understanding the role and function of the job of

principal. Whether the view of the principal is positive or negative, it is understood that he/she is the central figure in leading our public schools.

While the literature is clear on who is the central figure, it is just as clear on certain skills and qualities that these leaders must possess to lead effectively. Blumberg, Greenfield, & Nason, (1978), Ceyanes & MacNeil, (1998), and MacNeil & Blake (1995), agree that trust is a vital component of a leader's ability to effectively manage. Trust is the "reliability of the relationship that exists between people, developed over time caused by the behaviors that are formed principles and competencies of a person." (MacNeil and Blake, 1995, p. 3) Other studies such as (Leithwood & Montgomery, 1982; Niece, 1983; & The Maryland Study 1978; Walker, 1990; Williams, 1989) suggest that skills such as leadership, people-oriented abilities, instructional leadership, support, and organization/management are important qualities for successful principals to possess. Teachers are more likely to place their trust in leaders that have developed these attributes.

As literature presents the importance of the principal as the educational leader and the qualities that the principal should possess in being effective, there is a void of information regarding the area of principal succession. According to Hart (1987), there is a void of literature that "has failed to address the meaning of succession from the perspective of the new leader, leaving a major gap in understanding the succession process." (p. 1)

For purposes of organization, principals' perceptions and commonalties will be listed first, with the teachers' perceptions and their commonalties listed second.

Principals' Perceptions

The principals at Pine View and Riverside brought to their educational surroundings a leadership style that was in contrast to their predecessor. The participants' voices revealed a hesitancy toward new leadership styles. This was also presented in the Gouldner study (1954) suggesting that, by being an outsider, Peele had

little feel for the informal understandings of previous managers. Candace Hall, principal at Pine View stated: "My predecessor's style and mine are very different. She is a lot more authoritative than I am. I probably give my teachers more freedom to do things than she does. She was more active in the community than I am." Candace went on to say that "My board member has told me to my face that she would prefer that I was a black principal instead of a white principal." As was presented in the Gouldner study (1954), a lack of community acceptance was a source of resistance for the new manager. Candace describes the transition process as having resentment from some of her staff. She states, "I think at the beginning there was some resentment. I'll be honest, because she was an experienced principal in this neighborhood and she got to hire her entire staff and so they were very, very loyal to her." Candace's predecessor at Pine View Elementary was an authoritative leader as perceived by Candace Hall. Candace's leadership style was to allow more autonomy and personal empowerment by the teachers. She organized committees, and allowed "collaborating, negotiating, and working out a solution" as a part of her communication framework.

The Riverside principal, Jeff Mason, said that his leadership was also in contrast with his predecessor. He described his feelings about the succession as being intimidating, having anxious moments, and being personally challenged. Jeff described the former principal as wanting more control in all areas. Jeff stated: "I can't have my hand in every decision. I just can't." Like Candace, Jeff initiated committees and allowed decisions to be made directly from teacher input. He felt resistance to this idea: "They just want somebody in the office to say we are going to do it this way, don't ask us (the teachers) to spend our time deciding that." The staff felt he was neglecting his duty as a leader by not making all their decisions for them. Jeff's motives were misunderstood by his allowing the teachers to have more input in the decision making process.

Marjorie Dickerson at Washington Elementary was an inside succession. Her transition was an easier process than Pine View and Riverside. Even though there was a

familiarity about the culture and the successor, Marjorie felt that she had to gain the confidence and trust of her faculty. Marjorie described her plan to gain the trust of her staff by being "consistent and fair." She further stated: "I had to demonstrate confidence, be reachable, accessible and willing to learn about what they did." Marjorie's feelings about trust support MacNeil and Blake's (1995) study regarding important characteristics that develop trusting teacher relationships with their principals. Marjorie's first real confrontation occurred when she moved the kindergarten and music teacher to different rooms. In retrospect, she admits that "was not a politically smart thing to do." Corbett, Firestone, and Rossman (1987) described in their study that "culture can be a formidable obstacle to behavioral changes at odds with existing cultural content." (p. 37) Marjorie was challenging the "sacred" (Corbett, et. al) of her new culture by changing classrooms around her first year. Marjorie observed changing of leadership by stating: "Educators are going to be in a state of change and at some point people are going to be saturated in that and they can't do anymore and they just look at you like -- don't mess with me."

Susie Bohn of Eastside entered a school considered to be very traditional with a supportive clientele (PTA, parents, and businesses). Teachers at Eastside were ready for a change of leadership. Susie was assigned to Eastside and her main priority was to unite the faculty. Susie came from a middle school in the district as an assistant principal and she felt that "there was some anticipation that I might not be able to relate to elementary students based on my middle school experience." Ann Hart's study (1987) described the same response from her staff when prearrival perceptions predisposed some of the staff to question whether she would be too "academic, task oriented and performance based with her expectations." (p. 3) Susie's methods to unite her faculty included, "team-building, working together and building bridges such as in-service, faculty meetings, and planned retreats." She noted that teachers were apprehensive to change and that she implemented most of her changes the second year of her succession.

Pam Floyd at John Garfield had a similar experience in her succession in that she knew her predecessor who was from within the district. Some of her comments revealed her feelings about the transition, "I think it was a good match, from the minute I walked in, I felt accepted. I felt it was an easy transition. The school was very orderly and everything was in place, no real procedural changes were needed." Her first year was spent "getting to know the staff and the rest of the community. Just getting a feel for what this school was all about." Pam decided to unite her staff by using team--building activities such as: personal interviews, door prizes at faculty meetings, and a drop in policy (enters every classroom once a week).

Stephanie Brown at Greenbriar followed a predecessor who was forced into early retirement. The faculty was resentful about the change and apprehensive about her appointment. Feedback from her predecessor, staff members, and parents was that she needed to work on team -- building and developing a climate of mutual trust and respect. Stephanie stated: "I immediately got people working on committees and out of their rooms for professional development opportunities." She wanted her staff to build a vision that focused on common goals. Initially, she received resentment from her staff. They were resistant to change. Stephanie made the statement, "I want to win people over and if I can't, I wear them down. If I can't do that, I will run them off. Because this is bigger than us." Stephanie implemented her ideas through empowerment, committees, and professional development.

Commonalties regarding principals' perceptions

There were four commonalties that appeared in the research data. The first was that all six principals felt the authoritative freedom and openness to instill their leadership style. While the principals felt an openness to instill their leadership style, the grid and group factors of the school were important in how these leadership styles would be received by the faculty and staff. Ogawa (1991) suggests that the leader of an organization is the major player in determining the performance of that organization. At

no time did any principal speak about board of education, district, or central office mandates to lead their school in a particular way. Indications are given that they had complete autonomy to make changes and control methodology in their schools. There was never mention of the superintendent calling in the successor and giving directions toward making changes, raising test scores, instilling discipline procedures, or increasing membership in parent groups such as the PTA. All principals felt comfortable in their ability and the skills they possessed to lead a public school. This is congruent with research by Leithwood and Montgomery (1982) when they suggested that principals should have a thorough knowledge in leadership, management skills, and administration concepts.

Even though the principals felt the freedom to lead their school in the direction they wished, the second commonality was the notion to delay major implementations before understanding the culture. As Marjorie Dickerson at Washington found, just changing room assignments became an obstacle to overcome. Principals at Eastside, Greenbriar, and Roger Garfield made comments regarding delaying change until they had a feeling for the school. They initiated more change in their second year of leadership than the first because of hesitant attitudes from their followers. The second year was easier and more successful in initiating change because principals had a knowledge of their school's culture. As suggested by research, principals must understand how their staffs perceive their leadership (Daresh and Hartley 1994). Principals at Pine View and Riverside initiated an early change in leadership style that was met with hesitancy. Both of these schools are in the individualist quadrant and were used to their former principals making and mandating decisions. These principals gave more freedom and ownership to the teachers in the decision making process; however, this change appeared to be misinterpreted as a lack of decision making skills on the part of the new principal.

The third commonality was a notion of resistance from four out of the six principals in regard to their initial reception. Pam Floyd at John Garfield and Susie Bohn

at Eastside were the exception as their schools were open and ready for a change in leadership. These schools, under their former principals, were use to a style of leadership that was conducive to that of the bureaucratic quadrant. There was insulation from the principal to the faculty. The other four principals felt initial resentment or anxiety in the first year of the transition. These perceptions were lack of acceptance, remaining loyalties for the predecessor, and skepticism about job performance. These feelings were expressed in Fauske and Ogawa (1987) in the area of detachment and fear. At Greenbriar, Stephanie Brown was unsure of the situation as she took over. She thought the predecessor was retiring when, in reality, this was a forced retirement in the middle of the year. The teachers at Greenbriar felt hostility and anger toward the school board and central office in the timing of the succession event; consequently there was a certain amount of loyalty toward the predecessor. Hart (1987) felt these same tensions in her research and noted that being an outsider to the organization might lead to these feelings.

