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SCHOOL PRINCIPAL LEADERSHIP BEHAVIOR AND
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A STUDY OF THE RELATIONSHIP
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By

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ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN MIDDLE SCHOOL PRINCIPAL LEADERSHIP BEHAVIOR AND SEVENTH GRADE STUDENT READING ACHIEVEMENT

By

William C. Skilling

The researcher's purpose in this study was to analyze the relationship between student reading achievement based on the seventh grade Category 3 MEAP reading scores and middle school principal leadership behavior as perceived by the principals and teachers in Regions I, II, and III in Kent County, Michigan. The study was designed to determine if the leadership behavior of the principal was related to student reading achievement and also to identify any specific leadership behavior characteristics which could be associated with better student reading achievement.

Using a systematic sampling technique, twenty-five percent of the teachers in sixteen middle schools in Regions I, II, and III of Kent County, Michigan, were asked to complete the Leader Behavior Description Questionnaire. The principals were also asked to complete the questionnaire.

Four hypotheses were formulated with each stating there would be no significant difference between middle school principal leadership

behavior scores and student achievement. The Pearson Product-Moment Correlation Coefficient was used to analyze the data. The acceptable level of significance was an alpha of .05 for each hypothesis.

A statistically significant relationship was not found between student reading achievement and total leadership behavior of principals as perceived by the principals on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan. Furthermore, significant relationships were not evident between student achievement and each of the twelve dimensions of leadership behavior as perceived by the principals.

A statistically significant relationship was found between student achievement and total leadership behavior of principals as perceived by the teachers on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan. Also, with the exception of Tolerance of Uncertainty and Tolerance of Freedom, there were significant relationships found between student reading achievement and each of the remaining ten dimensions of leadership behavior as perceived by the teachers on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan.

DEDICATION

The completion of this dissertation is a testimony to the loving support of my best friend and wife, Nancy. Nancy has enabled me to become a better person and to reach higher goals than would have been thought possible by former teachers and colleagues. It has been her faith in me that has given me the confidence to complete this doctorate and obtain leadership positions in education. I thank the Lord for such a wonderful wife and friend.

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Finally, I want to thank all the middle school principals and teachers who participated in this study.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The problem underlying this study is fourfold: (1) the extent to which leadership behavior of middle school principals is related to student reading achievement as the behavior is perceived by the principals; (2) the extent to which leadership behavior of middle school principals is related to student reading achievement as the behavior is perceived by the teachers; (3) the extent to which teacher-perceived characteristics of middle school principal leadership behavior are associated with better student reading achievement and (4) the extent to which principal-perceived characteristics of middle school principal leadership behavior are associated with better student reading achievement.

For many reasons, school achievement is a matter of national concern. In their report "A Nation at Risk," the National Commission on Excellence in Education (1983) suggested that achievement test scores of U.S. students have been declining and compare unfavorably with those students in other industrialized countries. Yet, the percentage of all U.S. workers in the "knowledge industries," those that produce, process, and distribute information goods and services, rose from 5 percent in 1960 to about 50 percent in 1980; and the growth sectors of the economy may

require that their workers have even greater verbal, numerical, scientific, and social abilities in the future if the United States is to remain internationally competitive in the production of goods and services and in the relative quality of the lives of its citizens (Walberg, 1983).

Since the Commission's report, there have been many other national reports. Many of these reports call for expanding the core curriculum. Some call for an increase in certification requirements for teachers and administrators. As the consensus for national goals for education becomes greater, there may be a sacrifice of local autonomy and individual initiative. To avoid this pitfall educators, parents, and students can work longer, harder, and more effectively (Walberg, 1983); and school principals can lead this important effort.

"If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success" (Lipham, 1981). The principal plays an important role in supporting teachers who maintain high levels of expectation. Unless a building-level value is shared by all, a teacher is unlikely to pursue a path of high expectation. When teachers have a high level of academic expectations for their students, their students tend to achieve academically at a higher level. The research points out that these expectations are communicated to students in the way teachers give assignments, assign classroom responsibilities, require students to bring books and pencils to class, and provide students with leadership roles in the classroom (Rossow, 1990). Student achievement, therefore, is particularly contingent on the leadership behavior of the principal. The principal's level of expectation will affect the teacher's level of expectation for his/her students.

"Principals and teachers in higher achieving schools express the belief that students can master their academic work, and that they expect them to do so, and they are committed to seeing that their students learn to read, and to do mathematics, and other academic work. These principal and teacher expectations are expressed in such a way that the students perceive that they are expected to learn and the school academic norms are recognized as setting a standard of high achievement" (Brookover, 1979).

The principal who has high standards and expectations demonstrates strong leadership, which is consistent with the findings in effective school research. The research on effective schools focuses on the leadership qualities of the principal. Ron Edmonds (1979) argued that one of the most tangible and indispensable characteristics of effective schools is "strong administrative leadership without which the disparate elements of good schooling can neither be brought together nor be kept together."

Purpose of the Study

The purpose of this study was to determine whether student reading achievement in suburban middle schools is significantly related to principals' leadership behavior.

Student achievement has become one of the current indicators for evaluating school success. Past research has identified certain principal behaviors which affect student achievement. Setting the climate for academic emphasis; maintaining a safe, orderly environment; and high expectations for success are variables said to be associated with student achievement. These three variables are most controllable by the principal (Squires, Huitt, and Segars, 1985). The behaviors of the principal, as an authority figure, communicate what is really valued by both teachers and

students. Teachers and students will tend to initiate the actions, attitudes, and beliefs of those in authority.

Since the researcher's intent in this study was to investigate significant relatedness between middle school principal leadership behavior and student reading achievement, the following questions needed to be studied.

1. What is the relationship between student reading achievement and the middle school principal leadership behavior as the behavior is perceived by the principals? *according to principa*

2. What is the relationship between student reading achievement and the middle school principal leadership behavior as the behavior is perceived by the teachers? *according to teacher*

3. Which teacher-perceived characteristics of middle school principal leadership behavior are associated with better student reading achievement?

4. Which principal-perceived characteristics of middle school principal leadership behavior are associated with better student reading achievement?

Hypotheses

The primary purpose of this study was to determine whether there is a significant relationship between middle school principal leadership behavior and student reading achievement. Therefore, the following null hypotheses needed to be tested.

Hypothesis 1: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the principal.

Hypothesis 2: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the teachers.

Hypothesis 3: There is no linear relationship between student reading achievement and any of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the teachers.

Hypothesis 4: There is no linear relationship between student reading achievement and any of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the principals.

Assumptions

Underlying the research questions of this study are the following important assumptions.

1. The principals and teachers responding are representative of middle school educators.

2. Category 3 of the seventh grade MEAP reading scores are representative of achievement for seventh grade students.

3. Principal leadership behavior is related to student reading achievement.

4. The responses on the questionnaires used are valid indicators of leadership behavior.

5. Teachers' behavior will be affected by their perception of the principal's leadership behavior.

Limitations and Delimitations

A major limitation of this study is that the sample was based only on sixteen suburban middle schools in Kent County, Michigan. Furthermore, leadership behavior of the principal is based on perceptions of the respondents as reported on the Leader Behavior Description Questionnaire (LBDQ).

1. The breadth of this study was limited to those middle schools in Regions I, II, and III of Kent County, Michigan. The results, therefore, may not be generalized to all suburban middle schools.

2. Use of an opinion-type instrument to collect data was a limiting factor.

3. The attitude and integrity of the respondents may have influenced the results obtained.

4. Student reading achievement may be dependent on factors not measured by Category 3 of the seventh grade MEAP reading scores.

