# EFFECTIVE PRINCIPAL LEADERSHIP PRACTICES AS PERCEIVED BY ELEMENTARY, MIDDLE, AND HIGH SCHOOL TEACHERS

by

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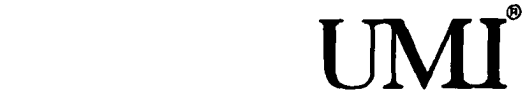

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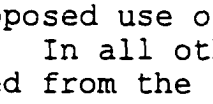
SIGNED: 

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## ABSTRACT

The purpose of this study was to investigate the perceptions of elementary, middle, and high school teachers as they relate to the leadership behaviors principals should exhibit that would assist teachers in becoming more effective.

The Principal Behavior Questionnaire (PBQ) (McLean, 1998) was distributed to randomly selected classroom teachers in three Southern Arizona K-12 school districts in Fall 2001. Similar attribute behaviors were grouped together under four themes: functional, programmatic, interpersonal, and contextual. The data were disaggregated using elementary, middle, and high school teachers as the independent variables.

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

- Elementary, middle, and high school teachers found the 21 domains and four general theme areas identified by the National Policy Board for Educational Administration (1993) to be important.
- Analysis of the data indicated a strong similarity among the rankings of leadership behavior domains of principals of elementary, middle, and high school teachers.

- Elementary teachers ranked the domain of providing student guidance and development significantly more important than did high school teachers and the domain of influencing policy and politics significantly less important than did middle and high school teachers.
- Elementary teachers ranked the theme of contextual leadership significantly less important than high school teachers.

Researchers have linked principal behaviors to effects on school climates, which in turn have been shown to indirectly affect student achievement (Bredeson, 1989; Halpin & Croft, 1963). Leithwood (1994) linked principals' transformational leadership to measures of improvement in teachers' classroom behaviors, attitudes, and effectiveness (i.e., student achievement). The findings of this study should be utilized to assist principals to ensure that they demonstrate the leadership behaviors perceived necessary by classroom teachers. Doing so will assist teachers in becoming more effective classroom teachers.

# CHAPTER 1

## INTRODUCTION TO THE STUDY

This research study examined the perceptions of elementary, middle, and high school teachers as they related to the leadership behaviors principals should exhibit that would assist teachers in becoming more effective in the classroom. This first chapter introduces the study.

### Problem Statement

Effective schools research has concluded that principals with strong leadership skills and a willingness to participate actively in the classroom create better schools (Zigarelli, 1996).

As we move into the new millennium, schools and principals are faced with many challenges. Over the last decade there have been major changes in the role of the elementary principal. These changes include working longer hours, leading a larger school, and supervising more people than the typical principal did in the past (Ferrandino, 2001). Ferrandino suggested that qualified people are not applying for principal job openings due to three major factors: inadequate compensation, job-related stress, and time fragmentation. Furthermore, principals, in spite of these factors, are expected to find ways to ensure that

children of highly diverse racial and ethnic backgrounds-many of them poor and with limited proficiency in English-are accepted, supported, and educated.

Secondary principals find themselves facing similar issues. Secondary principals in the United States are facing changing demographics, schools and curricula that are inappropriately designed for today's adolescents, and training that prepared them to be managers rather than instructional leaders, and a dramatic shortage of qualified candidates willing to take on the principalship (Tirozzi, 2001). Tirozzi suggested that excellence in school leadership should be recognized as the most important component of school reform. The principal's role must shift from a focus on management and administration to a focus on leadership and a vision to facilitate the teaching and learning process. Tirozzi believed the successful school principal of the future would be the individual who raised academic standards, improved academic achievement for all students, and provided support and assistance to the faculty.

## Purpose of the Study

Following publication of *A Nation at Risk* (National Commission on Excellence in Education, 1983), the

principalship came under scrutiny as policymakers sought to define the role of school administrators in education reform (Murphy, 1990). There was a demand for a significant shift in role expectations for principals. Whereas principals had traditionally functioned primarily as managers of the status quo (Cuban, 1988; Tyack & Hahsot, 1982), reform advocates now conceived of them as change agents (Murphy, 1990). In recent years, principal leadership characteristics have been discussed in the literature (Block, 1985; Heffron, 1998; Lezotte, 1999; McLean, 1998; Sagor, 1997). However, few published studies have directly examined principal leadership behaviors specific to elementary, middle, and secondary levels. The purpose of this study was to investigate the perceptions of elementary, middle, and high school teachers as they related to the leadership behaviors principals should exhibit that would assist teachers in becoming more effective in the classroom. As our nation continues to focus on raising standards and holding schools accountable for test results, understanding the leadership behaviors principals must exhibit to help classroom teachers be effective has never been more important. By using grade-level ranges as the independent variable, this study provides a basis for what elementary, middle, and secondary principals must learn in order to lead.

## Research Questions

The following research questions were examined as a result of this study.

1. What leadership behavior domains do elementary, middle, and high school teachers believe are necessary for principals to exhibit to assist them to be effective classroom teachers?
2. Are there similarities in the rank orderings of principals' behavior domains of elementary, middle, and high school teachers?
3. Are there differences in the beliefs about leadership behavior domains as perceived by elementary, middle, and high school teachers?
4. Are there differences in the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers?

## Research Hypotheses

The following hypotheses were tested in this study:

$Ho_1$. There are no statistically significant correlations among the rank orderings of principals' behavior domains of elementary, middle, and high school teachers.

$Ho_2$. There are no statistically significant differences among the beliefs about the 21 leadership behavior domains as perceived by elementary, middle, and high school teachers.

$Ho_3$. There are no statistically significant differences among the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers.

## Assumptions

The following assumptions relating to the study were made:

1. When a principal exhibits effective leadership behaviors with teachers, those teachers will be effective in the classroom.
2. Surveys and questionnaires were completed honestly and accurately, yielding results indicative of actual teacher perceptions.

## Limitations

The following limitations must be considered for this study:

1. The perceptions of the leadership practices and behaviors are limited by the responses the respondents are willing to disclose on the questionnaire.
2. Questions may not be interpreted in the same manner by each respondent.
3. The generalization of the study is limited due to the homogeneous sample.

## Definition of Terms

The following is a list of terms as defined by NPBEA (1993).

Functional Theme. This theme addresses the organizational processes and techniques by which the mission of the school is achieved. It provides for the educational program to be realized and allows the institution to function. The domains included in this theme are exhibit leadership, collect information, analyze problems, exercise judgment, oversee organization, implement change, and delegate.

Programmatic Theme. This theme focuses on the scope and framework of the educational program. It reflects the core technology of schools, instruction, and the related supporting services, developmental activities, and resource base. The domains included in this theme are provide

instruction, design curricula, provide student guidance and development, provide staff development, provide measurement and evaluation, and allocate resources.

Interpersonal Theme. This theme recognizes the significance of interpersonal connections in schools. It acknowledges the critical value of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose. The domains included in this theme are motivate others, exhibit interpersonal sensitivity, exhibit oral and nonverbal expression, and exhibit written expression.

Contextual Theme. This theme reflects the world of ideas and forces within which the school operates. It explores the intellectual, ethical, cultural, economic, political, and governmental influences upon schools, including traditional and emerging perspectives. The domains included in this theme are exhibit philosophical and cultural values, understand and implement legal and regulatory applications, influence policy and politics, and manage public relations.

Exhibit 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.

Collect Information. 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; and classifying and organizing information for use in decision making and monitoring.

Analyze Problems. 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, and assisting others to form reasoned opinions about problems and issues.

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

Oversee Organization. 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, and empowering the process in appropriate places.

Implement Change. 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, and supporting those responsible for carrying out projects and plans.

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

Provide Instruction. 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, and mobilizing the participation

of appropriate people or groups to develop these programs and to establish a positive learning environment.

Design Curricula. 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, and adjusting content as needs and conditions change.

Provide 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; and planning for a comprehensive program of student activities.

Provide 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.

Provide 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; and designing accountability mechanisms.

Allocate Resources. 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 and planning and developing the budget process with appropriate staff.

Motivate 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; and serving as a role model.

Exhibit 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, and relating to people of varying backgrounds.

Exhibit 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; and adapting for audiences.

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

Exhibit 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; and reflecting an understanding of American

culture, including current social and economic issues related to education.

Understand and Implement 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.

Influence Policy and Politics. 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, and addressing ethical issues.

Manage Public 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, and recognizing and providing for various markets.

## Organization of the Study

Chapter 1 included background information and recognized the need for the study. Also provided were a statement of the problem, a purpose statement, research questions, hypotheses, assumptions, limitations, and definitions of key terms of the study. Chapter 2 includes a comprehensive review of the literature pertaining to leadership theories and the four general leadership themes adopted by the National Policy Board for Educational Administration (NPBEA, 1993). Research design and methodology are addressed in Chapter 3, including specifics about population and sample, description of the instrument, data collection procedures, and data analysis. The results and statistical analysis of the study are presented in Chapter 4. Chapter 5 contains a summary of the findings, conclusions, implications for the field, and recommendations for further study.

# CHAPTER 2

## REVIEW OF THE LITERATURE

The purpose of this study was to investigate the perceptions of elementary, middle, and high school teachers as they related to the leadership behaviors principals should exhibit that would assist teachers in becoming more effective in the classroom.

