A STUDY OF EXECUTIVE PROFESSIONAL LEADERSHIP OF PRINCIPALS
WITHIN THE ELEMENTARY SCHOOLS OF TEXAS

DISSEPTION

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By

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This study investigated the relationship of Executive Professional Leadership of principals in the elementary schools of Texas with specific factors which influence the quality of instruction. The primary purpose was to determine the significance to which the level of Executive Professional Leadership correlates with teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal.

A review of the literature applicable to the hypotheses provided a basis for additional research in Executive Professional Leadership and its possible correlates. The review of literature consisted of the examination of five subtopics which included (1) the elementary school principal and leadership, (2) teacher morale, (3) teacher performance, (4) school organizational climate, and (5) personal attributes of the elementary school principal. The material reviewed in the search of the literature included books, periodicals, doctoral dissertations, reports, and articles.

Seventy-two elementary school principals from forty-six school districts throughout the state of Texas completed
a questionnaire focusing on staff leadership, internalization of the principal's leadership role, routine administrative duties, and personal characteristics. Also completing questionnaires dealing with the Executive Professional Leadership of the elementary school principal, teacher morale, teacher performance, school organizational climate, and the interpersonal skills of the elementary school principal were 935 elementary classroom teachers representing the staffs of the seventy-two elementary school principals.

Data for correlation of variables were treated with the product-moment correlation coefficient from raw scores, and the distribution of t was used as the test of significance. Data for correlation of the two dichotomous variables were treated with the point biserial correlation coefficient.

Analysis of the data revealed that significantly positive relationships do exist between the performance of an elementary school principal in improving the quality of staff performance and (1) teacher morale, (2) teacher performance, (3) school organizational climate, and (4) the principal's interpersonal skills. On the other hand, there are no significant relationships between the performance of an elementary school principal in improving the quality of instruction and (1) experience as an elementary classroom teacher, (2) the level of self-assessment of the principal's ability as an educational leader, (3) internalization of the
professional leadership definition of the principal's role, and (4) importance an elementary school principal attaches to routine administrative duties.

This study concluded that the elementary school principal who is effective in motivating his staff and improving its standards and performance in teaching (1) creates a social climate conducive to the development of high morale in the teachers, (2) sets the standard of behavior expected of his staff, (3) creates the kind of organizational climate conducive to the development of a quality school program, and (4) has the ability to effectively handle delicate situations such as complaints by parents and problems of discipline.

Also, this study concluded that (1) experience in elementary teaching, (2) level of self-assessment as an educational leader, (3) internalization of the professional leadership definition, and (4) importance of routine administrative functions have no bearing on the elementary school principal's effectiveness in motivating his staff and improving its standards and performance in teaching.
# TABLE OF CONTENTS

**LIST OF TABLES** ........................................... v

**Chapter**

I. **INTRODUCTION.** ........................................ 1

  - Statement of the Problem
  - Purpose of the Study
  - Hypotheses
  - Background and Significance
  - Definition of Terms
  - Limitations
  - Basic Assumption
  - Instruments
  - Procedures for Collection of Data
  - Procedures for Analysis of Data

II. **A REVIEW OF RELATED LITERATURE.** .............. 15

  - The Elementary School Principal and Leadership
  - Teacher Morale
  - Teacher Performance
  - School Organizational Climate
  - Personal Attributes of the Principal
  - Summary

III. **PROCEDURES FOR COLLECTING AND TREATING DATA.** . 46

  - Statement of the Problem
  - Selection of the Subjects
  - Description of the Instruments
  - Procedures Used in Collection of Data
  - Procedures for Analysis of Data

IV. **PRESENTATION AND ANALYSIS OF DATA.** ............ 55

  - Demographic and Background Data
  - Principals' Educational Leadership
  - Principals' Professional Leadership
  - Principals' Administrative Duties
  - Principals' Executive Professional Leadership
  - Teacher Morale
Teacher Performance
School Organizational Climate
Principals' Interpersonal Skills
Data Relative to Hypothesis I
Data Relative to Hypothesis II
Data Relative to Hypothesis III
Data Relative to Hypothesis IV
Data Relative to Hypothesis V
Data Relative to Hypothesis VI
Data Relative to Hypothesis VII
Data Relative to Hypothesis VIII
Discussion of the Statistical Findings
in Relation to Known Data

V. SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS,
AND RECOMMENDATIONS .......................... 83

APPENDIX ........................................... 95

BIBLIOGRAPHY ...................................... 107
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Distribution of Principals by Sex</td>
<td>57</td>
</tr>
<tr>
<td>II. Distribution of Principals by Age</td>
<td>57</td>
</tr>
<tr>
<td>III. Distribution of Principals by Race</td>
<td>58</td>
</tr>
<tr>
<td>IV. Distribution of Principals by Highest Academic Degree</td>
<td>59</td>
</tr>
<tr>
<td>V. Distribution of Principals by Years in Education</td>
<td>60</td>
</tr>
<tr>
<td>VI. Distribution of Principals by Number of Different School Districts Associated with During Educational Career</td>
<td>60</td>
</tr>
<tr>
<td>VII. Distribution of Principals by Years in the Elementary Principalship</td>
<td>61</td>
</tr>
<tr>
<td>VIII. Distribution of Principals by Number of Years at Present School</td>
<td>62</td>
</tr>
<tr>
<td>IX. Distribution of Principals by School Enrollment</td>
<td>63</td>
</tr>
<tr>
<td>X. Distribution of Principals by Number of Fulltime Classroom Teachers on Their Respective Staffs</td>
<td>63</td>
</tr>
<tr>
<td>XI. Analysis of the Principals' Educational Experience Other Than the Elementary Principalship</td>
<td>64</td>
</tr>
<tr>
<td>XII. Analysis of Scores Regarding Principals' Evaluation of Their Ability to Provide Educational Leadership to Their Respective Staffs</td>
<td>66</td>
</tr>
<tr>
<td>XIII. Analysis of Scores Relating to Principals' Internalization of the Professional Leadership Definition of Their Role</td>
<td>66</td>
</tr>
<tr>
<td>Table</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XIV. Analysis of Scores Pertaining to Importance Principals Attached to Routine Administrative Duties</td>
<td>67</td>
</tr>
<tr>
<td>XV. Analysis of Scores Concerning Principals' Executive Professional Leadership</td>
<td>68</td>
</tr>
<tr>
<td>XVI. Analysis of Scores Relating to Teacher Morale</td>
<td>69</td>
</tr>
<tr>
<td>XVII. Analysis of Scores Relating to Teacher Performance</td>
<td>70</td>
</tr>
<tr>
<td>XVIII. Analysis of Scores Relating to School Organizational Climate</td>
<td>71</td>
</tr>
<tr>
<td>XIX. Analysis of Scores Pertaining to Principals' Interpersonal Skills</td>
<td>71</td>
</tr>
<tr>
<td>XX. Correlation of EPL and Teacher Morale</td>
<td>72</td>
</tr>
<tr>
<td>XXI. Correlation of EPL and Teacher Performance</td>
<td>73</td>
</tr>
<tr>
<td>XXII. Correlation of EPL and School Organizational Climate</td>
<td>74</td>
</tr>
<tr>
<td>XXIII. Correlation of EPL and Principals' Elementary Teaching Experience</td>
<td>75</td>
</tr>
<tr>
<td>XXIV. Correlation of EPL and Principals' Interpersonal Skills</td>
<td>76</td>
</tr>
<tr>
<td>XXV. Correlation of EPL and Principals' Educational Leadership</td>
<td>77</td>
</tr>
<tr>
<td>XXVI. Correlation of EPL and Principals' Internalization of Professional Leadership Definition</td>
<td>78</td>
</tr>
<tr>
<td>XXVII. Correlation of EPL and Importance Principals Attached to Routine Administrative Duties</td>
<td>79</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

The elementary school principal holds a crucial position in school organization. How the principal thinks, feels, and responds to people and problem situations will determine his success as an educational leader and the success of the educational program in his school (11, p. 28).

The elementary school principal ought to be a functional leader, acknowledged and accepted by his staff, school, and community. The principal does not acquire functional leadership simply by virtue of his title; he gains his status by positive achievement. The principal's leadership abilities are recognized through what he has done in the past, what he is doing for his school now, and how he plans and moves forward toward future educational goals (10, p. 3).

The quality of the leadership of the elementary school principal influences in large measure the effectiveness of the school environment in shaping the growth and development of children during their most formative years (1, p. 3). How well the principal manifests qualities of leadership depends upon such characteristic forms of action as the skill with which he encourages and stimulates professional growth among the staff, develops new techniques through
experimentation and formulates school policies cooperatively (11, p. 29).

Gross and Herriott (4, p. 1), in a major study with national scope in the early 1960's, contend that the elementary school principal has the opportunity to motivate his staff and to improve its standards and performance in teaching. The effort of an elementary school principal to conform to a definition of his role that stresses his obligation to improve the quality of staff performance has been designated by Gross and Herriott as Executive Professional Leadership (EPL).

In fulfilling such a responsibility as improving the quality of staff performance, Gross and Herriott (4, p. 1) state that the elementary school principal can offer valuable advice to the teachers on his staff in their respective efforts to deal with classroom problems. The elementary principal can maximize the different skills of the teachers on his staff and help them grow in their competencies. Also, the elementary principal can encourage his teachers to try new educational ideas, and he can make staff meetings an important and stimulating experience. In other words, the elementary school principal enjoys substantial opportunities to provide a high order of staff leadership, and there is no greater test of leadership on the part of the school principal than his positive influence on the professional growth of his teachers (6, 11).
To ascertain the effect of professional leadership of elementary school principals, Gross and Herriott (4, p. 150) examined the relationship between principals' Executive Professional Leadership and three characteristics of schools that are accepted as meaningful criteria for assessing their effectiveness: staff morale, the professional performance of teachers, and the learning of students. This study reported significant positive relationships between EPL and each of the three dimensions and contributed empirical support to the assumption that administrators who provide a high degree of professional leadership will have schools that are more productive and staffs that enjoy high morale.

The decade since the Gross and Herriott study of the early 1960's has witnessed a changing role within the elementary school principalship, (2, 6, 8). Faber and Shearron (2, p. 332) state three reasons for changes in the role of the principal: (a) the changing values of the American people, which in turn have been partially responsible for (b) changes in administrative theory and practices within the context of (c) a changing elementary school. These changes have facilitated a renewal of research and speculation, especially concerning the principal's ability to perform as an educational leader (7, p. 20). Therefore, this study, which in essence was a partial follow-up to the Gross and Herriott nationally focused study of the previous decade, examined the current status of Executive Professional
Leadership within the changing role of the elementary school principalship in Texas.

Statement of the Problem

The problem of this study was to investigate the relationship of Executive Professional Leadership of principals in the elementary schools of Texas with teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal.

Purpose of the Study

The primary purpose of this study was to determine the significance to which the level of Executive Professional Leadership of principals in the elementary schools of Texas correlates with teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal.

Hypotheses

Through an investigation of selected factors in relation to the Executive Professional Leadership in the elementary schools of Texas, the following hypotheses were tested.

Hypothesis I: A significant positive relationship exists between the score of the principal on the Executive Professional
Leadership instrument and the corresponding morale score of the classroom teachers.

**Hypothesis II:** A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding teacher performance score.

**Hypothesis III:** A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding school organizational climate score.

**Hypothesis IV:** Elementary school principals with experience in elementary teaching have significantly higher scores on the Executive Professional Leadership instrument than principals without elementary teaching experience.

**Hypothesis V:** A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his interpersonal skills.
Hypothesis VI: A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding self-evaluation score of his ability to provide educational leadership.

Hypothesis VII: A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to the principal's internalization of the professional leadership definition of his role.

Hypothesis VIII: A significant negative relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his view of the importance of routine administrative duties.

Background and Significance of the Study

The basic format of this study of Executive Professional Leadership was an outgrowth of a nationally focused study
from 1960-64 by Gross and Herriott (4). The focal point of the Gross and Herriott study constituted a facet of the leadership process pertaining to the performance of elementary school principals in improving the quality of instruction.

During the past decade since the Gross and Herriott study, there have been many changes within the elementary school. Among these changes are increases in the size of the elementary school and of the school system of which it is a part, increased professionalism of the teaching staff, increased public expectation for the task of the elementary school, and changes in organizational patterns within the school. These changes have affected the role of the elementary school principal and may have had some impact on a facet of the leadership process limited to the performance of elementary school principals in improving the quality of instruction.