The fourth commonalty from principal participants was the feeling of staff cohesion (trust and team building). Susie Bohn, Stephanie Brown, and Pam Floyd felt the need to do activities to build trust and unification amongst faculty and administration. These principals had an understanding of their faculty's desire to have less insulation from principal to faculty. Jeff Mason, after his first year, felt the need for a more trusting relationship with his faculty. These principals did team building exercises, planned faculty retreats, and promoted these ideas during inservice and faculty meetings. These feelings correspond with Ceyanes and MacNeil's (1998) research in how a trusting relationship should be built between that of the teacher and principal. At Washington and Pine View team building and trust did not seem to be important, but for different reasons. At Washington, Marjorie Dickerson was an inside succession and a high group feeling was in place. She was already known to many of the teachers and her style of leadership was not an enigma. She had already developed a level of trust and relationship with some of the faculty and that trust and acceptance spilled over to the other staff members. At

Pine View, Candace Hall did not address this issue; so it could be assumed that this might not be the priority for this school as it was to the others. As Pine View is in the individualist quadrant, it should be noted high group activities and team building in service might be a goal for this school.

There were four common themes that emerged from studying principals' perceptions of leader succession. First, the principals felt the freedom to bring to their school their leadership style and did not feel inhibited by other outside influences to try and initiate new ideas. Second, there was an attitude and desire to delay change until the culture was better known. Third, in four of the schools studied, there seemed to be a notion of resentment toward the new principal. Two schools were perceived by their principals as being the right time for a change. The fourth commonality was the desire to build trust and staff unity. Only Washington and Pine View did not address this issue.

As the literature I reviewed effectively designates the principal as the leader of our public schools, the review also suggests that teachers are reticent to change and experience varying amounts of anxiety when a principal is replaced. In the six schools researched in this project, all but just a few teachers expressed concerns over change or the anticipation of change from a new leader.

Fauske and Ogawa (1987) point out that three themes emerged from their study on principal succession. The first was detachment, meaning teachers went through a phase of powerlessness and minimized the importance of the succession. The second theme that emerged was that of fear, realizing that "the new principal could be worse than the current principal." (p. 37) The third theme was that of expectation; after the faculty had gone through periods of previous feelings, they were hopeful of better times. The conclusions of this study were that teachers had hoped the new principal would "leave them to decide instructional matters in the privacy of their classrooms, be personable, support teachers, and provide a sense of unity to the school." (p. 42) Ogawa (1991) continued his research and found that after the succession and during the phases of post-

succession, the faculty went through times of fear, hope, anxiety, anger, enchantment, disenchantment, and accommodation. This study pointed out that fears of anxiety are prevalent among faculty members when a new leader makes changes in personnel for no apparent reasons.

Another important area that was brought out in the literature reviewed is the relationship to a leader regarding an inside or outside succession. Carlson (1961) suggested when an inside succession occurs they usually "keep things as they are." (p. 214) His research concluded that if the perceptions are that the school is running smoothly, an inside or an outside succession will occur; however, if areas need to be changed an outside succession would happen. Another study that was relevant to an outside succession was researched by Gouldner (1954) when he studied succession in a gypsum plant. By being an outsider, this new manager was unaware and had little feel for the informal understandings of previous managers. This new manager faced workers that displayed feelings of resentment and hostility and were fearful of change. According to Carlson (1961), Fauske and Ogawa (1987), Gouldner (1954), Guest (1961), and Ogawa (1987), they suggest that succession brings feelings of insecurity, distrust, fear, anxiety, hope, disappointment, and hostility.

Grid and group understanding is important in determining leadership activities during a principal succession. As was seen, when a leader has an understanding of the school culture, the implementation strategies can be more effective. The two schools, Pine View and Riverside, who showed hesitancy to a new leadership style were use to principal mandates and autocratic decision making. These two schools are both in the individualist quadrant and the teachers did not welcome these quick changes.

Teachers' Perceptions

At Pine View Elementary, there was a strong feeling of opposition to the succession event that occurred a couple of years ago. The change in leadership was fresh on the minds of the participants as they are in their second full year of being associated

with Candace Hall. The first teacher interviewed, Donna Johnson, stated it well when she said, "It's just that with every succession there is change and there's a lot of--most people don't handle change very well at first. Everybody has their way of doing things." The feeling of fear was prevalent and this is congruent with what was presented in Fauske and Ogawa (1987). The timing of this event was crucial, as this happened during the second semester of the school year. Candace Hall, the new principal, brought to the school a different style of leadership than her predecessor. Even though Candace's style is more transformational and allows input from teachers, at first teachers were not ready for this change. They were used to a principal that was more authoritative, direct, and made decisions for them. Kathy Jackson alluded to having more input meant the teachers are "bickering more and having more gripe sessions." An outsider would probably look at the change in leadership style as being better; however, these teachers were used to one style and now that was being changed. Their former principal had hired most of the current staff in the school, and allegiances were still very strong toward the predecessor.

Other feelings of anxiety came forth during the interviews as Preston Smith, the school's P.E. teacher, stated: "We went through the transitional period with a principal that was new at the job. This is different from our previous principal, as she was very experienced." This school is now going through part of the accommodation aspect as Ogawa (1991) found in his second study. This is evident by previous comments from teachers and by Kathy Jackson when she was talking about the current discipline in the school. "The discipline plan hasn't changed but the discipline has. Now kids are not afraid to come to the office, when before they were afraid to come. It just doesn't matter anymore."

The succession event at Riverside Elementary was in the early 90's; so many teachers had to recollect their thoughts toward this event. In all but one case, each teacher voiced concerns and anxiety about the principal succession. As found in Ogawa (1991), some teachers approach the event with optimism. Sara stated, "In looking to the change of

principals, it was with anticipation. There was a feeling that the change would be for the good."

The three other teachers interviewed were not as comfortable with the leader change. Brenda Hart stated: "There were feelings of anxiety; anytime you go through a change in administration, you don't know what is coming." Some teachers in Riverside were chosen by the former principal to go with him to his new assignment. This school went through a change in leadership and had several teachers leave at the same time. This was cause for unrest and uncertainty with teachers. John Noble expressed his feelings, "When the change first occurred, we had some transfer. Once people stayed and got used to the situation; they became comfortable. When change happens quickly, this makes you uncomfortable." As in the case at Pine View, Riverside teachers were used to their former principal being more autocratic and authoritative. John Noble stated: "The teachers weren't used to being delegated responsibility. Our leaders in the past were more dictators with little input from others. Some teachers do not want that extra responsibility." Betty Thomas said she dreaded the change in leadership "because during the first year they are trying to prove themselves and what they know. There had been some comfort and some freedoms; I think there was anxiety that those might not be there."

Washington Elementary experienced a different type of succession than the other schools that were studied. This was an inside succession. Which would correspond to the Carlson study (1961). This perception would be that the school is running smoothly and people are satisfied with not having to make changes. An inside succession would lend itself to less anxiety and change. This was alluded to by Bonnie Lee when she said, "It was not a real shock when we knew that she was going to be here because we knew what she would be like."

This succession event had a female principal succeeding a male principal. As in the Hart study (1987) and the Fauske and Ogawa research (1987), women principals may

be perceived as being more structured than their male counterparts. Bonnie Lee did have some apprehension toward this change and stated: "Men are different than lady principals; ladies are more meticulous and more legalistic." Jennifer Greene made comments in this area as well and stated that "Women tend to be more nit-picky, detail oriented and we've got to get this done. Men just present things in a different way."

Even though this was an inside succession and most of the faculty knew the successor, there were times of high anxiety and frustration toward the exit of the predecessor. James Merrill stated that "When I first heard that the former principal was going to leave I had quite a bit of anxiety. We had heard horror stories from some of the teachers about their principals." James felt like his feelings were mirrored by most of the faculty when he said, "As a teacher, you are always afraid of changing over to a new principal and they're not going to like what you are doing and they're going to want to change your whole methods of teaching." The teachers were comfortable and they were afraid that their degrees of comfort was going to change. James felt that there were little changes during the first year. Regarding the principal, James stated: "She basically left us alone." Most of the fears that were expressed did not come true. These feelings subsided when the principal Marjorie Dickerson stated at a faculty meeting there were not going to be wholesale changes.

At Greenbriar Elementary, strong feelings of resentment were voiced toward the school board and the central office in regards to this succession. As in the case at Pine View, this succession took place during second semester. This succession was a planned event from the district, as the predecessor was forced into an early retirement. The faculty was resentful of the forced change. Richard Birgland stated: "This was a really bad situation. Our previous principal was basically almost forced into retirement. A wonderful lady that did a good job here. This happened in the middle of the school year, you can imagine how most of the staff felt." Donna Miller echoed these comments when

she said, "We were apprehensive here, because the way they did the changing. They made the previous principal retire."