5. Leadership behavior may be dependent on factors and variables not measured by the test instrument.

6. There were only sixteen principals in the population sample for this study.

7. The MEAP test is a criterion reference test not a norm reference test.

8. The MEAP reading test was changed in 1990. Therefore, students may not have been adequately prepared to take the new test since parts of the test are based on prior knowledge.

Definition of Terms

The following terms were used in this study. To reflect their specific use, they are defined for the reader.

Category 3--Gives the percent of those seventh graders who met or exceeded the minimal competencies on the story and informational passages on the reading test for the MEAPs.

Declining Schools--"A school demonstrating at least a 5% decrease in the number of fourth-grade students successfully passing 75% of the objectives on the MEAPs and at least a simultaneous 5% increase in the number of students passing less than 25% of the objectives between 1974 and 1976" (Brookover and Lezotte, 1979).

Improving Schools--"A school had to have evidenced at least a 5% increase in the number of fourth-grade students successfully passing 75% of the objectives on the MEAPs and at least a simultaneous 5%

decrease in the number of students passing less than 25% of the objectives between 1974 and 1976" (Brookover and Lezotte, 1979).

Kent County, Michigan--A county located in southwestern Michigan which is 24 by 36 miles.

LBDQ--The Leader Behavior Description Questionnaire; used to assess teacher perceptions of the principal's leadership behavior (see Appendix C).

Leadership Behavior--The observed behavior of principals as perceived by their teachers and as measured by the Leader Behavior Description Questionnaire.

Leadership Style--"The underlying need-structure of the individual which motivates behavior in various leadership situations" (Fiedler, 1967). The interactive characteristics of the leader's personality which forms a relationship with the followers (Hollander, 1971).

Linear Relatedness--When two variables are either negatively or positively correlated; two variables are correlated if they tend to move in the same direction.

MEAP--Michigan Educational Assessment Program; collects information and student achievement in all of Michigan public schools. This test assesses all fourth, seventh, and tenth graders in mathematics and reading.

Principal Perception--A principal's interpretation as to his effectiveness as measured by the Leader Behavior Description Questionnaire.

Student Achievement--Is determined by Category 3 of the seventh grade MEAP reading score.

Suburban Middle School--A school which contains grades six, seven, and eight and is located in the suburbs.

Teacher--A professional educator possessing a minimum of a bachelor's degree.

Teacher Perception--A teacher's interpretation as to the principal's effectiveness as measured by the Leader Behavior Description Questionnaire.

Summary and Overview

Many studies on student achievement have been explained by the characteristics of the individual student and his/her family background. These studies have largely ignored the influence of the students' principal's leadership behavior on student achievement.

Therefore, the focus of this study was to determine the relatedness of principal leadership behavior and student reading achievement at the middle school level. Even though this study was of a limiting nature due to the number of participants and because of the opinion-type instrument, the study may still help to identify those leadership behaviors that are related to student achievement.

This dissertation is divided into five chapters. Chapter I consists of an introduction, a description of the researcher's purpose of the study, hypotheses, assumptions, the limitations and delimitations, and definitions of important terms.

In Chapter II, pertinent literature is reviewed. The focus is on leadership behavior of principals and student reading achievement. Also, there is a discussion on the Leader Behavior Description Questionnaire to assess leadership behavior.

Chapter III is a discussion of the methods, materials, and procedures used in the study. This includes the data collection, instrumentation, and method of analysis.

Chapter IV presents the findings of the study.

Chapter V includes a summary of the findings, implications for future research, and reflections of the researcher.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

The researcher's purpose in this chapter is to present a review and discussion of the literature pertaining to effective leaders, leadership behavior, the Leader Behavior Description Questionnaire, and leadership behavior of principals as leadership behavior relates to student reading achievement.   There is a discussion of the rationale for using the Leader Behavior Description Questionnaire to assess leadership behavior in education.

This chapter consists of five sections. Section one presents a discussion on effective leaders. Section two discusses leadership behavior. Section three describes the Leader Behavior Description Questionnaire and gives a rationale for its use. Section four discusses the relatedness of leadership behavior and student achievement. Finally, section five is a summary.

Effective Leaders

"The quality of leadership, more than any other single factor, determines the success or failure of an organization. This is as true of national affairs as it is of a small work crew. Without George Washington's skill and determination, the Revolutionary War might have

had a different outcome. Without the leadership of Abraham Lincoln, the Union might have been destroyed. And men like Henry Ford, Thomas Edison, and J. P. Morgan left an indelible imprint on American business and industry, just as Susan B. Anthony and Martin Luther King, Jr. helped to change the social roles of large groups of Americans" (Fiedler, 1976).

The National Association of Secondary School Principals (NASSP) sponsored a study on effective middle level principals in 1981. This study had on-site interviews with fifty effective middle level principals and selected teachers, students, and parents from their schools. Questions centered around personal and professional traits of the effective principals, their job tasks and problems, students, staff, community characteristics, school programs, and selected middle level educational issues.

The following are the conclusions and findings (Keefe, J.; Clark, D.; Nickerson, N.; and Valentine, J., 1983).

1. Effective principals average 62 hours in the workweek compared to 54 hours for the typical middle level principal

2. Effective principals place high value on their jobs and report significant authority to fill teaching and other vacancies in their schools

3. Effective principals perceive the inability to provide teachers with time for planning or professional development as the major administrative roadblock rather than such problems as administrative detail or difficult parents/students; these principals are very teacher-oriented

4. Principals and teachers view good school climate in terms of effective working relationships; parents see it as firm, fair, and consistent rules and policies; students judge it by the quality of the teachers

5. Effective principals and their teachers prefer one-to-one contacts and small group meetings to full-scale faculty meetings

6. Effective principals prefer in-service programs for teachers based on school-planned activities or personal growth plans rather than university preservice preparation

7. The chief school-related concern of students is the disruptive and inappropriate behavior of other students (bullies, thieves, etc.), not academic success

8. Effective principals are very knowledgeable about most contemporary middle level programs and research

9. Principals, teachers, and parents all agree that the major school program strengths are diversity and variety of electives and program flexibility

10. Principals and parents generally believe that the 6-7-8 configuration is the ideal grade organization structure for middle level schools

11. Effective principals are perceived as the primary agents of change in their schools and as highly effective facilitators and sometimes initiators of change

12. The most significant influence on middle level youth during the next three to five years will be the prevalence of single-parent families

13. Effective principals are quite systematic in making preparations to respond to the emerging influences on middle level youth and schools

One of the most consistent findings in the research on both excellent businesses and effective schools is the importance of strong leadership. Organizations cannot be successful without effective leadership. According to Warren Bennis and Burt Nanus (1985), effective leadership is "the key factor in the ability of business to translate its vision into reality." Excellent businesses achieve their excellence through the extraordinary

efforts of ordinary people who "have been truly blessed with unusual leadership," according to Tom Peters and Robert Waterman (1982). Excellent leadership in schools also has a profound effect on the quality of the program and success of the students. Keith Goldhammer and George Becker (1972) concluded "that excellent schools are inevitably led by aggressive, professionally alert, dynamic principals determined to provide the kind of educational program they deem necessary." In their study of effective principals, Blumberg and Greenfield (1980) stated that a unique person is needed to create a school's progressive image and second to provide the drive, support, and skills to make that image approximate reality.

Although there is no one best way to create an effective school, there does appear to be a number of behaviors by principals that are associated with greater student achievement (Brookover and Lezotte, 1979). In general, effective principals have a clear conception of what they expect from their teachers and students and are able to clearly articulate these goals. The effective principal announces his or her expectations and serves as a role model while buffering the school from outside interference (Brookover, 1979).

"While schools make a difference in what students learn, principals make a difference in schools. This is recognized by scholars, researchers, journalists, practitioners, parents, citizens, and even politicians. They have all found that the local school is the key to educational improvement and that the leadership of the principal is crucial to the school's success with students. The principal as head of the school, which is a social system, has great potential to refine or renew its educational program" (Lipham, 1981).