Therefore, the present study of Executive Professional Leadership of principals in the elementary schools of Texas explored the relationship between EPL and various factors affecting the quality of instruction. This study provided an opportunity for analysis of data relevant to the influence of elementary school principals on teacher morale, teacher performance, and school organizational climate. Also, data concerning leadership characteristics of elementary school principals in relation to their obligation to improve the quality of staff performance were collected and analyzed.
Definition of Terms

For the purpose of this study, the following terms are defined.

1. **Leadership**—The ability and readiness to inspire, guide, direct, or manage others (3, p. 332).

2. **Executive Professional Leadership**—A facet of the leadership process limited to the performance of elementary school principals in improving the quality of instruction. Gross and Herriott (4, p. 8) specifically defined Executive Professional Leadership as the effort of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance.

3. **Teacher morale**—The collective feelings and attitudes of a teacher group as related to their duties, responsibilities, goals, supervisors, and fellow workers (3, p. 373).

4. **Teacher performance**—The teachers' behavior which reflects a strong client service or professional orientation to teaching responsibilities (4, p. 38).

5. **School organizational climate**—The "feel" or "personality" of a school. Analogously, personality is to the individual what organizational climate is to the school (5, p. 131).
6. **Interpersonal skills**—The ability of a principal to handle delicate situations such as complaints by parents and problems of discipline (4, p. 147).

7. **Routine administrative duties**—Managerial tasks such as clerical activities (4, p. 143).

**Limitations**

The scope of this study was limited to the response of a stratified random sample of elementary school principals throughout the state of Texas and the classroom teachers on their staffs during the 1974–75 school year. All generalizations resulting from this study were limited to this population.

**Basic Assumption**

The assumption basic to this study was that the elementary school principals and the classroom teachers on their respective staffs responded honestly to the survey instruments.

**Instruments**

Two instruments were administered in this study. Except for the section on School Organizational Climate, these two instruments were included in a nationally focused study by Gross and Herriott in the early 1960's (4). The first instrument, "Executive Professional Leadership: Principals' Questionnaire," (see Appendix C) consisted of three parts
focusing on personal characteristics of the principal: staff leadership, internalization of the principal's leadership role, and routine administrative duties. Total completion time for this questionnaire was approximately fifteen minutes.

The second instrument, "Executive Professional Leadership: Teachers' Questionnaire," (see Appendix E) consisted of four parts and focused on the Executive Professional Leadership of the elementary school principal: teacher morale, teacher performance, school organizational climate, and interpersonal skills of the elementary school principal. Total completion time for this questionnaire was approximately twenty minutes.

Procedures for Collection of Data

**Selection of the Subjects**

The target population for this study was the elementary school principals and the classroom teachers on their respective staffs in the state of Texas during the 1974-75 school year. The study sought data from 100 elementary school principals and their classroom teachers. A stratified random sample of the elementary school principals from school districts of various sizes was made from a list provided by the Texas Elementary Principals and Supervisors Association. A random sample of twenty principals was selected from school districts having an average daily attendance (ADA) in each of
the following five categories: 5,000-9,999, 10,000-17,999, 18,000-34,999, 35,000-99,999, and 100,000 plus.

Collection of Data

The collection of data from the elementary school principals and the classroom teachers on their respective staffs was divided into two phases. First, each of the randomly selected elementary school principals was mailed a questionnaire (see Appendix C) with an attached letter (see Appendix A) from the Texas Elementary Principals and Supervisors Association notifying the principal of his selection and asking for his participation. Also, attached to the questionnaire was a personal letter (see Appendix B) explaining the aims and design of the study. The questionnaire requested that the principals provide specific background information and data concerning selected personal attributes. Next, the classroom teachers in the schools of the principals who responded and returned their questionnaires were mailed a survey instrument (see Appendix E) with an attached cover letter (see Appendix D) concerning the Executive Professional Leadership of their principal, teacher morale within their building, teacher performance, school organizational climate, and interpersonal skills of their respective principal.

A second mailing of the principals' questionnaire was sent to all principals failing to return the first
questionnaire within two weeks. A return of seventy per-
cent of the questionnaires from the principals was considered
valid for this study. This percentage is similar to the
average rate of return as reported in a study by Shannon
(9). A return of fifty percent of the teachers' question-
naires was considered valid for the present study. This
percentage is higher than the rate of returned teachers'
questionnaires obtained in the Gross and Herriott study (4).

Procedures for Analysis of Data

The North Texas State University Computer Center pro-
cessed the scores derived from both instruments. Responses
from the principals' questionnaires were transferred to
standard computer worksheets. Responses from the teachers'
questionnaires were hand computed into individual school
scores using the arithmetic mean and then were transferred
to standard computer worksheets. Next, all data were punched
into cards for automatic data processing at the computer
center.

For Hypotheses I, II, III, V, VI, VII, and VIII, the
product-moment correlation coefficient from raw scores was
computed between the two variables. This formula is as
follows:

$$r = \frac{N\bar{XY} - \bar{X}\bar{Y}}{\sqrt{[N\bar{X}^2 - (\bar{X})^2][N\bar{Y}^2 - (\bar{Y})^2]}}$$
Next, this coefficient was tested for a significant difference from zero. The test of significance used was the distribution of $t$. The $t$ value required is given by the following formula:

$$t = r \sqrt{\frac{N-2}{1-r^2}}$$

In Hypotheses I, II, III, V, VI, and VII, a positive correlation was required; whereas, Hypothesis VIII required a negative correlation.

For Hypothesis IV, the point biserial correlation coefficient was computed between the two variables. The formula for the point biserial ($r$) is as follows:

$$r_{pbi} = \frac{\bar{X}_2 - \bar{X}_1}{s_x} \sqrt{pq}$$

Next, this coefficient was tested for a significant difference from zero. The formula for this test of significance is as follows:

$$t = r_{pbi} \sqrt{\frac{N-2}{1-r_{pbi}^2}}$$

The .05 level ($P \leq .05$) was considered significant for all statistical tests used in this study.
CHAPTER BIBLIOGRAPHY


CHAPTER II

A REVIEW OF RELATED LITERATURE

The purpose of the study was to determine the significance to which the level of Executive Professional Leadership of principals in the elementary schools of Texas correlated with teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal. To accomplish this purpose, it was first necessary to examine the related literature and research in an effort to arrive at some consensus as to the relationship between the leadership performance of elementary school principals and teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal.

The review of related literature is arranged into subtopics on the basis of articles and studies which have particular bearing on this investigation. The five subtopics examined in this chapter are

1. the elementary school principal and leadership,
2. teacher morale,
3. teacher performance,
4. school organizational climate, and
5. personal attributes of the elementary school principal.

The Elementary School Principal and Leadership

Few would deny that the elementary school principal has a leadership role, but the elementary principal does not become the school's functional leader by chance title of his position. To become an effective leader, the principal must understand the meaning of leadership and be able to function as a leader. Leadership is a function, not a position (34, p. 28).

The elementary school principal needs to possess the leadership ability which is essential in carrying out the school's program. The principal, according to Snipes (32, pp. 152-156), should be a good organizer and be able to delegate responsibility and authority in order to prevent administrative details from consuming all or a major portion of his time. The principal must be willing to accept the responsibility of his position and be decisive in his actions. Also, the elementary school principal needs a thorough knowledge of the decision-making process, and the principal needs to be adept at reaching decisions which constitute wise and expeditious solutions to school problems.

Malone (23, pp. 26-29) in diagnosing the elementary principalship as currently practiced prescribed the following techniques for principal leadership:
1. Discover the exact role you are expected to play in the development of programs in your school and as a district member.
2. Analyze your ability to help others and design a program of personal growth.
3. Develop an action program designed to overcome the limitations and weaknesses which have been diagnosed.
4. Organize your school hours for maximum productivity.
5. Commit yourself to a regular classroom teaching assignment.
6. Establish yourself as an innovative, creative principal leader.
7. Make yourself conspicuously absent around your office.
8. Establish challenging goals and high standards calling for quality performance from your staff.
9. Have the courage to "weed out" the staff member who does not succeed (23, pp. 26-29).

Stoops and Johnson emphasized certain principles relating to leadership that should be second nature to the chief administrator of the school. These principles must be manifested in the actions of the principal if he expects to obtain maximum effectiveness from his faculty. The principal must be a coordinator, learn to be sensitive to the needs of individuals, help staff members become sensitive to one another and become aware of their responsibilities to one another, have the quality of action, have integrity, know whom he is leading and have the loyalty of his followers, "see and be seen," communicate, be able to recognize good teaching when he sees it, develop a sense of timing, and be able to evaluate himself as an educational leader. He also should strive to make each member of his staff successful; use human relation techniques; be objective; have
imagination and be willing to promote experimentation; work toward defensible goals; encourage staff members to share in the determination of goals; encourage individual expressions of opinion in a permissive, informal atmosphere; possess energy, intelligence, and character; see that policies are developed and that the school functions on a policy basis; and think of his staff as co-workers rather than followers.

Research based on theoretical formulations has contributed much useful knowledge about leadership and leader behavior. From an extensive review of the research, Hencley, et al. derived the following generalizations about leadership:

1. Public school leaders exhibit different but characteristic leader behavior style.
2. Reference groups express conflicting expectations and preferences concerning leader behavior.
3. Incongruence in expectations for leader behavior influences satisfaction, effectiveness, confidence in leadership, and attitudes toward the work situation.
4. Misperceptions and value differences interfere with the effectiveness of leaders in interpersonal relations.
5. Leader behavior affects organizational achievement (14, pp. 116-121).

In addition to the generalizations just stated, research studies on leadership in various fields by Hencley, et al. lend support to the following propositions:

1. Leader behavior evolves from group interaction; it is not a product of formal group structure. Status may enhance, but it does not create, leadership capacity which
emerges under the right circumstances during group inter-
action.

2. Leader behavior is not a function of static qualities or personal characteristics of individuals. Leaders with markedly dissimilar traits have been successful in a variety of situations, and success in one group situation does not guarantee success in all situations.

3. Power and leadership are not synonymous. The authoritarian use of power derived from status cannot be equated with leadership.

4. Regardless of opinions about what leader behavior should be, in actual practice it is characterized by two types of activities: initiating group action toward acceptable goals and maintaining group cohesion, cooperation, and commitment.

5. Values play an important role in the leadership process. Effective leaders accurately perceive the value orientations of those with whom they interact and seek to modify values that appear inconsistent with organizational objectives (14, pp. 121-122).

On the other hand, deterrents to the success of principals in the area of leadership were identified by Campbell, et al. (3, p. 187). These included the persistence of the authoritarian way, confusion about the meaning of democracy, failure to solve the authority problem, and poor selection procedures.
A study by Goldhammer (9, p. 165) indicated that the quality and effectiveness of present elementary school programs were directly related to the quality and effectiveness of the elementary school principal. Also, Jenson, et al. (17, p. 415) asserted that while leadership is a principal's most valuable asset, the lack of it or a weakness in this area is often the basis of ineffectiveness on the part of persons occupying principalship positions.

The problem of successful leadership in the elementary school has many facets. Elsbree, et al. (6, pp. 61-62) believe that successful leadership grows out of a situation which includes the principal, his staff, the school community, and the culture of the school and its community. The able principal is aware of this interrelation and has learned that his success in any endeavor depends upon how well he is able to size up a situation, determine the relevant facts, make judgments based on these facts, and cooperate with his staff and community.

Teacher Morale

The effectiveness of any program can be measured by the morale level of the individuals involved in that program (34, p. 40). Therefore, well-adjusted teachers can do a better job of guiding children than those who are emotionally disturbed (18, 29).
Good interpersonal relations, emotional adjustment, and morale are contagious. Hence, the principal has a responsibility to help provide in his school conditions conducive to good staff morale and sound mental health (6, p. 303). In agreement, Snyder and Peterson (33, p. 64) assert that the administrator can and does make a significant contribution to the level of morale within his school. Gross and Herriott's study of the staff leadership function of the elementary school principal presents the following view:

There is apparently some truth in the aphorism "as the principal, so the school." The findings undercut the arguments of those who maintain that the principal's job should be restricted to routine administrative and clerical tasks; in fact, they support the opposite point of view (10, p. 61).

The elementary school principal may fulfill such a responsibility by creating a work climate for teachers characterized by recognition, respect, dignity, self-realization, security, relaxation, and democracy. Also, it is important that the principal possess the necessary level of sensitivity to determine the state of morale in his school. The principal should be able to determine whether the state of mind of his staff is one of enthusiasm, courage, confidence, and determination, or whether it is one of cynicism, pessimism, despondency, or anxiety.