During this time, the feelings and comments of anxiety and fear were prevalent as was stated in other schools. Sherry Noel stated that she was fearful a new principal would "come in and immediately try to do everything different. I think when things are sailing smoothly you need to let them sail until you find out what the water is like. We were afraid a new principal would immediately start making changes." Richard Birgland had some ownership in programs and was fearful a principal change would mean a different approach. He said, "I was fortunate to be a part of the Gifted and Talented Program, I was afraid that this new principal would come and not continue with the policy we have toward this. I was afraid of the unknown." Donna Miller stated that "I didn't know if she was going to be compassionate as the one we had before. I didn't know what her expectations were going to be. We were hesitant and a little afraid." Donna echoed some very strong feelings when she said, "I think there was more apprehension of what probably would change." Most teachers said their fears subsided when they realized the new principal was not going to make a lot of changes. Kay Nelson said, "I think our new principal worked hard to make it easier on us. I think she realized that we were a little worried about all the changes. I think most of the changes that she made were made the following year. She was sensitive to our feelings." The teachers felt that their new principal won them over when they realized she was going to take her time in making changes and she was there for the children. Richard Birgland said,

When she came in and told us that in her mind children came first, that clicked for me. She started to push those fears aside because when you get a principal that says the kids are first--we're here to educate them. That is what she did, she focused on children. That alleviated the fears that I had. There really wasn't many major changes, everything was minor. These were changes that we could deal with.

The last two schools, Eastside and John Garfield expressed different feelings in regards to a principal change. Both of these schools had just gone through a recent leader

succession and now these schools are in their second year with their new principal. Teachers, with very few exceptions, were ready for a change in leadership. Byron Vernon was an exception to this at Eastside when he said, "I had negative feelings about a new principal coming. I had grown used the predecessor. I felt like a new principal would invade my comfort zone." At the opposite end of this spectrum was Linda Snow, also at Eastside, when she stated that "When I heard there was going to be a change of principals, I was ecstatic. Our former leader had a lot of problems. He was not a leader." Cathy Blair and Ann Sparks were comfortable with a change in leadership; however, they expressed some feelings of anxiety. Cathy stated: "I've always felt that principals had supported my programs, but when we heard there was going to be a change, I was worried a little bit about who we were going to get and if they supported my programs." Cathy felt that the faculty was divided in their support for the predecessor, but was worried that the new principal would "like just come in and change everything. Expect me to do it their way instead of the way that I know is best for my students." Ann Sparks felt the same fear when she said, "I've seen a lot of principals come and go, but I was a bit apprehensive because you know how tales move around the school system about different principals. I was afraid they would come in and make big changes." Ann took the same approach that was expressed at Washington Elementary in regards to a female following a male principal. She said, "When we heard that we were going to get a new principal, we were just really in fear of getting a woman, another woman. We'd had a woman principal before and that wasn't a good situation."

All teachers felt that once the new principal came on board and they got to know the new principal their fears subsided. Byron Vernon, who expressed a fear in the change, said, "This principal came in and she just let things be as they were and watched. She learned from the things that we did. She did not make any major changes. The changes that she did make were for the better." Ann Sparks echoed these statements by

saying that "The principal didn't come in and make grand changes. It was a soft and gentle approach, we felt comfortable."

The teachers agreed that this school had a divided faculty when the predecessor, was principal; they feel better now about their school than they did two years ago. They feel comfortable with the team building activities that their new principal leads them in and are comfortable with the openness that Mrs. Bohn has given to the school.

The teachers at John Garfield Elementary were ready for a leader succession. There were some feelings of hostility towards the predecessor, which made the desire for a principal change. Janna Gasset stated: "The principal that we did have was quite demanding and a controlling type of person. She put us into situations that were not very comfortable." Vicky Crow expressed her sentiments as well, when she said, "Anything we were getting as a successor had to be better, had to be a kinder person, had to be more in tune with people, and had to relate better with people."

As these sentiments were expressed, the uniqueness about the environment actually brought the faculty together or bonded them. Tammy Davis visited about the internal strife at the school when she said, "Internal strife, but in a strange sense it made the faculty very close. I mean there was never any strife among the faculty, we were united against our former principal." At Eastside Elementary, the faculty was somewhat divided on their attitudes toward the predecessor. At John Garfield the faculty was together in their dislike of the former principal. This faculty was approaching the succession with a feeling of enchantment, an idea that was brought out in the Ogawa study (1991).

Even though it was apparent that this faculty desired a change in leadership, it was just as apparent they still had some anxieties toward the change. They expressed feelings that their successor could be worse than the current principal and they knew that the two leaders knew each other. As Tammy Davis states: "At first we were leery because we

knew that our new principal knew our former principal." There was that feeling that everything could be the same.

These teachers felt the comfort zone rise when the new principal Pam Floyd came into the school and admitted her nervousness. Janna Gasset said, "When she admitted her nervousness, that immediately put my mind at ease. She doesn't think she is better than us." They felt that statement expressed the desire by the new principal to be looked upon as one of them. This is similar to the Hart study (1987) when the researcher tried to "emphasize the similarity between herself and her professional experience and other in the school." (p.4) They saw actions that Dr. Floyd did that put their minds at ease. She did team building exercises, sought out information from faculty members, put their paychecks in little boxes, bought T-shirts for the faculty, and tried to identify with the faculty on a personal level. The only great change during the initial year was a more open, friendly, and personal approach with the school. The teachers did not see great changes in the operations of the school, with the exception that was mentioned. Lynn Elliott stated:

There weren't many changes at all during that first year. She (Dr. Floyd) is really smart, she didn't come in trying to change everything. She still has plans to change some things and that is happening this year. But this has been pretty well accepted.

Commonalties regarding teachers' perceptions

There are four commonalties that were prevalent in the research data concerning teachers' perceptions regarding leadership succession. The first was that all six schools had teachers that expressed high levels of anxiety and fear regarding the succession event. Grid and group placement did not have an effect on these feelings. This is reflective of Fauske and Ogawa's (1987) research when an emerging theme of fear and the loss of autonomy were prevalent among the teachers that they researched during a succession event. The teachers expressed feelings of a new principal coming to their school and

changing the protocol or the way things are done, especially their classrooms or other areas that are sacred to them. When minor changes occurred and this did not disrupt the flow of a teacher's class or the way they taught, these changes were more acceptable. This is congruent with the Corbett, Firestone, and Rossman study (1987) when they discovered that there are two norms within our schools, sacred and profane. Sacred norms within the school are not susceptible to change; however, profane norms might be.

The second commonality in four of the six schools was the timing of change. As stated previously, teachers are apprehensive about change. The principals at Washington, Eastside, Greenbriar, and John Garfield decided the first year was not the time to make a lot of changes. They wanted to understand their setting and get to know the faculty. It was discovered that if the faculty had time to know the principal and a positive relationship was established, there was an openness to the idea of change. Principals had to garner credibility and support before change could be accepted openly by the faculty. This is very close to the research of Blumberg, Greenfield and Nason (1978) when the teachers identified credibility, support from the principal, fairness and participative decision making as important qualities when maintaining a trusting relationship with the principal. As the principals gained the trust of the faculty, there seemed to be an air of optimism, or as Fauske and Ogawa (1987) point out that this is the theme of expectation.

The principals at Pine View and Riverside made immediate changes and had problems with faculty resentment. There seemed to be hostility towards the principals as they brought about new ideas and change during their initial year of leadership. The feeling of anger and hostility is reflective of the second theme of disenchantment that emerged from the Fauske and Ogawa (1987) study.

The third commonality that was evident was in the area of the leadership style. It was discovered that when teachers are given the opportunity to have more input and ownership into the decision making process, it might not be well accepted. The

transformational style that is presented by Blumberg, Greenfield and Nason (1978) and Burns (1978) was not accepted by the teachers at Pine View and Riverside. This style of leadership allows for more teacher input into decision making and more ownership with the daily ongoing of the school. It would seem appropriate and acceptable for most teachers to buy into this style of leadership. Arnn and Mangieri (1988) also point out that "effective leaders place priority upon teacher-initiated instruction." (p. 6) The teachers at these schools were accustomed to a different style of leadership from their predecessors. The style was an autocratic style or an authoritative style. They were not comfortable immediately changing from this style of leadership to a transformational style. These schools were in the individualist quadrant and the understanding of the grid and group theory would have benefited the new principals. There was a suggestion to the researcher that the teachers felt that the principals were lazy or weak in their decision making ability. The principals at the other four schools had success with this style of leadership, but allowed this process to evolve slowly and gradually be implemented into the school.

The fourth commonality is in the environment of change. Two schools, Eastside and John Garfield, were anticipating positive things and excited about the change of leadership. These faculty members were excited about being a part of the decision making process and moving away from the bureaucratic quadrant. Even though this was exhibited from the teachers, they still showed apprehension toward the change process. There was still a doubt if the change would be better or the new principal could actually be worse. There was some anxiety from the faculty members with their new principal until they were comforted in knowing they were safe from major changes.

There were four common themes that emerged from the teachers' perceptions regarding principal succession. First, teachers are apprehensive and fearful about a change in leadership. Second, change will be accepted more freely if the teachers have a chance to get to know their principal and develop a trusting relationship with them. Third, in two of the schools studied, the transformational style of leadership was

immediately brought in. This style was such a contrast from the predecessors' style that it was met with resentment and hostility. The four schools which achieved success with this style of leadership changed gradually. The fourth commonality was that there was still apprehension and anxiety present, even though teachers were excited about a change in principals. This anxiety and apprehension transcended through all the school cultures.