Journalists who were involved in a fellowship program at George Washington University's Institute for Educational Leadership did a study of schools considered to be effective across the nation. They were considered effective schools when student achievement was higher than expected (Brundage, 1980). Robert Benjamin from The Cincinnati Post stated: "Good principals tend to rock the boat. They forsake the desire to be loved for the hard task of monitoring students' progress. They set achievement goals for their students, and they judge their teachers and themselves by them" (1979).

According to Margo Pope from The Florida Times-Union: "Effective schools have effective leaders . . . usually described as people who have high expectations for staff and students, are knowledgeable in their jobs and set the tone for their schools" (Pope, 1979).

Finally, as reported by Jane Eisner of the Virginia-Pilot ". . . the history of the school provides almost a textbook example of what is loosely referred to as the 'principal-principle': the notion that a strong administration with vision and with the ability to carry out its goals can make an enormous difference in a school" (Eisner, 1979).

The effective principal is a forceful, dynamic person. The ideal principal takes the initiative but at the same time is willing to listen to others and is skillful in leading through indirection (Brookover, Beady, Flood, Schweitzer, and Wisenbaker, 1979). Effective principals appear to have a vision of what their school should be like. Above all, principals can do their job better if they are secure in themselves and have faith that their decisions will prove to be the best given the specific circumstances they find themselves confronting. In essence, strong leadership is the capacity

to mobilize available resources in order to implement policies that lead to desired outcomes.

Several distinctions between more effective and less effective principals have consistently emerged from the educational research. For instance, Rutherford (1985) states that effective principals "have clear informed visions of what they want their schools to become--visions that focus on students and their needs; translate these visions into goals for their schools and expectations for their teachers, students, and administrators; continuously monitor progress; and intervene in a supportive or corrective manner when this seems necessary." Persell & Cookson (1982), who reviewed more than seventy-five research studies, reported recurrent behaviors that seem to be associated with strong principals.

1. Demonstrating a commitment to academic goals

2. Creating a climate of high expectations

3. Functioning as an instructional leader

4. Being a forceful and dynamic leader

5. Consulting effectively with others

6. Creating order and discipline

7. Marshaling resources

8. Using time wisely

9. Evaluating results

Andrews & Soder (1987) found that when behavioral descriptors were used to categorize schools in which teachers perceived their principals to be strong, average, or weak instructional leaders, there were significant differences in incremental growth in student academic achievement.

"Schools operated by principals who were perceived by their teachers to be strong instructional leaders inhibited significantly greater gain scores in achievement in reading and mathematics than did schools operated by average and weak instructional leaders." The general descriptors that Andrews & Soder used were organized into four broad areas of strategic interaction between the school principal and teachers: "(1) the principal as resource provider, (2) the principal as instructional resource, (3) the principal as communicator, and (4) the principal as visible presence" (1987).

Witte & Walsh (1990) also stated in their study that there is an ability to predict achievement outcomes of students based on teachers' and principals' perceptions of the instructional leadership activities of the principals within the schools. They stated that this relationship held true for both the elementary and high schools they examined for their study.

Heck, Marcoulides & Lang's (1991) study concurred with Witte & Walsh's study on teachers' and principals' perceptions of the instructional leadership being related to student achievement. In their study of students from other countries, "they were able to classify correctly by achievement 77% of the sample schools according to a similar model of principal instructional leadership." Furthermore, in his own study of secondary students in Singapore, Heck (1991) was able to classify correctly "77% of a random sample of high- and low-achieving schools according to the school's climate, teacher expectations, and the instructional leadership profile of the principals."

The results of Heck's 1992 study, "Principals' Instructional Leadership and School Performance: Implications for Policy Development," and the ones just previously mentioned, "have focused on

the principal as well as the classroom behavior of teachers which provide needed empirical support for the belief that school variables, including principal instructional leadership, are predictive of the school's academic outcomes" (Heck, 1992).

According to Heck, policy implications can be instituted as a result of the findings. He states, "At least some leadership activities of the principal appear to be good predictors of school performance" (1992). "If we hold the environment constant and measure the principal's instructional leadership at various points in time, the resulting profile of the school's instructional leadership provides options for changing the desired direction of the organization" (Heck, 1992).

Heck's study indicated three instructional leadership predictors within the domain of instructional organization. The three indicators "are the amount of time principals spend directly observing classroom practices, promoting discussion about instructional issues, and emphasizing the use of test results for program improvement" (1992).

Regardless of what descriptors the different researchers used, the importance of strong leadership in bringing about high levels of student achievement is found in nearly all the effective schools research (Andrews & Soder, 1987; Brookover and Lezotte, 1979; Edmonds, 1979; Heck, 1991 & 1992; Heck, Marcoulides, & Long, 1991; Hoover, 1978; Persell & Cookson, 1982; Rutherford, 1985; Weber, 1971; and Witte & Walsh, 1990).

Leadership Behavior

Leadership behavior has been defined by many different dimensions. These dimensions are autocratic, democratic, and laissez-faire; initiating structure and consideration; nomothetic, idiographic, and transactional;

goal emphasis, work facilitation, support and interaction facilitation; and instrumental, supportive, and participative. "Regardless of which characteristics are used to describe leadership behavior, today it is generally recognized that the effective principal provides direction to the school while at the same time supporting the efforts of others" (Lipham, 1981).

The present concept of leadership began to evolve in the 1950's and early 1960's with the foundation of the behavioral sciences approach to leadership. This approach views leadership as a product of both personal traits and the situation at hand (Henchley, McCleary, and McGrath, 1970). Similarly, Darwin Cartwright and Alvin Zander (1953) described leadership in terms of two sets of group functions. They concluded that group objectives can be categorized under one of two headings: (1) goal achievement--the achievement of some specific group goal and (2) group maintenance or strengthening of the group itself. Etzioni (1961) theorized that every collectivity must meet two basic sets of needs: (1) instrumentational needs--the mobilization of resources to achieve the task and (2) expressive needs--the social and normative integration of group members.

Studies of leader behavioral styles reveal that concern for the individual and for the task of the organization are important dimensions of leadership. As defined in The Ohio State University studies, these dimensions were "initiating structure" and "consideration" (Stogdill and Coons, 1957). Initiating structure refers to the manner in which organizational procedures and leader-follower role relationships are defined in seeking to satisfy organizational goals. Consideration is that

capacity to foster and engender leader-follower trust, warmth, and respect (Stogdill and Coons, 1957).

Likert's research generated similar dimensions of leadership. He concluded that leaders could be classified as being "job centered" or "employee centered" (Likert, 1961). Cartwright and Zander's research indicates that goal achievement and group maintenance are significant features of leadership (1953).

Concern for the task of the organization or the interpersonal needs of individuals are distinct facets of leader behavior. Some leaders manifest more of one than the other; some neither. In general, leaders who frequently display high levels of individual consideration and concern for organizational goals tend to be more effective (Halpin, 1966). Effectiveness of leadership style, however, is contingent on the situation. Therefore, a single leadership style is impractical (Hemphill, 1949).

White and Lippitt have developed a simple approach to understanding the relationship between the behavior of leaders and their effect on followers. They classified leadership behavior by three styles: autocratic, democratic, and laissez-faire (1960).

> With the autocratic style, the leader would respond to poor work performance with close supervision and punishment. Task orientation would be a primary focus. Autocratic leadership has been found to produce the greatest results in terms of quantity but very poor results in terms of quality.

> The democratic style focuses on participation of the group in the decision making. Subordinates are given responsibility for shaping their environment. They share part of the managing with the leader. The democratic style appears to be the most effective of the three approaches. Group performance produces results of high quantity and quality.