The first section of this review of the literature and research centers on the principal as instructional leader. Through the frame of the four general leadership themes (functional, programmatic, interpersonal, contextual) adopted by the NPBEA (1993), the second section reviews the transformational leadership behaviors a principal should exhibit to improve classroom teacher effectiveness.

### Principal as Instructional Leader

The effective schools movement of the late 1970s and the 1980s described effective principals in terms of instructional leadership. Principals are seen as individuals who know what effective instruction looks like, how to evaluate it, and how to help teachers improve their instruction. Edmonds (1979) believed that the characteristics of an effective principal included:

1. Strong instructional leadership.

2. The ability to lead in the development of a pervasive and broadly understood instructional focus.
3. An orderly and safe school climate conducive to teaching and learning.
4. High teacher expectations.
5. Program evaluations based on varied assessment measures of student achievement.

Instructional leadership is often defined as a blend of several tasks, such as supervision of classroom instruction, staff development, and curriculum development (Smith & Andrews, 1989).

Glickman (1985) and Pajak (1989) succinctly conceptualized what responsibilities and activities were broadly referred to as instructional leadership. Glickman defined five primary tasks of instructional leadership:

1. Direct assistance to teachers.
2. Group development.
3. Staff development.
4. Curriculum development.
5. Action research.

Pajak's (1989) research on what functions should be a part of instructional leadership generated a similar list of

tasks, but also included planning, organizing, facilitating change, and motivating staff.

Sheppard (1996) had a similar view of instructional leadership and developed the following list of principal behaviors:

1. Framing school goals.
2. Communicating school goals.
3. Supervising and evaluating instruction.
4. Coordinating the curriculum.
5. Monitoring student progress.
6. Protecting instructional time.
7. Maintaining high visibility.
8. Providing incentives for teachers.
9. Promoting professional development.
10. Providing incentives for learning (p. 327).

In addition, Sheppard (1996) reported that promoting a teacher's professional development was the most influential instructional leadership behavior at both the elementary and high school levels and that the use of only three to five principal behaviors (selected according to context) accounted for most of the influence on a teacher's commitment, involvement, and innovation in the classroom.

Hallinger and Heck (1996) found principal leadership that makes a difference in student achievement is aimed

toward influencing internal school processes that are directly linked to student learning. These internal processes include school policies and norms such as academic expectations, school mission, student opportunity to learn, instructional organization, and academic learning time.

According to Green (2001), research indicated that new paradigms in school relationships have been established in districts that are successful in enhancing student achievement. "New paradigms of leadership are being created. The order of the day is consensus building, collaboration, shared decision making, and addressing ambiguity" (p. 742). In short, leaders are exhibiting transformational leadership skills.

## Transformational Leadership

In education, the measure of achievement is global. Students in the United States do not fare well in comparisons with those of other nations, and the achievement of children in the inner city is a national tragedy (Kozol, 1992). Transformational leadership is needed to remedy these conditions. The old techniques of managing and controlling were appropriate for the assembly line but are hardly adequate for the postmodern society. Today's schools and companies need leaders who will develop a shared vision

that looks to a rapidly changing future. They must be flexible and sensitive to the needs of their employees (Slater & Martinez, 2000). Results from Leithwood's (1994) studies indicate that transformational leadership practices, considered as a composite construct, have significant direct and indirect effects on progress with school restructuring initiatives and teacher perceived student outcomes.

Transformational leadership began to be widely discussed in the literature in the mid-1980s. Bass (1985) saw the transformational leader as one who motivated followers to do more than they were originally expected to do. "The transformational leader induces additional effort by further sharply increasing subordinate confidence and by elevating the value of outcomes for the subordinate" (p. 22). According to Bass, such a transformation can be achieved in any one of three interrelated ways:

1. By raising our level of awareness, our level of consciousness about the importance and value of designated outcomes, and ways of reaching them.
2. By getting us to transcend our own self-interest for the sake of the team, organization, or larger polity.

3. By altering our need level on Maslow's (or Alderfer's) hierarchy or expanding our portfolio of needs and wants (p. 20).

Transformational leaders exhibit three leadership factors: charisma, individualized consideration, and intellectual stimulation. According to Avolio and Bass (1987), charisma describes leaders who instill pride, faith, and respect; have a gift for seeing what is really important; and have a sense of mission (or vision) which is effectively articulated. Individualized consideration is representative of leaders who delegate projects to stimulate and create learning experiences, pay personal attention to followers' needs-especially those who seem neglected-and treat each follower with respect and as an individual. Intellectual stimulation is leadership that provides ideas that result in a rethinking of old ways and enables followers to look at problems from many angles and resolve problems that were at a standstill.

Research by Tichy and DeVanna (1986) has also contributed to the understanding of the nature of transformational leadership. The beginning of the transformation process, or Act 1, involves recognizing the need for change. Individuals and organizations tend to be complacent and resist change. Transformational leaders must

be change agents, pointing out how environmental changes can have a positive or negative impact on the organization.

Transformational leaders, having sounded the warnings to the organization, must then move to Act 2-creating a vision. "The leaders involved in organizational transformation need to create a vision that a critical mass of employees will accept as a desirable change for the organization" (Tichy & DeVanna, 1986, p. 30). Tichy and DeVanna stated that this is accomplished as a result of bringing together the differing viewpoints within an organization.

Recognizing that creating a vision has no meaning until it becomes reality, Act 3 is defined as institutionalizing change. New realities, actions, and practices must be shared so that changes become day-to-day practices. Change invokes simultaneous personal feelings of fear and hope, anxiety and relief, pressure and stimulation, threats to self-esteem, and challenges to master new situations. Tichy and DeVanna (1986) stated that the task of transformational leaders is to recognize these mixed feelings, act to help people move from negative to positive emotions, and mobilize the energy needed for individual renewal.

Burns (1978) stated that transformational leadership is a process within which "leaders and followers raise one

another to higher levels of morality and motivation" (p. 20). He discussed transformational leadership in two stages. Stage 1 focused on higher-order psychological needs for esteem, autonomy, and self-actualization. Stage 2 addressed moral issues regarding goodness, righteousness, duty, and obligation.

Sergiovanni (1995) emphasized a transformational leadership in which input and involvement from all individuals within a learning community created optimal opportunities for success. Trying new and other options in classrooms and belief in both teachers and student capital were emphasized.

Leithwood (1992a) stated, "Transformational leadership is a form of consensual or facilitative power that is manifested through other people instead of over people" (p. 9). Three elements make up this style of leadership:

1. A collaborative, shared decision-making approach.
2. An emphasis on teacher professionalism and empowerment.
3. An understanding of change, including how to encourage change in others (p. 10).

The four general themes (functional, programmatic, interpersonal, contextual) identified by the National Policy Board for Educational Administration (NPBEA, 1993) contain

leadership domains that are consistent with transformational leadership. This section reviews each of the four themes and supporting literature and research for each.

## Functional Theme

The functional theme, as defined by the NPBEA (1993), addresses the organizational processes and techniques by which the mission of the school is achieved. It provides for the educational program to be realized and allows the institution to function. Included in the functional theme are the domains of leadership, information collection, problem analysis, judgment, organizational oversight, implementation, and delegation.

The leadership domain, defined by NPBEA (1993) as giving purpose and direction by developing a shared strategic vision, shaping school culture and values, and formulating school improvement efforts, encompasses the other domains in all four themes. This definition of leadership is very similar to transformational leadership. Pielstick (1998) conducted a study examining leadership literature to identify the themes, patterns, and connections that described transformational leadership. The results revealed a pattern of descriptors that provides a profile of

transformational leadership. The profile includes seven major themes:

1. Creating a shared vision.
2. Communicating the vision.
3. Building relationships.
4. Developing a supporting organizational structure.
5. Guiding implementation.
6. Demonstrating character.
7. Achieving results.

"A leader without some vision of where he wants to take his organization is not a leader" (Bennis, 1994, p. 30). A vision provides a descriptive picture of the organization's potential future. An important role of the transforming leader is the ability to articulate clearly the shared vision, values, and beliefs of the organization-repeatedly. Transforming leaders clarify and illustrate the vision, values, and beliefs by using metaphors, analogies, stories, ceremonies, celebrations, rituals, and traditions (Pielstick, 1998).

Three qualitative investigations were conducted by Leithwood, Leonard, and Sharratt (1998) which concluded that culture, structures, and policies and resources were the three school-level conditions that teachers most frequently associated with their professional learning. Shared norms,

values, and beliefs about, for example, professional responsibilities, the nature of teaching, and the value of colleagues' expertise, influence the level of individual and collective motivation to learn.

Leithwood et al. (1998) largely attributed the presence of these conditions to the principal's leadership. Thus, the analysis of teachers' responses to their interviews place leadership as "the first ranked variable across all three of their studies in terms of indirect effects" (p. 260). Results of this research found the following practices transformational principals can apply to allow the institution to function such that the educational program will be realized:

1. Assisting staff to work cooperatively toward common goals.
2. Holding high expectations for performance and professional growth.
3. Serving as role models by learning and growing themselves.
4. Providing individualized support for professional learning by, for example, allocating funds, scheduling release time, and giving more moral support.

5. Building a productive school culture that values providing continuous improvement of student services.
6. Providing intellectual stimulation by challenging staff to rethink how their work can be performed and also disseminating information and new ideas.
7. Supporting the committee structure to enhance participation and decision making.