Anomalies

There were certain anomalies that occurred during this research. The first was that the transformational style of leadership is not always an accepted norm. This was the case in the two schools that were in the individualist quadrant. Guest (1961) suggests in his research that Cooley used a style similar to that of transformational and his followers responded positively. Sagor (1992) also suggested that a form of transformational leadership, the allowing of input and decision making among followers, is beneficial to effective leadership. Teachers at Pine View and Riverside were opposed to this style of leadership. They were in favor of the former predecessor's style which in both cases was more autocratic. Hart (1987) found that high visibility and a working relationship with teachers and staff were ways to gain acceptance from her new faculty. This procedure did not occur at Pine View and Riverside. Both principals, Candace Hall and Jeff Mason, felt isolated at the beginning of their principalship even though they tried to be highly visible. Kathy Jackson, Pine View teacher, admits that her current principal is "willing to work closely with you." She does suggest that this is not well accepted when she states: "The staff seemed to be closer with the former principal."

Ogawa states that "People generally seem to believe that good things happen to schools and to principals when principals are replaced." (1991, p. 30) This was not the feeling in the schools studied. Pine View, Riverside, Greenbriar and Washington, as a whole, did not express those sentiments. Washington Elementary was interested in continuing with their goals and expectations. This was an inside succession and faculty members were not as anxious about the event, but were not excited about the change.

The Greenbriar faculty was upset with the change, especially, the timing of the event. This occurred during the middle of the school year.

Fauske and Ogawa (1987) suggested in their research that teachers pass through three themes during the succession phase. It was discovered during this research that many teachers do not pass through stages; instead they stay in one area. For instance, most teachers at Eastside and John Garfield were ecstatic about the principal change and did not deviate from those feelings. Teachers at Pine View are still very anxious about the change of leadership at their school. It has taken a number of years and almost half of the faculty turnover at Riverside to accept and compliment the style of leadership that Jeff Mason has instilled.

Research Question #2: How is the Mary Douglas' typology useful in explaining leaders' (principals) and followers' (teachers) perceptions about succession?

The literature strongly emphasizes the importance of understanding culture in our society and our schools. Corbett, Firestone, and Rossman (1987), Douglas (1982), Erickson (1987), Gross and Rayner (1985), Harris, (1992), and Harris (1995) introduce the importance of and give meaning to the better understanding of culture.

The understanding of our cultural world gives us a better understanding of the goals and behaviors administrators want to help shape and influence the students in our schools. As Stolp (1996, p. 31) states: "Healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction." In addition to this research, other researchers have noted that administrators have a role in helping define school culture. Research by Corbett, et. al (1987), Delong (1989), Harris (1992), and Harris (1995) suggest the importance for administrators to have an understanding of school culture as they try to help shape and guide the school.

In all of the six elementary schools that were researched, each had a cultural environment that was unique to them. As Harris (1992, p. 29) states: "Every school has

a unique, dynamic cultural environment, and administrators have a vital role in this environment." As researchers are beginning to explore school culture, it must be understood that this is a relatively new and somewhat difficult concept in educational circles. Erickson (1987) suggests that 'culture' is a term that lacks definition in content when studying it in a place such as schools. Corbett, et, al. (1987) and Harris (1995) have also pointed out that school culture can have conceptual problems in a complete understanding of that particular culture.

It is the suggestion of this research that principals and teachers must have a clear understanding of their school's culture before they can put vehicles in place to enable the school. As Corbett, et, al. (1987) found in their research, it is important to have a clear picture or changes might be difficult to implement. In their study, it was found that all schools researched had values that were important to them as a school. When these values were challenged, it was met with resistance. In all schools researched, there was a feeling of anxiety and apprehension as the succession event unfolded. Principals do have the opportunity to help shape and lead the school as suggested by Delong (1989). If principals do not have a clear understanding of the school's culture and they try and put changes in place, it can be met with resistance and hesitancy as was seen in Pine View and Riverside. As Harris (1992) used the Douglas typology to examine the grid and group characteristics of four different schools, this research has applied the framework of Douglas to aid in the understanding of succession.

As new principals came to each of the six schools, a better understanding of the school's culture and the application of the Douglas model would have been beneficial. Principals at Eastside, Greenbriar, and John Garfield came into their new surroundings and studied their school before making major changes, two of these schools were used to being in the bureaucratic quadrant. Principals at Pine View and Riverside applied change to their school in areas that they thought would be beneficial instead of first studying the school culture before initiating implementations. These schools were in the individualist

quadrant. Marjorie Dickerson, at Washington, was an inside successor and had a knowledge base on the school culture as she followed her predecessor. There was already a high group feeling in place before the succession. Principals and teachers can explore this area and have a better understanding of their school by using the Douglas typology presented in Appendix D. They can place their school in the quadrant that best fits their school. A new principal may plan strategically to move his/her school from one quadrant to another in order to develop a culture more conducive to a successful educational climate. An example of this might be in the case of Pine View Elementary. As will be presented in the following paragraph, Pine View is placed in the individualist quadrant. A thorough understanding of this quadrant and an understanding of the quadrant that is desirable of the succeeding principal and faculty would be beneficial. This knowledge base should be present before making and implementing change. As Corbet, et. al. (1987, p. 37) state: "Culture can be a formidable obstacle to behavioral changes at odds with existing cultural content."

The six schools that were studied were placed in one of the four quadrants presented by Douglas (1982). These quadrants and description of the grid and group matrix are given in Appendix D.

Each school was placed in the quadrant according to the Douglas (1982) typology. This appears on the following pages.

Pine View Elementary: Individualist, (Low Grid: Moderate Group)

High Grid

Bureaucratic	Corporate
Low Group	High Group
Individualist <u>Pine View</u> (Low Grid, Low Group) Lack of parental support Low feeling of unity Low teacher involvement High transient rate among students	Collectivist

Low Grid

There are several commonalties that give indication to this setting being an individualist school. All teachers and the principal talked very freely about the lack of interest, support, membership, and involvement from parents and support groups such as the PTA. There does not seem to be strong support or a caring attitude for the continuation of the perpetuation of the group setting within the school. This indicates a low group environment. This is especially evident when a school has a high transient rate and there is little attachment to the school programs. Several participants mentioned the fact that a good number of the students do not live with their parents.

There is low involvement from the individuals, teachers and principal, in the support or understanding toward the future of the school. There is strong apprehension and resentment about the upcoming change in curriculum offerings at the school. The magnet school concept has become a target for ill feelings from the faculty and administration. All participants that were interviewed had a high level of anxiety toward this move. Most teachers feel the closeness or the morale of the faculty has declined since the principal succession. It is understood they have more of a voice, but they do not view this as necessarily good. When the magnet school concept is fully implemented, this school will have seen a number of changes in a very short time.

It is doubtful that the principal succession has had an impact on where the school is being placed in one of the four quadrants. The neighborhood setting, low PTA involvement, high transient rate, and the changing over to the magnet school concept has all played a vital role in determining where to place the school.

Riverside Elementary: Individualist, (Low Grid: Moderate Group)

High Grid

Bureaucratic	Corporate
Low Group	High Group
Individualist Riverside (Low Grid, Low Group) Concerned with individual growth of student High transient rate Low feeling of unity	Collectivist

Low Grid

Like Pine View Elementary, Riverside is also in the individualist setting. As Harris (1995) states that in an individualist environment "educators are not concerned with the corporate preservation, but with the individual growth of each student." (p. 628) This describes the teachers' attitudes and feelings about Riverside. They are concerned with the change in culture over the years and this has been a constant problem to deal with. There are allowances made for the high number of different learning styles that are present in this school. Mrs. Thomas, the reading teacher, has a certain amount of first and second graders that are pulled out of their regular classes to be a part of a reading program.

The transient rate is so high that a feeling of unity among patrons and parents is very hard to achieve. This school does have more of a support group in the PTA and with the parents than Pine View; therefore, a moderate group setting is prevalent. There is a higher allegiance to Riverside than what was presented at Pine View. This was presented

in the interview, as teachers talked about the PTA, the modern building, and the teacher attitudes from the past, present, and hope for the future. Because of the change in the school's society culture, Riverside has changed quadrants over the past few years. This was alluded to in the interviews when several teachers talked about the increased transient rate the low parental involvement, and the decline of student achievement.

The different styles of leadership that has been given to the school could have some impact on the changing of quadrants in the typology. The former principal was described as being autocratic and a dictator when decisions needed to be made. This has probably changed from a bureaucratic or collectivist setting to that of an individualist setting.