On the other hand, functional leadership on the part of the principal is ineffective without high morale (34,
pp. 40-41). Morale is an emotional reaction, and, as intangible as it seems, it can be controlled by an effective leader. The principal must study and understand the desires, talents, and goals of the teachers within his school and promote the interests of each individual.

Gross and Herriott (10) in examining teacher morale in 166 elementary schools in thirty-nine cities across the nation, concluded that the elementary school principal can influence the morale of his teachers. This study reported a significant positive relationship between the leadership of the principal in improving the quality of staff performance and morale of his teachers.

The fact that teacher morale is related to democratic school administration was found by Burkett (2). From his data, it can be assumed that the more democratic the administration, the higher the morale.

In a study conducted by Havens (13), it was reported that the degree to which organizational dimensions correlate with the job satisfaction of teachers depends upon the personal dimensions of the teacher. The results of this study indicate that the environmental aspects that are related to job satisfaction are not necessarily the same for all subgroups of teachers. That is to say that the things which might cause job dissatisfaction for one person may not affect the morale of another.
Although personal factors are the most important of all factors in determining the individual morale level of the teacher, the principal is the key nonpersonal factor in the professional environment of the teacher, according to the research of Hood (15). The teacher's relationship with the principal is more important in determining morale level than is the teacher's relationship with other teachers.

Studying how teachers' perceptions of administrative dimensions relate to their morale was conducted by Pryor (30). This study concluded that as a teacher's perception and understanding of the administrative function increased, his morale increased. A minor conclusion was that the pattern of administration was not significantly related to the morale of teachers. This is in contraction to the results found by Burkett. The conflict of results found in these two studies might be clarified by Leiman. Leiman found that the participation of teachers in administrative decisions was definitely related to morale. Four of this study's conclusions were

1. Teachers who participate in school administration have higher morale than teachers who do not participate.
2. Teachers who participate in school administration have more positive attitudes toward their principals, toward their colleagues, and toward their pupils.
3. Teachers who participate in school administration have a higher regard for themselves and for the teaching profession.
4. Female teachers seem to have higher morale than male teachers (22, p. 138).
Also, there is evidence that when high teacher morale exists, student productivity is increased (5, 7, 18, 29). A study of twelve secondary schools in Dearborn, Michigan, compared the achievement of students with the morale of their teachers. After conducting the study, Koura (21) concluded that student achievement increased with high morale and decreased with low morale.

Teacher morale affects more than just productivity or student achievement; it assists in establishing the character of the school. Teacher morale is one of the factors which may determine whether a school functions at its best, demanding and receiving the utmost from its students, or whether the school plods along just happy to see another day (5, p. 37).

After comprehensively reviewing the research carried out over a period of twenty-five years into teacher morale or job satisfaction, Blocker and Richardson (1) reported that the administrator was the key figure. Whether teachers were satisfied or dissatisfied depended greatly on the quality of the administrative relationships in which they were involved and on the quality of leadership they were given within this structure. Kimbrough (20, p. 228) states that there is general agreement among authorities that the leadership of the elementary school principal is a key variable in establishing morale.
To summarize the search of the literature, the findings of research on teacher morale suggest that the school principal's attitudes, policies, procedures, understanding of individual teachers, and philosophical approach to problems constitute major factors in teacher morale. How the principal works with his staff, whether the principal treats them as individuals with worth and dignity or merely as part of the machine, will determine to a great extent the morale of the school (5, pp. 42-43).

Teacher Performance

The building principal is an instructional leader responsible for improving the teaching competence of his staff (28, p. 37). As an instructional leader, the principal must suggest, question, persuade; but more than this, the principal must produce (35, p. 35).

The following list of leadership responsibilities of principals represents how some authorities view an aspect of the principal's job relating to teacher performance:

1. leading his staff in the identification of important barriers blocking improvement,

2. suggesting fruitful ways in which problems might be approached or studied,

3. participating with individuals and groups in designing guidelines for problem solution,
4. allocating necessary organizational resources (time, consultants, source material, equipment, finances) to further work of staff members on problems of educational significance,

5. assisting staff personnel toward maximum growth in terms of skills, information, values, and processes that may be derived from in-service opportunities,

6. interpreting and evaluating in-service experience of staff members,

7. supporting the efforts of staff personnel motivated toward inquiry and the improvement of professional performance, and

8. fostering exchanges among professional personnel (24, p. 290).

In studying the influence of the elementary school principal on teacher performance, Gross and Herriott (10, p. 39) emphasized as a major point that within the leadership role of the principal was the responsibility for the principal to serve as a model for his teachers. The principal's behavior toward his teachers informs these teachers as to how the principal expects teachers to act toward their pupils. A significantly positive relationship between the quality of leadership of the elementary school principal and the quality of teacher performance was reported in the Gross and Herriott study.
Kimbrough (20, p. 149) states that to influence teaching in the school, the elementary school principal should use his leadership to obtain the resources necessary to improve teaching and to help teachers realize their desires to change their teaching methods. Also, Kimbrough indicates that the principal will need to work very closely with teachers on an individual basis. Some teachers will have unique instructional problems requiring the assistance of the principal and other resources from outside the school. Much improvement in instruction can also be accomplished by encouraging teachers to avail themselves of opportunities for self-improvement.

According to Cooper (4, p. 166), one of the greatest contributions the elementary school principal can make toward improving teaching is in shaping a psychological climate favorable to the pursuit of learning. Principals can work to develop in teachers an attitude toward learning as an exciting quest, learning which is subject to a minimum of restrictions.

The principal's program for the improvement of teaching includes work with the individual teacher as well as with groups of teachers. In the principal's efforts to provide service to individual teachers, the principal spends much time visiting in classrooms and conferring with teachers. The principal also makes it possible for teachers to observe other teachers at work. On occasion, the principal will
provide demonstration teaching or plan with the staff member for a shared-teaching project. The principal's leadership for groups of teachers centers in his attempts to make staff meetings vital affairs in which cooperative study and action is carried forward. The principal recognizes the faculty workshop as a potential resource. The principal organizes and participates with committees and special interest groups of the faculty. The principal also takes a responsibility for coordinating the activities at the local school level with the curriculum development and in-service education programs that are organized system-wide. The principal seeks the guidance, consultation, and service of central office or regional personnel without delegating his leadership responsibility (17, pp. 144-145). Also, Morphet, et al. (27) suggest that the principal be a change agent within the instructional program by bringing proposals to the attention of the staff, by encouraging teachers to plan and experiment with innovations.

In brief, no school is better or worse than the quality of its teachers and its educational leader. According to Shuster and Stewart (31, p. 150), research in education suggests the need for improvement in many areas. Teachers must recognize the need for growing professionally in service if they are to help children cope with the complexities of modern life. The principal must furnish leadership to help the staff advance professionally.
School Organizational Climate

Even the occasional visitor to public schools tends to be struck by the distinct differences in school atmosphere as he moves from school to school. The principal and teachers in one school may be energetic, friendly, dynamic, and confident, while lethargy, impersonality, and rigidity are the unmistakable characteristics of the next school. Indeed, each school may seem to have its own "personality" or climate.

Halpin and Croft (12) in their seminal study of climates of educational organizations conceptualize school climate along a continuum defined at one end by an open climate and the other end by a closed climate. Halpin (11), in describing the six organizational climates along the continuum, considers the "open climate" as most desirable and the "closed climate" as least desirable. Openness of organizational climate refers to teacher-teacher and teacher-administrator interactions which are genuine or authentic. In an open climate, behavior emerges freely and without constraint. A school with a great deal of openness is a dynamic organization which is moving toward its goals while simultaneously providing satisfaction for the teachers' social needs. Leadership acts emerge easily and appropriately as they become needed. The open school is not preoccupied exclusively with either task-achievement or social-needs satisfaction, but satisfaction from both emerges
freely. On the other hand, limited openness in the climate of a school indicates that there seems to be little going on in the organization. Although some attempts may be made to move the organization, they are met with apathy and really not taken seriously. In brief, a school with a great deal of closedness is an organization which appears to be stagnant.

According to Kimbrough (20), the school principal has a responsibility for leadership in developing the kind of organizational climate that is conducive to the development of a program of quality. Kimbrough further states that the organizational climate of a school exercises a powerful influence upon the teacher and pupil attitude and productivity.

In developing and maintaining an organizational climate conducive to the development of a program of quality, Miles (26) suggests criteria a principal might use to evaluate the climate of the school. These include the following:

1. The goals of the system should be reasonably clear to those in the system.
2. People in the system should have the information they need without resorting to illegitimate methods to obtain it (communication adequacy).
3. Subordinates can influence upward and perceive that their superiors can do likewise with their superordinates (optimal power equalization).
4. The persons in the organization are used effectively (resource utilization).
5. The members of the organization feel attracted to the system (cohesiveness).
6. There are sentiments of well-being, satisfaction, and pleasure (morale).
7. The healthy system adopts new goals and invents new procedures (innovativeness).
8. The organization interacts with its environment but is not controlled by it (autonomy).
9. The system has the ability to bring about corrective change in itself as a result of environmental changes (adaptation).
10. The problems of the organization are solved with minimal energy, and they tend to stay solved (problem-solving adequacy) (26, pp. 11-34).

Jarvis and Pounds (16, p. 33) believe that the school principal is faced with the need to establish and foster the most desirable climate for effective operation of the school. As elementary schools have assumed a broader role and as the faculty continues to become more diversified and better qualified, there is a need to foster a more open organizational climate which encourages more self-initiated action on the part of teachers.

Fox (8) views the school principal as first and foremost a climate leader, and the principal's key function is improvement of the school's climate. The principal's job is not only to understand but to enhance, where possible, the effectiveness of specific influences upon the school's climate.

After analyzing the organizational climate in seventy-one elementary schools selected from six different regions of the United States, Halpin and Croft (12) conclude that the principal is in full control of establishing school climate. The behavior of the principal in an "open climate" represents an appropriate integration between his own
personality and the role he is required to play as principal. Not only does the principal set an example by working hard himself, but, depending upon the situation, he can either criticize the actions of teachers or go out of his way to help them. The principal possesses the personal flexibility to be genuine, whether he be required to control and direct the activities of others or to show compassion in satisfying the social needs of individual teachers. The principal in an "open climate" does not have to emphasize production; nor does the principal need to monitor the teachers' activities closely, because the teachers do, indeed, produce easily and freely. The principal does not do all the work himself because he has the ability to let appropriate leadership acts emerge from the teachers. In other words, the principal is in full control of the situation and clearly provides leadership for the staff in establishing school organizational climate (11, p. 175).

In agreement, Hencley, et al. (14, p. 150), assert that the school principal can influence organizational climate more than any other individual in the school. The principal can establish friendly relations, behave so that members feel they are accepted and included, and facilitate informal associations. The principal can maintain integrity in his relationships so that what he says and does are consistent, create the feeling that the school is "going somewhere," and express the belief that what is being done is important.
The principal can consult with staff and plan direction and control of activities so that individuals know what is going on and have confidence in his leadership and identify with it.

The research of Wiggins (36) on the behavioral characteristics of school principals and school climate showed a strong similarity in the behavioral characteristics of the forty-one principals studied. These principals were found to be uniformly highly task-oriented, kindly and considerate of teachers, needing direction and support from their directors, and desirous of independence to use the direction and support to arrive at their own decisions.

To summarize the search of the literature, the findings of research on school organizational climate suggest that the school principal is in full control of the situation. Therefore, the school principal has a responsibility for leadership in developing the kind of organizational climate in the school that is conducive to the development of a quality school program.

Personal Attributes of the Principal

Through the years, much research has been directed to the identification of those traits or attributes which may personify the most able school administrator. According to Elsbree, et al. (6, p. 14), the difficulty has been that the various studies reported have yielded different sets of
traits for successful leaders and have failed to identify any consistent pattern of traits or attributes which characterize all successful leaders.

On the other hand, Goldhammer states that principals of outstanding educational institutions have the following characteristics in common:

1. Most did not intend to become principals. Most indicated that they had intended to teach but were encouraged to become principals by their superiors.

2. Most expressed a sincere faith in children. Children were not criticized for failing to learn or for having behavioral difficulties. The principals felt that these were problems that the school was established to correct, thus the administrators emphasized their responsibilities toward the solution of children's problems.

3. They had the ability to work effectively with people and to secure their cooperation. They were proud of their teachers and accepted them as professionally dedicated and competent people. They inspired confidence and developed enthusiasm. The principals used group processes effectively; listened well to parents, teachers, and pupils; and appeared to have intuitive skill and empathy for their associates.