To understand the functional theme one must recognize that schools are complex organizations. Carlson (1996) used four major metaphors-culture, politics, theater, and the brain-to highlight the multiple perspectives, the value of reframing, and the contradictions and paradoxes that often exist in organizations.

The first metaphor, organizational culture, opens the door to understanding many subtle dimensions of an organization, helping to appreciate more fully the emotional attachment individuals have to their school. Thinking of organizations as cultures permits a greater appreciation for ambiguity, which often is viewed as something to be reduced or eliminated rather than acknowledged and accepted. The celebration of diversity and the legitimation of voices seldom heard can be important benefits to accepting ambiguity as a natural phenomenon.

According to Smith (1996), "The vision and responsibility for maintaining ideals and programs that are responsive to racial, ethnic, linguistic, cultural, religious, and gender diversity has become one of the leadership challenges of the coming century" (p. 33). The practice of transformational leadership by the principal can help promote a culture that is conducive to meeting this challenge. Without a positive climate, there will not be maximum success or productivity in any area. Developing this positive climate is not easy. It is just as difficult to achieve as anything else and certainly as important (Leithwood et al., 1998).

If organizations have cultures, then Carlson's (1996) second metaphor, organizations from a political perspective, is inevitable. Organizations are bound to have conflict, and it is the leader's role to manage that conflict. Problems provide the impetus for learning to occur in organizations (Barth, 1990; Leithwood et al., 1998; Senge, 1990) by producing sufficient dissonance for its members to engage in improvement efforts. The successful leader values this dissonance. As Carlson stated,

> School leaders must accept conflict, but more importantly they need the ability to anticipate and minimize the impact of these disagreements. School

> administrators are in a position to recognize the special interests of people in the school, and their sources of power, and have the legal authority to change conditions to reduce interpersonal tensions. (p. 65)

Carlson's (1996) third metaphor, theater, provided the opportunity to observe and understand the dynamics-the obvious and the subtle-surrounding human behavior in organizations. As Carlson put it,

> Leaders in organizations are called upon to fulfill many theatrical roles, from scriptwriter to director to actor. In the process of change, some leaders write scripts for other members of the organization to follow; other leaders act as directors, eliciting from actors a performance as near to the new script as possible. In all cases, we leaders must also be convincing actors, with a minimum distance between our feelings, our spoken words, and our actions. Effective managers, in theatrical terms, are credible actors whose performance is in keeping with the script written for their role and audience expectations. (p. 86)

This emphasis on interrelationships is consistent with Blase and Blase (1999), who determined two key themes of effective leadership. Principals accomplish the first

theme, talking with teachers to promote reflection, by utilizing the following strategies:

- Making suggestions.
- Giving feedback.
- Modeling.
- Using inquiry and soliciting advice and opinions.
- Giving praise.

The second key theme of leadership derived from their data (Blase & Blase, 1999) was promotion of teachers' professional growth with respect to teaching methods and collegial interaction about teaching and learning. Effective leaders use the following strategies:

- Emphasizing the study of teaching and learning.
- Supporting collaboration efforts among educators.
- Developing coaching relationships among educators.
- Encouraging and supporting redesign of programs.
- Applying the principles of adult learning, growth, and development to all phases of staff development.
- Implementing action research to inform instructional decision making.

Carlson's (1996) fourth metaphor, the brain, demonstrated both negative and positive connotations to an organization. Just as the brain can perform many, often

contradictory, functions simultaneously, so too can an organization. The brain as a metaphor provided an image of what an organization could look like when it was out of balance and took on addictive behaviors. Organizational behaviors in this mode included poor communication, flawed thinking, poor management and leadership processes, and strong structural control. On the positive side, the organization as a brain stirred up the notion of learning. "The survival of an organization is ultimately dependent on its capacity to learn from errors, accept feedback, and increase the exchange of information regarding performance" (p. 111). This is consistent with research conducted by Schmoker (1996) whose studies have shown that unfocused collaboration and teamwork that is devoid of data were actually counterproductive.

## Programmatic Theme

The domains included in the programmatic theme are instruction and learning, curriculum design, student guidance and development, staff development, measurement and evaluation, and resource allocation. These domains focus on the scope and framework of the educational program. They reflect the core technology of schools, instruction, and the

related supporting services, developmental activities, and resource base.

Without effective curriculum and instruction, we cannot expect children to learn, much less learn to their maximum ability. Research has suggested that for student achievement to improve, the principal must have strong programmatic leadership skills. Heck, Larsen, and Marcoulides (1990) summarized this in their research on instructional leadership and principal effectiveness:

> In managing the work structure of the school, principals do not affect the academic achievement of individual students in the same manner that teachers do, that is, through direct classroom instruction. Principals may, however, impact teaching and classroom practices through such school decisions as formulating school goals, setting and communicating high achievement expectations, organizing classrooms for instruction, allocating necessary resources, supervising teachers' performance, monitoring student progress, and promoting a positive, orderly environment for learning. (p. 95)

Pielstick (1998) stated that transforming leaders guide the organization using practices such as designing strategies, programs, and policies to meet the needs of an

array of students and other stakeholders; adapting organizational designs for increased effectiveness and efficiency; and institutionalizing changes.

The results of research by Leithwood et al. (1998) suggested that principals provided support for teachers' professional learning by providing resources to aid professional learning in the form of money, books, furniture, or materials. Other kinds of tangible support for professional learning included providing release time or other scheduling help, sharing information or finding speakers, and encouraging participation in decision making by collecting and distributing information.

Effective principals are open to change and, more fundamentally, embrace its prospect because they realize that school improvement is inextricably connected with the personal and professional development of themselves and their staffs. "The key to school improvement is people improvement. Attention to professional development must be the cornerstone of any initiative to enhance the effectiveness of schools" (DuFour & Eaker, 1992, p. 20).

Programmatic leadership skills provide the foundation for academic change, but leaders must be patient. It takes about three years to achieve successful change in student performance in an elementary school. Depending on size, it

takes about six years to do so in a secondary school (Fullan, 2000a). Leaders must recognize that in order to have lasting success, both local school development and the quality of the surrounding infrastructure are critical. Fullan explained this concept in what he referred to as the three stories of reform: the inside story, the inside-out story, and the outside-in story (Fullan, 2000b).

The inside story refers to the need for teachers to become more assessment literate. Assessment literacy internal to the school, according to Fullan (2000b), meant the ability of teachers to interpret achievement data on student performance and teachers' equally important ability to develop action plans to alter instruction and other factors to improve student learning. For this to be successful, Fullan argued that reculturing needs to occur. Reculturing involves going from a situation of limited attention to assessment and pedagogy to a situation in which teachers and others routinely focus on these matters and make associated improvements.

Whereas the inside story says that schools should focus on reculturing, the inside-out story says they can't do it alone. Fullan (2000b) listed five powerful external forces that schools must contend with and turn to their advantage: parents and community, technology, corporate connections,

government policy, and the wider teaching profession. Effective schools use their internal collaborative strength to seek out relationships with these external forces, finding ways to make them part of the solution rather than part of the problem.

The outside-in story (Fullan, 2000b) says that in order for organizational development to be sustained, schools must be both challenged and nurtured by an external infrastructure. Four main elements of the external reform are policies focusing on decentralization, local capacity building, rigorous external accountability, and stimulation of innovation. Sustained change is not possible in the absence of a strong connection across the three stories.

## Interpersonal Theme

The interpersonal theme includes the following domains: motivating others, interpersonal sensitivity, oral and nonverbal expression, and written expression. These domains recognize the significance of 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.

> While individuals may act collectively as well as individually, people are the organization. Everything else we associate with the concept of an organization (for example structures, policies, routines) must be interpreted through the emotions, beliefs, values and behaviours of people. (Leithwood, Jantzi, & Steinbach, 1999, p. 71)

A total of 20 specific leadership practices associated with several distinct facets of the provision of individualized support were identified by Leithwood, Tomlinson, and Genge (1996). The first facet involved the equitable, humane, and considerate treatment of one's colleagues and included

- Treating everyone equally.
- Having an open-door policy.
- Being approachable, accessible, and welcoming.
- Protecting teachers from excessive intrusions on their classroom work.
- Giving personal attention to colleagues who seem neglected by others.
- Being thoughtful about the personal needs of staff.

A second facet involved providing support for the personal, professional development of staff and included

- Encouraging individual staff to try new practices.
- Responding positively to staff members' initiatives for change.
- Providing money for professional development and resources.
- Providing coaching for those staff members who need it (Leithwood et al., 1996).

Individualized support also required leaders to develop close knowledge of their individual colleagues by

- Getting to know individual teachers well enough to understand their problems and to be aware of their particular skills and interests, and listening carefully to staffs' ideas.
- Having the "pulse" of the school and building on the individual interests of teachers (Leithwood et al., 1996).

A fourth facet of support was expressed through recognition of good work and effort through

- Providing recognition for staff work in the form of individual praise or "pats on the back."
- Being specific about what is being praised as "good work."
- Offering personal encouragement to individuals for good performance.

- Demonstrating confidence in colleagues' ability to perform at their best (Leithwood et al., 1996).