Washington Elementary: Collectivist, (Moderate Grid: High Group)

High Grid

Bureaucratic	Corporate
Low Group	High Group
Individualist	Collectivist <u>Washington</u> (Moderate Grid, High Group) Inside Succession High PTA membership Teachers enjoy principal's style of leadership Low socio-economic distinction

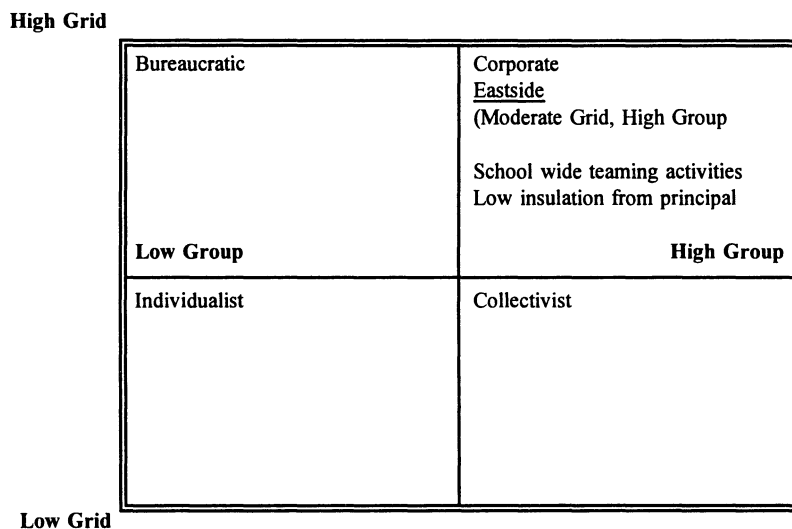
Low Grid

Washington Elementary is an example of a collectivist setting. There is a high group atmosphere amongst the parents, patrons, and staff members of the school. With an enrollment of 130% in the PTA and the number of volunteer hours that the school has, the perpetuation of the group and promotion of the school is very high. The principal stated: "This is a 60's and early 70's type of atmosphere." Several teachers expressed how warm and safe this type of environment is and how pleasant it is to work here. Thus,

the group protection and the feeling of the school leads to a high group atmosphere on the Douglas (1982) model.

There is a low insulation of grid involvement in the school. The principal Mrs. Dickerson allows teacher involvement and empowerment in the decision making process. When she was first appointed principal, many teachers commented on how slow change actually came about. Even though the current principal is much more structured and a hands on type of administrator, change came about slowly and the teachers understood the change. There is very little socio-economic distinction between members of the student body. Less than 10% of the students are on a free and reduced child nutrition plan and the transient rate is very low. Most homes in the neighborhoods resemble each other and there is little difference in costs among these houses. This school has probably been in this quadrant since the school's conception. Marjorie Dickerson has made changes, but she has slowly evolved them. She had an advantage in the understanding of the school culture, as this was an inside succession.

Eastside Elementary: Corporate, (Moderate Grid: High Group)



Eastside and Washington school have the same designation in the areas of moderate grid and high group; however, Washington was labeled a collectivist setting, while Eastside is labeled a corporate setting.

The principal Mrs. Bohn at Eastside faced a different situation than that of Mrs. Dickerson at Washington. Mrs. Dickerson was an insider and Mrs. Bohn was an outsider to the environment. Mrs. Bohn did activities that promoted faculty healing and interaction. As one teacher commented, "We are now starting to mesh, because of our leader's activities." The teachers had formed an insulation to protect themselves against unwanted leadership. There is more insulation between individuals at Eastside, than at Washington. The insulation probably is a result of the actions from the former principal, and the faculty is just now beginning to heal. Thus, the reason for a higher grid level or different quadrant from Washington.

The group activities, such as a "strong PTA, neighborhood association's foster grandparents and scouting programs," all point to having a high allegiance and a high group involvement. The ongoing promotion of Eastside is seen as being very important to its people. The change in leadership has given a strong group feeling that the school is more conducive to educational openness and an enjoyable climate. A couple of years ago, this school would have been given the bureaucratic label to its style of leadership because the insulation from the principal to teachers was evident. Much to the current principal's credit, she has directed activities and involvement from the teachers to move to a much more pleasant atmosphere.

Greenbriar Elementary: Corporate, (Moderate Grid, Moderate Group)

High Grid

Bureaucratic	Corporate <u>Greenbriar</u> (Moderate Grid, Moderate Group) Transformational style of leadership Competition for students Trust factor with new principal
Low Group	High Group
Individualist	Collectivist

Low Grid

Mrs. Brown, the principal, has done an excellent job in bringing about change in this school. She studied the culture, along with the help of the former principal, and determined directions in which she would like the school to go. As a leader, she had ideas and notions on what to do with the school. If these ideas would have been mandated or handed down in a forced manner that was prevalent in the Gouldner (1954) study, the school would have been placed in the bureaucratic quadrant of the Douglas model. Mrs. Brown made statements that indicate a bureaucratic style of leadership when she said, "If I can't win people over, I will have to run them off." She wants the school and the faculty to do implementation as she sees it. To her credit, she has implemented a style of leadership that Burns (1978) calls transformational style and the faculty has bought into this. She likes to empower her followers and allow for input into the decision making process; there is a feeling of an open door policy to the principal's office which leads to a moderate insulation between principal and teachers. If the faculty had not bought into these ideas and concepts, it would appear that Mrs. Brown would have to be more bureaucratic with decisions. As of now, the corporate label is more appropriate than bureaucratic.

Another indication of the corporate setting is the feeling that Greenbriar must compete for students with the private and parochial schools. The involvement of the PTA, neighborhood patrons, the high feelings that faculty have toward the perpetuation of the school, and the strong allegiance to the school all point to a positive group feeling. The only reason that the school does not have a high group feeling is the fragmentation of the neighborhood and the citizens about the recruitment of students to these new private and parochial schools. The principal visited about this more than the teachers, but it is understandable that she would have more knowledge in this area.

During the succession process, this school could have quickly moved into the individualist setting. The principal made an assessment that was correct and on target with what the school needed. The teachers were very happy with their former principal

and were upset about the succession event. Change has been slowly implemented and now the teachers have trust and confidence in the new principal.

John Garfield Elementary: Collectivist, (Low Grid: High Group)

High Grid

Bureaucratic	Corporate
Low Group	High Group
Individualist	Collectivist <u>John Garfield</u> (Low Grid, High Group) High Involvement from community High PTA membership Low insulation from principal

Low Grid

If this school had been studied just a couple of years ago, the bureaucratic quadrant would no doubt be where the school would have been placed. In fact, it might have been moving toward an individualist setting if a change in leadership had not occurred. Teachers were extremely frustrated and this frustration was being presented at the central office and at the teachers union. If something had not changed, it probably would have been voiced in the community to patrons and parents. This high level of frustration and tenseness was beginning to spill out into other areas; this lends itself to an environment that is not conducive to student achievement. The change in leadership, however, and the direction in which the school is going has changed where the school would have belonged.

The school has always enjoyed a high group feeling from its citizens, parents, business involvement, and the staff. The grid aspect has changed and will continue to change with this new era of leadership. The high insulation that once came from the principal's office is no longer present or a part of the school. Comments such as "sometimes we are still afraid of what might happen or let's wait and see" still lend to an

insulation of sort, but not the insulation that once prevailed. This insulation was a target of Dr. Floyd. She has defeated this and defeated it for the betterment of the school. She has led this school from a hostile environment and eased tensions at the work place. This allows for the warm feeling that so many participants visited about. Her actions of empowering teachers, giving treats and goodies, and allowing for decisions from teachers have given a new hope for an otherwise tense situation. The high involvement from the community with the membership of the PTA and the dads being involved in reading and tutoring point to a high group feeling. The breakdown of the insulated principal's office and team building all point to low grid. Thus, low grid and high group is a collectivist type of environment as defined by Douglas (1982).

The principals' and teachers' perceptions are directly affected by the culture they work in. Understanding the cultural quadrant their school is in aids in a possible prediction of what teachers' and principals' perceptions are in regards to succession. Having a working knowledge about the Douglas typology regarding their school culture, a new leader would have a better understanding of how to implement the desired change.

Anomalies

While the Douglas (1982) grid and group theory is beneficial in understanding the succession process, it must be understood that schools might have a difficult time in being placed absolutely in a quadrant. An example is in the case of Pine View. All teachers felt that they had a good school, even though it was in the individualist quadrant. They were complimentary about their individual and peer efforts. They felt that as a staff they were in congruence with each other and the work habits. Even though they were not as close as once before, there was still a feeling of high group from the faculty as the job they are doing. The Douglas theory does not allow a culture to flow from one quadrant to another as an easy transition. Another example is in the case of John Garfield. If this school had been studied two years ago, it would have been placed in the Bureaucratic or Individualist quadrants. The faculty at the time was bonding together and aligning

themselves against the principal. This would present the faculty in a high group feeling for each other and the promotion of faculty ideas and concepts would have been a priority. The same scenario was starting to happen at Eastside Elementary, as faculty members and the principal were starting to have opposite philosophical differences.

Summary

The research and data collection are very clear as to who is in charge of our public schools--the principal (Leithwood & Montgomery, 1982; The Maryland Study, 1978; Williams, 1989). With an understanding of this concept, it is important to note that teachers have a high frustration level and many anxieties during a succession event as they are losing and gaining a new leader. This was presented by Hart (1987), Fauske and Ogawa (1987), and Ogawa (1991) as they studied the succession of principals in our public schools. At all six elementary schools, there were different levels of frustration, anxiety, and resentment regarding the change in leadership. At Eastside and John Garfield schools, there were teachers that wanted a change in leadership; however, during the timing of the principal change there were again feelings of anxiety.