4. They were aggressive in securing recognition of the needs of their schools. They frequently were critical of the restraints imposed by the central office and of the inadequate resources. They found it difficult to live within the constraints of the bureaucracy; they frequently violated the chain of command, seeking relief for their problems from whatever sources that were potentially useful.

5. They were enthusiastic as principals and accepted their responsibilities as a mission rather than as a job. They recognized their role in current social problems. The ambiguities that surround them and their work were of less significance than the goals they felt were important to achieve. As a result, they found it possible to live with the ambiguities of their position.

6. They were committed to education and could distinguish between long-term and short-term educational goals. Consequently, they fairly well had established philosophies of the role of education and their relationship within it.
7. They were adaptable. If they discovered something was not working, they could make the necessary shifts and embark with some security on new paths.

8. They were able strategists. They could identify their objectives and plan means to achieve them. They expressed concern for the identification of the most appropriate procedures through which change could be secured (9, pp. 2-3).

Jarvis and Pounds (16, p. 5) contend that it is difficult to list all the desired personal characteristics and qualities of the elementary school principal since those required of any person in a leadership position could be stated as desirable for the principal. A number of studies and a considerable amount of writing has been done on the personal characteristics and qualities that tend to be associated with the effective elementary school principal. An examination of these writings reveals the following to be some of the most important personal characteristics and qualities that are generally agreed upon:

1. Above average mental ability. The increasing complexity of the problems that must be solved by the principal demand that he possess a high degree of mental aptness (10, 17). However, the exact relationship between intelligence and the effectiveness of the principal has not been clearly established. While it can be said that the principal with less than average ability is not likely to function effectively, very high intellectual ability does not guarantee superior performance (16, p. 5).
The type intelligence needed can be described as functioning intelligence. Such intelligence is characterized by such factors as ability to anticipate problems, creativity or inventiveness, curiosity, ingenuity, ability to understand complex concepts, open-mindedness, originality, and the like. This would also include an ability to analyze the various aspects of a problem and the effects of possible solutions on the total school program (25).

2. Leadership ability. The elementary school principal needs to possess the leadership ability which is essential in carrying out the school program. The principal should be a good organizer and able to delegate responsibility and authority in order to prevent administrative details from consuming all or a major portion of his time. The principal must be willing to accept the responsibility of his position and be decisive in his actions. The principal needs a thorough knowledge of the decision-making process and needs to be adept at reaching decisions which constitute wise and expeditious solutions to school problems (32).

The principal should have the ability to work with individuals and groups in such a way as to promote improved job performance. The principal needs to have the ability to obtain cooperation from others if he is to succeed in getting his plans and ideas put into action. These leadership skills are often referred to as human relations skills and appear
to be closely interwoven with the principal's personality traits (10, pp. 147-149).

3. A desirable personality. No matter what the level of his ability and skill, the principal's personality is an asset or a liability. According to Jarvis and Pounds, some of the more important personality traits the principal should possess are as follows:

A friendly attitude. The principal should have a genuine interest in people and be friendly toward them. The public elementary school accommodates all classes of people, and the principal needs to set an example for the school staff to accept all persons as they are in recognition of their potential contributions.

Tactfulness combined with frankness. The principal has to be able to see another person's point of view, and his statements and actions should show consideration for their viewpoints. The principal should exercise caution that he does not frequently hurt others by his words or actions. This does not mean that the principal must "straddle the fence," be dishonest, cowardly, or hesitate to speak out on important matters. Rather, the principal should carefully choose the opportune time to speak and select his words with diplomatic care. The principal should be frank with others and concentrate on the issue at hand and not on the personalities of those involved.

Sense of humor. The task of the principal is often difficult and a sense of humor will stand him in good stead. While the principal must be serious-minded about his business, he should develop a sense of proportion and be able to see humor in a situation. The principal should develop the ability to recognize when the injection of some humor can relieve and improve a tense situation. The principal should not take himself too seriously and, above all, he should develop the ability to laugh at his own shortcomings.

Courage of convictions. The principal may at times find himself in direct conflict with individuals or groups on certain problems or issues. The principal must fearlessly oppose those attitudes he knows to be wrong in support of convictions he knows to be right. However, the principal must carefully study and maintain an open mind on issues or problems and know his
position is supported by more than opinion. The principal should also use this evidence in an active attempt to influence the group to change its position rather than stubbornly resisting merely on the grounds that he is right [19].

A balance of modesty and self-promotion. The principal should be willing to give his staff credit for progress rather than bragging about what he has accomplished. On the other hand, others must know of his capabilities if they are to be expected to accept his leadership. His sureness and confidence, when coupled with his demonstrated skill and knowledge, should achieve a desired balance between modesty and self-promotion. Usually a highly capable principal who has a good school program will receive credit for his contributions without undue self-promotion (16, pp. 6-7).

4. Physical and mental health. The principalship of the elementary school is a strenuous and demanding position. The principal must approach his job with energy and enthusiasm, and this requires excellent physical and mental health. The principal should be able to react well to pressure and display rational behavior under trying conditions. An even temperament is necessary if the principal is not to be overly sensitive to criticism and display good judgment under stress. The person who is not physically and mentally healthy is therefore ill-suited for the position of elementary school principal (16, p. 7).

5. Character and integrity. The principal’s character must be such that it will merit the trust and confidence of the staff, students, and parents. The principal should possess a level of integrity that evidences the highest moral principles, honesty, and sincerity. The principal
should be fair and impartial if he expects the support of the various groups and individuals with whom he works.

The principal should expect the community to have certain customs and mores, and his behavior normally should not be in direct conflict with them. Since the principal exerts considerable influence on the professional attitudes and conduct of his staff, his professional conduct should be consistent with the ethics and code of conduct of his profession (16, p. 8).

Another important attribute or trait of a principal according to Jenson, et al. (17, pp. 393-394) is effective use of communication skills. The principal must depend on the use of language, spoken and written, for effective operation of the school. In the absence of effective communication skills, problems increase, staff morale declines, community and parental attitudes change, and the total educational program becomes less effective.

Gross and Herriott (10) concluded from their study that such characteristics as a high order of interpersonal skills, a high degree of internalization of the professional leadership definition of their role, and a high self-assessment score on educational leadership are important attributes of the elementary school principal. These characteristics correlated highly with the principal's ability to provide quality staff leadership.
Jenson, et al. (17, p. 409) believe the elementary principalship will continue to gain in prestige and responsibility in the years ahead. Likewise the position will demand that those who aspire to such a career be of extremely high quality and endowed with an array of basic, educational, and operational proficiencies or attributes. High mental abilities, creativity, stamina, skill in communication, stability in the face of frustration, and task commitment are among the characteristics deemed essential as foundations of proficiency.

Summary

In reviewing the literature, it was discovered that a number of studies had been conducted dealing with the leadership of the elementary school principal, and a few studies had analyzed the influence of the elementary principalship upon various factors affecting teacher performance. However, no studies were discovered that had attempted to investigate the impact of the changing elementary school upon the role of the principal. Therefore, the remainder of this study attempts to extend the body of literature regarding the performance of elementary school principals in improving the quality of instruction within the changing elementary school.

In summary, it has been the purpose of this chapter to present a selective review of the literature pertinent to the
relationship between the leadership performance of elementary school principals and selected factors affecting teacher performance. This chapter has treated these areas: (1) the elementary school principal and leadership; (2) teacher morale; (3) teacher performance; (4) school organizational climate; and (5) personal attributes of the elementary school principal.
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CHAPTER III

PROCEDURES FOR COLLECTING AND TREATING DATA

Statement of the Problem

The problem of this study was to investigate the relationship of Executive Professional Leadership of principals in the elementary schools of Texas with teacher morale, teacher performance, school organizational climate, and selected personal attributes of the elementary school principal.

Selection of the Subjects

The target population for this study was the elementary school principals and the classroom teachers on their respective staffs in the state of Texas during the 1974-75 school year. A stratified random sample of 100 elementary school principals from school districts of various sizes was made from a list provided by the Texas Elementary Principals and Supervisors Association. These 100 elementary school principals represented a 5 percent sample of the target population and was equivalent to the percentage sample used by Gross and Herriott (2). A random sample of twenty principals was selected from school districts having an average daily attendance (ADA) in each of the following five categories: 5,000-9,999; 10,000-17,999; 18,000-34,999; 35,000-
99,999; and 100,000 plus. These 100 elementary school principals and the classroom teachers on their respective staffs were the subjects for this study.

Description of the Instruments

Two instruments were administered for this study. The elementary school principals selected to participate in the study were asked to complete a questionnaire entitled "Executive Professional Leadership: Principals' Questionnaire" (see Appendix C), and the teachers on their staffs were asked to complete a questionnaire entitled "Executive Professional Leadership: Teachers' Questionnaire" (see Appendix E).

"Executive Professional Leadership: Principals' Questionnaire" consisted of three parts focusing on personal characteristics of the principal: staff leadership, internalization of the principal's leadership role, and routine administrative duties. Total completion time for this questionnaire was approximately fifteen minutes.

The purpose of Part I of the principals' questionnaire was to obtain specific demographic and background information. Part II, a self-assessment of educational leadership, obtained a score of a principal's evaluation of his ability to provide educational leadership to his staff (2, p. 136). Part III of the principals' questionnaire yielded two scores: the first indicated how fully a principal internalized the professional leadership definition of his role (2, p. 141),
and the second score indicated the importance a principal attributed to routine administrative duties (2, p. 143).

The second instrument, "Executive Professional Leadership: Teachers' Questionnaire," required approximately twenty minutes to complete. This instrument consisted of four parts and focused on the Executive Professional Leadership of the elementary school principal: teacher morale, teacher performance, school organizational climate, and the interpersonal skills of the elementary school principal.

The purpose of Part I of the teachers' questionnaire was to obtain a score from classroom teachers of their principal's performance in improving the quality of instruction (Executive Professional Leadership) (2, pp. 22-23). This EPL score was an arithmetic mean score calculated by summing the set of individual EPL scores by classroom teachers within a particular school and then dividing this sum by the number of individual scores. The scores for each of the following three parts were calculated in the same manner. A "Pride-in-School" score (2, pp. 35-36) and a teacher professional performance score (2, p. 40) for each school were obtained from Part II. This yielded an index concerning teacher morale and teacher performance. Part III obtained an "openness" score for the organizational climate of each school. While not identifying discreet school organizational climates, this score allowed the ranking of a school along a climate continuum from open to closed (1, p. 78). The
fourth part of the teachers' questionnaire obtained a score from classroom teachers concerning their principal's interpersonal skills (2, p. 148). This score yielded an index concerning the ability of elementary school principals to handle delicate situations such as complaints from parents and problems of discipline.

A jury panel was selected to determine the validity of the items included in the questionnaires. The panel of seven members included a director of elementary education for the Texas Education Agency, a professor in the College of Education at North Texas State University, an instructor of educational administration at Southwest Texas State College, a superintendent of a medium-size school district, an administrative assistant for elementary education in a large-school district, an elementary school principal, and an elementary school vice-principal. A meeting was held with each juror to explain the nature of the study and the juror's role. Each was asked to respond to the questionnaire items as being "appropriate" or "not appropriate" for the study to be conducted. Items believed to be "appropriate" by at least five of the jurors were included in the instruments.

The reliability of the instruments "Executive Professional Leadership: Principals' Questionnaire" and "Executive Professional Leadership: Teachers' Questionnaire" were determined by using coefficients of stability. In determining the stability of the instruments, the questionnaires
were administered twice within two weeks to the same group of respondents.

A stratified random sample of twenty-five elementary school principals and the classroom teachers on their staffs were used to establish reliability. This random selection of elementary school principals was made from a list provided by the Texas Elementary Principals and Supervisors Association. A reliability coefficient of .70 or higher on each part of the instruments was considered as appropriate for this study.

The test-retest method used for estimating reliability of the principals' questionnaire yielded a reliability coefficient of .84 for the self-assessment of educational leadership, .74 for the section concerned with internalization of the professional leadership definition, and .92 for the importance of routine administrative duties. The teachers' questionnaire yielded reliability coefficients of .94 for the Executive Professional Leadership section, .96 for the section establishing teacher morale, .97 for the professional performance of teachers, .87 for the openness of organizational climate, and .93 for the section concerning the interpersonal skills of principals.

Procedures Used in Collection of Data

The succeeding paragraphs contain a description of the steps that were followed in conducting this study.
The sequence represents an approximation of chronological order.

