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EFFECTIVE PRINCIPAL LEADERSHIP PRACTICES
AS PERCEIVED BY BEGINNING AND EXPERIENCED TEACHERS

By

William Wade McLean

A Dissertation Submitted to the Faculty of the

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In Partial Fulfillment of the Requirements
For the Degree of

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In the Graduate College

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SIGNED: William Wade McLean

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ABSTRACT

The purpose of this study was to investigate the perceptions of beginning and experienced teachers as they relate to the leadership behaviors a principal should exhibit that would assist teachers in becoming more effective classroom teachers.

To accomplish this, a questionnaire was distributed to teacher participants in a school district in Southern Arizona. The teachers were from fifteen schools: ten elementary schools, two middle schools, two high schools, and an alternative school. Teachers taught in grades K-12. Quantitative methodology was used to analyze and describe the responses received from the questionnaires. The questionnaires contained twenty-one leadership domains as identified by Principals For Our Changing Schools, from the National Policy Board for Educational Administration (NPBEA) (1993). The perceptions of beginning teachers and experienced teachers were compared.

The following conclusions were based on the findings of this study:

- The twenty-one leadership domains, as identified by the NPBEA (1993) were found to be important by both beginning and experienced teachers.
- The general leadership theme areas, which were made up of the twenty-one leadership domains were also found to be important to both beginning and experienced teachers.
- There was little difference between beginning and experienced teachers in their perceptions as they relate to the leadership domains that a principal should exhibit that would help them to become effective in the classroom.

- There were three areas that were found to be significantly different in the perceptions of beginning and experienced teachers: (1) the principal should provide staff development; (2) the principal should allocate resources; and (3) the principal should exhibit written expression.

The findings of this study should be utilized to assist principals to ensure that the leadership behaviors they exhibit are consistent with needs as perceived by teachers in the classroom. The ultimate goal of leadership is to improve the effectiveness of the teacher in the classroom, therefore principals must concentrate on exhibiting those leadership characteristics that will assist in achieving this goal.

CHAPTER 1

INTRODUCTION TO THE STUDY

Introduction

This study investigated differences in the perceptions of effective leadership behaviors exhibited by principals from the point of view of beginning and experienced teachers. The leadership behaviors have been identified in Principals For Our Changing Schools, by the National Policy Board for Educational Administration (NPBEA)(1993). These leadership behaviors are identified as domains. The study investigated if teachers believe these domains would help them become effective in the classroom. Each of the twenty-one domains have been placed into a general leadership theme category. The four general themes are identified as: Functional, Programmatic, Interpersonal, and Contextual. The information gathered and the conclusions drawn in this study could be used to assist principals to become more effective school leaders. Improvement in the principal's level of effectiveness can improve the support given to teachers in the classroom and, therefore, increase student achievement.

As public education moves toward the new millennium, it is increasingly important for principals to be institutional leaders. At no other time in the history of our country has this been more true. We first recognized the essential needs of leadership when the National Commission on Excellence in Education (1983) responded to Secretary of Education T.H. Bell's request to examine the quality of education in the United States. The commission responded in 1983 with a report declaring,

Our nation is at risk. Our once unchallenged preeminence in commerce, industry, science, and technological innovation is being overtaken by competitors throughout the world. This report is concerned with only one of the many causes and dimensions of the problem, but it is the one that undergirds American prosperity, security, and civility. We report to the American people that while we can take justifiable pride in what our schools and colleges have historically accomplished and contributed to the United States and the well-being of its people, the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur--others are matching and surpassing our educational attainments (p. 1).

The commission developed a series of recommendations designed to improve the quantity and quality of education, including improvement of curricular content and the use of instructional time.

The goals of these recommendations were to raise the standards and expectations of the nation's educational system, improve teacher preparation, and raise the level of reward and respect for teaching professionals. The report did not describe the necessity of having effective leaders at the school-site level to facilitate the corrections identified by the commission to improve our school systems.

The education profession was a target of, rather than a participant in, the excellence movement that followed A Nation At Risk (National Commission on

Excellence in Education, 1983). The movement was initiated and led by elected officials, business leaders, senators and state legislators. They set regulatory strategy that mandated uniformity among schools through heavy reliance on rules and regulations, top down formal systems, and detailed specifications of school practices. Educators remained on the outside of the discussion.

Studies of effective business practices repeatedly cited the benefits of empowering individuals to determine their own goals and giving them the freedom to develop strategies to achieve those goals. A central message was that those closest to a given task should make decisions about how that task could best be completed (DuFour & Eaker, 1992).

Peters and Waterman (1982), stated that excellent companies had a deeply ingrained philosophy that said in effect, respect the individual, make people winners, let them stand out, and treat people as adults. This emphasizes the importance of the individual in an organization and draws the conclusion that individuals are truly the impetus that makes organizations excellent. Understanding this concept also emphasizes the need of effective leadership in a successful organization.

The quality of the principal's leadership is crucial to the success of the school (Lipham, 1981). In schools that are effective, one can almost always point to the principal's leadership as the key to success . A unique person is required to help give a school first, an image of what it can be, and second to provide the drive, support, and skills to make that image approximate reality (Blumberg & Greenfield, 1980). Knowledge

of leadership theory and research should greatly help the principal in increasing the effectiveness of the school (Lipham, Rankin & Hoeh, 1985).

Bennis (1989) stated that leaders come in every size, shape and disposition.

However, all great leaders have the following characteristics:

- The first basic ingredient of leadership is a guiding vision. The leader has a clear idea of what he wants to do professionally and personally and the strength to persist in the face of setbacks, even failures.
- The second basic ingredient of leadership is passion. The underlying passion for the promises of life combined with a very particular passion for a vocation, a profession, a course of action.
- The next basic ingredient of leadership is integrity. There are three essential parts of integrity: self-knowledge, candor, and maturity.
- Two more basic ingredients of leadership are curiosity and daring. The leader wonders about everything. He wants to learn as much as he can, is willing to take risks, experiment and try new things. He does not worry about failure, but embraces errors knowing he will learn from them (Bennis, 1989 pp. 39-41).

Murphy and Hallinger (1992) outlined six factors that contributed to the swift change of American society in a context of school leadership.

1. Increasing importance of education - In the United States, we have moved from an industrial age to an age of information. Quality education is a critical factor to the success of the individual and the general economy in this new era (Guthrie, 1990).
2. Competitive forces - Because of the emergence of lesser developed countries as economic competitors, the United States is finding it more difficult to compete (Hammer & Champy, 1993). Standards of living are dropping, and education is seen as one answer to this dilemma.
3. Demands of a changing population - The United States population is growing in students who are low income, racial minorities, and limited English proficient. These are the types of students that our education system has failed in the past. Now, schools are being challenged to educate them to a higher level (Beck & Murphy, 1993).
4. The changing political landscape - Currently in the United States, there is a grassroots desire and, in some cases, a demand to be involved in the decision-making processes of public organizations. Schools are under greater scrutiny and vulnerable to the expectations of the community (Hallinger, 1992).
5. The debureaucratization of society - There is increasing criticism in post-industrial countries of bureaucratic organizations and a call for the dismantling of these bureaucracies. This includes school structures.

6. The decentralization of problems - There is a growing trend of central government agencies at both the federal and the state levels to pass responsibilities of problem solving to the local level.

With American society changing so quickly, principals must have a firm understanding of the research on leadership. Knowing that leaders do not lead alone and that most effective leaders have participatory schemes that have been designed to ensure success in the organization, it is important to look at the perceptions of effective leadership qualities as identified by teachers.

Recent research on effective organizations, effective leaders, and effective schools calls for a new definition of the principalship, one that recognizes the four major roles of the principal:

1. Empowerment of teachers.
2. Promoter and protector of values.
3. Instructional leader.
4. Manager of climate. (DuFour & Eaker, 1992, p. 47).

This need for the leader to empower teachers calls for a new approach, transformational leadership (Leithwood, 1992, 1994). Clark and Clark (1997) identify concepts of transformational leadership that are critical to meaningful school reform.

- Leading from the center – delegating leadership responsibilities, developing collaborative decision-making processes, and bringing shared authority to life.

- Enabling and supporting teacher success – helping formulate a shared vision, cultivating a network of relationships, allocating resources consistent with vision, providing information, and promoting teacher development.
- Managing reform – ensuring that resources align with goals, bringing teachers into the information loop, and managing relations between school and community.
- Extending the school community – promoting the school and working with the governing board (p. 29).

Statement of the Problem

Tichy and Devanna (1986) stated that organizations struggling with the need to change are found to be in three developmental sequences.

1. Recognizing the need for revitalization. This centers on the challenge the leader encounters when he or she attempts to alert the organization of growing threats from the environment.
2. Creating a new vision. This involves a leader's struggle to focus the organization's attention on a vision of the future that is exciting and positive.

3. Institutionalizing change. The leader seeks to institutionalize the transformation so that it will survive his or her tenure in a given position (Tichy & Devanna, 1986, pp. 5-6).

In any of these frameworks, the leader cannot reach desired outcomes without the people in the organization working with the leader to reach the goals.

This study examined the possible relationship between the perceptions of effective leadership behaviors exhibited by principals from the point of view of beginning and experienced teachers. The beginning teachers surveyed in this study were teachers with three or fewer years of full-time classroom teaching experience. Experienced teachers were identified as teachers with four or more years of full-time classroom teaching experience. These teachers were asked to express their opinions about those behaviors that they believed were necessary for a principal to exhibit to assist them in becoming effective classroom teachers. The attribute behaviors are identified by four general leadership themes:

- Functional
- Programmatic
- Interpersonal
- Contextual

Each general leadership theme is comprised of various domains identified as follows:

Functional Domains

1. Leadership
2. Information Collection
3. Problem Analysis
4. Judgment
5. Organizational Oversight
6. Implementation
7. Delegation

Programmatic Domains

8. Instruction
9. Curriculum Design
10. Student Guidance and Development
11. Staff Development
12. Measurement and Evaluation
13. Resource Allocation

Interpersonal Domains

14. Motivating Others
15. Interpersonal Sensitivity
16. Oral and Non-Verbal Expression
17. Written Expression

Contextual Domains

18. Philosophical and Cultural Values
19. Legal and Regulatory Applications
20. Policy and Political Influences
21. Public and Media Relations (NPBEA, 1993).

These leadership behaviors are defined as they appear in current literature, and they have been accepted by the NPBEA (1993).

This study was conducted using quantitative research methodology.

Questionnaires were distributed to K-12 classroom teachers in a Southern Arizona school district located in Northwest Tucson. The study was conducted in September, 1998.

The information from the questionnaires was tabulated in order to answer the research questions. A ranking of the twenty-one domains was done using the means of responses of the teachers surveyed. T-tests were also calculated to determine if there was a significant difference in the views expressed by beginning and experienced teachers.

Assumptions

Effective leaders exhibit certain behaviors that will assist in ensuring success. When successful leaders exhibit specific behaviors while working with teachers, those teachers will be effective in the classroom. This study is based on the following assumptions:

1. When a principal exhibits effective leadership behaviors with teachers, those teachers will be effective in the classroom.
2. Teachers are capable of identifying principal behaviors that will assist them in becoming effective classroom teachers.
3. Because teachers are in different stages of development, they may identify different behaviors that they believe will assist them to become effective classroom teachers.

Definition of Terms

Beginning Teacher: a teacher that has less than three years of K-12 full-time teaching experience.

Experienced Teacher: a teacher that has four or more total years of K-12 full-time teaching experience.

General Leadership Themes

Functional Domains: A general theme that is composed of the following domains - Leadership, Information Collection, Problem Analysis, Judgment, Organizational Oversight, Implementation, and Delegation.

Programmatic Domains: A general theme that is composed of the following domains - Instruction, Curriculum Design, Student Guidance and Development, Staff Development, Measurement and Evaluation, and Resource Allocation.

Interpersonal Domains: A general theme that is composed of the following domains - Motivating Others, Interpersonal Sensitivity, Oral and Nonverbal Expression, and Written Expression.

Contextual Domains: A general theme that is composed of the following domains - Philosophical and Cultural Values, Legal and Regulatory Applications, Policy and Political Influences, and Public and Media Relations.

Domains:

Leadership: Providing purpose and direction for individuals and groups; shaping school culture and values; facilitating the development of a shared strategic vision for the school; formulating goals and planning change efforts with staff and setting priorities for one's school in the context of community and district priorities and student and staff needs.

Information Collection: Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members; seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for use in decision making and monitoring.

Problem Analysis: Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; seeking additional needed information; framing and reframing possible solutions;

exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.

Judgment: Reaching logical conclusions and making high quality, timely decisions based on the best available information; exhibiting practical adaptability; giving priority to significant issues.

Organizational Oversight: Planning and scheduling one's own and others' work so that resources are used appropriately, and short and long-term priorities and goals are met; scheduling flows of activities; establishing procedures to regulate activities; monitoring projects to meet deadlines; empowering the process in appropriate places.

Implementation: Making things happen; putting programs and change efforts into action; facilitating coordination and collaboration of tasks; establishing project checkpoints and monitoring progress; providing "midcourse" corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptations; supporting those responsible for carrying out projects and plans.

Delegation: Assigning projects, tasks, and responsibilities together with clear authority to accomplish them in a timely and acceptable manner; utilizing subordinates effectively; following up on delegated activities.

Instruction and the Learning Environment: Creating a school culture for learning; envisioning and enabling with others instructional and auxiliary programs

for the improvement of teaching and learning; recognizing the developmental needs of students; ensuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

Curriculum Design: Understanding major curriculum design models; interpreting school district curricula; initiating needs analyses; planning and implementing with staff a framework for instruction; aligning curriculum with anticipated outcomes; monitoring social and technological developments as they affect curriculum; adjusting content as needs and conditions change.

Student Guidance and Development: Understanding and accommodating student growth and development; providing for student guidance, counseling, and auxiliary services; utilizing and coordinating community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

Staff Development: Working with faculty and staff to identify professional needs; planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial

assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development.

Measurement and Evaluation: Determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence; designing accountability mechanisms.

Resource Allocation: Procuring apportioning, monitoring, accounting for, and evaluating fiscal, human, material, and time resources to reach outcomes that reflect the needs and goals of the school site; planning and developing the budget process with appropriate staff.

Motivating Others: Creating conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence; planning and encouraging participation; facilitating teamwork and collegiality; treating staff as professionals; providing intellectual stimulation; supporting innovation; recognizing and rewarding effective performance; providing feedback, coaching, and guidance; providing needed resources; serving as a role model.

Interpersonal Sensitivity: Perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations

or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences; relating to people of varying backgrounds.

Oral and Nonverbal Expression: Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; being aware of cultural and gender-based norms; adapting for audiences.

Written Expression: Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda, letters, reports, and other job-specific documents.

Philosophical and Cultural Values: Acting with a reasoned understanding of the role of education in a democratic society and in accordance with accepted ethical standards; recognizing philosophical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education.

Legal and Regulatory Applications: Acting in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications; working within local rules, procedures, and directives; recognizing standards of care involving civil and criminal liability for negligence and intentional torts; and administering contracts and financial accounts.

Policy and Political Influences: Understanding schools as political systems; identifying relationships between public policy and education; recognizing policy

issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

Public and Media Relations: Developing common perceptions about school issues; interacting with internal and external publics; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; managing school reputations; enlisting public participation and support; recognizing and providing for various markets.

Research Questions

In a school setting, the ultimate goal is to provide effective classroom instruction, thereby maximizing student learning. If leadership is to have a positive impact on the classroom teacher and student, the following questions must be asked:

1. What leadership behaviors do beginning teachers believe are necessary for a principal to exhibit to assist them to be effective classroom teachers?
2. What leadership behaviors do experienced teachers believe are necessary for a principal to exhibit to assist them to be effective classroom teachers?
3. Is there a difference in the beliefs about leadership behaviors as perceived by beginning and experienced teachers?
4. What general leadership themes do beginning teachers believe are necessary for a principal to exhibit to assist them to be effective classroom teachers?

5. What general leadership themes do experienced teachers believe are necessary for a principal to exhibit to assist them to be effective classroom teachers?
6. Is there a difference in the beliefs about major leadership themes as perceived by beginning and experienced teachers?

Limitations of the Study

The population for the study involves teachers from one school district in the State of Arizona. The teachers' experiences came from this district and a number of districts throughout the state and nation. It is believed that the results of this study are meaningful as they pertain to the school district in question, there is no external validity as it relates to other districts.

It is important to note that during the data collection time (September, 1998) the atmosphere in the school district in which the teachers were surveyed was "calm." The previous spring there had been successful negotiations between the district and the teachers' association. The agreement reached was ratified with a high percentage of the teachers voting in favor of the ratification. During the data collection time there were no grievances underway in the school district and there were no controversial issues, such as the possible dismissal of a senior teacher. Should the data be collected at a different time, for example in the spring of the year when a major labor dispute is in existence, or there are major controversial issues in which the teaching staff are involved, the data collected might be different. Perhaps in a study that is replicated when the atmosphere is negative,

as opposed to positive and the data collected is different, the conclusions drawn from a study of this nature could be different than what was found in this study.

Organization of Remaining Chapters

Chapter 2 provides a review of the literature related to school leadership and standards for leadership adopted by the NPBEA (1993). Chapter 3 outlines the research methodology used in this study. Chapter 4 includes an analysis of the response data, and Chapter 5 provides the conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

What leadership behaviors exhibited by principals influence teachers? This is an important question for principals if they are to exercise leadership in their schools.

The influence associated with leadership depends on a person's behavior being recognized as, and acknowledged to be leadership by others, who thereby cast themselves into the role of followers; using Greenfield's (1995) term, they "consent" to be led. Leadership over the course of time, as defined by researchers, has certainly changed. There has been an evolution of the data available as well as the perspectives of researchers that has resulted in a change in leadership.