The literature and data also give strong indication to the need of understanding the culture in our society and schools (Corbett, Firestone, & Rossman, 1987; Douglas, 1982; Erickson 1987; Gross & Rayner, 1985; Harris, 1992; and Harris 1995). Feelings at Pine View were expressed by faculty after the principal succession in regards to understanding their school culture. Principals at Eastside, John Garfield, and Greenbriar all made statements regarding an understanding of their school culture. Principals at Pine View and Riverside made changes without first taking into account the implications and feelings from faculty in relationship with norms that were already in place with respect to school culture. These changes were met with resistance that were not prevalent in other schools.

This chapter presented the ways in which the Douglas typology (1982) would be beneficial and helpful in understanding the succession process. A cultural understanding

and placing the school into a quadrant (presented by Douglas) gives the new principal an idea of what methods and procedures to implement when trying to move the school from one quadrant to another.

Chapter VI of this study will provide the conclusions and implications of this study. This chapter will also provide ideas for further research and recommendations.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This qualitative study was designed to explore selected principals' and teachers' perceptions regarding succession in the public schools. This study proposes that teachers have anxieties, frustrations, and some resentment during a principal change. Fauske and Ogawa (1987) researched succession and found faculty experience emotions such as detachment, fear, and expectation. It is also proposed that the understanding of school culture can be useful to administrators and teachers during the succession phase. By using the Mary Douglas (1982) grid and group typology during the succession, behaviors of the participants can become more predictable. Harris (1995) has suggested that this typology has been useful and applicable in placing schools in one of four quadrants identified by Douglas.

Chapter I presented the introduction and background of the study. It was presented when the change of an educational leader occurs, such as a superintendent or principal; then the equilibrium is disrupted. Leaders were limited to principals for the purpose of this study. Moreover, when a change or succession event occurs teachers, parents, patrons, and students will possibly challenge the legitimacy of the new leader. For the purpose of this study, teacher and principal perceptions were researched. The application of the Douglas (1982) typology helps in the understanding of principals' and teachers' perceptions about succession.

A relevant and in-depth review of related literature was presented in Chapter II. The review of literature helped reveal that principals are the leaders of our public schools and that there are certain qualities which must be present for effective leadership. The review also presented ideas and notions that followers of an organization experience when a change in leadership occurs. The third and final area that was revealed in the literature was the presentation of school culture. It is suggested by a number of researchers, such as Harris, 1992; Harris, 1995; Sagor, 1992; and Stolp, 1996) that each

school has a culture that is unique, and a better understanding of school culture is necessary to be effective administrators.

The methodology of the study was presented in Chapter III. The qualitative approach to research was presented, along with the rationale of the study. The selection of sites, the selection of respondents, the method of data collection, the procedures for analyzing data, research bias, and the trustworthiness criteria of the study were presented.

The data that was gathered from the respondents were presented in Chapter IV. The researcher was guided by the following questions:

1. What are the selected elementary school principals' and teachers' perceptions about leader succession?
2. How is the Mary Douglas' typology useful in explaining leaders' (principals) and followers' (teachers) perceptions about succession?

The analysis of data was presented in Chapter V. The research at the six elementary schools used in this study provided a conclusion in the following areas. First, whenever a principal succession occurs, there is some level of anxiety and frustration among most faculty members in fear of the new principal's implementations. Second, as principals make change, this should come about slowly and gradually throughout the school, with some ownership coming from teachers, so school culture and norms that are present are not being violated.

This chapter, Chapter VI, presents conclusions from the research gathered, the implications, and the recommendations for further research.

Conclusions

The research of this study and the analysis of the data provide the following conclusions: (1) principal succession is met with different levels of anxiety and frustration from most teachers in a public school; (2) teachers are afraid that the new principal will make changes that are valued and sacred to them; (3) principals should

have a sound knowledge regarding school culture and an understanding of the Douglas (1982) typology which is beneficial when making changes; and, (4) principals should implement changes gradually and slowly and have input and ownership from teachers.

From the research and data that was gathered from the study, it can be concluded that the succession event will be met with various levels of anxiety and frustration. This can be linked somewhat to the understanding of school culture and where the school is placed in the grid and group quadrant. More frustration was present with the succession in schools that were placed in the individualist quadrant than the other schools. It is unfair; however, to assume that this quadrant is the total reason. It could be coincidence that both new principals brought to the school a new leadership style without first understanding the school and the culture. The data revealed that most teachers are not prepared for and do not welcome a change in principals. Ogawa (1991) suggests that the leader of an organization is the major player in determining the performance of that organization. This pertains to our public schools as well. The literature supports the notion that the principal is the leader of the schools (Leithwood & Montgomery, 1982; Walker, 1990; Williams, 1989 1990). When there is a leader change, teachers meet this change with reluctance. Part of this reluctance is based upon the fact that there should have been a prior trusting relationship established between teacher and principal. As teachers at Pine View, Riverside, Washington, and Greenbriar were faced with a principal change, they were reluctant because of the comfortableness and the relationship that was in place with their former principal. The literature revealed in studies by Blumberg, Greenfield, & Nason, (1978), Ceyanes & MacNeil, (1998) and MacNeil & Blake, (1995) all agreed that trust is a vital component of a leader's ability to effectively manage.

In two schools, Eastside and John Garfield, the trust factor had not been established with the former principal. Even though this had not been established and change was desired, the data still revealed a level of anxiety and frustration in changing leadership. As Janna Gassett at Garfield stated: "Our previous leadership was not as

good as it is now; however, when we heard we were going to have a new principal, we were apprehensive because we didn't want a worse situation."

The second conclusion that can be derived from this study, during a principal succession, is that teachers are afraid of the changes that new principals will make. They have sacred norms that are important to them and do not want to change them. The data revealed in all six schools that teachers were afraid of a new principal coming into the school and implementing major changes. Fauske and Ogawa (1987) found approximately 80% of the teachers that they researched approached their principal succession with some fear of anxiety about two things: (1) the unknown and (2) loss of autonomy. The data revealed common statements such as, "There was a lot of fear just not knowing who our new principal was going to be"; "We were afraid our new principal would change the way we teach"; "I was afraid our new principal would change everything I do."

Some of these fears can be translated into sacred areas that the teachers hold as a high level of importance to them. As Corbett, Firestone, and Rossman (1978) point out, there is resistance to changing sacred norms in schools. At Washington Elementary, Marjorie Dickerson quickly met resistance from some teachers when she wanted to change room assignments. She revealed in the data that she had no idea a room meant so much to a teacher. At Pine View Elementary, the school district applied for and received a grant to change to a magnet school concept. This change was met with high reluctance and negativity because the change in curriculum and environment is very sacred to some teachers. Even though the principal may have had very little to do with the evolution to a magnet school, this change is coming about on the heels of a principal succession which is leading to high anxiety among faculty members.

There is a third conclusion that can be derived from this study. Principals should have a sound knowledge in regards to school culture. The application of the Mary Douglas (1982) typology is beneficial during a principal succession, especially when implementing change. It is important for principals to have this knowledge, as the

principals are the leaders of the schools. As (Harris, 1992; Harris, 1995; Sagor, 1992; Stolp, 1996) suggest, the principal can have a hand in shaping school culture.

The need for the understanding of school culture was prevalent in the six schools studied. At Pine View, Preston Smith suggested that his new principal would be wise in having an understanding of her school's culture. As Candace Hall, quickly found out, one board member was reluctant to accept her as the new principal at Pine View because she wanted an African-American principal instead of a Caucasian. Candace met some resistance at Pine View, as she quickly changed the role of the principal from a bureaucratic leader to that of a transformational one. This was met with resistance and hesitancy on the part of the faculty. This same resistance was also met at Riverside, as Jeff Mason mirrored some of the same leadership techniques. Both principals would have benefited from an understanding of the school culture before making these changes. By use and application of the Douglas (1982) typology, it appears that there was a bureaucratic culture in place in the form of leadership. There was high insulation from the office and most decisions were handed down in a manner of memorandums or mandates from both of the predecessors. Both schools had teachers that were used to the office making decisions for them. As these principals quickly tried to change the style of leadership from bureaucratic to that of collectivist or corporate cultures, these changes were not well received. Teachers were used to the decision making process being made without input from them. In some instances, there was a hint, that the new principals were being lazy and not doing their jobs when they didn't directly mandate decisions with a top down approach.

It was suggested by a couple of teachers at Riverside that the school's surrounding culture and climate had changed over the years. The school has now moved into the individualist quadrant of the typology, when in the past it probably would have been in another quadrant, possibly bureaucratic or collectivist. The individualist has little promotion of the school's activities or with the perpetuation of the groups' activities. A

new principal would benefit greatly in applying activities that would promote the culture into becoming more involved in the school's activities and events such as team building, committees, and relational activities.

At Eastside and John Garfield, there was resistance to the former principal's style of leadership. Even though the succeeding principals were successful in implementing a new style of leadership, there could possibly have been an even smoother transition with the application of the typology. The former principals at both schools were seen as bureaucratic and the school's culture was possibly moving toward the individualist quadrant. The need for a higher group feeling was paramount in both schools. To the credit of both principals, they recognized this and did activities to accommodate this need. The desire for more input and ownership from teachers in the decision making process was desired by both faculties. The high insulation from the office was seen as the principal being unapproachable and not well respected. Expedient examination of the culture by the principal can assist in a more effective succession.