Finally, individualized support, according to Leithwood et al. (1996), was reflected in transformational leaders approaches to change. These leaders

- Follow through on decisions made jointly with teachers.
- Explicitly share teachers' legitimate cautions about proceeding quickly toward implementing new practices.
- Take individual teachers' opinions into consideration when initiating actions that may affect their work.
- Instil in staff a sense of belonging to the school.

At the heart of building healthy relationships is establishing trust. Bennis (1994) suggested that although leaders come in every size, shape, and disposition, they all share four ingredients to generate and sustain trust: constancy, congruity, reliability, and integrity. *Constancy* refers to the idea that whatever surprises leaders themselves may face, they do not create any for the group. Leaders are all of a piece; they stay the course. *Congruity* means that leaders walk their talk. In true leaders, there

is no gap between the theories they espouse and the life they practice. *Reliability* is another way of stating that leaders are there when it counts. They are ready to support their co-workers in the moments that matter. And finally, leaders who build and sustain trust have *integrity*. In other words, they honor their commitments and promises.

Margaret Wheatley (1994) summed up the concept of interpersonal skills in organizations by stating "The power in organizations is the capacity generated by relationships. There needs to be a wholeness, an interconnectedness, within the organization for there to be positive change" (p. 38). Wheatley drew an analogy between organizations and chaos. She explained that if you look at chaotic systems long enough, most never go beyond a certain boundary. In an organization, many team players can be working in a chaotic setting, each with their own roles and tasks. However, if universal principles guide them, they will stay within the boundary (vision) of the organization.

## Contextual Theme

Philosophical and cultural values, legal and regulatory applications, policy and political influences, and public relations are the domains that comprise the contextual theme. This theme reflects the world of ideas and forces

within which the school operates. It explores the intellectual, ethical, cultural, economic, political, and governmental influences upon schools, including traditional and emerging perspectives.

We must attend to the conditions under which principal leadership can impact student learning. Context, particularly facets of the school's socioeconomic environment, appears to influence the type of leadership that principals exercise (Hallinger & Heck, 1996). As Fullan (1993) stated:

> Learning organizations respect their environments because ideas are out there, politics and partners are out there, and ultimately we are all out there. Learning organizations neither ignore nor attempt to dominate their environments. Rather, they learn to live with them interactively. Continuous change is built into the relationship because widespread interactions under conditions of dynamic complexity demand constant attention and movement (p. 84).

Internal development and external involvement must go together, as confirmed by Baker, Curtis, and Benenson's (1991) study. Of 48 school districts in Illinois, all 13 of the districts that were classified as engaged in systematic improvement on a sustained basis were found to be users of

external support from regional educational service centers and several other sources. In contrast, there was no evidence of school improvement in all eight cases that had no external support.

In any given collaborative effort, Fullan (1993) drew the following conclusions:

- Schools/school systems and universities (at least faculties of education) need each other to be successful.
- They are dissimilar in key aspects of structure, culture, and reward systems.
- Working together potentially can provide the coherence, coordination, and persistence essential to teacher and school development.
- Both parties must work hard at working together-forging new structures, respecting each other's culture, and using shared experiences to problem solve by incorporating the strengths of each culture.
- Strong partnerships will not happen by accident, good will, or establishing *ad hoc* projects. They require new structures, new activities, and a rethinking of the internal workings of each

institution as well as their inter-institutional workings.

Organizations are viewed as held together more by shared values and culture than by goals and policies. According to Schein (1992), culture is formally defined as

> a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. (p. 12)

Leithwood et al. (1999) identified the following behaviors that transformational leaders can use to strengthen school culture:

- Clarifying the school's vision in relation to collaborative work and the care and respect with which students were to be treated.
- Reinforcing, with staff, norms of excellence for their own work and the work of students.
- Using every opportunity to focus attention on, and to publicly communicate, the school's vision and goals.

- Using symbols and rituals to express cultural values in the context of social occasions in which most staff participate.
- Confronting conflict openly and acting to resolve it through the use of shared values.
- Using slogans and motivational phrases repeatedly.
- Using bureaucratic mechanisms to support cultural values and a collaborative form of culture (for example, hiring staff who share school vision, norms, and values).
- Assisting staff to clarify shared beliefs and values and to act in accordance with such beliefs and values.
- Acting in a manner consistent with those beliefs and values shared within the school.

Other behaviors were aimed at the form of the school's culture, in particular the desire for it to be collaborative. These behaviors included

- Sharing power and responsibility with others.
- Working to eliminate "boundaries" between administrators and teachers and among other groups in the school.
- Providing opportunities and resources for collaborative staff work (for example, creating

projects in which collaboration clearly is a useful method of working) Leithwood et al. (1999).

Leithwood et al. (1999) also identified three sets of leadership practices that significantly framed teachers' classroom experiences and thereby indirectly influenced school culture: practices for creating shared decision-making processes, developing and implementing school policies, and fostering productive school-community relationships.

Leithwood et al.'s (1996) review of transformational school leadership identified the following practices for creating and maintaining shared decision-making processes:

- Distributing the responsibility and power for leadership widely throughout the school.
- Sharing decision-making power with staff.
- Allowing staff to manage their own decision-making committees.
- Taking staff opinions into account when making decisions.
- Ensuring effective group problem solving during meetings of staff.
- Providing autonomy for teachers (groups, individuals) in their decisions.

- Altering working conditions so that staff have collaborative planning time and time to seek out information needed for planning and decision making.
- Ensuring adequate involvement in decision making related to new initiatives in the school.
- Creating opportunities for staff development.

"Two other aspects of leadership are especially important in framing the experiences of teachers and thus indirectly shaping school culture. These are practices associated with school policy development and implementation, and the creation of productive relationships with the community" (Leithwood et al., 1999, p. 91). School policies appear to contribute to success when

- The school policies are clearly aimed at fostering student growth and the school's vision.
- The content of school policies is informed by carefully examined evidence.
- As much attention is devoted to the implementation, evaluation and refinement of school policies as is given to their initial development.

Finally, schools can be successful in developing relationships with its parent community when those relationships are characterized by

- High sensitivity and responsiveness to that community's needs.
- Realistically modest expectations for its direct involvement in school affairs.
- A modification, by teachers, in their approaches to the instruction of students in acknowledgment of students' family circumstances and the school's vision for those students.

## Conclusion

Leithwood (1992b) explained that the term *instructional leadership*

> focuses administrators' attention on "first-order" changes-improving the technical, instructional activities of the school through close monitoring of teachers' and students' classroom work. Yet instructional leaders often make important "second-order" changes such as building a shared vision, improving communication, and developing collaborative decision-making processes. (p. 18)

It is through this utilization of both instructional and transformational leadership skills that the effective principal is able to favorably impact student achievement and the environment in which learning takes place.

# CHAPTER 3

## RESEARCH DESIGN AND METHODOLOGY

### Purpose of the Study

The purpose of this study was to examine the perceptions of elementary, middle, and high school teachers as they relate to the leadership behaviors a principal should exhibit that would assist teachers in becoming more effective in the classroom. The principal leadership behaviors focused on the 21 attribute behaviors identified by the National Policy Board for Educational Administration (1993). The 21 attribute behaviors were identified by their subject-matter headings and also were categorized in four general theme areas. The theme areas and the domains are grouped as follows:

I. Functional Theme

1. Exhibit Leadership
2. Collect Information
3. Analyze Problems
4. Exercise Judgment
5. Oversee Organization
6. Implement Change
7. Delegate

II. Programmatic Theme

1. Provide Instruction
2. Design Curricula
3. Provide Student Guidance and Development
4. Provide Staff Development
5. Provide Measurement and Evaluation
6. Allocate Resources

III. Interpersonal Theme

1. Motivate Others
2. Exhibit Interpersonal Sensitivity
3. Exhibit Oral and Nonverbal Expression
4. Exhibit Written Expression

IV. Contextual Theme

1. Exhibit Philosophical and Cultural Values
2. Understand and Implement Legal and Regulatory Applications
3. Influence Policy and Politics
4. Manage Public Relations

The following research questions were examined as a result of this study.

1. What leadership behavior domains do elementary, middle, and high school teachers believe are necessary for principals to exhibit to assist them to be effective classroom teachers?

2. Are there similarities in the rank orderings of principals' behavior domains of elementary, middle, and high school teachers?
3. Are there differences in the beliefs about leadership behavior domains as perceived by elementary, middle, and high school teachers?
4. Are there differences in the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers?

To study the research questions, three quantitative hypotheses were developed. The hypotheses were

$Ho_1$. There are no statistically significant correlations among the rank orderings of principals' behavior domains of elementary, middle, and high school teachers.

$Ho_2$. There are no statistically significant differences among the beliefs about the 21 leadership behavior domains as perceived by elementary, middle, and high school teachers.

$Ho_3$. There are no statistically significant differences among the beliefs about the four general themes (functional, programmatic, interpersonal,

contextual) as perceived by elementary, middle, and high school teachers.

## Population and Sample

The population of this study was limited to 45 schools in three K-12 school districts in Southern Arizona, 6 high schools, 8 middle schools, 28 elementary schools, and 3 alternative education schools. Urban, suburban, and rural school settings with a variety of socioeconomic levels were represented. The districts were selected as a result of convenience sampling. Using a table of random numbers, two elementary, two middle, and two high schools from each district were selected to participate. One of the three districts was comprised of one middle school and one high school-both of which were automatically selected. Once the schools were selected, a table of random numbers was used to select the teachers. A statistical power analysis was conducted (Cohen, 1977) to determine the necessary sample size. In order to detect a medium effect (d = .5) with power set at .80 and alpha set at .05, 52 participants were needed per group. Allowing for a return rate of 58% or greater, the number of participants per group was set at 90. Approval to participate was given by district administrators, site administrators, and school faculty.