The laissez-faire approach is the opposite of the autocratic approach. The laissez-faire leader allows complete freedom within the group and sees the followers as being responsible for supervising themselves. This style produces results of both poor quantity and poor quality.

Concerning leader behavior, Halpin's definition of leader behavior was used which "focuses upon observed behavior rather than upon a posited capacity inferred from this behavior" (Halpin and Winer, 1957). This observable behavior of the leader is perceived as the leader engages in administrative activities and duties. Even if the group's perceptions are inaccurate, they behave as if the perception represents reality. How the group sees the leader, then, is a large determinant of how successful he/she will be in his/her dealings with them (Halpin and Winer, 1957).

For the purpose of this study, leader behavior is the observed behavior of the suburban middle school principal as perceived by the teachers and principals.

The Leader Behavior Description Questionnaire

Hemphill and Coons developed the original version of the Leader Behavior Description Questionnaire (LBDQ) in 1950. However, Halpin's 1955 study of school superintendents defined the two dimensions of Initiation of Structure and Consideration (Halpin, 1957).

Initiation of Structure: "the leader's behavior in delineating the relationship between himself/herself and members of the work group and in endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure."

Consideration: "behavior indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and members of his/her staff."

Early studies using the LBDQ indicated that the consideration and initiating structure factors seemed to be separate and distinct, not opposite

ends of the same continuum. Therefore, four quadrants, or leadership styles, can be formed by cross-partitioning on the mean or median score values of each scale (Halpin, 1957). Each subscale is divided into high and low groups and then combined with one another to yield four groups, or quadrants (see Figure 2.1).

Consideration

		Quadrant II	Quadrant I
Initiating	**(+)**	Low Consideration (-)	High Consideration (+)
Structure	**High**	High Initiating Structure (+)	High Initiating Structure (+)
		II = (-, +)	I = (+, +)

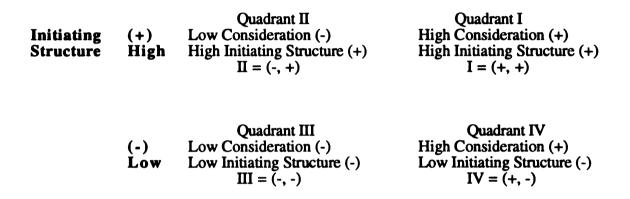|		Quadrant III	Quadrant IV
	(-)	Low Consideration (-)	High Consideration (+)
	Low	Low Initiating Structure (-)	Low Initiating Structure (-)
		III = (-, -)	IV = (+, -)

Figure 2.1 Quadrants Formed by Using the LBDQ Dimensions (Halpin, 1966)

Figure 2.1 depicts the two dimensions of leadership with each quadrant representing one leadership style. Quadrant I represents those leaders who score above the mean on both dimensions and are identified as "dynamic leaders." Quadrant III represents those leaders who score below the mean in both dimensions and are called "passive leaders." Quadrant II represents those leaders who score above the mean in initiating structure but below the mean in consideration and are designated "structural leaders." Finally, Quadrant IV represents those leaders who score above the mean in consideration and low in initiating structure and are called "considerate leaders." Using these two dimensions, initiating

structure and consideration, four leadership styles are possible (Halpin, 1966).

Stogdill (1963) proposed twelve dimensions of the Leader Behavior Description Questionnaire which provided a more comprehensive delineation of leadership. The dimensions with their descriptions are presented in Table 2.1.

Table 2.1: Proposed Leadership Dimensions and Descriptions by Stogdill (1963)

Initiating Structure	Consideration
Production emphasis--Applies pressure for production output	Tolerance of freedom--Allows staff members scope for initiative, decision, and action
Initiating of Structure--Clearly defines own role and lets followers know what is expected	Tolerance of uncertainty--Is able to tolerate uncertainty and postponement without anxiety or upset
Representation--Speaks and acts as the representative of the group	Consideration--Regards the comfort, well-being and status of followers
Role assumption--Actively exercises the leadership role rather than surrendering leadership to others	Demand reconciliation--Reconciles conflicting demands and reduces disorder to system
Persuasion--Uses persuasion and argument effectively; exhibits strong convictions	Predictive accuracy--Exhibits foresight and ability to predict outcomes accurately
Superior orientation--Maintains cordial relations with superiors, has influence with them, and strives for higher status	Integration--Maintains a close-knit organization and resolves intermember conflicts

Through factor analysis, the twelve separate dimensions can be divided equally into six dimensions of initiating structure and six dimensions of consideration. Eight of the twelve dimensions are comprised of ten separate items on the questionnaire; each of the other four

dimensions consists of five individual items. The questionnaire consists of a series of statements about the leader's behavior. In the case of the researcher's study, the leader behavior would be the principal's. The group or teachers are asked to rank their principal on a five-point scale ranging from always to never. An example of an item from the consideration dimension is, "He is friendly and approachable." "He keeps the work moving at a rapid pace," and nine other items describing the principal's behavior are used to identify the production emphasis dimension. Other examples of items include: "Things usually turn out as he predicts" (Predictive accuracy) and "He sees to it that the work of the group is coordinated" (Integration) (Getzels, Lipham, & Campbell, 1968).

Halpin (1966) identifies six major findings from The Ohio State University LBDQ studies.

1. Initiating structure and consideration as measured by the LBDQ are fundamental dimensions of leader behavior

2. Effective leader behavior tends most often to be associated with high performance on both dimensions

3. Superiors and subordinates tend to evaluate the contributions of the leader behavior dimensions oppositely in assessing effectiveness; superiors tend to emphasize initiating structure, whereas subordinates are more concerned with consideration; hence, the leader often finds some degree of role conflict

4. The leadership style characterized by Quadrant I, high in both dimensions, is associated with such group characteristics as harmony, intimacy, and procedural clarity and with favorable changes in group attitude

5. Only a slight relationship exists between how leaders say they should behave and how subordinates describe that they do behave

6. Different institutional settings tend to foster different leadership styles

According to Halpin, administrators generally are most effective when they score high in both dimensions of leader behavior. Alan Brown (1967) studied the LBDQ and stated that "although strength on both dimensions is highly desirable, principals committed to developing effective organizational dynamics may make up for weakness on one dimension with unusual strength in the other. Leaders weak on both dimensions tend to be ineffective; indeed, they tend to suffer from a lack of leadership, and general chaos imbues the work stations."

According to Stogdill, the expanded LBDQ using the twelve dimensions of leader behavior has been found to be the most effective instrument available to measure teacher perceptions of principal leader behavior (1963). He refers to the expanded LBDQ as the Leader Behavior Description Questionnaire Form XII (LBDQ-XII). Form XII of the LBDQ was used for this study.

Leader Behavior and Student Achievement

Student achievement in the past was recognized to be a factor of school administrative practices. Student achievement was usually associated with teaching techniques and materials, student abilities, and parents. However, one of the most consistent findings of the research today on effective schools is the importance of strong leadership in regards to student achievement (Goldhammer & Becker, 1972; Edmonds, 1979; Eisner, 1979; Weber, 1971; Brookover & Lezotte, 1979). Keith Goldhammer and George Becker concluded "that excellent schools are inevitably led by aggressive, professionally alert dynamic principals determined to provide the kind of educational program they deem

necessary" (1972). Stewart Purkey and Marshall Smith stated, "It seems clear that leadership is necessary to initiate the improvement process . . . [and] the principal is uniquely position (sic) to fill the role" (1983).

Research conducted with effective schools consistently supports the notion that effective schools have principals who act as strong instructional leaders. In 1971, George Weber listed strong instructional leadership from the principal as one of the eight schoolwide characteristics that influenced student achievement. Ron Edmonds (1979) discovered in his research that one clear difference between schools whose students were improving academically and those who were declining was that in the former principals acted as instructional leaders.