The collection of data from the elementary school principals and the teachers on their respective staffs was divided into two phases. First, each of the 100 randomly selected elementary school principals was mailed a questionnaire (see Appendix C) with an attached cover letter from the Texas Elementary Principals and Supervisors Association (see Appendix A) notifying that principal of his selection and asking for his participation. Also, attached to the questionnaire was a personal letter (see Appendix B) explaining the aims and design of the study. The questionnaire requested that the principals provide specific background information and data concerning selected personal attributes. Next, the classroom teachers in the schools of the principals who responded and returned their questionnaire were mailed a survey instrument (see Appendix E) with an attached cover letter (see Appendix D) concerning the Executive Professional Leadership of their principal: teacher morale, teacher performance, school organizational climate, and interpersonal skills of their principal.

A second mailing of the questionnaires was sent to all principals failing to return the first questionnaire within two weeks. A return of 70 percent of the questionnaires from the principals and a return of 50 percent of the
teachers' questionnaires from each school was considered valid for this study.

Procedures for Analysis of Data

The scores derived from both instruments were processed by the North Texas State University Computer Center. Responses from the principals' questionnaires were transferred to standard computer worksheets. Responses from the teachers' questionnaires were hand computed into individual school scores using the arithmetic mean and then transferred to standard computer worksheets. Next, all data were punched into cards for automatic data processing at the computer center.

For Hypotheses I, II, III, V, VI, VII, and VIII, the product-moment correlation coefficient from raw scores was computed between the two variables. This formula is as follows:

\[
r = \frac{N \cdot \sum x \cdot \sum y - \sum x \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}
\]

Next, this coefficient was tested for a significant difference from zero. The test of significance used was the distribution of t. The t value required is given by the following formula:

\[
t = r \sqrt{\frac{N-2}{1-r^2}}
\]
In hypotheses I, II, III, V, VI, and VII, a positive correlation was required; whereas, Hypothesis VIII required a negative correlation.

For Hypothesis IV, the point biserial correlation coefficient was computed between the two variables. The formula for the point biserial ($r$) is as follows:

$$\text{r}_{pbi} = \frac{\bar{x}_p - \bar{x}_q}{S_x} / \sqrt{pq}$$

Next, this coefficient was tested for a significant difference from zero. The formula for this test of significance is as follows:

$$t = \frac{\text{r}_{pbi}}{\sqrt{\frac{N-2}{1-\text{r}_{pbi}^2}}}$$

The .05 level ($P \leq .05$) was considered significant for all statistical tests used in this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The data collected in this study were analyzed to determine the relationship of Executive Professional Leadership of principals in the elementary schools of Texas with teacher morale, teacher professional performance, school organizational climate, and selected personal attributes of the elementary school principal. Of the 100 randomly selected elementary school principals throughout the state of Texas who received questionnaires, a return of eighty-three yielded seventy-seven principal questionnaires which could be utilized in the study. The seventy-seven principals responding with acceptable questionnaires were mailed teacher questionnaires to be distributed to the classroom teachers on their respective staffs. Seventy-two schools returned 50 percent or more of their teacher questionnaires. Therefore, data were analyzed from seventy-two elementary schools located in forty-six different school districts throughout the state of Texas and included responses from seventy-two elementary school principals and 935 elementary classroom teachers. The findings of these analyses and the discussion of these data are presented in this chapter.
The first part of this chapter is organized according to the sections of the questionnaires and presents an analysis of the data collected involving the status of

1. demographic and background information of the elementary school principals involved in the study,
2. principals' evaluation of their ability to provide educational leadership to their respective staffs,
3. principals internalizing the professional leadership definition of their role,
4. importance principals attach to routine administrative duties,
5. principals' performance in improving the quality of instruction,
6. teacher morale,
7. teacher professional performance,
8. "openness" of each school's organizational climate, and
9. principals' interpersonal skills.

The last part of this chapter presents an analysis of the hypotheses tested in the study.

Demographic and Background Data

The demographic and background data from the principals' questionnaire were obtained from twelve questions (see Appendix C). Data reflecting the percentage of male and female principals are presented in Table I.
TABLE I
DISTRIBUTION OF PRINCIPALS BY SEX

<table>
<thead>
<tr>
<th>Sex</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>59</td>
<td>8.19</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>18.1</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A study of the data in Table I indicates that 81.9 percent of the 72 elementary school principals responding to the principals' questionnaire were males and that 18.1 percent of the principals responding were females.

The elementary school principals were asked to indicate their age in one of ten intervals. These data are presented in Table II.

TABLE II
DISTRIBUTION OF PRINCIPALS BY AGE

<table>
<thead>
<tr>
<th>Years of Age</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 - 25</td>
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<td>0.0</td>
</tr>
<tr>
<td>26 - 30</td>
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<td>31 - 35</td>
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<td>9</td>
<td>12.5</td>
</tr>
<tr>
<td>56 - 60</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>61 - 65</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>66 and older</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Information from Table II reveals that 77.7 percent of the elementary school principals responding were between the ages of 36 and 55. Only 5.6 percent were less than 36 years of age, while only 11.1 percent were above the age of 60.

Next, the elementary school principals were asked to indicate their race in one of four categories. Table III presents these data.

### TABLE III

**DISTRIBUTION OF PRINCIPALS BY RACE**

<table>
<thead>
<tr>
<th>Race</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afro-American</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Anglo-American</td>
<td>60</td>
<td>83.3</td>
</tr>
<tr>
<td>Spanish-American</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Referring to Table III, it is seen that 83 percent of the elementary school principals responding to the principals' questionnaire were Anglo-American as compared to 4 percent Afro-American and nearly 6 percent Spanish-American. Five respondents, or 7 percent, of the total were classified as members of other races.

An examination of elementary school principals by highest academic degree is presented in Table IV. A category of
"Master's plus 30 hrs." was included to reveal the percent of principals who had completed considerable work above a master's degree.

TABLE IV
DISTRIBUTION OF PRINCIPALS BY HIGHEST ACADEMIC DEGREE

<table>
<thead>
<tr>
<th>Highest Academic Degree</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Master's</td>
<td>45</td>
<td>62.5</td>
</tr>
<tr>
<td>Master's plus 30 hrs.</td>
<td>26</td>
<td>36.1</td>
</tr>
<tr>
<td>Doctor's</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A study of Table IV reveals that all elementary school principals responding to the principals' questionnaire had obtained a master's degree. Thirty-seven percent of the principals had thirty or more college hours above a master's degree which included one principal having obtained a doctorate.

The elementary school principals were asked to indicate their number of years in the education profession in one of six intervals. These data are presented in Table V and reveal that over 77 percent of the principals responding to the principals' questionnaire had been in the education profession for 16 years or more. Of this 77 percent, nearly
TABLE V

DISTRIBUTION OF PRINCIPALS BY YEARS IN EDUCATION

<table>
<thead>
<tr>
<th>Years in Education</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>6-10</td>
<td>4</td>
<td>5.6</td>
</tr>
<tr>
<td>11-15</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>16-20</td>
<td>18</td>
<td>25.0</td>
</tr>
<tr>
<td>21-25</td>
<td>18</td>
<td>25.0</td>
</tr>
<tr>
<td>26 or more</td>
<td>20</td>
<td>27.7</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

28 percent of the principals had 26 or more years experience in the education profession.

Stability of elementary school principals between school districts was examined in Table VI. Principals responding to the questionnaire were asked to indicate the number of different school districts they had been associated with during their educational career.

TABLE VI

DISTRIBUTION OF PRINCIPALS BY NUMBER OF DIFFERENT SCHOOL DISTRICTS ASSOCIATED WITH DURING EDUCATIONAL CAREER

<table>
<thead>
<tr>
<th>Number of School Districts</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24</td>
<td>33.3</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
<td>33.3</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>6 or more</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>99.9*</td>
</tr>
</tbody>
</table>

*Not 100.0% because of rounding procedures.
As seen in Table VI, most elementary school principals had only been associated with one or two school districts during their educational career. Nearly 90 percent of the 72 principals had worked in 4 or less school districts. Seven percent of the principals had experience in 6 or more districts.

An analysis of the data in Table VII shows that over one-half of the elementary school principals responding to the principals' questionnaire had 10 years or less in the

TABLE VII
DISTRIBUTION OF PRINCIPALS BY YEARS IN THE ELEMENTARY PRINCIPALSHIP

<table>
<thead>
<tr>
<th>Years in Principalship</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-5</td>
<td>31</td>
<td>43.1</td>
</tr>
<tr>
<td>6-10</td>
<td>15</td>
<td>20.8</td>
</tr>
<tr>
<td>11-15</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>16-20</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>21-26</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>26 or more</td>
<td>3</td>
<td>4.2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.1*</td>
</tr>
</tbody>
</table>

*Not 100% because of rounding procedures.

principalship. Specifically, 43 percent of the principals had been in the principalship from 2 to 5 years, whereas only 8 percent of the principals had more than 20 years experience as an elementary school principal.

The number of years the principals had been in their present school is presented in Table VIII. The table
As revealed in Table VIII, 65 percent of the principals had been the principal of their present school for 5 years or less. Twenty-five principals, or 35 percent, had been at their present school for more than 5 years.

The elementary school principals were asked to indicate the enrollment of their present school in one of ten intervals. These data are presented in Table IX.

As seen in Table IX, the distribution of principals by enrollment was fairly well scattered. One-third of the principals had a student enrollment of less than 350; one-third of the principals had a student enrollment of 350 to

<table>
<thead>
<tr>
<th>Years at Present School</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>29.2</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>11.1</td>
</tr>
<tr>
<td>6-10</td>
<td>12</td>
<td>16.7</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>16-20</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>21-25</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>26 or more</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
</tr>
</tbody>
</table>

indicates the number of principals on a per year basis, except intervals of five years start with the sixth year.
TABLE IX

DISTRIBUTION OF PRINCIPALS BY SCHOOL ENROLLMENT

<table>
<thead>
<tr>
<th>Number of Pupils Enrolled</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 300</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td>300-349</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>350-399</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>400-449</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>450-499</td>
<td>6</td>
<td>8.3</td>
</tr>
<tr>
<td>500-549</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>550-599</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>600-649</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>650-699</td>
<td>6</td>
<td>6.9</td>
</tr>
<tr>
<td>700 or more</td>
<td>14</td>
<td>19.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>99.8*</td>
</tr>
</tbody>
</table>

*Not 100.0% because of rounding procedures.

549; and, one-third of the principals had an enrollment of 550 or more students.

Distribution of principals by number of fulltime classroom teachers on their respective staffs is presented in Table X. These data indicate that most principals who

TABLE X

DISTRIBUTION OF PRINCIPALS BY NUMBER OF FULLTIME CLASSROOM TEACHERS ON THEIR RESPECTIVE STAFFS

<table>
<thead>
<tr>
<th>Number of Fulltime Classroom Teachers</th>
<th>Number</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>10-14</td>
<td>17</td>
<td>23.6</td>
</tr>
<tr>
<td>15-19</td>
<td>19</td>
<td>26.4</td>
</tr>
<tr>
<td>20-24</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>25-29</td>
<td>10</td>
<td>13.9</td>
</tr>
<tr>
<td>30-34</td>
<td>7</td>
<td>9.7</td>
</tr>
<tr>
<td>35-39</td>
<td>5</td>
<td>6.9</td>
</tr>
<tr>
<td>40 or more</td>
<td>2</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>72</td>
<td>99.9*</td>
</tr>
</tbody>
</table>

*Not 100.0% because of rounding procedures.
responded to the principals' questionnaire had less than 20 fulltime classroom teachers on their respective staffs. Only 14 principals, or 20 percent, had 30 or more fulltime classroom teachers on their respective staffs.

An analysis of the 72 elementary principals' educational experience other than the elementary principalship is presented in Table XI. This table reveals the teaching and administrative experience of the principals.

### TABLE XI

**ANALYSIS OF THE PRINCIPALS' EDUCATIONAL EXPERIENCE OTHER THAN THE ELEMENTARY PRINCIPALSHIP**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
<th>Percent</th>
<th>Average Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary teacher</td>
<td>61</td>
<td>84.7</td>
<td>7.7</td>
</tr>
<tr>
<td>Secondary teacher</td>
<td>37</td>
<td>51.4</td>
<td>8.0</td>
</tr>
<tr>
<td>Athletic coach</td>
<td>21</td>
<td>29.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Supervisor</td>
<td>10</td>
<td>13.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Elementary assistant principal</td>
<td>16</td>
<td>22.2</td>
<td>2.4</td>
</tr>
<tr>
<td>Secondary assistant principal</td>
<td>11</td>
<td>15.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Secondary principal</td>
<td>11</td>
<td>15.3</td>
<td>5.6</td>
</tr>
<tr>
<td>Assistant superintendent</td>
<td>3</td>
<td>4.2</td>
<td>1.3</td>
</tr>
<tr>
<td>Superintendent</td>
<td>3</td>
<td>4.2</td>
<td>4.3</td>
</tr>
</tbody>
</table>

An examination of Table XI reveals that a large majority of the 72 elementary principals were at one time elementary teachers. These principals average over seven and one-half years as an elementary teacher. Also, over one-half of the elementary principals were once secondary teachers with an
average of 7 years experience in that position. Nearly 30 percent of the principals had been athletic coaches for an average of 9 years. Ten of the 72 elementary principals had been supervisors and, as such, averaged nearly 3 years in that position. Sixteen of the principals were at one time assistant principals at the elementary level with an average of almost two and one-half years in that position, and 11 of the principals had been assistant principals with an average of over two and one-half years in secondary schools. Also, 11 of the elementary principals had been secondary principals and, as such, averaged over five and one-half years in that position. Three of the 72 principals were at one time assistant superintendents for an average of over 1 year, and over 4 years was the average of the 3 elementary principals who at one time were school superintendents.