At Washington Elementary, the succession was a different circumstance. The new principal successor was an inside successor and she had already acquired a working knowledge of her school's culture. As much as can be seen and researched, it appears that Washington has been in the collectivist quadrant since the inception of the school. To keep it in this quadrant, the principal, Marjorie Dickerson, should continue with some of the same activities that has kept the school in this quadrant. She also needs to be aware of changing cultural surroundings as was seen in the change at Riverside.

There is a fourth conclusion that can be derived from this study. When making changes, principals should implement these changes gradually and slowly and have teacher input into the decision making process. As Hart (1987) presented in her study, her succession was met with resistance and reluctance. She slowly gained the respect of students and faculty because of her working relationships and high visibility. This

working relationship was just as important as the professional credentials she was bringing to her new assignment.

As noted in the schools studied, change was accepted with little resistance when it was implemented after the principal was accepted and known by the staff. Eastside, Garfield, Washington and Greenbriar all had teachers commenting that they experienced more change during the second year with their new principal than the first. These changes were accepted more openly and freely because the teachers have a trusting relationship with their new principal, and they have a hand in the decision making process. At Washington, Bonnie Lee, stated: "This is more work for us, but this is what we have wanted to implement."

Implications

As the public schools are increasingly coming under attacks from all segments of society and as the demands mount on administrators in the public schools, the area of principal succession will become increasingly more common. Johnson and Licata (1995) and Ogawa (1985) both suggest that the succession of school principals have multiplied and will continue to increase toward the end of this century.

Now is the time for school districts and current administrators to have an understanding of the succession process. A succession involves a host of important players. Teachers, students, parents, patrons, and communities all have a vested interest in public schools. As the literature presented, the leader of public schools is the principal. As principal succession events occur, it is unrealistic to think that this event does not have a lasting effect, either positive or negative, on the participants mentioned above. School districts and educational leaders can be proactive in this process as they look toward the future in understanding this event.

It is important to have a clear understanding of the succession theory and the application of the Douglas model. It should be understood that the Douglas concept

presents little opportunities to move from one quadrant to another. Douglas does give the necessary tools to place a culture in a quadrant and then give direction in moving to another quadrant that might be more suitable for that culture.

It is clear that there are implications from this study for an understanding of what works with the cultural members during a succession. All schools were congruent with feelings of anxiety, apprehension, and fear. Were these feelings cultural or emotional? Can these feelings be separated?

As the data revealed a principal succession is a time of change in our public schools. A common theme from teachers involved in this process was their hesitancy towards change. School districts need to implement ways in which teachers' voices are heard and understood toward the succession event. As school boards choose their new leaders, it would be beneficial for teachers to have input in suggesting what is needed in the school to benefit the participants.

As new leaders come into a new and strange environment, school districts and leaders should have an understanding of this environment in order to better educate our new principals. As change is needed, a working knowledge of the school's culture is beneficial to all participants involved with change.

Finally, as new leaders and principals want to make change, it is important to have teachers working together with administrators to implement the change. An understanding of what the staff needs are, a knowledge of the school culture, and ownership from all parties can be conducive to a successful principal succession.

Recommendations for Further Research

Based on the data analysis, conclusions, and findings of this study, it would be appropriate to recommend three further studies in the areas of principal and school culture. These recommendations are:

1. A study should be conducted at middle and high schools to understand if

these perceptions about principal succession is prevalent at the secondary level. Is principal succession and school culture perceived differently at the secondary level?

2. A case study could be implemented at Pine View Elementary School, using the application of the Douglas (1982) model, in moving the school from the individualist quadrant to a different quadrant. What problems do leaders encounter when trying to implement procedures to move schools from one quadrant to another?
3. A study should be conducted in private schools and in the business world to acquire more knowledge about leader succession and cultural understandings and how they effectively implement change. Do these entities face similar obstacles during the succession phase? Do private schools and entities in business have implementations that would be worth trying in public schools regarding leader succession?
4. A study should be conducted applying Douglas grid and group theory in identifying and placing schools in a quadrant before a principal succession. Do schools in the different quadrants approach the succession differently?

Summary

This chapter has presented the conclusions, implications, and recommendations that have grown out of this study on principals' and teachers' perceptions regarding principal succession. The analyzing of the data showed commonalties from the six schools that were studied. The commonalties are (1) all principals, in all successions, felt the freedom and openness to make change as they saw fit to lead their schools, (2) most principals felt that it was best to delay changes until an understanding of their school culture was derived, (3) a feeling of anxiety and resistance from faculty members came in the initial days of the succession event, (4) most principals felt the urge to do team building activities and to unify the faculty, (5) most teachers felt fear and anxiety

during a principal succession, (6) teachers are more open to change if they have the opportunity to build a trusting relationship with their principal, (7) teachers still have some levels of anxieties and fears even though some schools and teachers are optimistic about a leader succession. These commonalties led to four conclusions that can be derived from this study: (1) Teachers feel different levels of anxiety and reluctance directed towards principals during the succession event because they are the leaders of the schools. (2) Teachers are afraid of the changes their new leader will make. They have sacred values and norms that are important to them and do not want them changed. (3) Principals should have a sound knowledge in regards to school culture. The application of the Douglas (1982) typology is beneficial during a principal succession, especially when implementing change. (4) Principals should implement changes gradually. Teacher input, trust, and ownership in the decision making process is important.

The implications have added to the importance of understanding this process of changing leaders. As the literature suggested, there is an increased number of principal successions that happen in public schools (Johnson & Licata, 1995; and Ogawa, 1991).

The common theme throughout the data and research is the hesitancy on teachers involved in a principal succession. As Fauske and Ogawa (1987) point out, fear is in the minds of teachers during this event.

This study supported the problem statement that principal succession and replacement of principals are a common occurrence in public schools. This study focused on teachers' and principals' perceptions on leaders succession.

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Appendixes

Appendix A
Analysis of Your Organizational Culture

Question 1	<p>High Grid</p> <p>Boundaries separate individuals</p> <ul style="list-style-type: none"> ○ in particular roles and status positions from others in different roles and status positions. 	<p>Low Grid</p> <p>There are no</p> <ul style="list-style-type: none"> ○ boundaries between individuals in various roles and status positions.
Question 2	<p>Roles in the organization are</p> <ul style="list-style-type: none"> ○ ascribed; determined by leadership authority. 	<p>Roles in the</p> <ul style="list-style-type: none"> ○ organization are achieved; determined through competition.
Question 3	<p>Hiring and placement decisions</p> <ul style="list-style-type: none"> ○ are centralized; controlled by leadership. 	<p>Hiring and placement</p> <ul style="list-style-type: none"> ○ decisions are negotiated situationally by interested parties.
Question 4	<p>Fiscal resources (supplies, equipment, technology, etc.) are</p> <ul style="list-style-type: none"> ○ awarded according to persons' role and status. 	<p>Fiscal resources</p> <ul style="list-style-type: none"> ○ (supplies, equipment, technology, etc.) are achieved through individual competition and productivity; irrespective of role or status.
Question 5	<p>Appropriate behavior in the organization is structured and</p> <ul style="list-style-type: none"> ○ prescribed. 	<p>Appropriate behavior</p> <ul style="list-style-type: none"> ○ in the organization is unstructured and personal.
Question 6	<p>Channels of communication are</p> <ul style="list-style-type: none"> ○ formal and institutionalized. 	<p>Channels of</p> <ul style="list-style-type: none"> ○ communication are informal and personalized.
Question 7	<p>Individual autonomy is</p> <ul style="list-style-type: none"> ○ constrained by formal rules and regulations. 	<p>Individual autonomy</p> <ul style="list-style-type: none"> ○ is unrestrained.

Appendix B
Analysis of Your Organizational Culture

Question 8	<p>High Group</p> <ul style="list-style-type: none"> ○ Organizational members collaborate to reach goals. 	<p>Low Group</p> <p>Organizational</p> <ul style="list-style-type: none"> ○ members work independently to reach goals.
Question 9	<p>Decisions are determined by majority or consensus within the organization.</p> <ul style="list-style-type: none"> ○ 	<p>Decisions are</p> <ul style="list-style-type: none"> ○ determined privately and independently within the organization.
Question 10	<p>The exchange of ideas is public and open.</p> <ul style="list-style-type: none"> ○ 	<p>The exchange of ideas is private and closed.</p> <ul style="list-style-type: none"> ○
Question 11	<p>Support of the organization is obligatory.</p> <ul style="list-style-type: none"> ○ 	<p>Fiscal resources (supplies, equipment, technology, etc.) are achieved through individual competition and productivity; irrespective of role or status.</p> <ul style="list-style-type: none"> ○
Question 12	<p>The preservation of the organization is of the utmost importance.</p> <ul style="list-style-type: none"> ○ 	<p>The preservation of the organization is not a priority.</p> <ul style="list-style-type: none"> ○
Question 13	<p>Fiscal resources are corporately owned and maintained.</p> <ul style="list-style-type: none"> ○ 	<p>Fiscal Resources are individually owned and maintained.</p> <ul style="list-style-type: none"> ○
Question 14	<p>Work in the organization is initiated/planned by the group; collective.</p> <ul style="list-style-type: none"> ○ 	<p>Work in the organization is initiated/planned by individuals acting along; individual.</p> <ul style="list-style-type: none"> ○

Appendix C

Grand-tour questions for teachers and principals will be as follows:

1. Describe your feelings about your school.
2. What characteristics do you consider necessary for a successful school to have?
3. Which of these characteristics, in your opinion, does your school possess?
4. As you look down the road 5-10 years, what do you think will be different in education in general? In your school?
5. What is being done to prepare your school to meet these changes?