The Northwest Regional Educational Laboratory (1984) identified several behaviors that characterize instructional leadership.

1. Understanding the school's mission and stating it in direct, concrete terms in order to establish a focus and unify the staff

2. Portraying learning as the most important reason for being in school

3. Demonstrating the belief that all students can learn and that the school makes the difference between success and failure

4. Establishing standards and guidelines that can be used to monitor the effect of the curriculum

5. Protecting learning time from disruption and emphasizing the priority of efficient use of classroom time

6. Maintaining a safe, orderly school environment

7. Monitoring student progress by means of explicit performance data and sharing those data with the staff

8. Establishing incentives and rewards to encourage excellence in student and teacher performance

9. Allocating resources according to instructional priorities

10. Establishing procedures to guide parental involvement

11. Maintaining two-way communication with parents

12. Expressing the expectation that instructional programs improve over time

13. Involving staff and others in planning implementation strategies

14. Monitoring the implementation of new practices and programs

15. Celebrating the accomplishments of students, staff, and the school

16. Knowing, legitimizing, and applying research on effective instruction

17. Making frequent classroom visits to observe instruction

18. Focusing teacher supervision on instructional improvement

Paul Berman and Milbrey McLaughlin (1975) stated that the role of the principal is so crucial to school improvement that they refer to principals as "gatekeepers of change." James Lipham (1981) stated that "no change of substantial magnitude can occur in any school without their [principals'] understanding and support."

In their paper on "Changes In School Characteristics Coincident With Changes In Student Achievement," Brookover and Lezotte (1979) stated that "there seems to be a clear difference in the principal's role in the improving and declining schools. In the improving schools, the principal is more likely to be an instructional leader; is more likely to be assertive in his/her instructional leadership role; is more of a disciplinarian; and,

perhaps most of all, assumes responsibility for the evaluation of the achievement of basic objectives."

Brookover and Lezotte (1979) also discuss the characteristics of an ineffective or noninstructional leader. "The principals in the declining schools appear to be permissive and to emphasize informal and collegial relationships with the teachers. They put more emphasis on general public relations and less emphasis on evaluation of the school's effectiveness in providing a basic education for the students."

Clearly, the effective school research supports the notion that the behavior of the principal does relate to the achievement level of the students.

Summary

A portion of the literature has been reviewed with regard to effective leaders, leadership behavior, the Leader Behavior Description Questionnaire, and the relationship between leader behavior and student achievement. The research reported supports that principals who score high on both dimensions of the LBDQ are more effective leaders. Furthermore, those principals who are considered effective leaders have students who have higher levels of achievement. Whereas, in declining schools, those principals are classified as ineffective.

Two dimensions of leader behavior have been identified. These two dimensions, Initiating Structure and Consideration, have been qualified by the Leader Behavior Description Questionnaire.

The research regarding the relationship between leader behavior and student achievement indicates conclusively that the actions and procedures of the principal do affect the performance of students. This conclusion

justifies the rationale for this research project which is to study the relationship between leadership behavior and student achievement.

CHAPTER III

DESIGN OF THE STUDY

Introduction

This chapter will cover the methods, materials, and procedures used in this study. This includes a description of the methods, population, and sample. Second, there is a discussion on the procedures used to attain the sample and data collection. Third, there is a review of the reliability and validity of the survey questionnaire. Fourth, there is a formulation of the testable null hypotheses as determined by the research questions. Finally, the statistical procedures used to analyze the data are also explained.

Population and Sample

The population for this study included all suburban public middle schools in Regions I, II, and III of Kent County, Michigan. The number of middle schools in these three regions is nineteen. There is a fourth region in Kent County, which is the Grand Rapids Public Schools. However, the middle schools in this region did not fit the criterion of being a suburban middle school. Region IV consists of only urban middle schools.

Regions I, II, and III of the Kent Intermediate School District contain nineteen suburban school districts: Byron Center, Caledonia, Cedar Springs, Comstock Park, East Grand Rapids, Forest Hills, Godfrey-Lee, Godwin Heights, Grandville, Kenowa Hills, Kent City, Kentwood,

Lowell, Northview, Rockford, Sparta, Thornapple-Kellogg, and Wyoming public schools. Five of the school districts were eliminated from the study because they had junior high schools instead of middle schools. Pinewood Middle School in Kentwood was not used in this study because of being a first-year school. Finally, the researcher was not able to use Northview's two middle schools because one contained only grades five and six, and the other contained only grades seven and eight. Since all the remaining schools agreed to participate in this study, the total came to sixteen schools.

All principals of the sixteen middle schools were contacted by phone. They agreed to participate and sent their staff lists. From these staff lists, a systematic sampling technique was applied whereby every fourth teacher on the list was selected to be part of the sample. Therefore, approximately twenty-five percent of each teacher population participated in this study. Since a listing of the teaching staffs was available, a systematic sampling technique was used. This technique provides sampling throughout the population by spacing the selections over the entire population list (Hinkle, Wiersma, and Jurs, 1979).

Some middle schools were eliminated for having a first-year principal or lacking all three grades, meaning sixth, seventh, and eighth grades. Likewise, all first-year teachers were designated on the teacher lists by the principals. These first-year teachers were eliminated from the study. Since the MEAP reading tests are given in late September, new teachers would not have enough time to accurately respond on the LBDQ regarding their principals' behavior.

Data Collection

For reasons already mentioned, three schools were eliminated from the potential nineteen middle schools in Regions I, II, and III. By telephoning the sixteen principals of the remaining middle schools and explaining the study to be conducted, they all agreed to participate. Each principal was requested to send a list of his/her teachers and to cross out any first-year teachers. Once the teacher lists were received, every fourth teacher on the list was selected to be part of the study. After selecting the teachers, the principals were sent a letter of instructions (See Appendix A) in a packet with all the teachers identified as to who should receive one of the envelopes. Each envelope contained a request letter of explanation and instructions for the teachers (See Appendix B), the Leader Behavior Description Questionnaire (See Appendix C), and a pre-addressed stamped envelope for return purposes. The principals also received a copy of the LBDQ to be completed and returned in the pre-addressed stamped envelope provided.

Each return envelope was coded with a number from one through sixteen. The number represented the school. The envelopes were also coded with a letter to represent the teacher or principal who returned the questionnaire. The letter code enabled the researcher to identify those teachers or principals who did not return their answer sheets for the LBDQ in a timely fashion. The principals were contacted by phone and asked to remind those teachers who had not returned their answer sheets to please do so. These two codes were placed in the upper left-hand corner of the envelopes. This technique enabled the researcher to ensure accuracy in compiling data that arrived daily.

The seventh grade MEAP reading scores for the sixteen middle schools were secured by calling the Michigan Department of Education. School- and district-level MEAP reading scores are public record and must be released, if requested, under Michigan law.

Instrumentation

The Leader Behavior Description Questionnaire Form-XII (LBDQ-XII) was the instrument used to provide an assessment of the leadership behavior of the suburban middle school principal. The instrument used for measuring student achievement was Category 3 of the MEAP reading scores for seventh grade students. A discussion and description of these two instruments follows in this section. The LBDQ was originally developed by Hemphill and Coons as part of the staff of the Personal Research Board at Ohio State University (Halpin, 1957). Halpin and Winer, working from the original LBDQ, identified two dimensions that could be tested with this instrument: Initiation of Structure and Consideration (Halpin, 1959). "Initiating Structure refers to the leader's behavior in delineating the relationship between himself and members of the work-group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedures. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the members of his staff" (Halpin, 1959).