Principals' Educational Leadership

In Part II of the principals' questionnaire, the principals were asked to rate their own ability to provide leadership to their respective staffs. Scoring on this section of the questionnaire was possible between the range of 8 to 48, and the actual scores ranged from 27 to 45. The higher the score, the higher the principal's evaluation of his ability to provide educational leadership to his staff. An analysis of the scores is given in Table XII on the following page.
TABLE XII
ANALYSIS OF SCORES REGARDING PRINCIPALS' EVALUATION OF THEIR ABILITY TO PROVIDE EDUCATIONAL LEADERSHIP TO THEIR RESPECTIVE STAFFS

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>34.33</td>
<td>4.15</td>
<td>35</td>
<td>36</td>
<td>18</td>
</tr>
</tbody>
</table>

Principals' Professional Leadership

The elementary principals responded to a section in Part III of the principals' questionnaire which presented a measure of the degree of the principals' internalization of the professional leadership definition of their role. From 8 to 40 was the possible range of the scoring, and the actual scores ranged from 27 to 40. The higher the score, the more fully the principal internalized the professional leadership definition of his role. An analysis of the scores on this section is given in Table XIII.

TABLE XIII
ANALYSIS OF SCORES RELATING TO PRINCIPALS' INTERNALIZATION OF THE PROFESSIONAL LEADERSHIP DEFINITION OF THEIR ROLE

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>37.82</td>
<td>6.82</td>
<td>37</td>
<td>39</td>
<td>29</td>
</tr>
</tbody>
</table>
Principals' Administrative Duties

Part II of the principals' questionnaire also yielded scores relating to the importance principals attached to their routine administrative duties. Possible scoring could have ranged from 11 to 55, and the actual scores from this section ranged from 26 to 55. The higher the score, the greater the importance a principal attached to his routine administrative duties. An analysis of these scores is presented in Table XIV.

TABLE XIV

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Mode</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>37.82</td>
<td>6.82</td>
<td>37</td>
<td>39</td>
<td>29</td>
</tr>
</tbody>
</table>

Principals' Executive Professional Leadership

In Part I of the teachers' questionnaire, the classroom teachers responded to statements concerning a facet of the leadership process limited to the performance of their principal in improving the quality of instruction. These scores were processed into EPL (Executive Professional Leadership) scores which were arithmetic means calculated by summing the set of individual teacher scores within a particular school and then dividing these sums by the number of individual
teacher scores. Consequently, 72 EPL scores were formulated representing each principal's performance in improving the quality of instruction. These EPL scores ranged from 47.39 to 100.00 within a possible range of zero to 108.00. The higher the EPL score, the more desirable the principal's performance in improving the quality of instruction. Table XV presents an analysis of these EPL scores.

TABLE XV

ANALYSIS OF SCORES CONCERNING PRINCIPALS' EXECUTIVE PROFESSIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>78.42</td>
<td>13.16</td>
<td>80.53</td>
<td>52.61</td>
</tr>
</tbody>
</table>

Teacher Morale

The classroom teachers furnished information in Part II of the teachers' questionnaire relating to teacher morale. This information was derived from responses to statements related to teachers' duties, responsibilities, goals, supervisors, and fellow workers. The teachers provided these data in the form of percentages. These percentages were then processed into individual school scores which were arithmetic means calculated by summing the set of individual teacher percentages within a particular school and then dividing these sums by the number of individual teacher percentages. A total of 72 teacher morale scores were formulated. Possible
scoring could have ranged from zero to 100.00, and the actual scores ranged from 39.50 to 98.43. The higher the score, the more desirable the teacher morale. An analysis of these teacher morale scores is presented in Table XVI.

### Table XVI
ANALYSIS OF SCORES RELATING TO TEACHER MORALE

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>79.46</td>
<td>13.26</td>
<td>82.67</td>
<td>58.93</td>
</tr>
</tbody>
</table>

Teacher Performance

Part II of the teachers' questionnaire also produced data concerning teacher performance. These data were concerned with teachers' behavior which reflected a strong client service or "professional orientation" to teaching responsibilities. Also, these data were obtained from individual classroom teachers in the form of percentages. These percentages were then processed into individual school scores which were arithmetic means calculated by summing the set of individual teacher percentages within a particular school and then dividing these sums by the number of individual teacher percentages. These calculations produced 72 school scores relating to teacher performance. From zero to 100.00 was the possible range of the scores, and the actual scores ranged from 38.78 to 96.71. The higher the score, the more
desirable the teacher performance. Table XVII presents an analysis of the 72 teacher performance scores.

### TABLE XVII

**ANALYSIS OF SCORES RELATING TO TEACHER PERFORMANCE**

<table>
<thead>
<tr>
<th>N</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>73.83</td>
<td>11.88</td>
<td>75.04</td>
<td>57.93</td>
</tr>
</tbody>
</table>

**School Organizational Climate**

Data concerning school organizational climate was obtained from Part III of the teachers' questionnaire. This information was derived from statements pertaining to the "feel" or "personality" of a school. The scores from this section were processed into individual school scores which were arithmetic means calculated by summing the set of individual classroom teacher scores within a particular school and then dividing these sums by the number of individual scores. With a possible range in scores from a negative 21 to a positive 66, the actual scores from the 72 schools ranged from 18.67 to 57.25. The higher the score, the more open the school's organizational climate. An analysis of these school organizational climate scores is presented in Table XVIII on the following page.
TABLE XVIII
ANALYSIS OF SCORES RELATING TO SCHOOL ORGANIZATIONAL CLIMATE

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>38.07</td>
<td>9.02</td>
<td>39.22</td>
<td>38.57</td>
</tr>
</tbody>
</table>

Principals' Interpersonal Skills

The responses by the classroom teachers to the statements in Part IV of the teachers' questionnaire produced scores concerning the ability of principals in handling delicate situations such as complaints by parents and problems of discipline. These individual teacher scores were processed into individual school scores which were arithmetic means calculated by summing the set of individual teacher scores within a particular school and then dividing these sums by the number of individual teacher scores. The scores ranged from 14.00 to 28.82 within a possible range of 5 to 30. The higher the score, the more desirable the principal's interpersonal skills. Table XIX presents an analysis of the scores pertaining to principals' interpersonal skills.

TABLE XIX
ANALYSIS OF SCORES PERTAINING TO PRINCIPALS' INTERPERSONAL SKILLS

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Median</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>21.73</td>
<td>4.17</td>
<td>22.11</td>
<td>14.82</td>
</tr>
</tbody>
</table>
Data Relative to Hypothesis I

Hypothesis I stated that a significantly positive relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding morale score of the classroom teachers. Data in Table XX present the statistics relative to this hypothesis.

TABLE XX

CORRELATION OF EPL AND TEACHER MORALE

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>0.74</td>
<td>70</td>
<td>9.17*</td>
</tr>
</tbody>
</table>

N = Number of observations.
r = Product-moment correlation coefficient.
df = Degrees of freedom.
t = Distribution of t
*Significant beyond the .05 level.

For Hypothesis I, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of 0.74 was then tested for a significant difference from zero by using the distribution of t. The t value of 9.17 is greater than the table value of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was retained.
Data Relative to Hypothesis II

Hypothesis II stated that a significantly positive relationship existed between the score of the principal of the Executive Professional Leadership instrument and the corresponding teacher performance score. The statistics relative to this hypothesis are presented in Table XXI.

**TABLE XXI**

**CORRELATION OF EPL AND TEACHER PERFORMANCE**

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>0.52</td>
<td>70</td>
<td>5.12*</td>
</tr>
</tbody>
</table>

- **N** = Number of observations.
- **r** = Product-moment correlation coefficient.
- **df** = Degrees of freedom.
- **t** = Distribution of t.
- *Significant beyond the .05 level.

For Hypothesis II, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of 0.52 was then tested for a significant difference from zero by using the distribution of t. The t value of 5.12 is greater than the table value of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was retained.
Data Relative to Hypothesis III

Hypothesis III stated that a significantly positive relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding school organizational climate score. Table XXII presents the data relative to this hypothesis.

**TABLE XXII**

**CORRELATION OF EPL AND SCHOOL ORGANIZATIONAL CLIMATE**

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>0.79</td>
<td>70</td>
<td>10.64*</td>
</tr>
</tbody>
</table>

*Significant beyond the .05 level.

For Hypothesis III, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of 0.79 was then tested for a significant difference from zero by using the distribution of t. The t value of 10.64 is greater than the table value of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was retained.
Data Relative to Hypothesis IV

Hypothesis IV stated that elementary school principals with experience in elementary teaching had significantly higher scores on the Executive Professional Leadership instrument than principals without elementary teaching experience. Data relative to this hypothesis are presented in Table XXIII.

TABLE XXIII

CORRELATION OF EPL AND PRINCIPALS' ELEMENTARY TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>N</th>
<th>( r_{pbi} )</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>-0.06</td>
<td>70</td>
<td>-0.46</td>
</tr>
</tbody>
</table>

\( N \) = Number of observations.
\( r_{pbi} \) = Point biserial correlation.
\( df \) = Degrees of freedom.
\( t \) = Distribution of t.

For Hypothesis IV, the point biserial correlation coefficient was computed between the continuous variable and the dichotomous variable. This correlation of \(-0.06\) was then tested for a significant difference from zero by using the distribution of \( t \). The \( t \) value of \(-0.46\) is less than the table value of \( 2.00 \) at the \(.05 \) level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was rejected.
Data Relative To Hypothesis V

Hypothesis V stated that a significantly positive relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his interpersonal skills. Data in Table XXIV present the statistics relative to this hypothesis.

**TABLE XXIV**

**CORRELATION OF EPL AND PRINCIPALS' INTERPERSONAL SKILLS**

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>0.92</td>
<td>70</td>
<td>19.04*</td>
</tr>
</tbody>
</table>

*Significant beyond the .05 level.

For Hypothesis V, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of 0.92 was then tested for a significant difference from zero by using the distribution of t. The t value of 19.04 is greater than the table value of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was retained.
Data Relative to Hypothesis VI

Hypothesis VI stated that a significantly positive relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding self-evaluation score of his ability to provide educational leadership to the staff. The statistics relative to this hypothesis are presented in Table XXV.

TABLE XXV

CORRELATION OF EPL AND PRINCIPALS' EDUCATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>-0.01</td>
<td>70</td>
<td>-0.10</td>
</tr>
</tbody>
</table>

N = Number of observations.

r = Product-moment correlation coefficient.

df = Degrees of freedom.

t = Distribution of t.

For Hypothesis VI, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of -0.01 was then tested for a significant difference from zero by using the distribution of t. The t value of -0.10 is less than the table value of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was rejected.
Data Relative to Hypothesis VII

Hypothesis VII stated that a significantly positive relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to the principal's internalization of the professional leadership definition of his role. Table XXVI presents the data relative to this hypothesis.

TABLE XXVI

CORRELATION OF EPL AND PRINCIPALS' INTERNALIZATION OF PROFESSIONAL LEADERSHIP DEFINITION

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>-0.20</td>
<td>70</td>
<td>-1.75</td>
</tr>
</tbody>
</table>

N = Number of observations.
r = Product-moment correlation coefficient.
df = Degrees of freedom.
t = Distribution of t.

For Hypothesis VII, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of -0.20 was then tested for a significant difference from zero by using the distribution of t. The t value of -1.75 is less than the table values of 2.00 at the .05 level of significance with 70 degrees of freedom (1, p. 121). Therefore, this hypothesis was rejected.
Data Relative to Hypothesis VIII

Hypothesis VIII stated that a significantly negative relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his view of the importance of routine administrative duties. Data relative to this hypothesis are presented in Table XXVII.