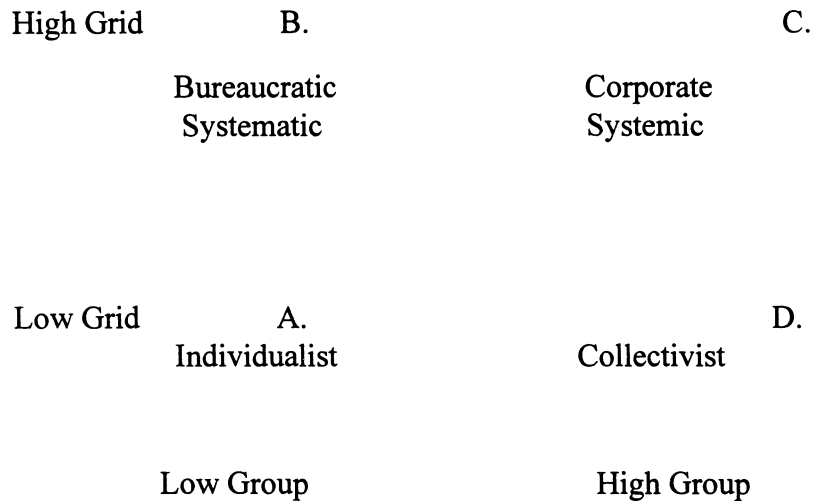
Grand-tour questions with teachers will be as follows:

1. How would you describe the change of principals in this school?
2. How would you describe this school before the principal change?
3. How would you describe this school after the principal change?

Grand-tour questions with principals will be as follows:

1. How would you describe this school?
2. How would you describe your experiences coming to this school?

Appendix D



Mary Douglas (1982) suggest the following descriptions of the four classifications in determining culture.

- A. Individualist (low-grid, low-group)
 1. The social relationships and experience of the individual are not constrained by group rules or traditions.
 2. Role status and rewards are competitive and are contingent on existing, temporal standards.
 3. Emphasis on social distinction among individuals is submerged.
 4. Little value is placed on long-term group survival.
- B. Bureaucratic Systemic (high-grid, low-group)
 1. In the extreme case, the individual has no scope for personal transactions.
 2. The sphere of individual autonomy is minimal.
 3. Individual behavior is fully defined and without ambiguity.
 4. Little value is placed on group goals or survival.
- C. Corporate Systemic (high-grid, high group)
 1. Social relationships and experiences are constrained and influenced by boundaries maintained by the group against outsiders.
 2. Individual's identification is heavily derived from group membership.
 3. Individual behavior is subject to controls exercised in the name of the group.
 4. Roles are hierarchical.

Appendix D cont'd

5. The roles at the top of the hierarchy have unique value and power (generally limited to a small number of individuals) and there are many role distinctions at the middle and bottom runs.
6. The perpetuation of traditions and the survival of the group are of utmost importance.

D. Collectivist (low-grid, high-group)

1. Same as criteria 1-3 in Corporate Systemic.
2. There are few social distinctions other than fundamental roles such as male-female or parent-child.
3. Role status is competitive, yet because of the strong group influence, rules for status definitions and placement are more stable than in weak group societies.
4. Group survival is highly valued.

Appendix E Oral Solicitation

My name is Kent Shellenberger and I am a doctoral student at Oklahoma State University. I am writing a dissertation investigating the perceptions of teachers and principals concerning leader succession in our public schools. This research will present a holistic picture of how this process is perceived before, after, and during the succession, by the above mentioned parties.

I need your help to document how this process is perceived. I want to be as accurate as possible and include as many viewpoints as possible.

Each participant will be asked to engage in an interview session and possibly a focus group session. All interviews and focus groups will be tape recorded, transcribed, and analyzed. All audiotapes will be destroyed after transcription. Pseudonyms will be used after transcription as well. I, as researcher, will have the only copy of the real names with the pseudonyms. Your identity will be protected with complete anonymity. You do not have to answer any question that you choose not to answer. You may also stop the interview at any time.

I am available to meet with you before school, after school, during school hours, and on weekends. Please provide me with a time and date that is most convenient for you. I will give you an information sheet with my work phone, home phone, and address. Feel free to contact me for any additional information. Thank you for your cooperation and assistance.

Appendix F
Consent Form

I, _____, hereby authorize or direct Kent Shellenberger and Dr. Nan Restine, to perform the following treatment or procedure:

Procedure-The individual indicated will be interviewed about the perception of educational leader succession in public schools. The individual has the right to choose not to answer any question at any time during the interview. After the interview has been transcribed, the interviewee has the right to examine the transcription to make any clarification, if they so choose. The responses, in conjunction with the documents, will be used to present the perceptions of the participants.

Duration-The interviewee will determine the length of the interview. Most interviews should last not more than one hour.

Confidentiality-Pseudonyms will be used in the final document. Only the researcher will have access to the actual names of the participants. Tape-recorded interviews will be transcribed, destroyed by taping over the interviews, and then discarded. Any information deemed unacceptable the interviewee for permanent documentation will be omitted.

Possible Discomfort-Although not question of a personal or intrusive nature are intended, some questions may cause discomfort; therefore, the respondent may discontinue such questions/answers at any time.

Possible Benefits-Educational Leader Succession takes place quite commonly in our public schools today. Research concerning the perceptions of teachers and principals concerning this process, could provide invaluable information for school boards and administrators.

This is done as part of an investigation entitled "Principals and Teacher Perceptions of Leader Succession in Selected Public Schools." The purpose is to use a qualitative method of gaining information regarding the perception of the above respondents to have a more clearer understanding of this phenomenon.

I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director. I may contact Kent Shellenberger (405 787-9346 or Dr. Nan Restine at (405) 744-8976. I may also contact Gay Clarkson, IRB Executive Secretary, 305 Whitehurst, Oklahoma State University, Stillwater, OK 74078; (405) 744-5700.

I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been provided for me.

Date: _____ Time: _____ (a.m./p.m.)

Signed: _____

I certify that I have personally included all elements in this form for the subject to read before requesting the subject sign.

Signed: _____ Project Director/Researcher

APPENDIX G

**Institutional Review Board
Human Subjects Review**

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD

DATE: 11-23-98

IRB #: ED-99-047

Proposal Title: "PRINCIPALS AND TEACHERS PERCEPTIONS OF LEADER SUCCESSION IN SELECTED PUBLIC SCHOOLS." A QUALITATIVE CASE STUDY INVESTIGATING THE PERCEPTIONS OF THESE PARTIES IN THE PROCESS OF LEADER SUCCESSION.

Principal Investigator(s): L. Nan Restine, Kent Shellenberger

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Signature:



Date: November 23, 1998

**Carol Olson, Director of University Research Compliance
cc: Kent Shellenberger**

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modification to the research project approved by the IRB must be submitted for approval. Approved projects are subject to monitoring by the IRB. Expedited and exempt projects may be reviewed by the full Institutional Review Board.

VITA^v

Kent Shellenberger

Candidate for the Degree of

Doctor of Education

Thesis: PRINCIPALS' AND TEACHERS' PERCEPTIONS OF LEADER
SUCCESSION IN SELECTED PUBLIC SCHOOLS.

Major Field: Educational Administration

Biographical:

Personal Data: Born in Enid, Oklahoma, on June 25, 1953, the son of Elmer and Marjorie Shellenberger.

Education: Graduated from Putnam City West High School, Oklahoma City, Oklahoma in May 1971; received Bachelor of Arts degree in Business Education from Southern Nazarene University in May, 1975; received Master of Art degree in Education from Southern Nazarene University from Southern Nazarene University in May, 1980. Completed the requirements for the doctor of Education degree with a major in Educational Administration at Oklahoma State University in July, 1999.

Experience: Taught Business Education and coached basketball in Yukon, Oklahoma, Yukon Public Schools and Putnam City Public Schools in Oklahoma City, Oklahoma; employed as assistant principal in Yukon Oklahoma, Yukon Public Schools and Putnam City Public Schools in Oklahoma City, Oklahoma; employed as principal in Putnam City Public Schools, Oklahoma City, Oklahoma; currently employed as Superintendent of Schools, Bethany Public Schools, Bethany, Oklahoma.

Professional Memberships: Urban School Superintendents Association; Cooperative Council of School Administrators; American Association School Administrators; Phi Delta Kappa; Oklahoma Coaches Association.