The two leader behavior dimensions, Initiating Structure and Consideration, are indicators of effective leaders. Those who score high on both dimensions of leader behavior are effective leaders. Halpin reported this finding in a study of B-29 aircraft commanders flying combat

missions over Korea (Halpin, 1953). Hemphill came to the same conclusion from his study of the departmental administrators in a liberal arts college (Hemphill, 1955).

The one hundred-item LBDQ (See Appendix C) has twelve separate dimensions, each describing a different leader behavior. Through factor analysis, they divide equally into normative and personal behaviors described by Getzels (Getzels, Lipham, and Campbell, 1968). Definitions of the subscales are:

Representation--Speaks and acts as the representative of the group

Persuasiveness--Uses persuasion and argument effectively; exhibits strong convictions

Initiation of Structure--Clearly defines own role, and lets followers know what is expected

Role Assumption--Actively exercises the leadership role rather than surrendering leadership to others

Production Emphasis--Applies pressure for productive output

Superior Orientation--Maintains cordial relations with superiors; has influence with them; is striving for higher status

Demand Reconciliation--Reconciles conflicting demands and reduces disorder to system

Tolerance of Uncertainty--Is able to tolerate uncertainty and postponement without anxiety or upset

Consideration--Regards the comfort, well-being, and status of followers

Tolerance of Freedom--Allows followers scope for initiative, decision, and action

Predictive Accuracy--Exhibits foresight and ability to predict outcomes accurately.

Integration--Maintains a closely knit organization; resolves intermember conflict (Stogdill, 1974).

Eight of the twelve dimensions are made up of ten separate items on the questionnaire; each of the four dimensions consists of five individual items. The questionnaire consists of a series of statements about the principal's behavior, and the teacher is asked to rank his/her principal on a five-point scale ranging from always to never.

A modified Kuder-Richardson formula was used to establish estimates of reliability on each of the twelve dimensions on the LBDQ-XII. The average reliability coefficient for the twelve dimensions was .75 (Stogdill, 1974). Keith Punch also tested the reliability through his study of bureaucratic structure of schools in 1967. He found the reliability for the twelve dimensions to range from .55 to .89 (Punch, 1967).

In 1969 Stogdill tested the validity of the LBDQ-XII. Using a movie in which the actors demonstrated behaviors described by the twelve different dimensions of the LBDQ-XII, different observing groups were asked to describe the behaviors they saw in the movie (Stogdill, 1974). Since there was significant agreement between behavior portrayed and the behavior reported by the observers that represented the twelve dimensions on the LBDQ-XII, Stogdill concluded that "the scales measure what they are supposed to measure" (Stogdill, 1974). Since the reliability and validity of the LBDQ-XII have been established, they were used in this study to determine middle school principal leadership behavior.

Category 3 of the MEAP reading test for seventh graders was the instrument used to measure student achievement. The MEAP reading test

is designed to measure the new definition of reading that is more than just reading for information. The test also includes reading for comprehension. Students are tested on two reading selections, a story and an informational passage. Each selection measures constructing meaning; topic familiarity; knowledge about reading; and the student's self-report of performance, effort, and interest. The reading selections are representative of materials students are likely to encounter in their classrooms. They include full-length stories and informational passages taken from classroom materials such as children's magazines, literature anthologies, and content-area textbooks. In order for students to perform satisfactorily on this test, they must perform well on the comprehension portions of each of the reading selections (Michigan State Board of Education, 1991).

The MEAP reading test does not identify the reading level of students but tells whether students have met the achievement standard established for their respective grades. There are four categories of achievement reported on this test. Category 3 gives the percentage of students who have passed both the story and informational passages from their respective schools. Category 2A gives the percentage of students who passed only the story passage. Category 2B gives the percentage of those students who passed the informational passage but not the story passage. Category 1 gives the percentage of students who did not pass either the story passage or informational passage on the seventh grade MEAP reading test. When adding up all four categories, they equal 100 percent.

Testable Hypotheses

The following four null hypotheses were identified for examination in this study.

Null Hypothesis 1: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the principal.

Symbolically: H_1: $X_1 \neq Y_1$

Legend: X_1: Student reading achievement as measured by the seventh grade MEAP reading scores

Y_1: Total principal leadership behavior scores as perceived by the principals using the LBDQ

Null Hypothesis 2: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the teacher.

Symbolically: H_2: $X_2 \neq Y_2$

Legend: X_2: Student reading achievement as measured by the seventh grade MEAP reading scores

Y_2: Total teacher leadership behavior scores as perceived by the teachers using the LBDQ

Null Hypothesis 3: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the teachers.

For each i where i = 1 through 12

Symbolically: H_3: $X_3 \neq Y_{1-12}$

$H_{3.i}$: $X_3 \neq Y_i$

Legend: X_3: Student reading achievement as measured by the seventh grade MEAP reading scores

Y_{1-12}: The following twelve dimensions of teacher leadership behavior scores as perceived by teachers using the LBDQ

Y_1: Representation

Y_2: Demand Reconciliation

Y_3: Tolerance of Uncertainty

Y_4: Persuasiveness

Y_5: Initiation of Structure

Y_6: Tolerance of Freedom

Y_7: Role Assumption

Y_8: Consideration

Y_9: Production Emphasis

Y_{10}: Predictive Accuracy

Y_{11}: Integration

Y_{12}: Superior Orientation

Null Hypothesis 4: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the principals.

For each i where i = 1 through 12

Symbolically: H_4: $X_4 \neq Y_{1-12}$

$H_{4,i}$: $X_4 \neq Y_i$

Legend: X_4: Student reading achievement as measured by the seventh grade MEAP reading scores

Y_{1-12}: The following twelve dimensions of principal leadership behavior scores as perceived by the principals using the LBDQ

Y_1: Representation

Y_2: Demand Reconciliation

Y_3: Tolerance of Uncertainty

Y_4: Persuasiveness

Y_5: Initiation of Structure

Y_6: Tolerance of Freedom

Y_7: Role Assumption

Y_8: Consideration

Y_9: Production Emphasis

Y_{10}: Predictive Accuracy

Y_{11}: Integration

Y_{12}: Superior Orientation

Analysis of the Data

The Pearson Product-Moment Correlation Coefficient was used to analyze all four of the hypotheses. This method provides the researcher with a measurement of the linear relationship between two variables, such as student reading achievement and leadership behavior of the middle school principal as perceived by the teachers, and produces a single statistic which describes the strength of the association.

Summary

Since the researcher's purpose in this study was to look at suburban middle school principal leadership behavior and its relationship to seventh grade student reading achievement as determined by seventh grade MEAP reading scores on Category 3, Regions I, II, and III were selected for study in Kent County, Michigan. Within these three regions, there were nineteen middle schools. However, three had to be eliminated because one had a first-year principal; and the other two contained only grades five and six at one middle school and grades seven and eight at the other. A systematic sampling was used to obtain the teachers who participated in this study. Every fourth teacher was chosen from the teacher lists sent to the researcher by the principal. Using a systematic sampling was more convenient than simple random sampling because a listing of the population was available. Systematic sampling provided sampling throughout the population by spacing the selections over the entire population (Hinkle, Wiersma, and Jurs, 1979). Therefore, approximately twenty-five percent

of the teachers and all sixteen principals responded to the Leader Behavior Description Questionnaire.

Four hypotheses were formulated to explore the relationship between middle school principal leadership behavior and seventh grade student achievement as measured by the seventh grade MEAP reading scores on Category 3. All four hypotheses were tested using the Pearson Product-Moment Correlation Coefficient. A discussion of the results is presented in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

In this chapter the researcher provides an explanation of the data analyses with regard to the research design explained in Chapter III. There is a statement of the statistical test used and analysis of the data for each of the four hypotheses given in Chapter III. Each hypothesis is reviewed followed by the results obtained from the data for each hypothesis.