TABLE XXVII

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
<th>df</th>
<th>t</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>-0.14</td>
<td>70</td>
<td>-1.20</td>
</tr>
</tbody>
</table>

N = Number of observations.

r = Product-moment correlation coefficient.

df = Degrees of freedom.

t = Distribution of t.

For Hypothesis VIII, the product-moment correlation coefficient from raw scores was computed between the two variables. This correlation of -0.14 was then tested for a significant difference from zero by using the distribution of t. For 70 degrees of freedom, a t value of -2.00 is required for a significant negative relationship. Therefore, the t value of -1.20 cannot be said to be significant. In consequence, this hypothesis was rejected.
Discussion of the Statistical Findings in Relation to Known Data

The present study, which in essence was a partial follow-up to the Gross and Herriott (2) nationally focused study of the previous decade, examined the current status of Executive Professional Leadership within the changing role of the elementary school principalship in Texas. The statistical data in this study and the data reported by Gross and Herriott revealed the following comparisons:

1. The present study and the EPL study by Gross and Herriott reported a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding morale score of the classroom teachers.

2. The present study and the EPL study by Gross and Herriott reported a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding teacher performance score.

3. The present study and the EPL study by Gross and Herriott reported a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his interpersonal skills.

4. While the present study reported no relationship between the score of the principal on the Executive
Professional Leadership instrument and the corresponding self-evaluation score of his ability to provide educational leadership to his staff, the EPL study by Gross and Herriott reported a significantly positive relationship.

5. While the present study reported no relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to the principal's internalization of the professional leadership definition, the EPL study by Gross and Herriott reported a significantly positive relationship.

6. While the present study reported no relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his view of the importance of routine administrative duties, the EPL study by Gross and Herriott reported a significantly negative relationship.

In summary, there remains within the changing role of the elementary school principalship a significantly positive relationship between EPL and teacher morale, teacher performance, and interpersonal skills of the principal. On the other hand, EPL as assessed in the elementary schools of Texas by the present study has no relationship with the elementary principal's (1) view of his ability to provide educational leadership, (2) internalization of the professional leadership definition, and (3) view of the importance of administrative duties.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to investigate the relationship of Executive Professional Leadership of principals in the elementary schools of Texas with teacher morale, teacher professional performance, school organizational climate, and selected personal attributes of the elementary school principal. The primary purpose of the study was to determine the extent to which the level of Executive Professional Leadership of principals in the elementary schools of Texas correlates with these selected variables.

The hypotheses were stated as follows:

I. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding morale score of the classroom teachers.

II. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding teacher performance score.
III. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding school organizational climate score.

IV. Elementary school principals with experience in elementary teaching have significantly higher scores on the Executive Professional Leadership instrument than principals without elementary teaching experience.

V. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his interpersonal skills.

VI. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding self-evaluation score of his ability to provide educational leadership to his staff.

VII. A significant positive relationship exists between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to the principal's internalization of the professional leadership definition of his role.

VIII. A significant negative relationship exists between the score of the principal on the Executive
Professional Leadership instrument and the corresponding score relating to his view of the importance of routine administrative duties.

A review of the literature applicable to the preceding hypotheses provided a basis for additional research into Executive Professional Leadership and its possible correlates. This review of literature consisted of the examination of five subtopics which included (1) the elementary school principal and leadership, (2) teacher morale, (3) teacher performance, (4) school organizational climate, and (5) personal attributes of the elementary school principal. The material reviewed in the search of the literature included books, periodicals, doctoral dissertations, reports, articles, and microfilm.

The target population for this study was the elementary school principals and the classroom teachers on their respective staffs in the state of Texas during the 1974-75 school year. A stratified random sample of 100 elementary school principals from school districts of various sizes was made from a list provided by the Texas Elementary Principals and Supervisors Association. Of the 100 randomly selected elementary principals who received questionnaires, a return of eighty-three yielded seventy-seven principal questionnaires which would be utilized in the study. These seventy-seven principals responding with acceptable questionnaires were mailed teacher questionnaires to be distributed to the
classroom teachers on their respective staffs. Seventy-two schools responded with 50 percent or more of their teacher questionnaires returned. Therefore, data were analyzed from seventy-two elementary schools in forty-six different school districts throughout the state of Texas and included responses from seventy-two elementary school principals and 935 elementary classroom teachers. Approximately 5 percent of all elementary schools in Texas were represented in the present study.

Two instruments were administered for this study. The elementary school principals selected to participate in the study were asked to complete a questionnaire entitled "Executive Professional Leadership: Principals' Questionnaire," and the teachers on their respective staffs were asked to complete a questionnaire entitled "Executive Professional Leadership: Teachers' Questionnaire."

"Executive Professional Leadership: Principals' Questionnaire" consisted of three parts focusing on personal characteristics of the principal: staff leadership, internalization of the principal's leadership role, and routine administrative duties. "Executive Professional Leadership: Teachers' Questionnaire" consisted of four parts which focused on the Executive Professional Leadership of the elementary school principal: teacher morale, teacher performance, school organizational climate, and the interpersonal skills of the elementary school principal.
Findings

The following are findings of the study concerning demographic and background information of the elementary school principals involved in the study.

1. Eighty-two percent of the elementary school principals responding to the principals' questionnaire were males and 18 percent were females.

2. Seventy-seven percent of the elementary school principals involved in the study were between the ages of thirty-six and fifty-five. Only 6 percent were less than thirty-six years of age, and nearly 17 percent were older than fifty-five.

3. Eighty-three percent of the elementary school principals involved in the study were Anglo-American as compared to 4 percent Afro-American, 6 percent Spanish-American, and 7 percent were considered as members of other races.

4. All elementary school principals responding to the principals' questionnaire had obtained a master's degree. Thirty-seven percent of these principals had thirty or more college hours above a master's degree which included one principal having obtained a doctorate.

5. Over 77 percent of the elementary school principals involved in the study had been in the education profession for sixteen years or more. Of this 77 percent, nearly 28 percent of the principals had twenty-six or more years experience in the education profession.
6. Most of the elementary school principals involved in the study had only been associated with one or two school districts during their educational career.

7. Over one-half of the elementary school principals responding to the principals' questionnaire had ten years or less experience in the elementary principalship.

8. Most elementary school principals examined in this study had been the principal of the present school for five years or less.

9. One-third of the elementary school principals involved in the study had a student enrollment of less than 350; one-third of the principals had a student enrollment of 350 to 549; and, one-third of the principals had an enrollment of 550 or more students.

10. Most of the elementary school principals responding to the principals' questionnaire had less than twenty fulltime classroom teachers on their respective staffs.

11. Of the seventy-two elementary school principals reporting in this study, a large majority were at one time elementary teachers; over one-half were once secondary teachers; nearly one-third had been athletic coaches; ten had been supervisors; sixteen were once assistant principals at the elementary school level; eleven had been assistant principals of secondary schools; three were at one time assistant superintendents; and, three had served as school superintendents.
From the analysis of the statistical data, the following findings were apparent at the .05 level of significance:

1. There was a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding morale score of the classroom teachers.

2. There was a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding teacher performance score.

3. There was a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding school organizational climate score.

4. Elementary school principals with experience in elementary teaching did not have significantly higher scores on the Executive Professional Leadership instrument than elementary school principals without elementary teaching experience.

5. There was a significantly positive relationship between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his interpersonal skills.

6. No relationship existed between the score of the principal on the Executive Professional Leadership instrument
and the corresponding self-evaluation score of his ability to provide educational leadership to his staff.

7. No relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to the principal's internalization of the professional leadership definition of his role.

8. No relationship existed between the score of the principal on the Executive Professional Leadership instrument and the corresponding score relating to his view of the importance of routine administrative duties.

Conclusions

Based on the significant findings mentioned above, these tentative conclusions are suggested.

1. The elementary school principal who is effective in motivating his staff and improving its standards and performance in teaching creates a social climate conducive to the development of high morale in the teachers.

2. The elementary school principal who is effective in motivating his staff and improving its standards and performance in teaching sets the standard of behavior expected of his staff.

3. The elementary school principal who is effective in motivating his staff and improving its standards and performance in teaching creates the kind of organizational
climate conducive to the development of a quality school program.

4. Experience in elementary teaching is not a prerequisite before an elementary school principal can effectively motivate his staff and improve standards and performance in teaching.

5. The elementary school principal who is effective in motivating his staff and improving its standards and performance in teaching has the ability to effectively handle delicate situations such as complaints by parents and problems of discipline.

6. The level of self-assessment by an elementary school principal of his ability as an education leader does not influence his effectiveness in motivating his staff and improving its standards and performance in teaching.

7. The degree to which an elementary school principal internalizes the professional leadership definition of his role has no bearing on his effectiveness in motivating his staff and improving its standards and performance in teaching.

8. The degree of importance an elementary school principal attaches to routine administrative functions, such as housekeeping or clerical activities, has no bearing on his effectiveness in motivating his staff and improving its standards and performance in teaching.
Educational Implications

The acceptability of the findings and the tenability of the conclusions makes it possible for the submission of the following educational implications:

1. Elementary school principals who maintain a work environment resulting in strong attachment and commitment of teachers to the organization and to their associates are
   a. magnifying the importance of educational tasks performed by their teachers,
   b. striving to maximize their teachers' unique skills and developing a colleague relationship based on common concern for the students.

2. Elementary school principals who exhibit a high degree of professional leadership are by their own actions establishing strong service expectations for their teachers by
   a. using Executive Professional Leadership as a model for their teachers and as an expression of the definition of their role,
   b. treating their teachers as they expect them to treat their students.

3. Elementary school principals who maintain the kind of organizational climate conducive to the development of a quality school program are
   a. going that "extra step" to help teachers,
   b. setting an example by working hard,
c. using constructive criticism and explaining to the teachers the reasons for this criticism,

d. looking out for the welfare of their teachers,

e. sharing with their teachers new educational ideas.

4. Elementary school principals with a high degree of interpersonal skills can deal more effectively with the obstacle of the teachers' autonomy by

a. resolving student discipline problems,

b. handling parental complaints,

c. handling delicate interpersonal situations,

d. obtaining parental cooperation with the school,

e. developing esprit de corps among teachers.

Recommendations for Further Study

As a direct result of this study, the review of significant literature related to this work, and the insights developed by the investigator as the study developed, certain prominent kinds of information have come to the forefront. Consequently, additional studies of the types which follow merit investigation.

1. A replication of the present study should be conducted in various other educational institutions, such as secondary schools and institutions of higher learning, to determine whether the findings of this study are relevant beyond the elementary school level.
2. Further study should investigate the impact of Executive Professional Leadership on elementary school principals' satisfaction in job and career and on their level of aspiration.

3. An in-depth study should be made of how the competence, experience, self-confidence, commitment, and aspiration of teachers affect their reaction when elementary school principals seek to influence their behavior.

4. Further study should investigate the influence Executive Professional Leadership has on the anxiety principals experience in their positions.
Dear Elementary School Principal:

At its meeting on August 1, 1974, the TEPSA Executive Committee voted unanimously to give its endorsement and support of Mr. Blake De Hart's study of styles of leadership in the elementary schools of Texas.

Quality and style of leadership are crucial to the effectiveness of the elementary school principal. The Executive Committee feels that Mr. De Hart's study has the potential of providing new and additional data on the effectiveness of various leadership styles which will be of value to elementary school principals. For this reason the Committee hopes you will respond fully and immediately with the information needed to make this a valid and worthwhile study.

Sincerely,

Howard L. Pickle
Executive Director

HLP:rh
February 10, 1975

APPENDIX B

Dear Principal,

May I have the professional assistance of you and the classroom teachers on your staff in a research project pertaining to quality and style of leadership within the elementary schools of Texas?

Participation in the study requires the completion of the enclosed questionnaire by you and the completion, at a later time, of a questionnaire by the classroom teachers on your staff. Questionnaires are being sent to one hundred randomly selected elementary schools throughout the state of Texas.

The enclosed questionnaire focuses on personal characteristics, staff leadership, the leadership role, and administrative duties of the elementary school principal. Total completion time will be less than fifteen minutes. The teachers' questionnaire, which requires approximately twenty minutes to complete, focuses on the Executive Professional Leadership of the elementary school principal, teacher morale, teacher performance, school climate, and interpersonal skills of the elementary school principal.

Immediately following your return of the enclosed questionnaire, I will send you the teachers' questionnaires. I would ask that you distribute these questionnaires to the classroom teachers on your staff, and upon completion, they will be mailed directly to me by each individual teacher in an enclosed self-addressed envelope attached to each questionnaire.