In the remainder of the chapter a brief historical perspective of leadership will be examined. The final components of the chapter will discuss the four general leadership themes identified as Functional, Programmatic, Interpersonal, and Contextual, and the twenty-one domains that define the general leadership themes.

The Historical Perspective

When discussing leadership traits in a historical perspective covering the years 1904 to 1947, Bass (1981) stated,

A person does not become a leader by virtue of the possession of some combination of traits but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities

and goals of the followers. Thus, leadership must be conceived in terms of the interaction of variables which are in constant flux and change (pp. 66-67).

During that time frame, Bass (1981) determined that the factors which have been associated with leadership could probably be classified under the general headings of capacity, achievement, responsibility, participation, status, and situation:

1. Capacity (intelligence, alertness, verbal facility, originality, judgment).
2. Achievement (scholarship, knowledge, athletic accomplishments).
3. Responsibility (dependability, initiative, persistence, aggressiveness, self-confidence, desire to excel).
4. Participation (activity, sociability, cooperation, adaptability, humor).
5. Status (socioeconomic position, popularity).
6. Situation (mental level, status, skills, needs and interests of followers, objectives to be achieved, etcetera) (Bass, 1981, pp. 66-67).

The factor of change is especially characteristic of the situation which may be radically altered by the addition or loss of members, changes in interpersonal relationships, changes in goals, competition, extra group influence, and the like. The personal characteristics of the leader and of the followers are in comparison, highly stable. It is not especially difficult to find persons who are leaders, it is quite another matter to place these persons in different situations where they will be able to function effectively. It becomes clear that an adequate analysis of leadership involves not only a study of leaders, but also

of situations. In previous comments, Bass (1981) alluded to the idea of situational leadership.

Bass (1981) looked at the data that were collected in the 1904 to 1947 era compared to what was available in 1970, and found that the leader is characterized by the following: a strong drive for responsibility and task completion, vigor, persistence, pursuit of goals, a sense of adventure, originality, problem-solving, drive to exercise initiative in social situations, self-confidence, a sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, the ability to influence another person's behavior, and the capacity to structure social interaction systems. However, he did find some dissimilarities between the data that were collected in those two time periods.

Previous research by Bass (1953), Moore and Smith (1953), and Tarnopol (1958), suggested that followers are described more accurately by the antonyms of traits describing leaders. The previously identified traits, approaches, and literature have determined that personality is a factor in leadership. They also stated that some of the variance in who emerges as a leader and who is successful and effective is due to traits of consequence in the situation. Some of the variance is due to situational effects, and some is due to the interaction of traits and situation. As the leader emerges, it is found that in the early years within an organization, technical competence is most strongly indicative of successful performance, but after two to five years, interpersonal competence becomes more important. The research up to this point was based upon the identification of traits,

some of which were physical (including traits as specific as height and weight), some of which were intellectual, and some of which were social. Conclusions were drawn regarding the characteristics necessary in an effective leader.

Bass (1981) asked members of organizations to estimate the amount of time spent with others on a working basis. Sociometric charts of working relationships were superimposed upon the informal organization charts to determine the correspondence between formally specified and actual working relationships and to diagnose communication problems within the organization (see Figure 1).

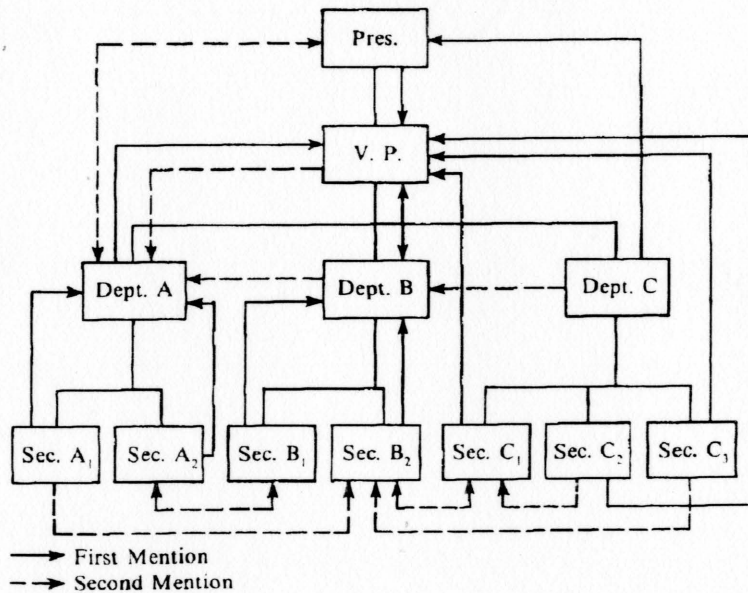


Figure 1. Sociometric Diagram Superimposed on Organizational Chart (Bass, 1981).

When looking at the leader/follower interaction, it was found that the potential to interact with another particular member increases as the group becomes smaller.

Individuals were more likely to interact the more they value each other and the more they value the interaction between them (Bass, 1960). Conversely, Festinger and Hutte (1954) reported that people tended to talk least to those toward whom they felt indifferent.

Peters and Waterman (1982) contended that the system is producing a horde of managers with demonstrable talents, but talents that are not in the mainstream of the enterprise. Professional managers are willing to study, analyze, and define problems. They are steeped in specialization, standardization, efficiency, productivity, and quantification. They are highly rational and analytical. They insist on objective goals. Some organizations can succeed if managers are simply good at making presentations to the Board of Directors or writing strategies or plans. They pointed out that these talents mask our real deficiencies in overall management capability. This is referred to as the rationalist view. They postulated that the central problem with the rationalist view of organizing people is that people are not very rational. Identified contradictions that are built into human nature include the following.

1. All of us are self-centered, in need of a bit of praise, and generally like to think of ourselves as winners. None of us is really as good as he or she would like to think, but that reality doesn't do us a bit of good.

2. Our imaginative, symbolic right brain is at least as important as our rational, deductive left brain. Does it feel right counts for more than does it add up or can I prove it?
3. As information processors we are simultaneously flawed and talented. We hold little explicitly in mind, at most a half-dozen or so facts at one time. Hence, there should be an enormous pressure on management to keep things very simple indeed.
4. We are creatures of our environment, very sensitive and responsive to external rewards and punishment. We are also strongly driven from within, i.e., self-motivated.
5. We act as if expressed beliefs are important, yet actions speak louder than words.
6. We desperately need meaning in our lives and will sacrifice a great deal to institutions that will provide meaning for us.
7. We simultaneously need independence to feel in charge of our destiny and the ability to fit in (pp. 55-56).

In their book, In Search of Excellence, Peters and Waterman (1982) discussed leadership in the context of a follower; looking organizationally to determine what kinds of needs the members of the organization have in order to take the organization to a new level. The relationship between the employee and the organization and the leader is not unlike the relationship that teachers have with principals. When dealing with the members

of an organization Peters and Waterman (1982) called upon B.F. Skinner's previous research regarding reinforcement of the employee. First, reinforcement should be specific, incorporating as much information content as possible. Second, the reinforcement should have immediacy. Third, the system of feedback mechanism should take achievability into account. The fourth characteristic is that a fair amount of feedback comes in the form of intangibles, that ever-so-meaningful attention from top management. Skinner said that regular reinforcement loses impact because it comes to be expected. Thus, unpredictable and intermittent reinforcements such as "management by walking around" (MBWA) work better.

In 1985, Peters and Austin published A Passion for Excellence. In this effort, Peters and Austin's model (care of customers, constant innovation, and turned-on people) added another element to it (see Figure 2). The element is one that connects all others. The added element is leadership.

Leadership means vision, cheerleading, enthusiasm, love, trust, verve, passion, obsession, consistency, the use of symbols, paying attention as illustrated by the content of one's calendar, out and out drama (and the management thereof), creating heroes at all levels, coaching, effectively wandering around, and numerous other things. Leadership must be present at all levels (p.5).

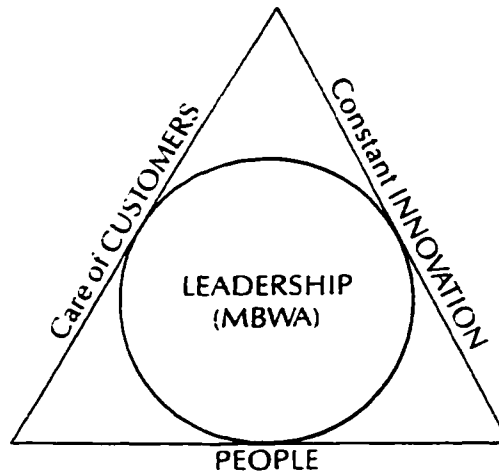


Figure 2. Leadership Model

Peters and Austin (1985) stated that “The superb school is superb only by virtue of its success in developing its ultimate customer: the student” (p. 5). It is obvious when looking at this management scheme that people (including teachers) hold the underlying position in the scheme. There is no separation from the care of customers, constant innovation, or the people. The leader (the principal) is responsible for pulling them together to form the adaptive organization.

The National Policy Board for Educational Administration

Bennis and Nanus (1985) found that decades of academic analysis have given us more than 350 definitions of leadership. Literally thousands of empirical investigations of leaders have been conducted in the last 75 years alone, but no clear and unequivocal understanding exists as to what distinguishes leaders from non leaders.

In 1993 the National Policy Board for Educational Administration (NPBEA) published Principals For Our Changing Schools. A group of 102 persons were convened from several different areas including K-12 schools, colleges and universities to attempt to put into place what one might call a definition of leadership. This effort took almost three years. While it was supported by several organizations, the guiding force behind the effort was the Board of Directors of the NPBEA. This board was composed of a coalition of different organizations including: American Association of Colleges for Teacher Education, Association of School Business Officials, Council of Chief State School Officers, National Association of Secondary School Principals, National School Boards Association, American Association of School Administrators, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, National Council of Professors of Educational Administration, and University Council for Educational Administration.

Scott D. Thompson, in Principals For Our Changing Schools (1993) states that, One clear outcome of this process was the emergence of professional skills - in addition to content knowledge - as essential to a successful principalship. The professional repertoire of principals requires knowing how to act as well as simply knowing about concepts (p. xii).

The emergence of professional skills constitutes the core of what principals must know and be able to do professionally. As defined in Principals For Our Changing Schools, these essential skills and knowledge encompass twenty-one domains (NPBEA,

1993). Eleven of the skills are processor skill oriented, ten are more content focused, most, however, synthesis knowledge and skill. The content-rich and process-rich domains impact one another in practice. The twenty-one domains are categories and they are not discreet from one another. In other words, human behavior comes in “bunches” rather than neat packages. The domains must be viewed as overall pieces acting together to form a complex puzzle.

In sum, Principals For Our Changing Schools: The Knowledge and Skill

Base describe the foundation block of a preparation program for elementary, middle and high school principals. Although it focuses on the core, or key common knowledge and skills for each domain, it does not attempt to identify in any one domain (NPBEA, 1993, p. xiv).

The remainder of this chapter will describe the twenty-one domains as organized under four broad general leadership themes. Literature that supports the twenty-one domains will be found within each of those areas. The general leadership themes with the underlying domains are as follows:

Functional Domains

Leadership

Leadership is defined as, “providing purpose and direction for individuals and groups; shaping school culture and values; facilitating the development of a shared strategic vision for the school; formulating goals and planning change efforts with staff

and setting priorities for one's school in the context of community and district priorities and student and staff needs" (NPBEA, 1993, p. 1-3). Bennis and Nanus (1985) argued forcefully, that an important characteristic of leaders is that they have a vision for their organization. Short and Greer (1997) emphasized the development of a shared vision: vision that was common to teachers, members of the school community, and the school leader. A school's vision is a collection of values and beliefs. Many times, values remain unspoken and unexamined. The process of reviewing the beliefs of the school assists participants to build a high level of commitment. Vision also connotes the attributes of realism, credibility and attractiveness (Nanus, 1992).

This vision should be a realistic attainable goal for participants. The concepts of excellence and vision guide the content and processes for the future state of a school in its mission as a learning institution (Nanus, 1992).

Wallace (1996) stated, "Excellence in education is closely related to what we refer to as vision. Vision and visionary leadership are concepts common in the field of business and management as well as in education" (p. 4). "In management vision is understood as a mental image of the future state of an organization that we hope to create" (Senge, 1990, p. 9).

Clark and Clark (1997) discuss the need for leaders with different skills and characteristics. Leaders must be able to understand underlying themes that place emphasis on a number of areas including a strong sense of mission and shared vision.

It is essential to develop a shared strategic vision. In order to do so, the following seven key points should be implemented:

1. Future Orientation. Principals must stay up to date on educational trends. They should understand changes in demographics, technology, employment, family issues and the impact these changes may have on the educational needs of children.
2. Personal Sense of Vision. Principals should have personal vision of what their schools can achieve.
3. Understanding the Vision of Others. The schools' vision must reflect the hopes and dreams of parents, students, and staff. Principals, therefore, must be able to articulate their visions.
4. Facilitating the Vision Building Process. The principal must develop the process by which individual visions are expressed and assure a school vision is forged.
5. Conflict Management. Effective principals identify conflict or dissent and bring it into the open and encourage solutions. All parties work together toward common solutions.
6. Maintaining Support for the Vision. The principal must use a variety of techniques in order to maintain support such as: newsletters, speeches, and informal contacts. Also, continued reminding of staff, students, and parents of the definition of the vision.

Effective and Ineffective Behaviors of Developing Shared Teaching Vision

Behaviors of effective principals include:

- reading professional publications,
- seeking parent involvement,
- sharing the school vision,
- asking new staff members about their hopes for the future.

Ineffective behaviors of principals include:

- showing anxiety when staff members disagree,
- allowing staff to develop a vision without much input (NPBEA, 1993, pp. 1-9, 1-10).

The principal's leadership style is also an important element in this area.

"Leadership style is how you behave when you are trying to influence the performance of someone else. Leadership style is a combination of directive and supportive behaviors" (Blanchard, 1985, p. 46).

Situational leadership calls for using different leadership styles depending on the individual or the group that one is attempting to lead.

Directive Behavior

Directive behavior involves clearly telling people what to do, how to do it, where to do it, and when to do it, and then closely supervising their performance.

Supportive Behavior

Supportive behavior involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem solving and decision making.

Blanchard (1985) identified and described four leadership styles: directing, coaching, supporting, and delegating, but there is no one best leadership style. Figure 3 indicates Blanchard's position on when the four leadership styles should be used and the characteristics of each of those styles.

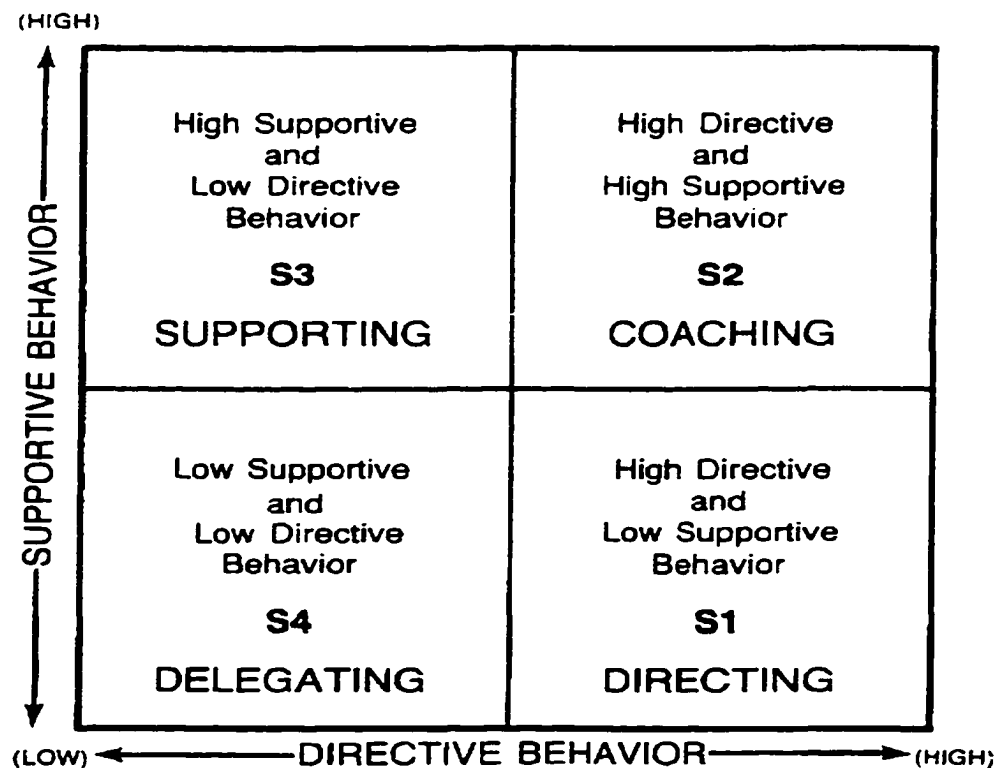


Figure 3. Four Basic Leadership Styles (Blanchard, Zigarmi, Zigarmi, 1985).

It is important to understand that employees have different developmental levels and, therefore, situational leadership comes into play with the leader attempting to pick the correct leadership style dependent upon the employee's developmental level.

Blanchard identified the four developmental levels (see Figure 4).

THE FOUR DEVELOPMENT LEVELS ARE

HIGH COMPETENCE • HIGH COMMITMENT	HIGH COMPETENCE • VARIABLE COMMITMENT	SOME COMPETENCE • LOW COMMITMENT	LOW COMPETENCE • HIGH COMMITMENT
D4	D3	D2	D1

DEVELOPED ←————→ DEVELOPING

Figure 4. Four Development Levels (Blanchard, Zigarmi, Zigarmi, 1985).