Statistical Data

The hypotheses formulated in response to the research questions were all stated as null hypotheses for statistical analytical purposes. The Pearson Product-Moment Correlation Coefficient was utilized to test empirically the data collected for this particular study. An alpha level of .05 was used to determine significance of the correlations.

> **Null Hypothesis 1**: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the principal.

Hypothesis 1 was tested using the Pearson Product-Moment Correlation Coefficient. The test yielded a Pearson r of .1526 which was not significant at the .05 level of confidence. The level of confidence was

.573. The null hypothesis was retained because there was not a statistically significant relationship between seventh grade student reading achievement and total middle school principal leadership behavior as perceived by the principals. A Pearson r of .1526 indicates little to no relationship between middle school principal leadership as perceived by the principal and student reading achievement in Regions I, II, and III of Kent County, Michigan. Therefore, no inference can be made regarding principal perceived leadership behavior scores, as measured by the Leader Behavior Description Questionnaire, and student achievement.

> **Null Hypothesis 2**: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the teacher.

Hypothesis 2 was tested using the Pearson Product-Moment Correlation Coefficient. The test yielded a Pearson r of .3633 which was significant at the .01 level of confidence. The level of confidence was .000. Therefore, the null hypothesis was not retained because there is a statistically significant relationship between seventh grade student reading achievement and total middle school principal leadership behavior as perceived by the teachers. Since the level of confidence was .000, the Pearson r of .3633 is considered reliable which means there is a moderate positive relationship between principal leadership behavior as perceived by the teachers and student reading achievement.

The inference here is that middle school teachers who perceive their principals as having high leadership behavior scores, as measured by the LBDQ, also had high student reading achievement scores. This finding is consistent with the effective school research on leadership behavior and its

relatedness to student achievement (Weber, 1971; Edmonds, 1979; Brookover & Lezotte, 1979; Heck, 1991 & 1992).

> **Null Hypothesis 3**: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the teachers.
>
> 3.1 Representation
>
> 3.2 Demand Reconciliation
>
> 3.3 Tolerance of Uncertainty
>
> 3.4 Persuasiveness
>
> 3.5 Initiation of Structure
>
> 3.6 Tolerance of Freedom
>
> 3.7 Role Assumption
>
> 3.8 Consideration
>
> 3.9 Production Emphasis
>
> 3.10 Product Accuracy
>
> 3.11 Integration
>
> 3.12 Superior Orientation

Hypothesis 3 was tested using the Pearson Product-Moment Correlation Coefficient. Table 4.1 presents a summary of the results.

Table 4.1: Correlations Between Student Reading Achievement and Each of the Dimensions of Middle School Principal Leadership Behavior as Perceived by the Teacher on the Leader Behavior Description Questionnaire

Table 4.1 (cont'd)

	LBDQ Dimensions	Correlations
3.1	Representation	.3082
3.2	Demand Reconciliation	.3650
3.3	Tolerance of Uncertainty	.1468*
3.4	Persuasiveness	.2225
3.5	Initiation of Structure	.3457
3.6	Tolerance of Freedom	.1308*
3.7	Role Assumption	.3460
3.8	Consideration	.1850
3.9	Production Emphasis	.4090
3.10	Predictive Accuracy	.3959
3.11	Integration	.2929
3.12	Superior Orientation	.4544

*All coefficients except Tolerance of Uncertainty and Tolerance of Freedom are significant at the .05 level of significance.

As stated in Table 4.1, all correlations ranged from .1308 (Tolerance of Freedom Dimension) to .4544 (Superior Orientation Dimension) (see Table 4.2).

Table 4.2: Interpreting the Size of a Correlation Coefficient

.90	to	1.00	Very high positive correlation
.70	to	.90	High positive correlation
.50	to	.70	Moderate positive correlation
.30	to	.50	Low positive correlation
.00	to	.30	Little if any correlation
-.30	to	-.50	Low negative correlation
-.50	to	-.70	Moderate negative correlation

Table 4.2 (cont'd)

| -.70 | to | -.90 | High negative correlation |
| -.90 | to | -1.00 | Very high negative correlation |

(Hinkle, Wiersma, and Jurs, 1979)

Only two dimensions were not significant at the .05 level of confidence, which were Tolerance of Uncertainty and Tolerance of Freedom. They also had a very low positive correlation. The two dimensions, 3.3 and 3.6, were therefore retained; i.e., there is no significant relationship among student achievement and the Tolerance of Uncertainty and Tolerance of Freedom Dimensions.

The other ten dimensions, 3.0 through 3.2, 3.4, 3.5, and 3.7 through 3.12, were not retained because they were significant at the .05 level of confidence. There is a significant relationship between student reading achievement and each of the ten remaining dimensions of leadership behavior as perceived by the teachers, which are Representation, Demand Reconciliation, Persuasiveness, Initiation of Structure, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation.

Some leadership dimensions were more highly correlated with student reading achievement than were others. The highest correlation coefficients were in the low positive level (see Table 4.2) between student reading achievement and each of the following principal leadership behavior dimensions.

Superior Orientation:	.4544
Production Emphasis:	.4090
Predictive Accuracy:	.3959

Demand Reconciliation:	.3650
Role Assumption:	.3460
Initiation of Structure:	.3457
Representation:	.3082

As defined by Halpin (1957) leaders who score high on Initiation of Structure are more "endeavoring to establish well-defined patterns of organization, channels of communication and methods of procedure." Five of the seven above dimensions fall under the category of Initiation of Structure.

Null Hypothesis 4: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the principals.

4.1 Representation

4.2 Demand Reconciliation

4.3 Tolerance of Uncertainty

4.4 Persuasiveness

4.5 Initiation of Structure

4.6 Tolerance of Freedom

4.7 Role Assumption

4.8 Consideration

4.9 Production Emphasis

4.10 Predictive Accuracy

4.11 Integration

4.12 Superior Orientation

Hypothesis 4 was tested using the Pearson Product-Moment Correlation Coefficient. Table 4.3 presents a summary of the results.

Table 4.3: Correlations Between Student Reading Achievement and Each of the Dimensions of Middle School Principal Leadership Behavior as Perceived by the Principals on the Leader Behavior Description Questionnaire

LBDQ Dimensions	Correlations
4.1 Representation	.1964
4.2 Demand Reconciliation	.1208
4.3 Tolerance of Uncertainty	-.0853
4.4 Persuasiveness	.0195
4.5 Initiation of Structure	.2969
4.6 Tolerance of Freedom	.0905
4.7 Role Assumption	.1086
4.8 Consideration	.0224
4.9 Production Emphasis	.2795
4.10 Predictive Accuracy	.2852
4.11 Integration	-.1614
4.12 Superior Orientation	.0275

None of the Leadership Behavior Dimensions were significant at the .05 level of confidence.

Null hypotheses 4.1 through 4.12 were retained. These hypotheses had low negative to low positive correlations and were insignificant. The level of confidence ranged from .943 to .264.

Summary

A statistically significant relationship was not found among student reading achievement and total leadership behavior of principals and each of the twelve dimensions of leadership as the leadership was perceived by the principals. However, there was a statistically significant correlation between student reading achievement and the total leadership behavior of

the principals as perceived by the teachers on the Leader Behavior
Description Questionnaire in Regions I, II, and III of Kent County,
Michigan. Also, there were statistically significant correlations between
student reading achievement and each of the leadership behavior
dimensions with the exceptions of Tolerance of Uncertainty and Tolerance
of Freedom. The acceptable level of confidence was .05 for all of the
hypotheses.

A summary of the study, discussion of the findings,
recommendations for further study, and reflections of the researcher are
presented in Chapter V.

CHAPTER V

SUMMARY, IMPLICATIONS FOR
FUTURE RESEARCH, AND REFLECTIONS

Introduction

The purpose of Chapter V is to present a summary of the findings and give implications for future research. Also, the researcher reflects on his findings relative to the theory stated in Chapter I.