Your responses and the responses of the classroom teachers on your staff will remain confidential, and no individual or school will be named in any report of this research. The number at the top of the questionnaire identifies your school for mailing and statistical purposes only.

Please return your questionnaire as soon as possible. A report of the results of the study will be sent to you as soon as it is available. Your participation in this research is appreciated.

Sincerely,

J. Blake DeHart
APPENDIX C

EXECUTIVE PROFESSIONAL LEADERSHIP

PRINCIPALS' QUESTIONNAIRE

General Information
You are being asked to participate in this study by completing this questionnaire. Your responses will remain confidential, and no individual or school will be named in any report of this study. Please mail the completed questionnaire to the researcher in the enclosed, self-addressed envelope.

General Instructions
Please answer all questions. If you have difficulty in answering any questions, give us your best estimate or appraisal. If, after you respond to a question, you would like to comment on it, you may do so in the margin.

Part I

Below you are being asked to furnish demographic and background information. Please answer the following questions by checking the one answer which best specifies your reply.

1. Are you:
   ___ 1) Female
   ___ 2) Male

2. Age:
   ___ 1) 21-25
   ___ 2) 26-30
   ___ 3) 31-35
   ___ 4) 36-40
   ___ 5) 41-45
   ___ 6) 46-50
   ___ 7) 51-55
   ___ 8) 56-60
   ___ 9) 61-65
   ___ 0) 66+

3. Are you:
   ___ 1) Afro-American
   ___ 2) Anglo-American
   ___ 3) Spanish-American
   ___ 4) Other

4. Highest academic degree:
   ___ 1) bachelor's
   ___ 2) master's
   ___ 3) master's plus 30 hours
   ___ 4) doctor's

5. Years in the education profession:
   ___ 1) 1 year
   ___ 2) 2 years
   ___ 3) 3 years
   ___ 4) 4 years
   ___ 5) 5 years
   ___ 6) 6-10 years
   ___ 7) 11-15 years
   ___ 8) 16-20 years
   ___ 9) 21-25 years
   ___ 0) 26 or more years
6. Number of different school districts you have been associated with during your educational career:
   1) 1 district
   2) 2 districts
   3) 3 districts
   4) 4 districts
   5) 5 districts
   6) 6 or more districts

7. Years as an elementary school principal:
   1) 1 year
   2) 2 years
   3) 3 years
   4) 4 years
   5) 5 years
   6) 6-10 years
   7) 11-15 years
   8) 16-20 years
   9) 21-25 years
   10) 26 or more years

8. Number of years you have been principal at your present school:
   1) 1 year
   2) 2 years
   3) 3 years
   4) 4 years
   5) 5 years
   6) 6-10 years
   7) 11-15 years
   8) 16-20 years
   9) 21-25 years
   10) 26 or more years

9. Student enrollment of your present school:
   1) less than 300
   2) 300-349
   3) 350-399
   4) 400-449
   5) 450-499
   6) 500-549
   7) 550-599
   8) 600-649
   9) 650-699
   10) 700 or more

10. How many fulltime classroom teachers on your staff?

11. Have you ever been...
   a) an elementary teacher?
      1) yes, 2) no
      If yes, number of years?
   b) a secondary teacher?
      1) yes, 2) no
      If yes, number of years?
   c) an athletic coach?
      1) yes, 2) no
      If yes, number of years?
   d) a supervisor?
      1) yes, 2) no
      If yes, number of years?
   e) an elementary assistant principal?
      1) yes, 2) no
      If yes, number of years?
   f) a secondary assistant principal?
      1) yes, 2) no
      If yes, number of years?
   g) a secondary principal?
      1) yes, 2) no
      If yes, number of years?
   h) an assistant superintendent or an administrative assistant?
      1) yes, 2) no
      If yes, number of years?
   i) a school superintendent?
      1) yes, 2) no
      If yes, number of years?

Check all the categories which represent the organizational pattern of your present school.
   1) traditional
   2) open area
   3) departmentalized
   4) team-teaching
   5) individualized instruction
   6) self-contained classrooms
   7) graded
   8) non-graded
Part II

In answering the question, please circle the number that best reflects your performance.

HOW WOULD YOU RATE YOUR PERFORMANCE IN THE FOLLOWING AREAS?

Scale: 1 - Very poor, 2 - Poor, 3 - Fair, 4 - Good, 5 - Excellent, 6 - Outstanding

Example 1 2 3 4 5 6

1. Getting experienced teachers to upgrade their performance.
2. Improving the performance of inexperienced teachers.
3. Getting teachers to use new educational methods.
4. Giving leadership to the instructional program.
5. Communicating the objectives of the school program to the faculty.
6. Getting teachers to coordinate their activities.
7. Knowing about the strengths and weaknesses of teachers.
8. Maximizing the different skills found in a faculty.

Part III

In answering the question, please circle the number that best represents your view of importance.

HOW IMPORTANT A PART OF YOUR JOB AS PRINCIPAL OF YOUR SCHOOL DO YOU CONSIDER THE FOLLOWING ITEMS?

Scale: 1 - Of no importance, 2 - Of little importance, 3 - Of moderate importance, 4 - Very important, 5 - Extremely important

Example 1 2 3 4 5

1. Working on the improvement of the curriculum.
2. Keeping school records.
3. Checking school attendance.
4. Introducing new teaching ideas.
5. Counselling pupils.
6. Taking inventory of equipment.
7. Ordering and distributing supplies.
8. Preparing reports for the higher administration of the school system.
10. Checking grade sheets or report cards.
11. Dealing with the classroom problems of teachers.
12. Planning students' schedules or class plans.
15. Keeping a watch on the school budget.
16. Managing the school office.
17. Coordinating the work of teachers.
18. Conferring with individual teachers.
19. Supervising the custodial staff.
Dear Classroom Teacher,

May I have your professional assistance in a research project pertaining to quality and style of leadership within the elementary schools of Texas?

Your principal has participated in the study by completing an administrator's questionnaire, and in order to complete the study, the attached questionnaire needs to be completed by every classroom teacher on his staff. This questionnaire can be completed in less than twenty minutes. Questionnaires are being sent to one hundred randomly selected elementary schools throughout the state of Texas.

Your responses will remain confidential, and no individual or school will be named in any report of this research. The number at the top of the questionnaire identifies your school for mailing and statistical purposes only.

Please return the completed questionnaire in the enclosed self-addressed envelope as soon as possible. Your participation in the research is greatly appreciated.

Sincerely,

J. Blake DeHart
APPENDIX E

EXECUTIVE PROFESSIONAL LEADERSHIP

TEACHERS' QUESTIONNAIRE

General Information
You are being asked to participate in this study of Executive Professional Leadership by completing this questionnaire. Your responses will remain confidential, and no individual or school will be named in any report of this research. Please mail the completed questionnaire directly to the researcher in the enclosed, self-addressed envelope.

General Instructions
Please answer all questions. If you have difficulty in answering any question, give us your best estimate or appraisal. If, after you respond to a question, you would like to comment on it, you may do so in the margin.

Part I

In answering the question, please write in each box the one letter that best describes the behavior of your principal.

TO WHAT EXTENT DOES YOUR PRINCIPAL ENGAGE IN THE FOLLOWING KINDS OF BEHAVIOR?

Scale: A - Always, B - Almost always, C - Frequently, D - Occasionally, E - Almost never, F - Never, N - I do not know

1. Gives the teachers the feeling that their work is an "important" activity.

2. Gets teachers to upgrade their performance standards in their classrooms.

3. Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students.

4. Stresses "political" rather than professional considerations in his decisions.
5. Makes teachers' meetings a valuable educational activity.

6. Has constructive suggestions to offer teachers in dealing with their major problems.

7. Takes a strong interest in my professional development.

8. Treats teachers as professional workers.

9. Attempts to reward teachers who are doing an outstanding job.

10. Discourages teachers who want to try new educational ideas.

11. Utilizes research evidence when considering solutions to educational problems.

12. Considers "what is best for all children" in his decisions affecting educational programs.

13. Helps to eliminate weaknesses in his school.

14. Reprimands teachers whose educational ideas disagree with his own.

15. Maximizes the different skills found in his faculty.

16. Brings to the attention of teachers educational literature that is of value to them in their jobs.

17. Helps teachers to understand the sources of important problems they are facing.

18. Displays a strong interest in improving the quality of the educational program.
Part II

Below you are being asked to furnish information about your fellow workers. We ask that you provide this information in the form of percentages. Please write in your SINGLE BEST ESTIMATE of the percentages that you feel most accurately reflects your situation.

OF THE TEACHERS IN YOUR SCHOOL, WHAT PER CENT . . .

1. Display a sense of loyalty to the school? %
2. Enjoy working in the school? %
3. Respect the judgment of the principal of the school? %
4. Work cooperatively with their fellow teachers? %
5. Display a sense of pride in the school? %
6. Accept the educational philosophy underlying the curriculum of the school? %
7. Try new teaching methods in their classrooms? %
8. Do everything possible to motivate their students? %
9. Do "textbook teaching" only? %
10. Take a strong interest in the social or emotional problems of their students? %
11. Plan their classes so that different types of students can benefit from them? %
12. Provide opportunities for students to go beyond the minimum demands of assigned work? %

Part III

In answering the question, please circle the number that best describes the educational setting in your school.

TO WHAT EXTENT DO THE FOLLOWING STATEMENTS EXEMPLIFY THE EDUCATIONAL SETTING IN YOUR SCHOOL?

Scale: 1 - Rarely occurs, 2 - Sometimes occurs, 3 - Often occurs, 4 - Very frequently occurs

Example 1 2 3 4

1. The principal goes out of his way to help teachers. 1 2 3 4
2. The mannerisms of this school's teachers are annoying. 1 2 3 4
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<td>3.</td>
<td>The morale of the teachers is high.</td>
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<td>4.</td>
<td>The principal sets an example by working hard himself.</td>
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<td>5.</td>
<td>The teachers accomplish their work with great vim, vigor, and pleasure.</td>
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<td>6.</td>
<td>There is a minority group of teachers that always oppose the majority.</td>
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<td>7.</td>
<td>The principal uses constructive criticism.</td>
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<td>8.</td>
<td>Teachers at this school show much school spirit.</td>
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<td>9.</td>
<td>Teachers exert group pressure on nonconforming faculty members.</td>
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<td>10.</td>
<td>The principal is well prepared when he speaks at school functions.</td>
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<td>11.</td>
<td>Custodial service is available when needed.</td>
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<td>12.</td>
<td>Teachers seek special favors from the principal.</td>
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<td>13.</td>
<td>The principal explains his reasons for criticism to teachers.</td>
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<td>14.</td>
<td>Most of the teachers here accept the faults of their colleagues.</td>
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<td>15.</td>
<td>Teachers interrupt other faculty members who are talking in staff meetings.</td>
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<td>16.</td>
<td>The principal looks out for the welfare of teachers.</td>
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<td>17.</td>
<td>School supplies are readily available for use in classwork.</td>
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<td>18.</td>
<td>Teachers ask nonsensical questions in faculty meetings.</td>
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<td>19.</td>
<td>The principal is in the building before teachers arrive.</td>
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<td>20.</td>
<td>There is considerable laughter when teachers gather informally.</td>
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<td>21.</td>
<td>Teachers ramble when they talk in faculty meetings.</td>
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<td>22.</td>
<td>The principal tells teachers of new ideas he has run across.</td>
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<td>23.</td>
<td>In faculty meetings, there is the feeling of &quot;let's get things done.&quot;</td>
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<td>24.</td>
<td>Teachers at this school stay by themselves.</td>
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<td>25.</td>
<td>The principal is easy to understand.</td>
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<td>26.</td>
<td>Extra books are available for classroom use.</td>
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<td>27.</td>
<td>Teachers talk about leaving the school system.</td>
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<td>28.</td>
<td>Teachers spend time after school with students who have individual problems.</td>
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<td>29.</td>
<td>Teachers socialize together in small select groups.</td>
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Part IV

The purpose of this section is to explore how teachers view the principal’s performance on various aspects of his job. Please answer the question by writing in one letter which best represents your feeling.

HOW DO YOU VIEW THE PERFORMANCE OF YOUR PRINCIPAL IN EACH OF THE FOLLOWING AREAS?

Scale: A - Outstanding, B - Excellent, C - Good, D - Fair, E - Poor, F - Very poor

1. Resolving student discipline problems.
2. Handling parental complaints.
3. Handling delicate interpersonal situations.
4. Obtaining parental cooperation with the school.
5. Developing esprit de corps among teachers.
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