For the purpose of this study, K-12 classroom teachers were defined as those teachers who had student contact within the confines of the K-12 classroom setting. Teachers who participated in this study included regular education teachers in Grades K-12, remedial teachers, and K-12 special education teachers. Certified personnel not meeting these criteria, and therefore not included in this study, included speech/language pathologists, school nurses, librarians, psychologists, guidance counselors, and administrators.

## Description of the Instrument

A research survey design was used in this study to collect data. The Principal Behavior Questionnaire (PBQ)(McLean, 1998) was used to examine 21 leadership behaviors and four leadership themes. The four identified themes were functional, programmatic, interpersonal, and contextual. The PBQ was developed from the 21 attribute behaviors identified by the NPBEA. Cronbach's alpha was used to assess the internal consistency reliability ($\alpha$ = .84).

The PBQ (McLean, 1998) is comprised of 21 questions asking teachers to indicate how important they believe each behavior is for effective leadership by a school principal.

Each question has a four-point Likert scale with the following criteria used to assign weights to each response:

Very Important = 1.0

Moderately Important = 2.0

Somewhat Important = 3.0

Not Important = 4.0

A section on personal data was included as part of the questionnaire.

## Data Collection

The PBQ (McLean, 1998) was distributed to 270 teachers. At each grade level (elementary, middle, and high school), 30 teachers were randomly chosen from each of the three participating districts. Of the contacted teachers, 208 (77%) returned usable questionnaires. All participants in the study were sent a cover letter explaining the purpose of the study and its time line. To ensure confidentiality of their responses, teachers were told not to place their name on the questionnaire. Furthermore, they were instructed to place the completed questionnaire in a manilla envelope provided by the researcher and return it to the building principal's secretary. The principal's secretary was instructed not to mark the returned envelopes in any way. The researcher then collected the envelopes, which remained

sealed until they were delivered to the data collection center.

## Data Analysis

The data were disaggregated using elementary, middle, and high school teachers as the independent variables. For Research Question 1, the mean and standard deviation were computed from the responses to the PBQ (McLean, 1998) and the averages were rank ordered.

In $Ho_1$, a Spearman rank-order correlation revealed any similarities in the rank orderings of principal behavior domains of elementary, middle, and high school teachers.

In $Ho_2$, a multivariate analysis of variance (MANOVA), which yielded a Wilk's Lambda test of significance, tested whether there were differences among the three groups of teachers on the 21 leadership behavior domains at an alpha level of .05. Twenty-one one-way ANOVAs (with Tukey Post Hoc tests) were then computed to identify on which of the 21 leadership behavior domains the three groups had a statistically significant difference.

In $Ho_3$, a multivariate analysis of variance (MANOVA), which yielded a Wilk's Lambda test of significance, tested whether there were differences among the three groups of teachers on the four general themes defined by NPBEA (1993)

at an alpha level of .05. Four one-way ANOVAs (with Tukey Post Hoc tests) were then computed to identify on which of the four general themes the three groups had a statistically significant difference.

# CHAPTER 4

# PRESENTATION AND ANALYSIS OF DATA

## Purpose of the Study

The purpose of this study was to examine the perceptions of elementary, middle, and high school teachers as they relate to the leadership behaviors a principal should exhibit that would assist teachers in becoming more effective in the classroom.

Teachers were given a questionnaire comprised of 21 questions asking them to indicate how important they believed each behavior was for effective leadership by a school principal.

## Sample Description

Information about grade level taught, years of teaching experience, district in which currently employed, highest educational attainment, gender, and ethnicity is presented in Table 1. The table shows that a total of 208 teachers in the three Southern Arizona school districts participated in the present study. There were approximately equal respondents from each grade level, as well as from each district. A total of 52% of the respondents had 10 or more years of teaching experience. Sixty-six percent of the

respondents were female. The ethnic representation included 93% white/Anglo and 5% Hispanic.

Table 1

Demographics of Teacher Participants

| Demographics of Teacher Participants | N | % |
|---|---|---|
| Grade Currently Taught: | | |
| Elementary | 65 | 31 |
| Middle | 68 | 33 |
| High School | 73 | 35 |
| Total Years K-12 Teaching Experience: | | |
| 0-3 | 38 | 18 |
| 4-6 | 35 | 17 |
| 7-9 | 25 | 12 |
| 10+ | 109 | 52 |
| District in Which Currently Teaching: | | |
| District A | 69 | 33 |
| District B | 63 | 30 |
| District C | 76 | 37 |
| Highest Educational Attainment: | | |
| BA/BS | 40 | 19 |
| Some Grad | 71 | 34 |
| Masters | 37 | 18 |
| Masters Plus | 60 | 29 |
| Gender: | | |
| Female | 137 | 66 |
| Male | 66 | 32 |
| Ethnicity: | | |
| African American | 1 | .5 |
| Asian/Pacific Islander | 3 | 1 |
| American Indian/Native American | 1 | .5 |
| Hispanic | 9 | 5 |
| White/Anglo | 188 | 93 |

Note. Any discrepancy in the total number of responses is due to the fact that the participants may not have responded to all questions.

*Research Question 1*

Descriptive statistics were used to examine the leadership behavior domains that elementary, middle, and high school teachers believe are necessary for principals to exhibit to assist them to be effective in the classroom. Elementary and high school teachers rated the domain of exhibit leadership as the highest (M = 1.05, M = 1.04), while middle school teachers rated it second highest (M = 1.09). Elementary and high school teachers rated the domain of exercise judgment as the second highest (M = 1.15, M = 1.11), while middle school teachers rated it the highest (M = 1.06). All three groups rated the domain of design curricula as the lowest (M = 2.29, M = 2.37, M = 2.58). The lower means indicated greater importance of the behavior domain to teachers. The highest mean of 2.58 still exceeded the somewhat important rating. The four highest-rated domains by all teachers ranked from the highest were (1) exhibit leadership, (2) exercise judgment, (3) motivate others, and (4) analyze problems.

Other ratings of the behavior domains varied according to the domain (see Table 2).

Table 2

Descriptive Statistics of Elementary, Middle, and High School Teachers of Leadership Behavior Domains

| | Elementary | | | Middle | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|
| Domains | N | M | SD | N | M | SD | N | M | SD |
| Exhibit Leadership | 65 | 1.05 | .28 | 68 | 1.09 | .29 | 73 | 1.04 | .26 |
| Collect Information | 64 | 1.91 | .77 | 67 | 1.96 | .82 | 73 | 1.84 | .75 |
| Analyze Problems | 65 | 1.29 | .49 | 68 | 1.34 | .61 | 72 | 1.25 | .47 |
| Exercise Judgment | 65 | 1.15 | .40 | 68 | 1.06 | .24 | 73 | 1.11 | .36 |
| Oversee Organization | 65 | 1.45 | .66 | 68 | 1.46 | .66 | 73 | 1.38 | .57 |
| Implement Change | 65 | 1.46 | .66 | 68 | 1.68 | .78 | 73 | 1.59 | .68 |
| Delegate | 65 | 1.45 | .64 | 68 | 1.47 | .66 | 73 | 1.44 | .53 |
| Provide Instruction | 65 | 1.94 | .86 | 67 | 1.99 | .84 | 73 | 2.01 | .87 |
| Design Curricula | 65 | 2.29 | .91 | 68 | 2.34 | .98 | 73 | 2.58 | .85 |
| Provide Student Guidance & Dev. | 65 | 1.69 | .77 | 68 | 2.01 | .89 | 72 | 2.13 | .90 |

Table 2, *continued*

| | Elementary | | | Middle | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|
| Domains | N | M | SD | N | M | SD | N | M | SD |
| Provide Staff Dev. | 63 | 1.57 | .76 | 68 | 1.90 | .81 | 73 | 1.79 | .89 |
| Provide Measurement and Evaluation | 64 | 1.78 | .79 | 68 | 1.88 | .87 | 73 | 1.82 | .67 |
| Allocate Resources | 65 | 1.45 | .77 | 68 | 1.46 | .72 | 73 | 1.40 | .62 |
| Motivate Others | 65 | 1.18 | .46 | 68 | 1.18 | .49 | 73 | 1.29 | .59 |
| Exhibit Interpersonal Sensitivity | 65 | 1.22 | .45 | 68 | 1.31 | .60 | 73 | 1.44 | .62 |
| Exhibit Oral and Nonverbal Express. | 65 | 1.46 | .69 | 68 | 1.46 | .68 | 73 | 1.42 | .60 |
| Exhibit Written Expression | 65 | 1.52 | .71 | 68 | 1.53 | .72 | 73 | 1.56 | .67 |
| Exhibit Philosophical and Cultural Values | 64 | 1.88 | .92 | 68 | 1.62 | .71 | 73 | 1.68 | .76 |
| Implement Legal and Reg. Applications | 64 | 1.44 | .75 | 68 | 1.46 | .76 | 73 | 1.27 | .45 |

Table 2, *continued*

| | Elementary | | | Middle | | | High School | | |
|---|---|---|---|---|---|---|---|---|---|
| Domains | N | M | SD | N | M | SD | N | M | SD |
| Influence Policy and Politics | 65 | 1.97 | .90 | 68 | 1.62 | .67 | 72 | 1.63 | .74 |
| Manage Public Relations | 65 | 1.51 | .69 | 68 | 1.41 | .65 | 73 | 1.34 | .54 |

Note. A low mean score indicates greater importance to teachers.