Leaders need to do what the people they supervise cannot currently do for themselves. With this understanding, Blanchard (1985) identified the behaviors of followers and then placed a performance curve through the four leadership styles (see Figure 5).

SITUATIONAL LEADERSHIP II

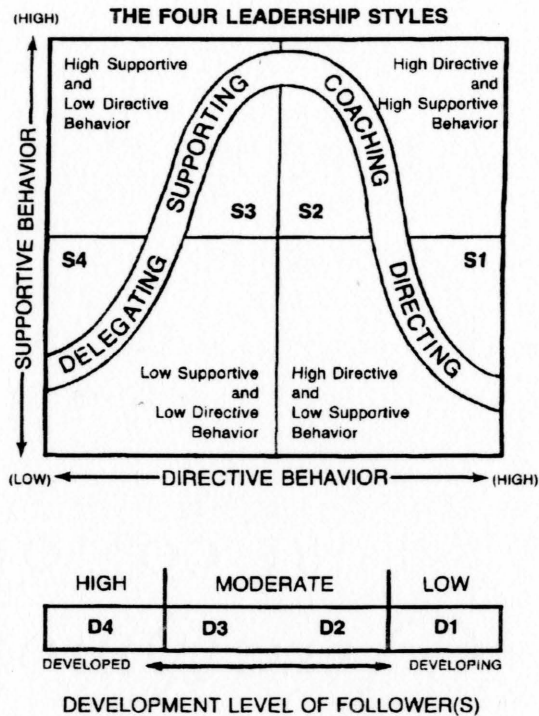


Figure 5. Situational Leadership Model (Blanchard, Zigarmi, Zigarmi, 1985).

In the One Minute Manager Builds High Performing Teams, Blanchard (1985) identified the characteristics of a high-performing team, indicating that it was essential for all members of the team to work together. The major components of a high-performing team are:

- Purpose
- Empowerment
- Relationships and communication
- Flexibility

- Optimal productivity
- Recognition and appreciation
- Morale (pp. 22-23).

Information Collection

Information Collection is defined as, “gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members; seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for use in decision making and monitoring” (NPBEA, 1993, p. 2-3).

Aldrich and Mindlin (1978) discussed information perspective. The information perspective assumes that the environment is a source of information used by decision makers as a basis for maintaining or changing internal structures and processes. The primary concern of the information perspective is a degree of uncertainty of the information reaching the organizations’ decision makers. One assumption made is that the decision making processors are effected both by environmental uncertainty and by the nature of the information generated by unstable environments.

The organization’s environment consists of perceived information about the dimensions rather than objective descriptions of the elements. It is essential that schools have a substantial amount of interaction with their external environment. These types of schools are considered “open” systems (Katz & Kahn, 1987).

Before making decisions, principals must identify the information they need, determine how to obtain it. they must collect, organize and synthesize the information that they find. More specifically principals must:

- determine what information is needed
- select appropriate sources of information
- identify appropriate strategies or tools for collecting information
- collect or gather the information
- organize the information
- analyze the information
- summarize and describe the information
- present the information

(NPBEA, 1993, pp. 2-17, 2-18).

Problem Analysis

Problem Analysis is defined as, “identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; seeking additional needed information; framing and reframing possible solutions; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues” (NPBEA, 1993, p. 3-3).

“A person engaged in problem analysis facilitates the process by gathering clues and information about a problem, organizing these clues into a pattern and using the

pattern to gather more information to prove or disprove an organizational hunch” (NPBEA, 1993, p. 3-4). Once judgments are made most people tend to adhere to them even when evidence shows the judgments to be wrong (Raudsepp, 1991).

Hoy and Miskel, in Educational Administration (1991), suggest a model that when coupled with irrational decision making process yield “a powerful and practical set of tools” (p. 51). They identify eight steps in this process. The eight steps are:

1. Identify symptoms: In many situations there is preliminary information that suggests a problem. Teachers may be apathetic; students may be withdrawn or disruptive; or routine reports from faculty may be consistently late. These events imply the possibility of a problem. It is important to remember, however, that such behavior is usually only symptomatic of the problem rather than the problem itself. Nevertheless, the symptoms should be noted because they signal where to search for problem causes.
2. Identify problems: Symptoms merely suggest problems. In the proposed framework, a problem is defined as a difference between expected and actual outcomes. Problems signify a lack of effectiveness at the individual, group, or organizational level. To verify the existence of a problem, data need to be collected to demonstrate a meaningful difference between the planned and actual outcomes. Although such data identify the problem, they do not specify the causes.

3. Describe organizational elements: Information on each of the elements of the model must also be collected. What are the critical aspects of the bureaucratic structure, informal organization, and individual participants?
4. Assess the environmental demands: Collect information about relevant aspects of the environment. What are the critical constraints and demands of the environment that may be related to the problem?
5. Assess congruence: Using the model and data collected, analyze the congruence among the elements and the fits between each element and the relevant environmental demands. Where are the incongruencies?
6. Diagnose problem causes: This step of the process links the congruence analysis with the problem. Having analyzed the data for incongruencies between elements in the system, which conflicts or poor fits are responsible for the outcome problems? The answer is our judgment about the probable cause(s) of the problem.
7. Formulate a plan: The next step is to develop an action plan to reduce the conflict in the system and thereby improve the congruence between key elements. The theories and research associated with each element should be useful in this step. The plan may range from rather obvious changes to collecting more data for a more complex problem.
8. Evaluate the plan: Implementation of the plan should be carefully monitored. Evaluation of the actions is necessary to determine if the plan

solved the problem. Are the expected results and the actual outcomes now the same (pp. 51-52)?

Numerous barriers to successful problem analysis have been identified.

Keith and Girling (1991) stated that constraining factors are structure, contextual and attitudinal (NPBEA, 1993, p. 3-5). Structural factors refer to the degree to which schools or other organizations are formally structured. Contextual factors refer to how an organization reacts to a problem. Attitudinal factors refer to how an individual's outlook and feelings effect problem analysis (Keith and Girling, 1991).

Keith and Girling (1991) stated,

Effective principals do not allow their moods and attitudes to interfere with problem analysis. They acknowledge the influence of their schools organizational structures on problem analysis and work to overcome structural barriers (NPBEA, 1993 p. 3-6).

Judgment

Judgment is defined as, "reaching logical conclusions and making high quality, timely decisions based on the best available information; exhibiting practical adaptability; giving priority to significant issues" (NPBEA, 1993, p. 4-3).

Decision making is a process for making modestly rational decisions; decisions that are not necessarily final (Simon, 1976). Judgment is at the very heart of the process (Bazerman, 1986).

Hogarth (1980) states that there are three key elements to the process of judgment - action situations. First, the individual who will make the judgment; second, the task environment in which the decision will be made; and third, actions that result from an individual judgment that will subsequently effect the individual in the task environment (Hogarth, 1980, in NPBEA, 1993, p. 4-6).

The NPBEA (1993) identified core thinking skills that were necessary in order to move toward sound judgment. These core thinking skills are identified as:

- focusing
- information collecting
- organizing
- analyzing
- integrating
- evaluating (pp. 4-7, 4-8).

The quality of the principals' judgment in planning and implementing innovation ultimately depends on his evaluative skill level from initial information process to final decision (NPBEA, 1993, p. 4-10).

Organization Oversight

Organizational Oversight is defined as, "planning and scheduling one's own and others' work so that resources are used appropriately, and short and long term priorities and goals are met; scheduling flows of activities; establishing procedures to regulate

activities; monitoring projects to meet deadlines; empowering the process in appropriate places” (NPBEA, 1993, p. 5-3).

The problems of today and tomorrow are focused on by the effective manager. In order to meet these challenges the manager engages in planning (Bhasin, 1989). In order to keep an organization on track the future planning is essential. As Blue (1990) points out “companies need to plan, without a plan organizations can not have a strong relationship to the future. The future is visualized and obtained through planning” (p. 109).

As organizations grow in size, planning functions receive increasing attention (Massie & Douglas, 1981). When organizations grow in size they also have been forced to adapt to change. Massie & Douglas (1981) identified three changes that occur:

- technological changes
- changes in government control regulations and public policy, and
- changing economic conditions.

Implementation

Implementation is defined as, “making things happen; putting programs and change efforts into action; facilitating coordination and collaboration of tasks; establishing project checkpoints and monitoring progress; providing “midcourse” corrections when actual outcomes start to diverge from intended outcomes or when new conditions require

adaptations; supporting those responsible for carrying out projects and plans” (NPBEA, 1993, p. 6-3).

Croghan, Lake and Schroder (1983) have identified several characteristics of effective principals that are critical and they are: effective orientation, initiating action and readily taking responsibility for task accomplishment, management control, creating opportunities to receive feedback about the progress of subordinates work, organizational ability, scheduling activities and focusing on time, deadlines, activity flow and resources, managing interaction, getting others to work together, understanding one another and resolving conflict.

Highly effective principals require departments in schools to develop procedures for facilitating implementation of the program. The principals provide necessary resources for the implementation and review of the program by monitoring data (Leithwood & Montgomery, 1986).

When implementing the strategic or annual plan the focus should be on a limited number of initiatives and outcomes. If the stakeholders are engaged in too many activities simultaneously they may lose site of the overall comprehensive plan. The focus should be maintained. It is the leaders’ responsibility to maintain the focus for the professionals, board, parents and the general public. A variety of means should be used to help stakeholders visualize overall goals and specific initiatives, as well as a focus on short and long term goals (Wallace, 1996).

The NPBEA (1993) identified five key components to implementation of strategic plans:

- Put plans into motion (get the ball rolling)
- Coordinate activities (the big picture)
- Monitor progress (monitor how plans are progressing)
- Reassessment and modification (evaluate if actions are having the desired impact)
- Support and encourage (create conditions that enable implementors to carry out the responsibilities) (p. 6-7)

Connor and Lake (1988) identified four strategies that exist in effecting change.

1. Facilitative (involving others and sharing responsibilities)
2. Informational (educating others about the change)
3. Attitudinal (changing attitudes in order to change behaviors)
4. Political (giving and withholding resources) (NPBEA, 1993, p. 6-6)

Delegation

Delegation is defined as, “assigning projects, tasks, and responsibilities together with clear authority to accomplish them in a timely and acceptable manner; utilizing subordinates effectively; following up on delegated activities” (NPBEA, 1993, p. 7-3).

There are two main reasons why managers delegate responsibilities:

1. They lack the time, skills or resources required to accomplish a task.

2. They want to give a subordinate greater responsibility and activity in a specific area so that the subordinate may learn and grow (Dyer, 1983).

Effective principals provide opportunities for others to share in the ownership of school progress (Sergiovanni & Starratt, 1998).

Benefits from organizational participation include: higher worker output, better work quality, greater cooperation, improved motivation, greater feelings of acceptance, self-esteem and job satisfaction, and greater commitment to school goals (Davis, 1981).

Delegation has long been a basic management process. Dyer (1983) indicated that delegation is essential if organizations are to function effectively. Leaders and managers are permitted to extend their work beyond the limits of their own time, energy and knowledge. However, if used improperly, delegation can cause organizational problems and produce failure. Delegators must be cautious in delegating responsibilities because there is the tendency to redelegate tasks back to themselves when the initial delegation is unsuccessful. Successful delegation, however, depends on the principals' ability to assign authority to subordinates and to permit them to complete tasks without excessive supervision and direction. The subordinate should be expected and allowed to inject ideas and express their uniqueness. Delegation is a leadership strategy to get the best resources committed to getting work accomplished while allowing the simultaneous development of subordinates (Dyer, 1983).

Programmatic Domains

Instruction in the Learning Environment

Instruction in the Learning Environment is defined as, “creating a school culture for learning; envisioning and enabling others to design instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students ensuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment” (NPBEA, 1993, p. 8-3).

Effective principals organize their day so their time and attention are focused on instructional, rather than the routine matters (Smith & Andrews, 1989). Andrews and Soder (1987) studied the relationship between principal leadership and student academic achievement. A questionnaire was administered to instructional staff and measured teacher perceptions of their principal as (1) resource provider, (2) instructional resource, (3) communicator, and (4) visible presence. The four factors were defined as noted below.

As a resource provider, the principal takes action to marshal personnel and resources within the building, district, and community to achieve the school’s vision and goals. These resources may be materials, information, or opportunities with the principal acting as a broker.

As an instructional resource, the principal sets expectations for continual improvement of the instructional program and actively engages in staff development.

Through this involvement, the principal participates in the improvement of the classroom, a condition that enhances learning.

As a communicator, the principal models commitment to school goals, articulates a vision of instructional goals and the means for integrating instructional planning and goal attainment, and sets and adheres to clear performance standards for instruction and teacher behavior.

As a visible presence, the principal visits classrooms, attends departmental or grade level meetings, walks the hallways, and holds spontaneous conversations with staff and students.

Andrews and Soder (1987) found the normal equivalent gain scores of students in strong leader schools to be significantly greater in both reading and mathematics than those of students in schools found to have average or weak leadership.

Heck (1992) studied instructional leadership behaviors of elementary and high school principals in high-achieving and low-achieving schools to determine whether school performance could be predicted through examination of behaviors. The study surveyed principals on eight instructional leadership tasks.

- Visits classrooms regularly.
- Promotes discussion of instructional issues.
- Minimizes class interruptions.
- Emphasizes test results.
- Participates in discussion about how instruction affects achievement.

- Ensures systematic monitoring of student progress.
- Communicates instructional goals.
- Protects faculty from external pressures.

The results indicated that principals in high-achieving schools, as measured by academic achievement in a variety of areas, were more effective instructional leaders than their counterparts in consistently low-achieving schools. Leadership differences existed even across schools that changed principals, supporting the notion that the achievement context of schools may influence the leadership actions of principals, especially those who are new to a setting (Heck, 1992).

Researchers (Heck, 1992) have questioned the direct relationship between school leadership and student achievement, arguing instead that principals affect achievement indirectly by influencing mediating variables such as school climate and teacher expectations. Cohn (1987) agreed stating that, “The principal’s influence is exercised indirectly by establishing a positive school climate, initiating goal directed activities, emphasizing student achievement, or coordinating instructional programs” (p. 85).

Because principals are removed from the classroom, where instruction and learning occur, their actions have only indirect effects on school outcome, e.g., achievement (Heck, 1992). School leaders typically strive to keep the school running smoothly by organizing programs, monitoring behavior, and enabling teachers to work more effectively with students. These actions by principals have “trickle-down effects through classrooms that nurture student performance” (Heck, 1993, p. 160).

Principal behaviors aimed at improving student achievement do not have the same direct impact on learners as does instruction by the classroom teacher. Ebmeier (1991) found that although principals have strong direct effects on immediate school variables, such as teacher attitudes, they have little direct effect on student outcomes. Removed from the classroom, principals can only influence student achievement indirectly by working through the teaching staff. Although effective leaders engage in such behaviors, Crone and Teddlie (1995), and Ebmeier (1991), found that many principals allocate very little time toward interacting with teachers in substantive ways concerning programs that affect individual teacher's students.

Johnson and Holdaway (1989) examined instructional leadership among elementary and secondary principals and found disparities between the two levels. Elementary principals tended to be more personally involved in planning and instructional supervision while secondary school principals tended to delegate leadership responsibilities and influence instruction indirectly and symbolically. Principals in secondary schools were often constrained by larger enrollments, subject specialization, and multi-level organizational structures.

Leadership at the building level clearly influences student achievement and school effectiveness, but it has been difficult for researchers to link principal attributes directly to academic growth (Heck, 1993). Heck and Marcoulides (1989) noted that principal instructional leadership typically depends on the principal's personal values and beliefs as well as on various organizational and political variables associated with the school,

community, and state. This supports Duignan's (1986) contention that variables contributing to achievement cannot be viewed in isolation of contextual factors influencing teachers, students, and administrators within the school.

Curriculum Design

Curriculum Design is defined as. "understanding major curriculum design models; interpreting school district curricula; initiating needs analyses; planning and implementing with staff a framework for instruction; aligning curriculum with anticipated outcomes; monitoring social and technological developments as they affect curriculum; adjusting content as needs and conditions change" (NPBEA, 1993, p. 9-3).

There is currently a great deal of interest in implementing models of teacher leadership (Bolman & Deal, 1994). Wasley (1991) concluded that administrative support and collaboration are essential if such programs are to be effective. To improve curriculum, it is essential that leadership in this area be exercised collaboratively and flexibly. The collaboration is essential because the tasks are many fold and multiple perspectives are vital. Flexibility is crucial because contextual elements vary greatly. To ensure both collaboration and flexibility, the principal and the teachers together should analyze the following factors in determining the balance between principal and teacher leadership:

- The personnel resources available from the central office.
- The extent of curriculum work at the district level.

- The total responsibilities of the principal.
- The other administrative help available to the principal.
- The curriculum priorities at the school level.
- The extent to which teachers are interested in curriculum leadership.
- The time and other resources available to teachers (Glatthorn, 1997, p. 23).

“Collaborative environments also make provision for the sharing of dreams, ideas, and expertise, a sharing that often results in higher quality decisions” (Clark & Clark, 1994, p. 207).

Glatthorn (1997) makes two recommendations regarding the discharge of those leadership functions that have been delineated. The first is to use the routine acts that consume the typical day as occasions for emphasis. Scott, Ahadi and Krug (1990) in Glatthorn (1997) determine that principals who are most effective in discharging instructional leadership (which they define as including curriculum leadership) did not use different behaviors from less effective principals; instead they used routine behaviors as opportunities for curriculum emphasis and gave their routine actions a curricular interpretation. For example, in monitoring the student cafeteria they would stop and talk with students about what they were learning and how they felt about their subjects. A second recommendation made by Glatthorn (1990) is that the principal understands that curriculum leadership does not exist in a vacuum, it is simply one component of effective organizational behavior. Principals that were identified as effective curriculum leaders used behaviors that had a school-wide impact rather than a narrowly focused curriculum

emphasis. Aronstein and De Benedictis (1988) identified five “enabling behaviors” that made a school-wide difference:

1. Facilitating communication.
2. Creating a positive, open climate.
3. Building a vision with the staff.
4. Developing staff through involvement.
5. Being an effective and positive role model.

Leaders, at the middle level, must build on the foundation of developmentally appropriate education, with a knowledge of the students needs and characteristics, and on a comprehensive information base on curriculum and instruction in order to “structure the kinds of programs that will ensure success for all students” (Clark & Clark, 1994, p. 118).

Hord and Hall (1983) concluded that strong leadership on the part of the principal played a key role in determining the extent of curriculum leadership. They discovered that principals that used an active initiating style were most effective in ensuring effective instrumentation. The following attitudes and behaviors characterize his style:

1. Have clear long-range policies and goals.
2. Have strong expectations for students as well as convey and monitor those expectations.
3. Seek changes in district programs and policies.
4. Solicit input from staff, but act decisively (Hord & Hall, 1983 in Glatthorn, 1997, p. 26).

Student Guidance and Development

Student Guidance and Development is defined as, "understanding and accommodating student growth and development; providing for student guidance, counseling, and auxiliary services; utilizing and coordinating community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities" (NPBEA, 1993, p. 10-3).

Guidance and counseling programs have been defined as interventions that are developed for various purposes and aimed at various individuals and groups in order to promote growth and development. While student activities also promote personal growth and personality development they provide learning opportunities supplemental to classroom work (Gibson & Mitchell, 1990).

Growth stages have been identified in several age groups, but a particular interest to this domain are early childhood ages 3-5, middle childhood ages 6-9, preadolescent ages 10-12, and adolescents ages 13-19 (Turner & Helms, 1979).

Some knowledge is required by the principal of these different growth stages in order for the principal to understand the dimensions of children. In response to these identifiable stages guidance and counseling programs differ at the elementary, middle and high school level. The American School Counselors Association (1981) identified the difference in the components of elementary, middle and high school programs as follows:

Elementary

- Emphasize assistance to teachers to assure that instructional programs contribute to student growth and development.
- Pay increased attention to the relationship of school and work in later elementary school years.
- Assist parents in understanding child growth and development.
- Assist school staff responsible for special needs programs.

Middle School

- Assist students in making the transition from elementary school to the secondary school environment.
- Increase emphasis on career guidance and related school-work selection.
- Assist teachers interested in providing developmental units or materials in their instruction.

High School

- Assist teachers involved with guidance or curricula interventions.
- Assist students making school and career decisions and help them to assess the personal characteristics that affect their choices.
- Assist students in understanding and dealing with parental and societal expectations and behaviors.

- Assist students and school officials in developing programs for students who are not benefitting from the regular school environment (NPBEA, 1993, pp. 10-4, 10-5).

Effective guidance and counseling programs must be comprehensive and provide services to several distinct groups. To serve students best, however, teachers, parents and community agencies must have access to the information and services provided by school guidance personnel (Gorton & Schneider, 1991). Schools and community agencies should integrate their services to improve efficiency and effectiveness and the principal is the leader in the effort to organize this relationship (Candoli, 1991).

Student non-academic activities add dimensions to academic work not otherwise attainable and like guidance services, should be an integral part of the school's education program (Vornberg, 1988). Principals should consider the organization, administration and balance of the student activities, the extent of student participation, and the support activities received from school professionals, parents and community members (Giroux & Hawley, 1991).

Principals also have a responsibility to make certain the student activities programs, like other school programs, are evaluated systematically. The programs should be consistent with school philosophy and have educational objectives to form the basis of their evaluation (Hughes & Ubben, 1980).

The NPBEA (1993) identified several effective behaviors that principals must possess in order to be successful in the areas of student growth and development, student guidance and counseling, and student activities. Some of these identified are:

- Expecting and influencing others to expect performances for which students have readiness and ability.
- Challenging students with reasonable expectations.
- Recognizing the strength of youth group more in mid-adolescence and working to strengthen their beneficial values.
- Recognizing that counseling programs must have a solid rationale if they are to benefit the school academic function.
- Working with counseling staff to provide a complete array of services to students, their parents and faculty.
- Knowing the availability of counseling resources within the school and community.
- Protecting the privacy rights of students by establishing appropriate procedures and effective supervision.
- Select advisors who have appropriate interests and abilities.
- Establish a system for a thorough analysis of student needs.
- Develop specific student activities objectives.
- Offer leadership development.

- Provide information to all students about student activities programs.

(NPBEA, 1993, pp. 10-10, 10-12).

Student input into planning has been identified as an important mechanism for increasing student stake and school effectiveness. When students are allowed to participate in the organization of programs in the school, students felt a greater need to act responsibly as a team member in all school functions (Short & Greer, 1997).

Staff Development

Staff Development is defined as, “working with faculty and staff to identify professional needs; planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; and initiating self-development” (NPBEA, 1993, p. 11-3).

In order for teachers to work together with the principals in order to achieve mutual accomplishment, Glatthorn (1997) states that a principal must implement a staff development program that is sensitive to stages of concern. Along these lines, a principal should also take the initiative ensuring that principals have “time to meet together to exchange ideas, share strategies and solve common problems” (p. 87). It is the principal’s responsibility to establish a culture that values continuous improvement and collaboration. The teachers’ understanding that curriculum development is an essential ongoing process,

not a single event and is critical to understanding the stages of development of teachers is essential (Glatthorn, 1997).

Good principals work to strengthen the professional knowledge and skills of their staff because they know that the quality of the schools reflect the quality of their personnel. Developing highly qualified personnel is pursued through various staff development activities including on-site workshops, university classes, professional conferences and performance evaluation.

The ultimate goal of these initiatives is to improve student instruction (NPBEA, 1993, p. 11-3).

The most important role of the principal is to create a positive and productive school culture as it relates to being involved in the personal and professional growth of staff (Fullan, Rolheiser-Bennett & Bennett, 1989).

The NPBEA (1993) identifies four major functions as it relates to staff development.

1. Enhances the personal and professional lives of teachers and support staff;
2. Supplies the means to remediate unsatisfactory performance and or site conditions;
3. Sets the ground work for implementation of district and school goals;
4. Introduces the classroom, the school and the profession to innovation and change. (Duke, 1990, Joyce, 1990, Caldwell, 1988, Griffin, 1983, in NPBEA, 1993, p.11-4).

Improved instruction has been identified as the ultimate goal of staff development (Landon & Shirir, 1986). Student achievement gains and promotion rate improvements have been linked to well designed ongoing staff development programs that have clearly established implementation plans and adequate resources (Stallings, 1989; Joyce, Murphy, Showers & Murphy, 1989; Pink, 1989). Successful staff development programs require sustained district support. Programs must be given technical and financial support, accommodate participant's schedules and allow for site's specific differences (NPBEA, 1993). The principal must exhibit leadership, a sophisticated effort skill and persistence. The NPBEA (1993) identifies specific behaviors required by principals to implement successful staff development programs.

- Planning procedures to develop staff activities, including the creation of steering committees.
- Working with steering committees to formulate school improvement plans that reflect the concerns and assessed needs of faculty and staff, as well as students and parents.
- Working with steering committees to establish priorities, goals, and allocation of resources.
- Working with steering committees to obtain faculty input on the mission plans, goal statements, areas targeted for change, and proposed courses of action.

- Reviewing plans with appropriate officials to elicit suggestions and resources, and to assure that plans conform to district policies.
- Working with steering committees to prepare plans and communicate them to faculty and staff for final discussion and revision (p. 11-11).

Principals must be current on research and practice as it relates to culture and adult learning. Principals must also be skilled in cooperative problem solving, needs assessment, program planning, mission and goal statement development, and interviewing and conferencing techniques. When all these characteristics are placed in a school setting led by an effective principal, it is expected that student achievement will improve (NPBEA, 1993).

Measurement and Evaluation

Measurement and Evaluation is defined as, “determining what diagnostic information is needed about students, staff, and the school environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence; designing accountability mechanisms” (NPBEA, 1993, p. 12-3).

The role of assessment in effective schools is related to the domain of curriculum design. A systematic assessment of student functioning is extremely important. The

NPBEA (1993) has identified seven areas that when implemented in an organized program, enhances student outcomes. These seven areas include:

1. Goals for students are clear;
2. There is an alignment between goals, curriculum, and assessment;
3. Assessment is integrated with instruction;
4. Instructional leaders check student progress frequently;
5. Results are directly related to objectives;
6. Changes in both instruction for individual students and the educational program are based on this information; and
7. Information is shared (p. 12-5).

However, “several leaders in the field of assessment have expressed caution about the excessive and inappropriate use of tests” (Glatthorn 1997, p. 38).

For example, Darling-Hammond (1990) raises these concerns about standardized achievement tests:

- an overemphasizing of lower-thinking skills;
- they exert, subtle pressure on teachers to focus on fragmented skills and, therefore, reduce creativity;
- teaching time is reduced because of the time allotted to scheduling, administering and recording;

- the results are misused (School Improvement Program 1990; Fuchs, Fuchs, Hamlett & Stecker, 1991; Bergen, Sladeczek, Schwarz, Smith, 1991, in NPBEA, 1993, p. 12-5).

The assessment roles for principals have been divided into three major areas and they are:

- **Manager (uses assessment)**
- **Leader (develops assessment vision)**
- **Communicator (delivers assessment information)**

(NPBEA, 1993).

As an instructional manager, the principal must be able to exhibit the following key behaviors:

- Explain the issues related to the assessment of information and understand when it is appropriate to disaggregate information.
- Must analyze and interpret multiple scores.
- Must use knowledge and measurement that bear a statistical significance to interpret scores.
- Must be able to determine the extent to which learner outcomes meet or exceed previously defined standards.

Because of the growing dissatisfaction with paper and pencil tests, educators are exploring the use of demonstration, performance, and exhibition tests (Glatthorn, 1997).

Sizer (1984) believes that a high school diploma should be awarded on the basis of an

exhibition of mastery. This requires the students to demonstrate real intellectual accomplishments.

It is essential for the principal to understand different philosophical positions, gain a common understanding, design a plan and then clearly communicate expectations and instructions.

Communicator Role

As a communicator, principals must exhibit the following behaviors:

- Model the value of using assessment results.
- Develop teachers who have clear indicators of degrees of success with assessment.
- Appoint or train advisory board members who understand the principles of sound assessment.
- Make accurate assessment results available to those who need them, and inaccessible to those who have no right to them.

Therefore, a Principal must exhibit certain instructional leadership attribute behaviors. The critical attribute behaviors identified by the NPBEA (1993) are:

- Describe the context in which school site policy is required.
- Describe and explain assessment policies.
- Involve staff in the revision of policies.
- Advocate for the school district and the students.

It is essential that training and professional development experiences in measurement and evaluation are available from a variety of sources and are available to all staff members. Also included in the group in need of this information distribution mode are key members of the school community, which includes the governing board. The principal has the opportunity to collect information regarding students, disaggregating and aggregating the data as necessary, and distributing it to trained individuals that can assist in interpretation of the data and will then redesign programs to ensure success for the students.

Resource Allocation

Resource Allocation is defined as, "procuring apportioning, monitoring, accounting for, and evaluating fiscal, human, material, and time resources to reach outcomes that reflect the needs and goals of the school site; planning and developing the budget process with appropriate staff" (NPBEA, 1993, p. 13-3).

Johnson (1996) found that teachers expressed hope for the school leader's support in areas where they felt vulnerable and had no leverage - budgeting, facilities maintenance, staffing, and supplies. Teachers stated that when school officials failed to provide sufficient support in these areas teachers no longer look to the school administration for leadership. For the purposes of discussing this domain, the terms resource and allocation will be discussed separately.

Resources are an available means of supply or support that assists in accomplishing goals and meeting needs. Caldwell and Spinks (1986) define resources as culture and knowledge; however most experts agree with Guthrie, Garms and Pierce (1988) who define resources as “time, personnel, and resources...as well as money” (p. 216).

The National Policy Board for Educational Administration (1993) defines allocation as “apportionment for specific purpose or to particular persons or things. It also is the earmarking of resources for distribution” (p. 13-3). As identified by the NPBEA (1993), resource allocation is a process which requires principals to:

1. identify needs and determine goals for a specified time cycle;
2. recognize that resources are defined in many ways;
3. plan strategies that result in a budget and the allotment of time, ways, and means to accomplish goals;
4. identify sources of resources and procedures for procuring them;
5. procure appropriate resources to meet goals and satisfy needs;
6. apportion resources to site locations, programs, and personnel groupings;
7. manage resources using accounting, monitoring, and reapportionment, as necessary;
8. evaluate effects of resource apportionment; and
9. judge the validity and implications of evaluation results (p. 13-6).

The identification of the school’s needs and goals is essential. Principals should gain assistance in developing a plan for the procurement and apportionment of resources.

The management is also the responsibility of the principal and then ultimately the principal's responsibility lies within the evaluation of the outcomes of the apportionment. Therefore, the principal's evaluation is used to direct the definition of needs and goals and subsequent resource allocation.

Motivating Others

Motivating Others is defined as, "creating conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence; planning and encouraging participation; facilitating teamwork and collegiality; treating staff as professionals; providing intellectual stimulation; supporting innovation; recognizing and rewarding effective performance; providing feedback, coaching and guidance; providing needed resources; serving as a role model" (NPBEA, 1993, p. 14-3).

It is imperative that the school leader must understand the importance of the staff and specifically the teacher. Lounsbury and Clark (1990) state, "The fundamental importance of the teacher and the resulting student-teacher relationship must not be overlooked. When it is said and done, the quality and character of the individual teacher personality is of more importance in facilitating learning than the content, the materials, or the organizational arrangement" (p. 139).

Few managers depend mainly on their legitimate power or on their coercive power to persuade people to do as they are told. Rather, effective managers engage in

transaction with their employees: they explain what is required of them and what compensation they will receive if they fulfill these requirements (Bass, 1990).

Transactional leadership has been found to be a prescription for mediocrity. This is particularly true if the leader relies heavily on “passive management by exception, intervening with his or her group only when the procedures and standards for accomplishing tasks are not being met” (Bass, 1990, p. 20).

The motivation of employees based on the promise of rewards or the avoidance of penalties depends on whether the leader has control of the rewards or penalties and on whether the employees want the rewards or fear the penalties. Organizations have traditionally decided pay increases based on seniority, and promotions depended on qualifications and policies about which the leader has little to say. Many leaders have found that they have little flexibility in these areas because of contract provisions, organizational politics, and inadequate resources (Bass, 1990).

Bass (1990) placed transactional leadership characteristics into four categories: contingent reward, management by exception (active), management by exception (passive), and laissez faire. Each of these characteristics use different motivations.

The need for organizational change has been well documented. As the world is evolving, markets are changing, and people’s needs and philosophies are being modified, it is important for a true leader to understand change and the characteristics of change (Bass, 1990).

Tichy and Devanna (1986) observed that a society facing change must go through a period of disintegration before it can reintegrate. During the disintegration, there are dislocations, discomfort, and a price paid for change. This process is true for organizations and for people as well. This change, whether at the societal, organization or individual level, means dislocation or discomfort. Tichy and Devanna (1986) called for a move to transformational leadership to facilitate this change. They identified seven characteristics of transformational leaders.

1. They Identify Themselves as Change Agents. Their professional and personal image makes a difference and transforms the organization for which they assumed responsibility.
2. They Are Courageous Individuals. They are prudent risk-takers and individuals who take a stand.
3. They Believe in People. They are powerful yet sensitive to other people, and ultimately they work toward the empowerment of others.
4. They Are Value-Driven. They are able to articulate a set of core values and exhibit behavior that is quite congruent with their value positions.
5. They Are Life-Long Learners. They are able to talk about mistakes they have made. They do not view these as failures but as learning experiences.
6. They Have The Ability to Deal With Complexity, Ambiguity, and Uncertainty. They are able to cope with and frame problems in a complex, changing world.

7. They Are Visionaries. They are able to dream and to translate those dreams and images so that other people can share them.

James McGregor Burns (1978) used the difference between transactional and transformational leadership styles to differentiate between ordinary leaders and extraordinary leaders. He believed that transactional leaders are or will become ordinary leaders while transformational leaders will become extraordinary leaders. He stated that in the transformational domain, leadership is development-oriented for the purpose of change. Leadership can be found in ordinary places, and the transformational leadership information can be taught. Tichy and Ulrich (1984) called for the transformational leadership evolution. New leaders must transform organizations and direct them down new tracks. To be this type of leader one must have the ability to:

- Help the organization develop a vision of what it can be.
- Mobilize the organization to accept and work toward achieving the new vision.
- Institutionalize the changes that must last over time.

Bass (1990) identified four transformational leadership characteristics:

- Charisma
- Inspiration
- Intellectual Stimulation
- Individualized Consideration

Bass also stated that transformational leadership occurs when leaders:

- Broaden and elevate the interest of employees.

- Generate awareness and acceptance of the purpose and mission of the group.
- Motivate employees to look beyond their own self-interest for the good of the group.

Interpersonal Sensitivity

Sensitivity is defined as. “perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences; relating to people of varying backgrounds” (NPBEA, 1993, p. 15-3).