*Research Question 2*

Elementary, middle, and high school teachers' mean ratings of each of the 21 leadership behavior domains were rank ordered from most important to least important for each of the three educational levels (elementary, middle, high school). Spearman rank-order correlations were computed among the three groups (elementary, middle, and high school) to determine whether there were statistically significant relationships among the three groups' rankings. The correlation between the rankings of the elementary and middle school teachers of the leadership behavior domains was statistically significant, $r = .90$, $p < .001$. The correlation between elementary and high school teachers' rankings of the leadership behavior domains was also statistically significant, $r = .89$, $p < .001$. There was

also a significant correlation between the rankings of the middle school and high school teachers of the principal leadership behavior domains, $r = .95$, $p < .001$ (see Table 3).

Table 3

Intercorrelations of Ratings Between Elementary, Middle, and High School Teachers

| Teacher Level | 1 | 2 | 3 |
|---|---|---|---|
| 1. Elementary | 1.00 | .90** | .89** |
| 2. Middle | -- | 1.00 | .95** |
| 3. High School | - | - | 1.00 |

Note. ** $p < .001$

The higher correlations indicate a stronger similarity among the rankings of leadership behavior domains of principals of elementary, middle, and high school teachers. It appears the middle and high school teachers have an even greater similarity of the rankings (.95) of principal leadership behavior domains than do the other correlations.

*Research Question 3*

A multivariate analysis of variance (MANOVA) was computed to determine whether there were statistically significant differences among elementary, middle, and high school teachers on the 21 leadership behavior domains. The MANOVA was followed by one-way ANOVAs for each leadership behavior domain. If the f-test were statistically significant, Tukey Post Hoc tests were computed to determine the nature of the differences among elementary, middle, and high school teachers.

The MANOVA resulted in a non-significant Wilk's Lambda statistic, lambda = .75, $f(42,344) = 1.28$, $p = .123$. This suggested that the elementary, middle, and high school teachers did not differ on the rankings of leadership behavior domains of principals (see Table 4).

One-way ANOVAs revealed at an alpha level of .05 that there were significant differences among elementary, middle, and high school teachers on two domains: provide student guidance and development, $f(2,202) = 4.62$, $p = .011$, and influence policy and politics, $f(2,202) = 4.49$, $p = .012$.

Tukey Post Hoc tests showed at an alpha level of .05 that there was a significant difference between elementary teachers ($M = 1.69$) and high school teachers ($M = 2.13$) on

Table 4

MANOVA Results of the 21 Leadership Behavior Domain Responses for Teachers

| Domains | Elemen. | Middle | High School | F Value | p Value |
|---|---|---|---|---|---|
| Exhibit Leadership | 1.05 | 1.09 | 1.04 | .62 | .542 |
| Collect Information | 1.91 | 1.96 | 1.84 | .42 | .660 |
| Analyze Problems | 1.29 | 1.34 | 1.25 | .49 | .614 |
| Exercise Judgment | 1.15 | 1.06 | 1.11 | 1.31 | .273 |
| Oversee Organization | 1.45 | 1.46 | 1.38 | .28 | .759 |
| Implement Change | 1.46 | 1.68 | 1.59 | 1.53 | .219 |
| Delegate | 1.45 | 1.47 | 1.44 | .05 | .948 |
| Provide Instruction | 1.94 | 1.99 | 2.01 | .13 | .876 |
| Design Curricula | 2.29 | 2.37 | 2.58 | 1.81 | .167 |
| Provide Student Guidance & Dev. | 1.69 | 2.01 | 2.13 | 4.62 | .011 |

Table 4, *continued*

| Domains | Elemen. | Middle | High School | F Value | p Value |
|---|---|---|---|---|---|
| Provide Staff Dev. | 1.57 | 1.90 | 1.78 | 2.62 | .076 |
| Provide Measurement and Evaluation | 1.78 | 1.88 | 1.82 | .28 | .754 |
| Allocate Resources | 1.45 | 1.46 | 1.40 | .14 | .868 |
| Motivate Others | 1.18 | 1.18 | 1.29 | 1.01 | .366 |
| Exhibit Interpersonal Sensitivity | 1.22 | 1.31 | 1.44 | 2.69 | .070 |
| Exhibit Oral and Nonverbal Express. | 1.46 | 1.46 | 1.42 | .07 | .937 |
| Exhibit Written Expression | 1.52 | 1.53 | 1.56 | .06 | .940 |
| Exhibit Philosophical and Cultural Values | 1.88 | 1.62 | 1.68 | 1.83 | .162 |
| Implement Legal and Reg. Applications | 1.44 | 1.46 | 1.27 | 1.61 | .203 |

Table 4, *continued*

| Domains | Elemen. | Middle | High School | F Value | p Value |
|---|---|---|---|---|---|
| Influence Policy and Politics | 1.97 | 1.62 | 1.63 | 4.49 | .012 |
| Manage Public Relations | 1.51 | 1.41 | 1.37 | .86 | .424 |

Note. Wilk's Lambda = .75, F(42,344) = 1.28, p = .123

domain provide student guidance and development, but not between elementary teachers and middle school teachers (M = 2.01) or between middle and high school teachers (see Table 5). These results suggested that elementary teachers ranked this domain as more important than did high school teachers.

Tukey Post Hoc tests showed at an alpha level of .05 that there was a significant difference between elementary teachers (M = 1.97) and middle school teachers (M = 1.62) and between elementary teachers and high school teachers (M = 1.63) on the domain influence policy and politics, but not between middle school teachers and high school teachers (see Table 6). These results suggested that elementary teachers ranked this domain as less important than did middle and high school teachers.

Table 5

Tukey's Post-hoc Analysis of Pair-wise Comparisons for Elementary, Middle, and High School Teachers on the domain provide student guidance and development

| Teacher Level | 1 | 2 | 3 |
|---|---|---|---|
| 1. Elementary | 1.00 | .08 | .01 |
| 2. Middle | -- | 1.00 | .73 |
| 3. High School | - | - | 1.00 |

Note. $p < .05$

*Research Question 4*

A multivariate analysis of variance (MANOVA) was computed to determine whether there were statistically significant differences among elementary, middle, and high school teachers on the four general themes (functional, programmatic, interpersonal, contextual). A MANOVA was followed by one-way ANOVAs for each theme. If the f-test were statistically significant, Tukey Post Hoc tests were

Table 6

Tukey's Post-hoc Analysis of Pair-wise Comparisons for Elementary, Middle, and High School Teachers on the domain influence policy and politics

| Teacher Level | 1 | 2 | 3 |
|---|---|---|---|
| 1. Elementary | 1.00 | .02 | .03 |
| 2. Middle | -- | 1.00 | .99 |
| 3. High School | - | - | 1.00 |

Note. $p < .05$

computed to determine the nature of the differences among elementary, middle, and high school teachers.

The MANOVA resulted in a significant Wilk's Lambda statistic, lambda = .92, $f(8,378) = 2.02$, $p = .043$. This suggested that the elementary, middle, and high school teachers did differ on the rankings of the four general themes (see Table 7). One-way ANOVAs revealed at an alpha level of .05 that there were significant differences among

Table 7

MANOVA Results of General Theme Responses for Teachers

| General Themes | Elemen. | Middle | High School | F Value | p Value |
|---|---|---|---|---|---|
| Functional | 1.39 | 1.44 | 1.38 | .74 | .478 |
| Programmatic | 1.77 | 1.94 | 1.96 | 2.28 | .105 |
| Interpersonal | 1.35 | 1.37 | 1.43 | .60 | .553 |
| Contextual | 1.70 | 1.53 | 1.49 | 3.26 | .040 |

Note. Wilk's Lambda = .92, F(8,378) = 2.02, p = .043

elementary, middle, and high school teachers on the theme of contextual leadership, f(2,200) = 3.26, p = .040.

Tukey Post Hoc tests showed at an alpha level of .05 that there was a significant difference between elementary teachers (M = 1.70) and high school teachers (M = 1.49) on the contextual leadership theme, but not between elementary teachers and middle school teachers (M = 1.53) or between middle and high school teachers (see Table 8). These results suggested that elementary teachers ranked contextual leadership as less important than did high school teachers.

Table 8

Tukey's Post-hoc Analysis of Pair-wise Comparisons for Elementary, Middle, and High School Teachers on the contextual leadership theme

| Teacher Level | 1 | 2 | 3 |
|---|---|---|---|
| 1. Elementary | 1.00 | .12 | .04 |
| 2. Middle | -- | 1.00 | .91 |
| 3. High School | - | - | 1.00 |

Note. $p < .05$

## Hypotheses Testing

Three hypotheses were tested in this study. Following is a discussion of each.

### *Hypothesis 1*

For Hypothesis 1, a Spearman rank-order correlation revealed any similarities in the rank orderings of principal behavior domains of elementary, middle, and high school

teachers. A .05 significant F value was used to determine statistical significance.