To be an effective leader on an interpersonal level one must accurately perceive the behavior of others. “This ability may be influenced by several factors including one’s personal needs, preferences, expectations, fears, prejudices and defense mechanisms as well as the personal needs, preferences, expectations, ethnicity, etc. of others” (NPBEA, 1993, p. 15-3). Each principal brings his own frame of reference to each situation and although sensitivity is an integral part of leadership, it is also often inadequately expressed in practice. Professional thought may not always bring one to believe that all principals always apply policy or make decisions that affect others in an evenhanded, rational and objective manner. Ashbaugh and Kasten (1991) stated,

The administrative process in education is a highly personal enterprise.

Sometimes knowingly, but more often unconsciously, leaders apply their own biases and predictions to daily problems. By ignoring or addressing

certain behaviors, by selectively applying rules and regulations, by creatively interpreting certain policies, or by applying policy in an inappropriate fashion simply to expedite a decision and to appear both knowledgeable and decisive, administrators bring their own values into play (p. 2).

Schmuck, Runkel, Arends and Arends (1977) noted that “in choosing ways to design and improve school organizations, the satisfaction of human needs cannot be disregarded” (p. 212). They mention three interpersonal skills: processing information, conceiving problems, and responding that are indispensable to the effective functioning of an organization (Schmuck, Runkel, Arends, Arends, 1977).

The National Association of Elementary School Principals (1991) indicates that effective principals not only engage in meaningful working relationships but recognize the diversity within a school including its varying priorities, values and relationships. These principals possess expertise in interpersonal relations, accept whatever differences that exist; their schools are marked by harmony and a sense of common purpose. In a multicultural society, sensitivity is especially important in working with ethnic students. Principals must understand the cultural factors that affect the behavior and interaction of these students (NPBEA, 1993).

Therefore, effort must be put forth to improve interpersonal sensitivity skills. Most sensitivity training programs possess the following six objectives:

1. To understand better one's behavior, its impact on others, and the ways in which one's behavior is interpreted by others.
2. To understand better the behavior of others and to more accurately interpret verbal and nonverbal cues in order to become more aware of and sensitive to the thoughts and feelings of others.
3. To understand better group and intergroup processes, specifically those that facilitate and inhibit group functioning.
4. To improve diagnostic skills in interpersonal and intergroup situations (by accomplishing the first three objectives).
5. To put learning into practice so that real-life interventions will more successfully increase member effectiveness, satisfaction, or output.
6. To analyze better one's interpersonal behavior and to learn how to help oneself and those with whom one interacts achieve more satisfying, rewarding, and effective relationships (in Campbell & Dunnette, 1968) NPBEA, 1993, p. 15-6 to 15-7).

The National Association of Secondary School Principals has identified the behavioral outcomes expected of sensitive principals and they are:

1. Ability to perceive the needs, concerns and the personal problems of others.
2. Tact in dealing with people of different backgrounds.
3. Skill in resolving conflict.

4. Ability to deal effectively with people on emotional issues.
5. Knowledge of what information to communicate and to whom (Geswald, 1997).

Oral and Non-Verbal Expression

Oral and Non-verbal Expression is defined as, “making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing, and summarizing for groups; utilizing appropriate communicative aids; being aware of cultural and gender-based norms; adapting for audiences” (NPBEA, 1993, p. 16-3).

The most familiar form of human communication is speech which uses the best known type of human signals, the sounds that constitute words.

Primary oral communication consists of making sounds that are transmitted directly in face to face situations or that are transmitted indirectly through such electronic devices as telephones and audio or video recorders.

Secondary verbal communications consist of written word signals transmitted through devices such as letters and memos (Hoy & Miskel, 1991, p. 350).

Benjamin (1986) claims that communication is a human activity because speaking and listening are the primary functions that people perform. The active verbal communication takes on a new emphasis when the communication is directed within a group. Where working with groups is a significant part of a principal’s job, these groups

whether they are composed of faculty, students, parents, peers or district and state personnel make decisions that directly affect the school's welfare.

Appropriate verbal communication opens the door to decision making processes. It can enhance morale, stimulate the influx of fresh ideas and once decisions are made approval will come more readily from the constituencies that have been involved in the process (NPBEA, 1993).

Nonverbal communication is all behavior of communicative value except speech done in the presence of another. Even silence and rigid activity may tell the other person that the communicator is angry, annoyed, depressed or fearful. Although this definition of nonverbal communication suggests a rather all inclusive domain, a gray area still exists between verbal and nonverbal communication. This area called paralanguage is vocal but not strictly oral. Paralanguage includes stress, deflection and speed of speech as well as non word vocalization such as grunts, laughter, sighs and coughs (Knapp, 1972; Wietz, 1974, in Hoy & Miskel, 1991, p. 351).

Intended messages sometimes become lost or interrupted by barriers (Lunenburg & Ornstein, 1991; Yukl, 1990). The barriers that principals need to be aware of in order to strive to eliminate them are:

1. **Filtering**: Senders sometimes filter information so that only a partial message is conveyed.

2. Structure: School districts are hierarchical which often inhibits and discourages interaction among those on different bureaucratic levels.
3. Information overload: Because principals deal with a very large amount of information, the information may not always be transmitted in a timely manner.
4. Semantics: Different words mean different things to different people.
5. Status differences: Because of the hierarchical structure of school districts, principals should strive to make all constituents feel comfortable.
6. Overinterpretation: Reading too much into a message often prevents the accurate transmission of that message.
7. Evaluative tendencies: When listening to others express their ideas and opinions, principals should avoid making qualitative judgments or comments.
8. Stereotypes: One of the most constructive barriers to constructive communication is the negative stereotyping of individuals based on race, sex, age, role and so forth.
9. Cultural and Gender based differences: These differences, if not understood, can impede the messages that principals convey or receive.
10. Arrogance and Superiority: Principals must guard against being arrogant and exhibiting a superior behavior whether or not intended. It

communicates that the opinions of others are not valued (NPBEA, 1993, pp. 16-12, 16-13).

When communicating verbally and non-verbally, it is essential that leaders listen, be honest, speak with clarity, be factual, be timely, ensure understanding, know the audience, be organized, maintain attention, show empathy, encourage suggestions, use eyes and facial expression effectively, use positive body posture and movements and always dress in a professional manner (NPBEA, 1993).

Written Expression

Written expression is defined as, “expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; preparing brief memoranda, letters, reports and other job-specific documents” (NPBEA, 1993, p. 17-3).

The primary quality business executives look for in evaluating successful executives are honesty, candor, good judgment, intelligence, imagination and the ability to write clearly and concisely (Madeline, 1980). In the school setting principals are the primary facilitators of communication within the school community. Improved communication skills (oral as well as written) can improve education and help restore confidence in schools (NPBEA, 1993). Principals generate several types of documents including memos, letters, reports, articles and newsletters. In addition, brochures,

pamphlets, bulletins, news releases, journal articles, inservice materials and questionnaires are also generated.

As leaders, principals are in a position to improve communication by their quality of writing as well as by providing an example to teachers and students.

They are called upon to generate more written materials today than ever before (Paddock, 1981). It is essential that the written communications distributed by a principal are written after evaluating the ability of the audience to read the material. The level of sophistication of the written communication should vary depending on the audience. The day to day communications to staff may range in sophistication of the 9th grade reading level to the 11th grade reading level. Professional studies and reports should range from the 11th grade reading level to the 13th grade reading level while communications to parents and the general community would be at the 5th or 6th grade reading level. Students' levels should be consistent with the grade in which the students are in (NPBEA, 1993).

Contextual Domains

Philosophical and Cultural Values

Philosophical and Cultural Values is defined as, "acting with a reasoned understanding of the role of education in a democratic society and in accordance with accepted ethical standards; recognizing philosophical influences in education; reflecting an

understanding of American culture, including current social and economic issues related to education” (NPBEA, 1993, p. 18-3).

Effective school leadership requires reflection on the value of education perpetuating the cultural norm expressed by other people or groups. Continued reflection and/or redefinition of philosophical and cultural values are essential components of the school principal’s job (NPBEA, 1993).

Goodlad (1984) found that of four educational goals – vocational, social, intellectual and personal – secondary teachers and teachers of elementary and middle school children chose vocational goals last in order of priority; while parents of high school students chose vocational goals third after intellectual and personal goals. These findings strongly suggest that teachers and parents have different cultural views.

People feel that American schools should prepare the nation and its citizenry to compete in a world economy. Others, often the disadvantaged, feel that schools should prepare students to reconstruct the existing social order. Schooling is a social construction that reflects the cultural values of all school constituents (NPBEA, 1993).

In a democracy, diversity leads to the formation of multiple interest groups each with its own values and agenda for society’s institution. No institution is as acutely influenced by these values and agenda as schools. America is a country rich in diversity. People differ in terms of race, ethnic origin, gender, age, ability, language, educational level, economic status, religious beliefs, political persuasion and sexual orientation (Hodgkinson, 1985). Many times principals are caught in the crossfire of value conflicts

among the special interest groups. In order to help the principal bond to all various types of groups, some of which are unaware of their own values and reasons for disagreement, the following assumptions are proposed:

1. No identifiable value imperatives hold for all circumstances.
2. Values expressed as requests and demands on schools have underlying philosophical assumptions.
3. Effective principals are able to critically deconstruct the value positions of themselves and others.
4. A pragmatic approach is necessary because of the variation in values and perspectives.
5. Ethical behavior is considered an outcome with a critical analysis of the values involved and decision opportunities.
6. The history of education is the history of value decisions (NPBEA, 1993).

It is imperative that the principal understands culture as it relates to philosophy. More than in any other modern nation, the American state (defined as a set of political institutions at the federal, state and local levels) has founded its political legitimacy and economic development policy on incorporating heterogeneous ways of immigration into a mass national culture. Public schools were designed to play an important role in this process. From their beginnings in Massachusetts as a broader public (rather than individual village or town) institution, the state (in its more general meaning as used

in this essay) attempted to define knowledge (curriculum, text) who would be permitted to transmit knowledge (teacher credentialing) and what the transmission policy was to be (how classrooms and schools would be organized) (Carnoy, 1989, p. 255).

It is crucial for a principal to have an understanding of culture in its relationship with public education.

Do schools impose a dominant ideology on a resisting mass whose own culture is destroyed in the process? Accepting this dominant class view of the role is tantamount to becoming separated with all the implies for self image and psychological well-being. Should schools incorporate students into a set of norms and values that already reflect mass culture? Acceptance of school norms in the cognitive curriculum is the condition for integration and assimilation. This is the minimum condition of avoiding alienation for school socialization and knowledge transmission (Carnoy, 1989).

This domain becomes critical to a principal if the school is to reflect the philosophical and cultural standards set by this country in the local community. Principals must be able to:

1. Demonstrate critical self awareness.
2. Demonstrate discriminating judgment.
3. Demonstrate appraisal of their own values and the values of others.
4. Demonstrate knowledge of the dialectic of freedom in American education.

5. Identify and appreciate the tensions underlying value conflicts in American education.
6. Distinguish ought from is; reality and actuality from necessity.
7. Identify the diversity of values present in a complex heterogeneous and pluralistic democracy.
8. Identify the diversity of values in a global society.
9. Demonstrate knowledge of the various philosophical perspectives.
10. Apply the knowledge of the philosophical perspectives in analyzing the values of our democracy and global society.
11. Know the standard criticisms of each philosophical perspective.
12. Understand that reality is socially constructed (NPBEA, p.18-18).

Legal and Regulatory Applications

Legal and Regulatory Applications is defined as, "acting in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications; working within local rules, procedures, and directives; recognizing standards of care involving civil and criminal liability for negligence and intentional torts; and administering contracts and financial accounts" (NPBEA, 1993, p.19-18).

School Boards which have the power to sue, be sued, ratify and execute contracts and tax an expense on are bound by common and statutory law. Principals require a knowledge of legal and regulatory application in order to address a range of complex and

sensitive problems that arise in a school setting. Compulsory school attendance, finance and taxation schemes in a governance of structure for public education must be understood by the school principal. Both state and federal regulation requirements have increased (NPBEA, 1993).

Sheldon (1974) describes the traditional perspective as it relates to the American judicial process. This traditional approach studies the American process from the historical, sociological, legal and philosophical perspectives. In its most basic form the traditional approach uses the historical progression of case law to compare facts, circumstances, context, decisions and judicial opinions in order to formulate guiding principals. This approach provides an overall theoretical perspective from which to view the law. Reasoning by example, in the doctrine and precedent provide a practical framework for using case law to derive legal standards appropriate to the principals' role as policy maker (NPBEA, 1993).

The NPBEA (1993) identifies five key areas in which a principal must demonstrate competency. These areas include:

1. Federal constitutional provisions applicable to a public education system.
2. Federal statutory standards and regulatory applications relevant to public schools.
3. State constitutional provisions related to public school operation in a selected state.

4. Standards of care applicable to civil or criminal liability for negligent or intentional acts under a selected state's common law and school code.
5. Principles applicable to the administration of contracts, grants and financial accounts in a public school setting (NPBEA, 1993, p. 19-7).

Policy and Political Influences

Policy and Political Influences is defined as, "understanding schools as political systems; identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues" (NPBEA, 1993, p. 20-3).

"Policy is a multipurpose, multidimensional phenomenon. It attempts to solve substantial problems, regulate real or potential conflicts and accommodate the diverse views, values, preferences and priorities held by powerful actors whose support is deemed necessary for a system to survive" (NPBEA, 1993, p. 20-3).

Political influence by contrast is the capacity to affect decisions during the policy making process. Bolman and Deal (1984) state that the political perspective means that:

1. Organizations change all the time; and
2. They never change (p. 133).

There is always jockeying for position and yesterday's elite may be tomorrow's out. The political frame says to a change agent "in order to make things different, you

need power and you need to be prepared for conflict as part of the process. The degree, intensity and form of the conflict will vary with the issues at stake and with the forms of power that you mobilize” (p. 133).

Although political leadership is not extensively or uniformly addressed in most treatments of the political system’s construct, it is many times seen as a power based interaction as responsible political influence (Burns, 1978). When responsible principals mobilize their power and resources with honesty and integrity, political leadership is exercised. Principals must develop and implement and sustain viable solutions to pressing problems and when in doing so they promote, protect and preserve defensible conceptions of the social values of quality, equity, efficiency and liberty, they become successful (NPBEA, 1993).

Schools are viewed as political systems because schools exhibit general characteristics that would place them in this group. Schools are comprised of sets of people with differing responsibilities and values, some of which are responsible for implementing government policies. Schools are also imbedded in a complex social environment. They are in a multi governmental structure that generates and imposes many changing and competing demands on schools. Also, because a school rarely is able to honor all the demands imposed upon it, choices must be made. This, as in any political system, causes choices to be expressed in policy decisions, also in informal revisions of policies adopted in other arenas or in the formal provisions of policy developed inside this arena. Finally as in other political systems, the school’s response to multiple political

demands occurs in phases, pivots on power, is complex and is consequential (NPBEA, 1993).

Principals must understand the power and influence of the major elements of any political system. In order to do this, they must be able to:

1. Identify the individual groups, organizations and alliances who are or who might become involved in an issue; and
2. Describe their personalities in a communication sense (e.g. their frames of reference; cognitive styles, usual responses to the stress that can accompany political interaction).

Principals must also be able to analyze goals. This involves:

1. Identifying the outcomes desired.
2. Recognizing the manner in which goals reflect stable interests, ideologies, views and values.
3. Noting points of contention and congruence among all those involved in the policy process (NPBEA, 1993, p. 20-16).

Organizations, and specifically schools should be viewed as coalitions of individuals and interest groups. "Different individuals and groups have different objectives and resources, and each attempts to bargain with other members or coalitions in order to influence the goals and decision making of the group" (Bolman & Deal, 1984, p. 111). Principals, therefore, must understand the positions of the differing groups and understand their motivations.

Public Relations

Public and Media Relations is defined as, “developing common perceptions about school issues; interacting with internal and external publics; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; managing school reputations; enlisting public participation and support; recognizing and providing for various markets” (NPBEA, 1993, p. 21-3).

“As increased public interest in education draws schools and their principals into the spotlight, public relations has become an essential leadership tool.” (NPBEA, 1993, p. 21-4).

An effective school public relations program has a community focus that is based on an open, honest relationship. This requires a focused two-way communication system. The communication must be targeted to specific audiences. These audiences include those people that are considered to be key communicators; individuals whose opinion carries considerable weight within the community. This might also be longtime residents or influential business people (Kindred, Bagin & Gallagher, 1990).

Principals can build community support by publicizing school teams, implementing school recognition programs and ensuring that telephone calls are returned in a timely manner. The best and most effective ideas in school public relations programs are low cost and practical in their focus (School Public Relations, 1986). Although parents are considered strong partners in quality education, they are too often taken for granted. Parents are their children’s first teachers and remain a powerful influence of student

attitude and performance. Principals must understand that public relations is not only geared toward external audiences but that school staff, which include teachers and support staff, are key communicators within their own communities (Canter, 1987). Principals must therefore share information openly with them in order to develop greater understanding and support amongst them (NPBEA, 1993).

Although crises do happen and are inevitable, they do not have to destroy the reputation that has been built upon with so much effort within a school. Principals must prepare to handle crisis communication (Newsome, Scott & Turk, 1987). A spokesperson must be designated and trained and have all available communication and data available to them. Ordovensky (1986) emphasizes that principals will have dealings with news media and although they cannot control some of these interactions, they can influence what will be reported and how it will be represented by establishing credibility with reporters, editors and publishers. They should be trained in basic media techniques so they have an understanding and some control during media interaction. It is essential for principals to plan to identify and target specific audiences and tailor the messages for those audiences. Mass and interpersonal communications are an essential tool when attempting to reach all publics. The written and oral communications must be clear, concise and accurate. Principals must continue to collect data in order to have all necessary information when asked questions from either the community or the media (NPBEA, 1993).

CHAPTER 3

Methodology

This chapter outlines the research methodology used in this study. The following sections are included: purpose of the study, introduction, selection of the sample, sample for the questionnaire, data collection procedure, questionnaire, data analysis procedures, and definition of groups.

Purpose of the Study

The purpose of Chapter 3 is to outline the research procedures used to answer the questions guiding this study outlined in Chapter 1:

1. What leadership behaviors do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?
2. What leadership behaviors do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?
3. Is there a difference in the beliefs about leadership behaviors perceived by beginning and experienced teachers?
4. What general leadership themes do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?
5. What general leadership themes do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

6. Is there a difference in the beliefs about major leadership themes perceived by beginning and experienced teachers?

This chapter therefore, addresses the selection of the sample population, the methods used in collecting data, and the analysis of that data. It was the purpose of this study to gather the views of teachers as they relate to the characteristics that a principal must possess that will assist the teacher in becoming an effective classroom teacher. The study used quantitative data gathering techniques in an effort to reduce bias and to focus on twenty-one attribute behaviors as identified by the National Policy Board for Educational Administration (NPBEA) (1993). These attribute behaviors are referred to as "domains." A number of similar domains are grouped together and identified as "themes." The quantitative data gathered in this study provide the following:

1. A validation of the attribute behaviors identified in the twenty-one domains.
2. A ranking of the twenty-one domains by all teachers.
3. A ranking of the twenty-one domains by beginning teachers.
4. A ranking of the twenty-one domains by experienced teachers.
5. A ranking of the four themes by all teachers.
6. A ranking of the four themes by beginning teachers.
7. A ranking of the four themes by experienced teachers.
8. A comparison of the beliefs of beginning and experienced teachers as they relate to the importance of the twenty-one domains.

9. A comparison of the beliefs of beginning and experienced teachers as they relate to the importance of the four themes.

Chronology of Events

In order to provide the context in which this data was collected, a brief chronology of the process is included. This study accepted, as valid, the twenty-one domains in Principals For Our Changing Schools as presented by the NPBEA, (1993). The twenty-one attribute behaviors were identified by their subject matter headings and also identified in the four theme areas. The theme areas and the domains are grouped as follows:

- I. Functional Domains
 - 1. Leadership
 - 2. Information Collection
 - 3. Problem Analysis
 - 4. Judgment
 - 5. Organizational Oversight
 - 6. Implementation
 - 7. Delegation

- II Programmatic Domain
 - 1. Instruction in a Learning Environment.
 - 2. Curriculum Design
 - 3. Student Guidance and Development

4. Staff Development
5. Measurement and Evaluation
6. Resource Allocation

III Interpersonal Domain

1. Motivating Others
2. Interpersonal Sensitivity
3. Oral and Non-verbal Expression
4. Written Expression

IV Contextual Domain

1. Philosophical and Cultural Views
2. Legal and Regulatory Applications
3. Policy and Political Influences
4. Public Relations

These twenty-one domains were used to formulate the questionnaire. The questionnaire was distributed to a sample of teachers in a Southern Arizona school district. The data was collected and evaluated. The process used will be further defined in this chapter.

Sample for the Questionnaire

The teachers in this study were selected from a K-12 school district in Southern Arizona. The school district was located in Northwest Tucson, and was comprised of fifteen schools. Of the fifteen schools, two were high schools, grades 9-12, two were middle schools, grades 7-8, ten were elementary schools, grades K-6, and there was one alternative education school servicing the needs of students in grades 7-12.

These schools service a large geographical area. Children in both rural and suburban areas attend the schools. The socioeconomic composition of the school populations varied.

All classroom teachers in the K-12 school district received a questionnaire. K-12 classroom teachers, for the purpose of this study, are defined as those teachers that have student contact within the confines of the K-12 classroom setting. Certificated personnel not meeting this criteria were not included. Examples of those positions not included in the study are: speech/language pathologists, school nurses, librarians, psychologists, guidance counselors and administrators. Examples of those certified positions that were in this study include regular education teachers in grades K-12, remedial teachers (both in reading and mathematics), K-12 special education teachers, encompassing all possible categories. As previously noted all teachers found in the identified category received the questionnaire to complete. Five-hundred sixteen teachers received the questionnaire, and three-hundred ninety one returned the questionnaire, giving a 76% rate of return. Complete demographic information on all participants can be found in Appendix A.

Data Collection Procedure

This section describes how the collection of data was accomplished using a questionnaire. The questionnaire was used to collect data that was analyzed quantitatively. The questionnaire was developed from the domains listed in the Principals For Our Changing Schools issued by the NPBEA (1993). The questionnaire responses were based on a four point Likert scale. The Likert scale identifiers were:

1. Very Important
2. Moderately Important
3. Somewhat Important
4. Not Important

As part of the questionnaire, a section on personal data was included. The demographics of the participants' backgrounds collected through this means were used in the final analysis of the data to help determine how the beginning teachers perceptions varied from the experienced teachers perceptions. A section for open ended statements was also included. The comment section of the questionnaire read, "If you have any comments, please use the 'write-in' areas on the back of this form." Questionnaires were distributed through the principals of the schools to the teachers anonymously and unidentifiably and were returned to the principal's secretary and forwarded to the data collection center.

Data Analysis Procedures

This section describes procedures and analysis of the data collected.

Questionnaire

The questionnaire data was analyzed through statistical analysis using the Statistical Package for Social Sciences software (SPSS) for Macintosh. Participants responded on a questionnaire sheet. The data was then entered into files and analyzed using SPSS. Descriptive data was collected using the demographic information requested on the questionnaire. Additionally, cross tabulation of the results was used to compare the responses of the beginning teachers with the experienced teachers. Two t-tests were calculated on parallel questionnaire domains to determine differences between the two groups. The responses to the comment section on the questionnaire were identified and are reported in Appendix B.

Definition of Groups

- **Beginning teachers:** teachers who have less than three combined years full-time teaching experience.
- **Experienced teachers:** teachers who have more than four years combined full-time teaching experience.

CHAPTER 4

Analysis of Data

This chapter includes data which describes:

1. The leadership behaviors that beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers.
2. The leadership behaviors that experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers.
3. The difference in the beliefs about leadership behaviors perceived by beginning and experienced teachers.
4. The general leadership themes that beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers.
5. The general leadership themes that experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers.
6. The difference in the beliefs about major leadership themes perceived by beginning and experienced teachers.

The questionnaire contained twenty-one domains. Each respondent identified each item as Very Important, Moderately Important, Somewhat Important, and Not Important. The following scores were aligned with each of the choices: Very Important - four points; Moderately Important - three points; Somewhat Important - two points; Not Important - one point. Therefore, each item could have a maximum point total per respondent of four and a minimum point total per respondent of one. This information was used to calculate a

mean score for each of the twenty-one domains and a mean score for each of the four general leadership themes. Additionally, a t-test was run for each domain comparing the responses of the beginning teachers and the experienced teachers. Similarly, a t-test was run for the four general leadership themes comparing the responses from the beginning and the experienced teachers. Because the average N for the beginning teachers was 49, and the average N for the experienced teachers was 315, it was necessary to decide if an equal or unequal t-test was going to be used. In order to determine this, a Levene test for equality of variance was run for each t-test. If Levene's test for equality of variance found a p-value of $\leq .05$ then the unequal t-test was used. If the p-value was $> .05$ then the equal t-test was used. The value of $\leq .05$ was used to determine the level of significance for the t-test. Any discrepancy in the total number of responses for each of the questionnaire domains is due to the fact that the participants may not have responded to all questions.

Central questions that guided this study are discussed individually. The discussion for each question indicates the questionnaire results separately for the different groups of participants.

Questionnaire Results

Teacher Participant Results

In order to address the research questions teacher participants were asked to indicate their level of agreement with each of the twenty-one domains. The level of agreement that the teachers responded to included one of four choices: Very Important,

Moderately Important, Somewhat Important, and Not Important. A four point Likert scale was used with the following criteria used to assign weights to each response:

Very Important = 4.0

Moderately Important = 3.0

Somewhat Important = 2.0

Not Important = 1.0

The following is a discussion of the questionnaire results from the teacher participants for each of the guiding questions of the research study.

Research Question One

What leadership behaviors do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

All domains received a 4.0 rating, meaning Very Important, in each of the twenty-one domains (See Table 1). Twelve of the twenty-one domains received a minimum score of at least 1.0. Nine of the twenty-one domains received a score of at least a 2.0 by at least one teacher and domain, Exhibit Leadership, received no score less than 3.0 by any one teacher. The means range from a high of 3.94 for Exhibit Leadership to a low of 2.47 for Design Curricula. The lowest mean of 2.47 still exceeded the Somewhat Important rating. The four highest rated domains by the beginning teachers ranked from the highest are:

- Exhibit Leadership
- Exercise Judgment

- Motivate Others
- Exhibit Interpersonal Sensitivity

The standard deviations range from .24 for Exhibit Leadership to 1.00 for Provide Instruction and Design Curricula. The N's range from 47 to 49.

Table 1 All Domains Ranked by Beginning Teachers

Variable	Mean	SD	Minimum	Maximum	N
Exhibit Leadership	3.94	.24	3.0	4.0	49
Exercise Judgment	3.73	.57	1.0	4.0	49
Motivate Others	3.63	.73	1.0	4.0	49
Exhibit Interpersonal Sensitivity	3.58	.71	1.0	4.0	48
Analyze problems	3.51	.62	2.0	4.0	49
Understand/Implement Leg/Reg Applications	3.49	.68	2.0	4.0	49
Provide Staff Development	3.41	.79	1.0	4.0	49
Manage Public Relations	3.40	.61	2.0	4.0	48
Delegate	3.35	.78	2.0	4.0	49
Allocate Resources	3.33	.72	2.0	4.0	49
Oversee Organization	3.29	.87	1.0	4.0	49
Exhibit Oral and Nonverbal Expression	3.29	.84	1.0	4.0	49
Implement Change	3.25	.81	2.0	4.0	48
Exhibit Philosophical and Cultural Values	3.19	.88	1.0	4.0	47
Provide Instruction	3.19	1.00	1.0	4.0	48
Exhibit Written Expression	3.18	.86	1.0	4.0	49
Influence Policy and Politics	3.16	.75	2.0	4.0	49
Provide Measurement and Evaluation	3.14	.71	2.0	4.0	49
Collect Information	3.12	.81	1.0	4.0	49
Provide Student Guidance and Development	3.12	.83	2.0	4.0	49
Design Curricula	2.47	1.00	1.0	4.0	49

Note: $p \leq .05$

Research Question Two

What leadership behaviors do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?

All domains received a maximum score of 4.0 by at least one teacher. Nineteen of the twenty-one domains received a minimum score of 1.0 from at least one teacher and

two of the twenty-one domains received a minimum score of 2.0 from at least one teacher. No ratings below 2.0 were received. The two domains that received the minimum score of 2.0 are Exhibit Leadership and Exercise Judgment. The standard deviations for the ranking of all domains by experienced teachers ranged from a low of .35 for Exhibit Leadership, to a high of .99 for Design Curricula. The N's ranged from 312 to 316. Only two domains received a mean score of less than 3.00, and they are: Provide Measurement and Evaluation and Design Curricula. The remaining nineteen domains received a score of 3.08 or above, which equates to rankings of Moderately Important and above. The four highest ranked domains:

- Exhibit Leadership
- Exercise Judgment
- Motivate Others
- Exhibit Interpersonal Sensitivity

Table 2 All Domains Ranked by Experienced Teachers

Variable	Mean	SD	Minimum	Maximum	N
Exhibit Leadership	3.90	.35	2.0	4.0	315
Exercise Judgment	3.82	.42	2.0	4.0	312
Motivate Others	3.78	.51	1.0	4.0	315
Exhibit Interpersonal Sensitivity	3.68	.59	1.0	4.0	314
Analyze Problems	3.58	.61	1.0	4.0	315
Understand/Implement Leg/Reg Applications	3.54	.68	1.0	4.0	315
Allocate Resources	3.53	.65	1.0	4.0	314
Manage Public Relations	3.53	.69	1.0	4.0	313
Exhibit Oral and Nonverbal Expression	3.46	.74	1.0	4.0	315
Exhibit Written Expression	3.42	.71	1.0	4.0	314
Delegate	3.42	.78	1.0	4.0	315
Implement Change	3.34	.75	1.0	4.0	315
Oversee Organization	3.32	.80	1.0	4.0	316
Exhibit Philosophical and Cultural Values	3.20	.82	1.0	4.0	313
Influence Policy and Politics	3.19	.79	1.0	4.0	313
Provide Staff Development	3.09	.88	1.0	4.0	316
Collect Information	3.08	.83	1.0	4.0	313
Provide Student Guidance and Development	3.08	.89	1.0	4.0	313
Provide Instruction	3.08	.95	1.0	4.0	316
Provide Measurement and Evaluation	2.97	.86	1.0	4.0	311
Design Curricula	2.60	.99	1.0	4.0	314

Note: $p \leq .05$

Research Question Three

Is there a difference in the beliefs about leadership behaviors perceived by beginning and experienced teachers?

The following is a discussion of the twenty-one domains comparing the responses from teachers with less than three years full-time teaching experience in K-12 classrooms and those teachers with four or more years full-time teaching experience in K-12 classrooms.

This study found that there were no significant differences between the perceptions of the beginning and the experienced teachers in eighteen of the twenty-one domains. The domains that had no significant difference in the perceptions are as follows:

- Exhibit Leadership
- Collect Information
- Analyze Problems
- Exercise Judgment
- Oversee Organization
- Implement Change
- Delegate
- Provide Instruction
- Design Curricula
- Provide Student Guidance and Development
- Provide Measurement and Evaluation

- Motivate Others
- Exhibit Interpersonal Sensitivity
- Exhibit Oral and Nonverbal Expression
- Exhibit Philosophical and Cultural Values
- Understand and Implement Legal and Regulatory Applications
- Influence Policy and Politics
- Manage Public Relations

There were three domains in which there was a significant difference between the perceptions of the beginning teacher versus the experienced teacher. A discussion of these three domains follows.

Provide Staff Development - the mean for this domain from the beginning teachers is 3.41, while the mean for experienced teachers is 3.10. The p-value is equal to .020. Therefore, the beginning teacher believes that the providing of staff development is significantly more important than the experienced teacher. This was the only domain area with a significant difference that indicated a higher mean score for the beginning teacher than the experienced teacher. Two other domain areas were found to be significantly different however, the experienced teachers means in those two areas were higher than the beginning teacher means.

Allocation of Resources was also found to be different. The mean of beginning teachers was 3.33, while the mean for experienced teachers was 3.53, for a p-value of

.050. This indicates that the experienced teacher believes that the principal's role to allocate resources is significantly more important than the beliefs of the beginning teacher.

The last domain area that found a significant difference is the Exhibition of Written Expression. The experienced teachers' mean score was 3.42, the beginning teacher mean score was 3.18 for a p-value of .033. The experienced teacher believed that it was significantly more important for a principal to exhibit written expression than the perceptions of the beginning teacher.

Table 3 Means and t-test Results of Individual Question Item Responses for Teachers

Domain	Teachers				t-value	df	p-value
	Beginning Teacher	SD	Experienced Teacher	SD			
Exhibit Leadership	3.94	.24	3.90	.36	.83	362	.408
Collect Information	3.12	.81	3.10	.83	.31	360	.757
Analyze Problems	3.51	.62	3.58	.61	-.75	362	.451
Exercise Judgment	3.73	.57	3.82	.42	-1.01	56.35	.315
Oversee Organization	3.29	.87	3.32	.80	-.30	363	.780
Implement Change	3.25	.81	3.34	.75	-.76	361	.450
Delegate	3.35	.78	3.42	.78	-.57	362	.567
Provide Instruction	3.19	1.00	3.08	.95	.75	362	.452
Design Curricula	2.47	1.00	2.60	.99	-.87	361	.385
Provide Student	3.12	.83	3.08	.89	.34	360	.735
Guidance & Development							
Provide Staff Development	3.41	.79	3.10	.88	2.40	363	.020
Provide Measurement & Evaluation	3.14	.71	2.97	.86	1.36	358	.180
Allocate Resources	3.33	.72	3.53	.66	-2.01	361	.050
Motivate Others	3.63	.73	3.78	.51	-1.40	55.70	.184
Exhibit Interpersonal Sensitivity	3.58	.71	3.68	.59	-1.07	360	.283
Exhibit Oral & Nonverbal Expression	3.29	.84	3.46	.74	-1.48	362	.140
Exhibit Written Expression	3.18	.86	3.42	.71	-2.14	361	.033
Exhibit Philosophical & Cultural Values	3.19	.88	3.20	.82	-.05	358	.960
Understand/Implement Leg/Reg Applications	3.49	.68	3.54	.68	-.45	362	.660
Influence Policy & Politics	3.16	.75	3.19	.79	-.24	360	.814
Manage Public Relations	3.40	.61	3.53	.69	-1.28	359	.202

Note: $p \leq .05$

Research Question Four

What general leadership themes do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?

The mean scores ranged from 3.11 to 3.46. The standard deviations ranged from .38 to .63. The N was 49. Each of the four general leadership themes received a maximum rating of at least 4.00 by at least one teacher, and the lowest average minimum score received was a 1.5. The domains ranked by means from the highest to the lowest are:

- Functional
- Interpersonal
- Contextual
- Programmatic

The lowest mean received by a domain in this area was Programmatic at 3.11, which was higher than the 3.0 assigned to Moderately Important.