$Ho_1$. There are no statistically significant correlations among the rank orderings of principals' behavior domains of elementary, middle, and high school teachers.

The Spearman rank-order correlation found the correlation between the elementary and middle school teachers' rankings of the leadership behavior domains was statistically significant, $r = .90$, $p < .001$. The correlation between elementary and high school teachers' rankings of the leadership behavior domains was also statistically significant, $r = .89$, $p < .001$. There was also a significant correlation between the rankings of the middle school and high school teachers of the principal leadership behavior domains, $r = .95$, $p < .001$. $Ho_1$ was therefore rejected.

*Hypothesis 2*

For Hypothesis 2, a multivariate analysis of variance (MANOVA), which yielded a Wilk's Lambda test of significance, tested whether there were differences among the three groups of teachers on the 21 leadership behavior domains at an alpha level of .05. Twenty-one one-way ANOVAs

(with Tukey Post Hoc tests) were then computed to identify on which of the 21 leadership behavior domains the three groups had a statistically significant difference.

$Ho_2$. There are no statistically significant differences among the beliefs about the 21 leadership behavior domains as perceived by elementary, middle, and high school teachers.

One-way ANOVAs revealed that there were significant differences among elementary, middle, and high school teachers on two domains: provide student guidance and development, $f(2,202) = 4.62$, $p = .011$, and influence policy and politics, $f(2,202) = 4.49$, $p = .012$. $Ho_2$ was therefore rejected.

*Hypothesis 3*

For Hypothesis 3, a multivariate analysis of variance (MANOVA), which yielded a Wilk's Lambda test of significance, tested whether there were differences among the three groups of teachers on the four general themes defined by NPBEA (1993) at an alpha level of .05. Four one-way ANOVAs (with Tukey Post Hoc tests) were then computed to identify on which of the four general themes the three groups had a statistically significant difference.

$Ho_3$. There are no statistically significant differences among the beliefs about the four general leadership themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers.

$Ho_3$ was rejected because significant differences among elementary, middle, and high school teachers were found on the leadership theme of contextual leadership, $f(2,200) = 3.26$, $p = .040$, as measured by one-way ANOVAs.

# CHAPTER 5

# SUMMARY OF FINDINGS, DISCUSSION OF FINDINGS, IMPLICATIONS, AND RECOMMENDATIONS

## Introduction

Researchers concerned with the effects of schooling on students have paid particular attention recently to the instructional leadership role of the principal, hypothesizing that the principal plays a key part in promoting instructional improvement (Heck & Marcoulides, 1993).

Over the past two decades, new definitions of the principal's role have been articulated by numerous commissions, special interests, and professional associations. For example, the National Commission on Excellence in Educational Administration (1987), the National Policy Board for Educational Administration (1993), the National Commission for the Principalship (1993), and the Interstate School Leaders Licensure Consortium (1996) have independently proposed recommendations and strategies to enhance the capacity and performance of administrative leadership in education, especially that of the school principal. A variety of concepts, taxonomies, and metaphors have been employed to describe, prescribe, and explain exemplary leadership behavior for principals. There is a strong consensus that the single most critical factor in

creating and maintaining high-performing schools is the leadership of the principal (Cistone & Stevenson, 2000).

## Overview of the Study

The purpose of this study was to investigate the perceptions of elementary, middle, and high school teachers as they related to the leadership behaviors principals should exhibit that would assist teachers in becoming more effective in the classroom.

The Principal Behavior Questionnaire (PBQ) (McLean, 1998) was distributed to randomly selected classroom teachers in three Southern Arizona K-12 school districts during Fall 2001. Similar attribute behaviors were grouped together under four themes: functional, programmatic, interpersonal, and contextual. The data were disaggregated using elementary, middle, and high school teachers as the independent variables.

## Research Questions

The following research questions were examined as a result of this study.

1. What leadership behavior domains do elementary, middle, and high school teachers believe are necessary for

principals to exhibit to assist them to be effective classroom teachers?

2. Are there similarities in the rank orderings of principals' behavior domains of elementary, middle, and high school teachers?

3. Are there differences in the beliefs about leadership behavior domains as perceived by elementary, middle, and high school teachers?

4. Are there differences in the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers?

## Research Hypotheses

The following hypotheses were tested in this study:

$Ho_1$. There are no statistically significant correlations among the rank orderings of principals' behavior domains of elementary, middle, and high school teachers.

$Ho_2$. There are no statistically significant differences among the beliefs about the 21 leadership behavior domains as perceived by elementary, middle, and high school teachers.

$Ho_3$. There are no statistically significant differences among the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers.

## Summary of Findings

The following is a list of findings from this study.

1. Elementary and high school teachers rated the domain of exhibit leadership the highest (M = 1.05, M = 1.04), and middle school teachers rated it second highest (M = 1.09). Elementary and high school teachers rated the domain of exercise judgment second highest (M = 1.15, M = 1.11), and middle school teachers rated it highest (M = 1.06). All three groups rated the domain of design curricula the lowest (M = 2.29, M = 2.37, M = 2.58).
2. The four highest-ranked domains by all teachers in order from the highest were exhibit leadership, exercise judgment, motivate others, and analyze problems.
3. The correlation between the rankings of the elementary and middle school teachers of the

leadership behavior domains was statistically significant, $r = .90$, $p < .001$.

4. The correlation between elementary and high school teachers' rankings of the leadership behavior domains was statistically significant, $r = .89$, $p < .001$.

5. The correlation between middle school and high school teachers' rankings of the leadership behavior domains was statistically significant, $r = .95$, $p < .001$.

6. There was a significant difference at an alpha level of .05 between elementary teachers ($M = 1.69$) and high school teachers ($M = 2.13$) on the domain of provide student guidance and development, but not between elementary teachers and middle school teachers ($M = 2.01$) or between middle and high school teachers.

7. There was a significant difference at an alpha level of .05 between elementary teachers ($M = 1.97$) and middle school teachers ($M = 1.62$) and between elementary teachers and high school teachers ($M = 1.63$) on the domain of influencing policy and politics, but not between middle school teachers and high school teachers.

8. There was a significant difference at an alpha level of .05 between elementary teachers (M = 6.81) and high school teachers (M = 5.96) on the theme of contextual leadership, but not between elementary teachers and middle school teachers (M = 6.10) or between middle and high school teachers.

## Hypothesis Testing

1. Hypothesis 1 was rejected because significant correlational relationships were found between elementary and middle, elementary and secondary, and middle and secondary teachers.
2. Hypothesis 2 was rejected because significant differences among elementary, middle, and high school teachers were found on two domains: provide student guidance and development and influence policy and politics.
3. Hypothesis 3 was rejected because significant differences among elementary, middle, and high school teachers were found on the general theme of contextual leadership.

## Discussion 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 1*

What leadership behavior domains do elementary, middle, and high school teachers believe are necessary for principals to exhibit to assist them to be effective classroom teachers?

Elementary, middle, and high school teachers all rated the domains of exhibit leadership and exercise judgment as the two they believed principals most needed to demonstrate. The principal's role in designing curricula was rated by all three groups as the least important behavior for a principal to demonstrate. It is important to note, however, that this lowest-rated domain still exceeded the Somewhat Important rating. The result of elementary, middle, and high school teachers all ranking exhibit leadership and exercise judgment the highest is consistent with findings of the McLean (1998) study where beginning and experienced teachers also ranked exhibit leadership and exercise judgment as their highest needs.

*Research Question 2*

Are there similarities in the rank orderings of principals' behavior domains of elementary, middle, and high school teachers?

Elementary, middle, and high school teachers mean ratings of each of the 21 leadership behavior domains were rank ordered from most important to least important for each of the three educational levels (elementary, middle, high school). The correlation among the rankings of the elementary and middle school teachers of the leadership behavior domains was statistically significant. The correlation among elementary and high school teachers' ranking of the leadership behavior domains was also statistically significant. There was also a significant correlation among the ranking of the middle school and high school teachers of the principal leadership behavior domains.

The results of this study indicated a strong similarity among the rankings of leadership behavior domains of principals of elementary, middle, and high school teachers. This suggested that in general, leadership behaviors of principals were equally important to all three groups of teachers. Analysis of the correlations of rankings among elementary, middle, and high school teachers suggested that middle and high school teachers were more closely correlated

in their rankings of the principal leadership behavior domains than were elementary to either middle or high school teachers.

*Research Question 3*

Are there differences in the beliefs about leadership behavior domains as perceived by elementary, middle, and high school teachers?

The results of this study suggested that the elementary, middle, and high school teachers did not generally differ on the ratings of leadership behavior domains of principals. This is consistent with the McLean (1998) results which found beginning and experienced teachers did not differ significantly in the rating of 18 of the 21 domains. The present study found a significant difference on two leadership domains. A significant difference was found between elementary teachers and high school teachers on the domain of provide student guidance and development, but not between elementary teachers and middle school teachers or between middle and high school teachers. These results suggested that elementary teachers ranked this domain as more important than did high school teachers. A possible explanation for this is that elementary teachers recognize the wider variance of growth and maturity experienced with elementary-aged students

compared to high school students. Another possible explanation is that high school teachers might believe that it is age-appropriate for students to assume more responsibility. Thus, the high school teacher may rely more on the student and less on outside people and organizations to provide guidance in this area.