Table 4 General Leadership Theme Areas Ranked by Beginning Teachers

Variable	Mean	SD	Minimum	Maximum	N
Functional	3.46	.38	2.71	4.00	49
Interpersonal	3.42	.63	1.50	4.00	49
Contextual	3.31	.49	2.00	4.00	49
Programmatic	3.11	.60	1.67	4.00	49

Note: $p \leq .05$

Research Question Five

What general leadership themes do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

The mean scores ranged from a high of 3.58 for Interpersonal, to a low of 3.06 for Programmatic. The standard deviations ranged from a low of .41 for Functional to .62 for Programmatic. Each of the four themes received a 4.0 rating from at least one teacher and the average minimum score was a 1.33 for the Programmatic theme. The N's were 316.

The ranking by means from the highest ranked to the lowest ranked are as follows:

- Interpersonal
- Functional
- Contextual
- Programmatic

The lowest mean score of 3.06 for Programmatic exceeded the Moderately Important rating of 3.0.

Table 5 General Leadership Theme Areas Ranked by Experienced Teachers

Variable	Mean	SD	Minimum	Maximum	N
Interpersonal	3.58	.49	1.75	4.00	316
Functional	3.49	.41	1.86	4.00	316
Contextual	3.37	.52	1.75	4.00	316
Programmatic	3.06	.62	1.33	4.00	316

Note: $p \leq .05$

Research Question Six

Is there a difference in the beliefs about major leadership themes perceived by beginning and experienced teachers?

This study found that there were no significant differences between the perceptions of the beginning and experienced teachers in the following themes (See Table 6):

- Functional
- Programmatic
- Interpersonal
- Contextual

The means of the four major leadership themes ranged from 3.31 to 3.46 with the highest standard deviation being .64. The p-value range from .091 to .576 indicates there is no significant difference in the perceptions of the beginning and the experienced teachers as it relates to the themes.

Table 6 Means and t-test Results of General Leadership Theme Responses for Teachers

Variable	Beginning Teacher		Experienced Teacher		t-value	df	p-value
	Means	SD	Means	SD			
Functional	3.46	.38	3.49	.41	-.61	363	.543
Programmatic	3.11	.60	3.10	.62	.56	363	.576
Interpersonal	3.42	.64	3.58	.49	-1.72	57.10	.091
Contextual	3.31	.49	3.37	.52	-.78	363	.440

Note: $p \leq .05$

Responses From All Teachers

The data was also evaluated using all teachers' responses in a single group. When evaluating the twenty-one domains as ranked by all teachers responding (see Table 7), the means range from a low of 2.57 for the domain, Design Curricula, to a high of 3.90 for the domain, Exhibit Leadership. Standard Deviations ranged from 1.0 for the domain, Design Curricula, to .34 for the domain, Exhibit Leadership. The N's ranged from 386 to 391.

The four highest ranked domains from the highest in descending order were:

- Exhibit Leadership
- Exercise Judgment
- Motivate Others
- Exhibit Interpersonal Sensitivity

Table 7 All Domains Ranked by All Respondents

Variable	Mean	SD	Minimum	Maximum	N
Exhibit Leadership	3.90	.34	2.0	4.0	390
Exercise Judgment	3.81	.44	1.0	4.0	387
Motivate Others	3.76	.55	1.0	4.0	390
Exhibit Interpersonal Sensitivity	3.67	.61	1.0	4.0	388
Analyze Problems	3.58	.62	1.0	4.0	390
Understand/Implement Leg/Reg Applications	3.53	.68	1.0	4.0	390
Manage Public Relations	3.52	.67	1.0	4.0	387
Allocate Resources	3.50	.68	1.0	4.0	389
Delegate	3.42	.78	1.0	4.0	390
Exhibit Oral and Nonverbal Expression	3.42	.77	1.0	4.0	390
Exhibit Written Expression	3.38	.75	1.0	4.0	389
Implement Change	3.33	.75	1.0	4.0	389
Oversee Organization	3.31	.80	1.0	4.0	390
Influence Policy and Politics	3.21	.78	1.0	4.0	388
Exhibit Philosophical and Cultural Values	3.20	.83	1.0	4.0	386
Provide Staff Development	3.12	.87	1.0	4.0	391
Provide Instruction	3.09	.96	1.0	4.0	390
Collect Information	3.08	.84	1.0	4.0	388
Provide Student Guidance and Development	3.06	.89	1.0	4.0	388
Provide Measurement and Evaluation	2.99	.84	1.0	4.0	386
Design Curricula	2.57	1.0	1.0	4.0	389

Note: $p \leq .05$

These findings varied little from either the rankings identified by the beginning teachers or the rankings identified by the experienced teachers. When the means of the general leadership themes were reviewed (See Table 8), it was found that they ranged from a low of 3.05 for Programmatic, to a high of 3.56 for Interpersonal, with the N's

equaling 391. The standard deviations ranged from a low of .40 to a high of .62. The ranking of the means are as follows:

- Interpersonal
- Functional
- Contextual
- Programmatic

The findings in the general leadership theme areas ranked by all respondents were similar to those rankings done by both the beginning and experienced teachers.

Table 8 General Leadership Theme Areas Ranked by All Respondents

Variable	Mean	SD	Minimum	Maximum	N
Interpersonal	3.56	.51	1.50	4.00	391
Functional	3.49	.40	1.86	4.00	391
Contextual	3.37	.52	1.75	4.00	391
Programmatic	3.05	.62	1.33	4.00	391

Note: $p \leq .05$

CHAPTER 5

Summary Conclusions Implications and Recommendations

The purpose of this study was to determine what importance teachers place on the twenty-one knowledge and skill attributes, or domains, identified by the National Policy Board for Educational Administration (APBEA) (1993) in Principals For Our Changing Schools. Each of the twenty-one domains has been placed by APBEA into one of four general leadership themes: Functional, Programmatic, Interpersonal, and Contextual. These themes and domains have been identified as being necessary for principals to become effective in their schools. Therefore, the information gathered in this study could be used to assist principals with professional growth activities. By being aware of what teachers find most important, principals can ensure that the leadership behaviors they exhibit will support the activities of the teachers, thus assisting and improving instruction in the classroom.

The study examined each of the overall themes as well as examining the specific domains. All domains received a mean score of at least 2.47, indicating that the teachers believed that all the domains were at least somewhat important. The study also examined if there were differences in the perceptions of beginning teachers and experienced teachers. Therefore, this study:

1. Established the order of importance of the leadership behaviors that teachers believe are necessary for principals to exhibit that will assist teachers to become effective classroom teachers.

2. Determined if there was a difference in the beliefs of the importance of the twenty-one domains between beginning and experienced teachers.
3. Determined if there was a difference in the beliefs of the importance of the general leadership themes between beginning and experienced teachers.

To accomplish these goals, the questionnaire was constructed and distributed. The questionnaire was distributed to teacher participants that are classroom teachers in grades K-12. The identified district was a K-12 school district in Southern Arizona that was comprised of approximately 11,000 students. The district has fifteen schools - ten elementary, two middle schools, two high schools, and one alternative school. Every classroom teacher, identified as those teachers that actually instruct in the classroom, was given a questionnaire, and requested to return it. The questionnaires were used to obtain answers to the following questions:

1. What leadership behaviors do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?
2. What leadership behaviors do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?
3. Is there a difference in the beliefs about leadership behaviors perceived by beginning and experienced teachers?

4. What general leadership themes do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?
5. What general leadership themes do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?
6. Is there a difference in the beliefs about major leadership themes perceived by beginning and experienced teachers?

Three hundred ninety-one teachers participated in this study. The questionnaires were distributed through the principal's office at their school and were returned to the principal's secretary and then forwarded to the data collection center. There was a 76% return rate on the questionnaires.

Summary of Findings

The findings presented are directly related to each specific research question. For the purpose of clarity, each question is restated followed by the major findings.

Research Question One

What leadership behaviors do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

The beginning teachers ranked the leadership domains in the following order:

1. Exhibit Leadership
2. Exercise Judgment
3. Motivate Others
4. Exhibit Interpersonal Sensitivity
5. Analyze Problems
6. Understand/Implement Legal/Regulatory Applications
7. Provide Staff Development
8. Manage Public Relations
9. Delegate
10. Allocate Resources
11. Oversee Organization
12. Exhibit Oral and Nonverbal Expression
13. Implement Change
14. Exhibit Philosophical and Cultural Values
15. Provide Instruction
16. Exhibit Written Expression
17. Influence Policy and Politics
18. Provide Measurement and Evaluation
19. Collect Information
20. Provide Student Guidance and Development
21. Design Curricula

The beginning teachers thought that the principals need to exhibit leadership was their highest need, while their lowest need was the principal's role in designing curricula. It must be noted, however, that the top twenty ranked items all had a mean score of 3.12, which would lead one to believe that the teachers thought that they were at least moderately important, and therefore all domains should be exhibited by the principal. Being new in a professional career, one might assume that since Exhibit Leadership was the highest ranked domain by the beginning teachers, that beginning teachers are looking for a principal to assume that leadership role and guide them in the education effort and therefore help them become better and more effective teachers in the classroom.

Research Question Two

What leadership behaviors do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to become effective classroom teachers?

The experienced teachers ranked the domains for importance as follows:

1. Exhibit Leadership
2. Exercise Judgment
3. Motivate Others
4. Exhibit Interpersonal Sensitivity
5. Analyze Problems
6. Understand/Implement Legal/Regulatory Applications
7. Allocate Resources

8. Manage Public Relations
9. Exhibit Oral and Non-verbal Expression
10. Exhibit Written Expression
11. Delegate
12. Implement Change
13. Oversee Organization
14. Exhibit Philosophical and Cultural Values
15. Influence Policy and Politics
16. Provide Staff Development
17. Collect Information
18. Provide Student Guidance and Development
19. Provide Instruction
20. Provide Measurement and Evaluation
21. Design Curricula

As with the beginning teachers, the highest ranked domain that the experienced teachers wanted the principals to possess was the ability to exhibit leadership. The two lowest ranking domains by experienced teachers were Provide Measurement and Evaluation and Design Curricula. One might assume that the experienced teacher believes that over the course of time they have learned how to evaluate students and design the curriculum in the classroom. Those are items that they either already know about or can receive information from colleagues, but the principal being the leader in those areas is less

important to them. They in turn, would like to see the principal exhibit leadership, exercise judgment, motivate others, and exhibit interpersonal sensitivity.

Research Question Three

Is there a difference in the beliefs about leadership behaviors perceived by beginning and experienced teachers?

Generally speaking, the beginning teachers and the experienced teachers had no significant difference in the rating of eighteen of the twenty-one domains listed. The domains that indicated no significant difference between the rating of the two groups are as follows:

- Exhibit Leadership
- Collect Information
- Analyze Problems
- Exercise Judgment
- Oversee Organization
- Implement Change
- Delegate
- Provide Instruction
- Design Curricula
- Provide Student Guidance and Development
- Provide Measurement and Evaluation

- Motivate Others
- Exhibit Interpersonal Sensitivity
- Exhibit Oral and Nonverbal Expression
- Exhibit Philosophical and Cultural Values
- Understand and Implement Legal and Regulatory Applications
- Influence Policy and Politics
- Manage Public Relations.

There were three of the domains that were found to be significantly different when ranked by the beginning and experienced teachers. Those domains are: Provide Staff Development, Allocate Resources, and Exhibit Written Expression. The beginning teacher believes that the principal should provide staff development and it is significantly more important to the beginning teacher than it is for the experienced teacher. This implies that the beginning teacher believes that more assistance is necessary in the classroom, i.e., the principal should spend more time offering suggestions and giving guidance that would assist the teacher in the day to day operation of teaching. The experienced teacher might believe that the provision of staff development which was placed lower in the rankings by the experienced teacher, is something that has been available to them throughout their extended teaching career and that being offered this service by the principal is not as important to them. Perhaps the experienced teacher is more knowledgeable about other avenues for professional growth which may include university courses, seminars, and workshops. This might be seen as a dependency issue for the experienced teacher in an

area in which they are perceived as "experts." The experienced teacher may also presume that they have acquired mastery in their profession, and therefore do not believe that continued staff development is as important to them as the other areas.

In the area of the Allocation of Resources the experienced teacher believes that it is significantly more important than the beginning teacher. One might conclude that the experienced teacher believes that there are not enough resources allocated to the classroom, and therefore the principal should spend more time and effort either finding the resources or assuring that the resources get to the classroom. This also may come about from the experience the teacher has regarding the annual salary negotiations and the fact that in public education in the State of Arizona all resources in K-12 public education are difficult to secure. The experienced teacher may also believe that their primary role is in the area of student instruction and it is the responsibility of the principal to secure and allocate resources.

The third area that a significant difference was found in was in the area of Exhibit Written Expression. The experienced teacher found it significantly more important than the beginning teacher. This implies that the experienced teacher, over the course of time, believes that instructions and expectations should be provided to them in writing by the principal. This could be seen as a cynical look at the role of leadership, or at least a historical view that there had been problems in the past and that verbal communication is not something that one can rely upon. Teachers may also believe that the written communications received in the past have been unclear, contain insufficient information, or

lack specificity. Another conclusion that one might draw would be that the experienced teacher believes that the quality of the written expression should be at a higher level than what the beginning teacher might expect. Perhaps the experienced teacher believes that the principal's written expression to parents, community, and the governing board is important to educational goals and therefore, teachers. The beginning teacher may be focused on the importance of their own written expression to students and parents.

Research Question Four

What general leadership themes do beginning teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

The beginning teachers believe that the Functional theme is the most important.

The Functional theme contains the following domains:

- Leadership
- Information Collection
- Problem Analysis
- Judgment
- Organizational Oversight
- Implementation
- Delegation

The beginning teacher also identified Exhibit Leadership as the number one characteristic that a principal should exhibit. When reviewing the seven domains within the

Functional theme area it can be concluded that the beginning teacher is looking for leadership and assistance with problems, and some guidance in the area of judgment. Early in a career, the beginning teacher may be in a survival mode, and therefore, wants the principal to assist in meeting certain basic organizational needs. This would be consistent with the beginning teacher's struggle to make sure that everything is going smoothly and that the principal's role is to assist them in becoming a better classroom teacher.

The other general theme areas in ranked order that the beginning teachers thought were important were:

1. Interpersonal
2. Contextual
3. Programmatic

Research Question Five

What general leadership themes do experienced teachers believe are necessary for a principal to exhibit in order to assist teachers to be effective classroom teachers?

The experienced teachers believed that the Interpersonal theme area was the most important. That theme area is comprised of the following domains:

- Motivating Others
- Interpersonal Sensitivity
- Oral and Nonverbal Expression
- Written Expression

These domains are recognized as significant to the interpersonal connections in schools. They acknowledge the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose (NPBEA, 1993).

One might conclude that the experienced teacher would like to have improved interpersonal relationships with their principal. It may also indicate that they already have good interpersonal relationships with their principal. Understanding from the principal appears to be desired. The principal's sensitivity to the teachers' responsibility in the classroom may be important to teachers. Also communication is important and the need for the principal to motivate others. This might indicate the teacher's desire to have the principal help in the motivation of the students as it relates to the importance of learning in the classroom or with school-wide goals and/or improvement efforts.

The other theme areas in hierarchal order are:

- Functional
- Contextual
- Programmatic

Research Question Six

Is there a difference in the beliefs about major leadership themes perceived by beginning and experienced teachers?

There was no significant difference found between the perceptions of the beginning and experienced teachers regarding the theme areas. Both groups ranked the Programmatic area as last and Contextual as third. The other two general leadership theme areas of Functional and Interpersonal, were ranked by beginning teachers as first and second respectively. The experienced teachers ranked Interpersonal number one and Functional number two. Although there are no significant differences in their rankings it could be concluded that the beginning teacher believes that the Functional areas of leadership, guidance, and problem analysis are more important to them than the interpersonal. The experienced teachers believes that the relationship between the principal and the classroom teacher is something that should be emphasized.

Conclusions

The following conclusions are made based only on the findings of this study. The findings were derived from the results of a questionnaire.

1. Teachers agreed that the leadership domains identified in Principals For Our Changing Schools, as authored by the NPBEA (1993) were at least Somewhat Important to be exhibited by a principal that would have an impact on them to become effective in the classroom. Nineteen of the twenty-one attributes identified were found to be at least Moderately Important.
2. All teachers agreed that the four general leadership themes that house the twenty-one critical domains were at least Moderately Important as they relate to the

principal's need to exercise those attribute behaviors so that the teacher will become effective in the classroom.

3. Both groups studied agreed that the six domains that are most important to ensuring their effectiveness in the classroom are: Exhibit Leadership, Exercise Judgment, Motivate Others, Exhibit Interpersonal Sensitivity, Analyze Problems, and Understand and Implement Legal and Regulatory Applications.
4. Generally speaking, there is not a significant difference between the experienced and beginning teachers perceptions of the domains necessary for a principal to exhibit in order to allow them to become effective in the classroom. However, there were three areas in which there was a significant difference found, and they are: Provide Staff Development, Allocate Resources, and Exhibit Written Expression.
5. Beginning teachers and experienced teachers have a significant difference in their perception of the need for a principal to provide staff development. Beginning teachers see this attribute behavior as much more important to them to become effective in the classroom than experienced teachers. One might conclude that the beginning teacher still believes that additional training is essential to their success in the classroom, where an experienced teacher may not see that as a critical need because of their expertise and experience in the classroom.
6. Experienced teachers believe Allocation of Resources is more important to their success in the classroom than beginning teachers. One might conclude that

experienced teachers are looking for additional resources in order to improve instructional techniques, while beginning teachers are more concerned about the day to day operations of the classroom and improving their teaching methodology.

7. Experienced teachers believe Exhibit Written Expression is more important to them to become effective in the classroom than beginning teachers. One might conclude that over time a teacher becomes more critical of one's written abilities to express themselves in writing, whereby the beginning teacher is more concerned about the day to day operations of the classroom and is less concerned about evaluating the form of or the quality of written expression as it comes from the principal.
8. When looking at the four general leadership themes, which are comprised of the twenty-one domains, there is no significant difference as to the perceptions of the beginning teacher and the experienced teacher. One could conclude that generally speaking, teachers, whether experienced or beginning, need many of the same attribute behaviors to be exhibited by the principal in order for them to become effective classroom teachers.

Implications

The conclusions from the findings suggest several possible implications. A strong agreement from all participants in the study believing that the twenty-one leadership domains identified in the NPBEA's (1993) Principals For Our Changing Schools are

important, allow us to support what is currently being espoused as the attribute behaviors necessary for a principal to exhibit in order to allow a teacher to become more effective in the classroom. These twenty-one leadership domains can now be used by this researcher in staff development efforts for principals. Generally speaking, teachers whether experienced or beginning, need many of the same attribute behaviors exhibited by a principal.

Because the twenty-one domains have been affirmed by the teachers as behaviors necessary for a principal to exhibit, a school district could then use the domains to define the leadership function of a principal. This definition could be used to assist in the design of the interview process and in the subsequent selection of a principal. The interview and subsequent decision could be framed around the twenty-one domain areas, thus assuring that principals new to a school district would exhibit those characteristics that teachers have indicated are important.

This definition of leadership could also be used to assist teachers in leadership roles, such as department or grade level chair to function more in a leadership role. There could be a dialogue occurring between the principal and these leaders as to the important characteristics that any leader in a school site should exhibit. These leadership positions in a school can become more and more important, and as they identify and understand the components of effective leadership, improved dialogue between principals and teachers would result.

The new definition of leadership could also be used with parent support groups when discussing the role of the principal as it relates to school leadership and school

management. Having a common vocabulary for discussions between parents and the principal as well as teachers in leadership positions could facilitate understanding of difficult issues that arise at a school site from time to time. The affirmation of these traits could also lend itself toward improved communication between the principal and the principal's evaluator. Again, the common dialogue using an agreed upon definition of leadership can assist in the evaluation process by helping frame the dialogue and expectations that exist from the principal's evaluator and the principal.

The findings imply that there are a few minor differences in the needs of the teachers, which are staff development, allocation of resources, and a principal's ability to express themselves in written form, but teachers need the same kinds of attribute behaviors exhibited by the principal. The domains identified in the study therefore, should be used to train and evaluate principals that are working with teachers on a daily basis. Using these leadership domains through the formative and summative evaluation process could help ensure the success of schools. The relationship that the classroom teacher has with the principal is essential for effective instruction to occur in a classroom. This study has identified several areas including the ability of a principal to have an impact on student achievement, morale, climate, and the overall sense of community in a school. By exhibiting all of the attribute behaviors identified in the study, the principal can improve upon the chances of being successful in the position. The ultimate responsibility of all educators therefore, is to create an environment by which a teacher can become effective in the classroom. Generally speaking, it is important that teachers understand that school

principals are willing to listen to their needs, their wants, their desires, and attempt to modify their behaviors so that the teacher can maximize the potential for success and all students can achieve.

Overall, the findings suggest that the leadership domains necessary to be successful as a principal should be used as guiding principles for future administrative preparation programs, both at a school district level and at the university level.

Recommendations

The findings of this study suggest the following recommendations for further research.

1. Replicate the study in order to collect longitudinal data. Then compare the information obtained in the future study with these findings. This comparison could be used to determine the reliability of the studies.
2. Conduct a follow-up study with the beginning teachers used in this study to determine if their perceptions are changing as they become more experienced.
3. Replicate the study using a qualitative approach to validate the findings of this study.
4. Replicate the study using a different independent variable. The independent variable in this study was teacher experience in relation to beginning versus experienced teachers. The perceptions of the teachers in varying stages in development could offer differing data by dividing the teachers into different

seniority classes, such as less than three years experience, four to six years experience, seven to nine years experience, and ten plus years.

5. Conduct this study using gender as the independent variable. No differentiation was made between the gender of the respondents in the study. Perhaps by identifying the gender of the respondents one would have more insight into the needs of the male versus the female classroom teacher.
6. Conduct this study using ethnicity as the independent variable. Perhaps by identifying the ethnicity of the respondents one would have more insight into the needs of teachers.
7. Replicate this study, and identify the socioeconomic status of the students served by the teacher to determine if there are differences in the needs of the teacher based on the socioeconomic status of the students.
8. Conduct this study disaggregating data using the following categories: elementary school teachers, middle school teachers, and high school teachers. This would indicate whether grade level ranges affect the perceived needs of a teacher.

APPENDIX A
DEMOGRAPHICS OF TEACHER PARTICIPANTS
WHO RESPONDED TO THE QUESTIONNAIRE

Demographics of Teacher Participants	N
Grade Currently Taught	
K-3	98
4-6	97
7-8	53
9-12	110
Other	8
Total Years K-12 Teaching Experience	
0-3	49
4-6	49
7-9	44
10+	223
Missing	26
Total Years K-12 Teaching Experience in Marana	
0-3	89
4-6	75
7-9	40
10+	158
Missing	29
Highest Educational Attainment	
BA/BS	58
Some Grad	118
Masters	60
Masters Plus	127
Missing	28
Sex	
Female	263
Male	100
Missing	28

Demographics of Teacher Participants	N
Ethnicity	
African American	1
Asian/Pacific Islander	1
Native American	2
Hispanic	17
White	342
Other	1
Missing	27

APPENDIX B

PROCEDURAL MEMORANDA FOR QUESTIONNAIRE DISTRIBUTION

Memorandum

To: All MUSD Classroom Teachers
From: Wade McLean
Date: September 24, 1998
Subject: Research Study

The Marana Unified School District, in conjunction with the University of Arizona, has agreed to participate in a dissertation study. The study will provide you with the opportunity to express your opinions about those behaviors that you believe are necessary for a principal to exhibit in order to help you be an effective classroom teacher.

Participants in this study have been identified as K-12 classroom teachers. The data collected in this research study will be used by the researcher for academic purposes. You will not be personally identified as a participant in this study. It is imperative that you not place your name on the questionnaire. Your anonymity will be assured. There are no right or wrong answers, so please do not hesitate to respond frankly.

This study is being done to determine the classroom teacher's perceptions of effective principal behaviors and is **not** intended to be an evaluation of your principal. It is important that you answer the questions honestly, frankly and from your perspective. Please ensure that you answer all the descriptive information as well as the twenty-one items, using a #2 pencil. All requested information in the questionnaire must be completed. After completion of the questionnaire, please place it in the manilla envelope, without folding or stapling, and **return it to your principal's secretary by noon on Thursday, October 1.**

Your opinion is important and essential to the success of this study. Thank you in advance for your time.

APPENDIX C
QUESTIONNAIRE

THE PRINCIPAL BEHAVIOR QUESTIONNAIRE

This survey is anonymous.

DO NOT USE "ID Number" or "Special Codes."

Do not put your name anywhere on this form!

Please use the scale below for items 1 through 21.

PLEASE USE A #2 PENCIL.

Indicate how important you believe each behavior is for effective leadership by a school principal, in order for you to be an effective classroom teacher.

(Please refer to the definitions provided on a separate page.)

MY PRINCIPAL SHOULD:

	Very Important	Moderately Important	Somewhat Important	Not Important
1. Exhibit Leadership				
2. Collect Information				
3. Analyze Problems				
4. Exercise Judgment				
5. Oversee Organization				
6. Implement Change				
7. Delegate				
8. Provide Instruction				
9. Design Curricula				
10. Provide Student Guidance and Development				
11. Provide Staff Development				

		Very Important	Moderately Important	Somewhat Important	Not Important
12. Provide Measurement and Evaluation					
13. Allocate Resources					
14. Motivate Others					
15. Exhibit Interpersonal Sensitivity					
16. Exhibit Oral and Nonverbal Expression					
17. Exhibit Written Expression					
18. Exhibit Philosophical and Cultural Values					
19. Understand and Implement Legal and Regulatory Applications					
20. Influence Policy and Politics					
21. Manage Public Relations					
Grade Currently Teaching		K-3	4-6	7-8	9-12
Total Years K-12 Teaching Experience		0-3	4-6	7-9	10 +
Years Teaching in Marana School District		0-3	4-6	7-9	10+
Highest Educational Attainment	BA/BS	Some Graduate Study	Master's	Master's +	

Sex		Male			Female	
Ethnicity	Afr Amer	Asian/PacIsl	AmInd/Nat Amer	Hispanic	White/Anglo	

APPENDIX D

SUPPLEMENTAL INFORMATION FOR QUESTIONNAIRE

The Principal Behavior Questionnaire

Read each of the statements on the following pages carefully. Then indicate whether the behavior is very important, moderately important, somewhat important, or not important. Mark your answer on the enclosed data sheet using a #2 pencil.

My Principal should:

1. ***Exhibit Leadership:***
Give this school purpose and direction by developing a shared strategic vision, shaping school culture and values, and formulating school improvement efforts.
2. ***Collect Information:***
Gather data, facts, and impressions from a variety of sources and seek knowledge about policies, rules and laws, then classify and organize this information for use in decision making and monitoring.
3. ***Analyze Problems:***
Identify the important elements of a problem situation by analyzing information; framing problems; identifying possible causes; seeking additional information; framing possible solutions; exhibiting conceptual flexibility and assisting others to form reasoned opinions about problems and solutions.
4. ***Exercise Judgment:***
Reach logical conclusions, make quality, timely decisions based on the best available information; exhibit tactical adaptability; giving priority to significant issues.
5. ***Oversee Organization:***
Plan and schedule one's own and other's work so that resources are used appropriately, and short and long term goals are met; schedule activities; establish procedures to regulate activities; monitor projects to meet deadlines, and empower the process in appropriate places.
6. ***Implementation:***
Make things happen; put programs and change efforts into action; facilitate coordination and collaboration of tasks; monitor progress; provide "mid course" corrections; support those responsible for carrying out projects and plans.

7. ***Delegate:***
Assign projects, tasks, and responsibilities together with clear authority to accomplish them in a clear and timely manner; utilizing subordinates effectively; follow up on delegated responsibilities.
8. ***Provide Instruction:***
Create a school culture for learning; enable others to design instructional programs for the improvement of teaching and learning; ensure appropriate instructional methods; design positive learning experiences; mobilize the participation of appropriate people to develop these programs and to establish a positive learning environment.
9. ***Design Curriculum:***
Understand major curriculum design models; interpret school district curricula; initiate needs analyses; plan and implement with staff a framework for instruction; align curriculum with anticipated outcomes; monitor social and technological developments as they affect curriculum; adjust content as needs and conditions change.
10. ***Provide Student Guidance and Development:***
Understand and accommodate student growth and development; utilize and coordinate community organizations; respond to family needs; enlist the participation of appropriate people to design and conduct these programs and to connect schooling with plans for adult life; plan for a comprehensive program of student activities.
11. ***Provide Staff Development:***
Work with faculty and staff to identify professional needs; plan, organize, and facilitate programs that improve faculty and staff effectiveness; supervise individuals and groups; provide feedback on performance; arrange for remedial assistance; engage faculty and others to plan and participate in recruitment and development activities, and initiate self- development activities.
12. ***Provide Measurement and Evaluation:***
Determine what diagnostic information is needed about student, staff, and the school environment; examine the extent to which outcomes meet or exceed previously defined standards; draw inferences for program revisions; interpret measurements or evaluations for others; design accountability mechanisms.

13. ***Allocate Resources:***
Procure, apportion, monitor, account for, and evaluate fiscal, human, material, and time resources to reach outcomes that reflect school goals; plan and develop the budget process with appropriate staff.
14. ***Motivate Others:***
Create conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence; facilitate teamwork and collegiality; provide intellectual stimulation; support innovation; recognize and reward effective performance; serve as a role model.
15. ***Exhibit Interpersonal Sensitivity:***
Perceive the needs and concerns of others; deal tactfully with others; work with others in emotionally stressful situations or in conflict; manage conflict; recognize multi-cultural differences.
16. ***Exhibit Oral and Nonverbal Expression:***
Make oral presentations that are clear and easy to understand; clarify and restate questions; respond, review and summarize for groups; utilize appropriate communicative aids; be aware of cultural and gender-based norms.
17. ***Exhibit Written Expression:***
Express ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents; prepare brief memoranda, letters, reports, and other job specific documents.
18. ***Exhibit Philosophical and Cultural Values:***
Act with a reasoned understanding of the role of education in a democratic society and in accordance with accepted ethical standards; recognize philosophical influences in education; reflecting an understanding of American culture, including current social and economic issues related to education.
19. ***Understand and Implement Legal and Regulatory Applications:***
Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications; recognize standards of care involving civil and criminal liability for negligence and intentional torts; and administer contracts and financial accounts.
20. ***Influence Policy and Politics:***
Understand schools as political systems; identify relationships between public policy and education; recognize policy issues; examine and affect policies

individually and through professional and public groups; relate policy initiatives to the welfare of students; address ethical issues.

21. ***Manages Public Relations:***

Develop common perceptions about school issues; interact with internal and external publics; understand and respond skillfully to the electronic and printed news media; initiate and report news through the appropriate channels; manage the school's reputation; enlist public participation and support.

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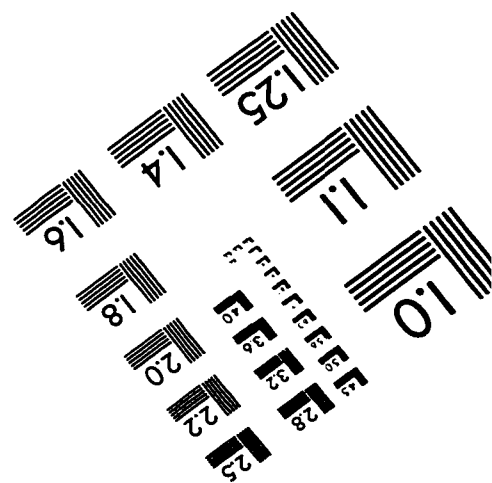
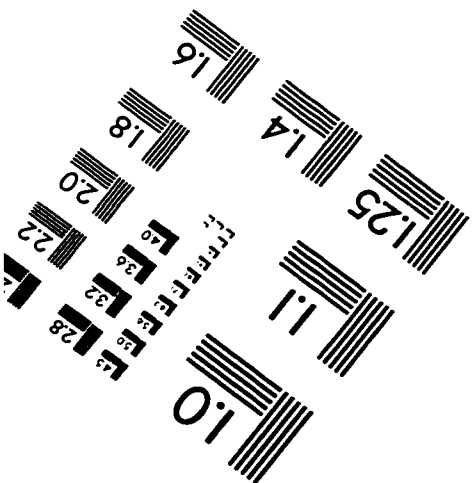
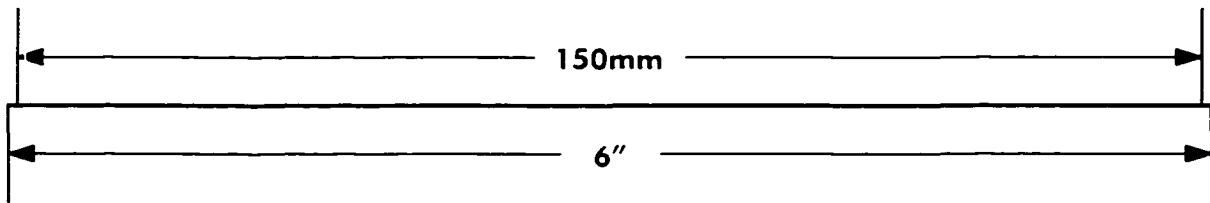
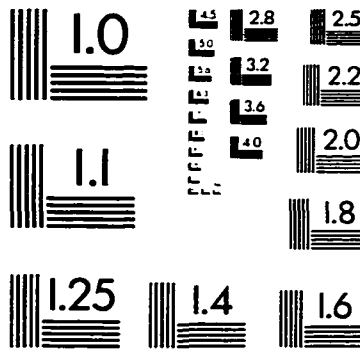
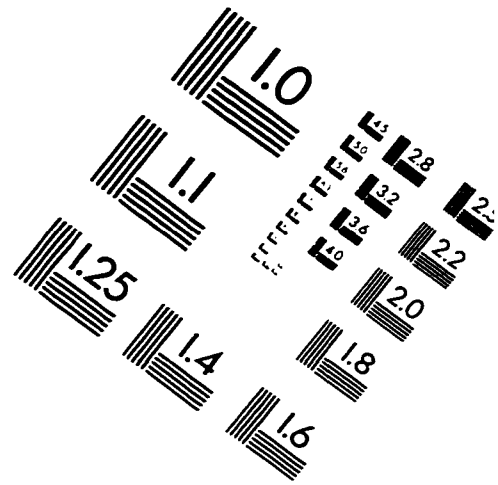
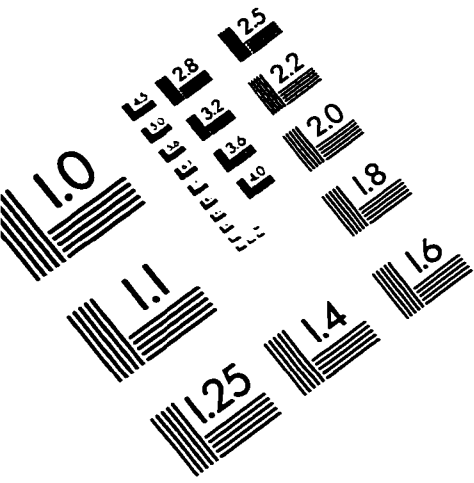
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IMAGE EVALUATION TEST TARGET (QA-3)



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