Both the middle school and the high school teachers believed the domain of influence policy and politics was significantly more important than did the elementary teachers. These results suggested that elementary teachers placed less value on understanding schools as political systems. Perhaps this is true because high schools and middle schools tend to be larger than elementary schools and thus must meet a wider range of demands and expectations from the external environment. The structure of the middle school and high school (department chairs, assistant principals) may also be a contributing factor for elementary teachers ranking this domain lower. Also, high schools may be more directly impacted by public criticism of poorly prepared students for post high school and a greater pressure from political policies and mandates affecting graduation requirements.

*Research Question 4*

Are there differences in the beliefs about the four general themes (functional, programmatic, interpersonal, contextual) as perceived by elementary, middle, and high school teachers?

There was a significant difference between elementary teachers and high school teachers on the contextual leadership theme, but not between elementary teachers and middle school teachers or between middle and high school teachers. These results suggested that elementary teachers rated contextual leadership as less important than did high school teachers. This is consistent with the finding of this study that elementary teachers place less value on the domain of influence policy and politics than do middle and high school teachers.

## Implications for Practice

The main goal of any learning institution is to provide the best education possible for students. Although principals' impact on the lives of teachers and students is complex and not easily subject to empirical verification, research suggests that the principal's role is best conceived as part of a web of environmental, personal, and in-school relationships that combine to influence

organizational outcomes (Hallinger & Heck, 1996). "If the impact of principal leadership is achieved through indirect means (e.g., school climate, school culture, instructional organization), we must advance our understanding of how such linkages are shaped by the principal" (Hallinger & Heck, 1996, p. 34).

The current study used the 21 domains and four leadership themes developed by the NPBEA (1993) to provide a framework for studying principal leadership behaviors that are valued by classroom teachers. The results suggested that regardless of grade level (elementary, middle, and high school), with few exceptions teachers desired the same types of leadership behaviors from principals.

The 21 domains include 11 that are process or skill oriented and 10 that are more content focused. Some are broad in scope; others are narrow. All are consistent with knowledge and skills identified in previous research related to either instructional or transformational leadership practices.

The functional theme, incorporating the domains exhibit leadership, collect information, analyze problems, exercise judgment, oversee organization, implement change, and delegate, addresses the organizational processes and techniques by which the mission of the school is achieved. The concepts included in this theme are supported by

numerous research studies (Edmonds, 1979; Green, 2001; Hallinger & Heck, 1996; Heck et al., 1990; Leithwood, 1992b; Leithwood et al., 1998; Leithwood et al., 1996; Pajak, 1989; Sheppard, 1996).

Research suggests that the domains included in the programmatic theme, which focuses on the scope and framework of the educational program, are important skills for a principal (Blase & Blase, 1999; Edmonds, 1979; Glickman, 1985; Hallinger & Heck, 1996; Heck et al., 1990; Leithwood et al., 1998; Leithwood et al., 1996; Pajak, 1989; Pielstick, 1998; Sheppard, 1996; Smith & Andrews, 1989). The domains included in this theme are provide instruction, design curricula, provide student guidance and development, provide staff development, provide measurement and evaluation, and allocate resources.

Previous studies have recognized the importance of human relationships to the satisfaction of personal and professional goals and to the achievement of organizational purpose (Blase & Blase, 1999; Edmonds, 1979; Leithwood et al., 1998; Leithwood et al., 1996; Pajak, 1989; Pielstick, 1998; Sheppard, 1996). The concept of interpersonal connections is captured in the interpersonal theme and includes the domains of motivate others, exhibit interpersonal sensitivity, exhibit oral and nonverbal expression, and exhibit written expression.

Recognizing the idea that a school operates in a world of ideas and forces is also supported by research (Baker et al., 1991; Hallinger & Heck, 1996; Leithwood et al., 1999; Leithwood et al., 1996; Pielstick, 1998). The NPBEA (1993) captured this idea in what they defined as the contextual theme, which includes the domains of exhibit philosophical and cultural values, understand and implement legal and regulatory applications, influence policy and politics, and manage public relations.

McLean (1998) found strong agreement from teachers that the 21 leadership domains identified in the NPBEA's (1993) *Principals For Our Changing Schools* were important. The present investigation extended the McLean study by assessing the internal consistency reliability of the Principal Behavior Questionnaire; disaggregating the data using elementary, middle, and high school teachers as the independent variable; and expanding the population sample to three school districts instead of one. The results of the present study were consistent with McLean in finding strong agreement from teachers that the 21 leadership domains were important. Because the domains and themes identified by NPBEA are grounded in research, policymakers can be confident using the results of this study to decide how the time they spend training new principals or providing

continuing leadership development for veteran principals can best be utilized.

The affirmation by teachers that the 21 leadership domains are important behaviors for principals to exhibit provides a foundation for districts to use to define the leadership functions of a principal. The district could then use this common definition as the framework for hiring principals. Interview questions could focus on the 21 domain areas, helping to assure that principals hired into the district exhibited those characteristics that teachers indicated were important.

## Teachers in Leadership Roles

The role of the teacher has been expanded to include sharing in goal development, collaborating in decision making, fostering a focused professional development program, conducting inquiries into best instructional practices, and including parents in outlining programs for student success (Green, 2001). In short, teachers share the leadership role with principals. The definition of leadership provided by this study could be used to assist teachers in leadership roles, providing a common vocabulary and improving dialogue between principals and teachers. This could improve dialogue and understanding between the principal and these leaders regarding the important

characteristics that any leader in a school site should exhibit.

## Principal Evaluations

The definition of leadership provided by this study could also be used in the evaluation process of principals. By establishing a common definition of leadership through the affirmation of these domains, improved communication between the principal and evaluator could help form the expectations that exist from the evaluator in assessing the principal.

Districts or principals looking for professional development activities could use the results of this study. Perhaps the 21 domains could be used as a comprehensive framework for a professional development program. The domains could be used to develop materials, fill gaps in previous preparation, and strengthen outcomes.

As long as schools and school leaders continue to experience a growing pressure to deliver high-quality education, research clarifying principal leadership behaviors will continue to be important. Leithwood (1998) found that leadership that focuses on building the commitments and capacities of organizational members does not have to be in competition with models of instructional leadership. According to Leithwood,

> There may be fewer differences than appear on the surface between current specifications of instructional and transformational leadership. An explicit comparison of the specific practices associated with each, and the identification of those practices from both models that have received empirical support, could lead to a new synthesis of school leadership. (p. 273)

The present study supports this finding by identifying both instructional and transformational leadership behaviors teachers feel are important for principals to exhibit. By exhibiting these behaviors, principals can strengthen their relationship with teachers and increase the likeliness of having a successful learning organization.

## Recommendations

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

1. Replicate this study using other variables such as demographics or district readiness. Perhaps teachers would indicate a need for different leadership behaviors.
2. Conduct this study in schools demonstrating high academic achievement and low academic achievement to determine whether teachers in a high academic achieving

school have different needs than those in a low academic achieving school.

3. Replicate this study using gender as an independent variable. Perhaps insight could be gained regarding the needs of male versus female teachers.

4. Investigate why elementary teachers appear to value student guidance and development more than secondary teachers.

5. Conduct a study to gain insight into why high school teachers appear to place a greater importance on contextual issues than do elementary teachers.

6. Investigate the relationship of instructional leadership with transformational leadership. This could help determine the compatibility of these forms of leadership and the impact they have on improving academic achievement.

# APPENDIX A

## PROCEDURAL MEMORANDUM FOR QUESTIONNAIRE DISTRIBUTION

# Memo

**To:** Classroom Teacher

**From:** Ron Rickel

**Date:** December, 2001

**Subject:** Research Study

The Amphitheater, Flowing Wells, and Marana Unified School Districts, in conjunction with the University of Arizona, have agreed to participate in a study of teachers perceptions of principal leadership behaviors. 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 perception 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. 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, **seal the envelope**, and return it to your principal's secretary by noon on Thursday, December 13. To ensure your anonymity, the principal's secretary has been instructed not to open the envelope nor to mark the envelope in any way.

Your participation in this study is voluntary and you may withdraw from the study at any time. It is estimated that it will take approximately fifteen minutes to answer the questionnaire. Once you have returned the questionnaire, your participation in this study is complete. By returning the questionnaire you are giving permission for use of the data.

If you would like further information you may call the principal investigator, Ron Rickel, doctoral candidate at (520) 682-4757. If you have questions concerning your rights as a research subject, you may call the Human Subjects Committee Office at (520) 626-6721.

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

# APPENDIX B

# 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.

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 the attached pages.)

A 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 | | | | |

| | Very Important | Moderately Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 11. Provide Staff Development | | | | |
| 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 Level Currently Teaching | Elem | Mid | H.S. | |
| | | | | |
| Total Years K-12 Teaching Experience | 0-3 | 4-6 | 7-9 | 10 + |
| | | | | |
| District Currently Teaching In | Amphi | F.Well | Marana | |
| | | | | |

| | Very Important | Moderately Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| Years Teaching in Current 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 | AfrAmer | Asian/ PacIsl | AmInd/Nat Amer | Hispanic | White/Anglo |
|---|---|---|---|---|---|
| | | | | | |

# APPENDIX C

## 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.

**A 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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