This chapter is organized into three sections. The first section contains a summary of the purpose and procedures for this study as well as the findings relative to the hypotheses. The second section discusses the researcher's reflections on doing this study, and the third section gives implications for future research.

Summary

The researcher's purpose in this study was to analyze the relationship between student reading achievement based on the seventh grade Category 3 MEAP reading scores and middle school principal leadership behavior as perceived by the principals and teachers in Regions I, II, and III in Kent County, Michigan. The study was designed to determine if the leadership behavior of the principal was related to student reading achievement and also to identify any specific leadership behavior characteristics which could be associated with better student reading achievement.

Using a systematic sampling technique, twenty-five percent of the teachers in sixteen middle schools in Regions I, II, and III of Kent County, Michigan, were asked to complete the Leader Behavior Description Questionnaire. The principals were also asked to complete the questionnaire.

Four hypotheses were formulated with each stating there would be no significant difference between middle school principal leadership behavior scores and student reading achievement. The Pearson Product-Moment Correlation Coefficient was used to analyze the data. The acceptable level of significance was an alpha of .05 for each hypothesis.

A statistically significant relationship was not found between student reading achievement and total leadership behavior of principals as perceived by the principals on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan. Furthermore, significant relationships were not evident between student reading achievement and each of the twelve dimensions of leadership behavior as perceived by the principals.

A statistically significant relationship was found between student reading achievement and total leadership behavior of principals as perceived by the teachers on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan. Also, with the exception of Tolerance of Uncertainty and Tolerance of Freedom, there were significant relationships found between student reading achievement and each of the remaining ten dimensions of leadership behavior as perceived by the teachers on the Leader Behavior Description Questionnaire in Regions I, II, and III of Kent County, Michigan.

The principle finding was that principals who scored high on the LBDQ as perceived by the teachers had a higher profile of reading achieving students in their schools. Furthermore, with the exception of Tolerance of Uncertainty and Tolerance of Freedom, principals who score high on the other ten dimensions of leadership behavior as perceived by the teachers will also have higher achieving reading students. However, principal-perceived leadership behavior scores resulted in statistically insignificant correlations; therefore, no inferences were made.

The findings of this study relative to the data analyses presented in Chapter IV are summarized in the following section. The results are presented with reference to each hypothesis tested.

Findings Relative to the Hypotheses

Null Hypothesis 1: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the principal.

Hypothesis 1 was retained. Within the limits of this study, student reading achievement and middle school principal leadership behavior as perceived by the principals were found not to have a statistically significant relationship. A correlation coefficient of .1526 with a level of confidence of .573 was obtained. Therefore, the researcher could not conclude that student reading achievement was affected by leadership behavior of the middle school principal as the behavior was perceived by the principals.

Null Hypothesis 2: There is no linear relationship between student reading achievement and the total middle school principal leadership behavior as the leadership behavior is perceived by the teacher.

Hypothesis 2 was not retained. Within the limits of this study, student reading achievement and the middle school principal leadership behavior as perceived by the teachers were found to have a statistically significant positive correlation. A correlation coefficient of .3633, significant at the .01 level of confidence, was obtained. Teachers who perceived their principals as having high leadership behavior scores also had higher reading achieving students on Category 3 of the seventh grade MEAP reading test.

> **Null Hypothesis 3**: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the teachers.

Hypotheses 5.3 and 5.6 were retained. However, the other ten hypotheses were not retained. There was a statistically significant relationship between student reading achievement and each of the dimensions of Representation, Demand Reconciliation, Persuasiveness, Initiation of Structure, Role Assumption, Consideration, Production Emphasis, Production Accuracy, Integration, and Superior Orientation as the leadership behavior is perceived by the teachers. Correlations ranged from .1850 to .4544. Therefore, more seventh graders achieved minimal competency on Category 3 of the seventh grade MEAP reading test in those schools in which principals scored high on the LBDQ as the leadership behavior was perceived by the teachers (see Table 5.1).

Table 5.1: **Correlations Between Student Reading Achievement and Each of the Dimensions of Middle School Principal Leadership Behavior as the Behavior is Perceived by the Teachers on the Leader Behavior Description Questionnaire**

Table 5.1 (cont'd)

	Leadership Behavior Dimensions	Correlation Coefficient	Level of Confidence
5.1	Representation	.3082	.000
5.2	Demand Reconciliation	.3650	.000
5.3	Tolerance of Uncertainty	.1468	.098*
5.4	Persuasiveness	.2225	.012
5.5	Initiation of Structure	.3457	.000
5.6	Tolerance of Freedom	.1308	.141*
5.7	Role Assumption	.3460	.000
5.8	Consideration	.1850	.037
5.9	Production Emphasis	.4090	.000
5.10	Production Accuracy	.3959	.000
5.11	Integration	.2929	.001
5.12	Superior Orientation	.4544	.000

*Only Tolerance of Uncertainty and Tolerance of Freedom were insignificant at the .05 level of confidence.

Null Hypothesis 4: There is no linear relationship between student reading achievement and each of the twelve middle school principal leadership behavior dimensions as the leadership behavior is perceived by the principals.

Hypothesis 4 was retained. There were no statistically significant relationships between student reading achievement and each of the leadership behavior dimensions 5.1 through 5.12. No inferences can be made regarding the twelve leadership behavior dimensions and student reading achievement as the leadership behavior is perceived by the principals on the Leader Behavior Description Questionnaire (see Table 5.2).

Table 5.2: **Correlations Between Student Reading Achievement and Each of the Dimensions of Middle School Principal Leadership Behavior as the Behavior is Perceived by the Principals on the Leader Behavior Description Questionnaire**

Leadership Behavior Dimensions	Correlation Coefficients	Level of Confidence
5.1 Representation	.1964	.466
5.2 Demand Reconciliation	.1208	.656
5.3 Tolerance of Uncertainty	-.0853	.753
5.4 Persuasiveness	.0195	.943
5.5 Initiation of Structure	.2969	.264
5.6 Tolerance of Freedom	.0905	.739
5.7 Role Assumption	.1086	.689
5.8 Consideration	.0224	.934
5.9 Production Emphasis	.2795	.294
5.10 Predictive Accuracy	.2852	.284
5.11 Integration	-.1614	.550
5.12 Superior Orientation	.0275	.919

None of the leadership behavior dimensions were significant at the .05 level of confidence.

Implications for Future Research

Based on the results of this study, no inferences were made relating student reading achievement to principal perceived leadership behavior. However, past researchers have inferred that there is a relationship between student reading achievement and teacher perceived leadership behavior of the principals. In view of the findings of this study, the following suggestions for further study appear to be pertinent.

1. The researcher recommends that this study be replicated using a test such as the IOWA Basic Skills test in place of the MEAPs.

2. The researcher recommends that this study be replicated using the grade-point averages of graduating seniors and using the LBDQ with high school principals.

3. The researcher recommends that future studies concentrate on the effects of teacher morale on student achievement using the Purdue Questionnaire and IOWA Basic Skills test.

4. The researcher recommends that this study be repeated at the high school level with seniors responding to the LBDQ on the building principal and using ACT scores for student achievement.

5. The researcher recommends that an outlier study be done of effective and ineffective principals using the LBDQ to determine their leadership behavior and the IOWA Basic Skills test at all three levels.

These recommendations are made to determine the validity of this study and previous studies. Furthermore, this researcher desires to see the field of leadership behavior expanded so that current and future data might help educational leaders to improve student achievement.

Reflections

At this point the researcher will discuss his interpretations of the data relative to the theory stated in Chapter I. Furthermore, the researcher will discuss problems encountered in doing this study.
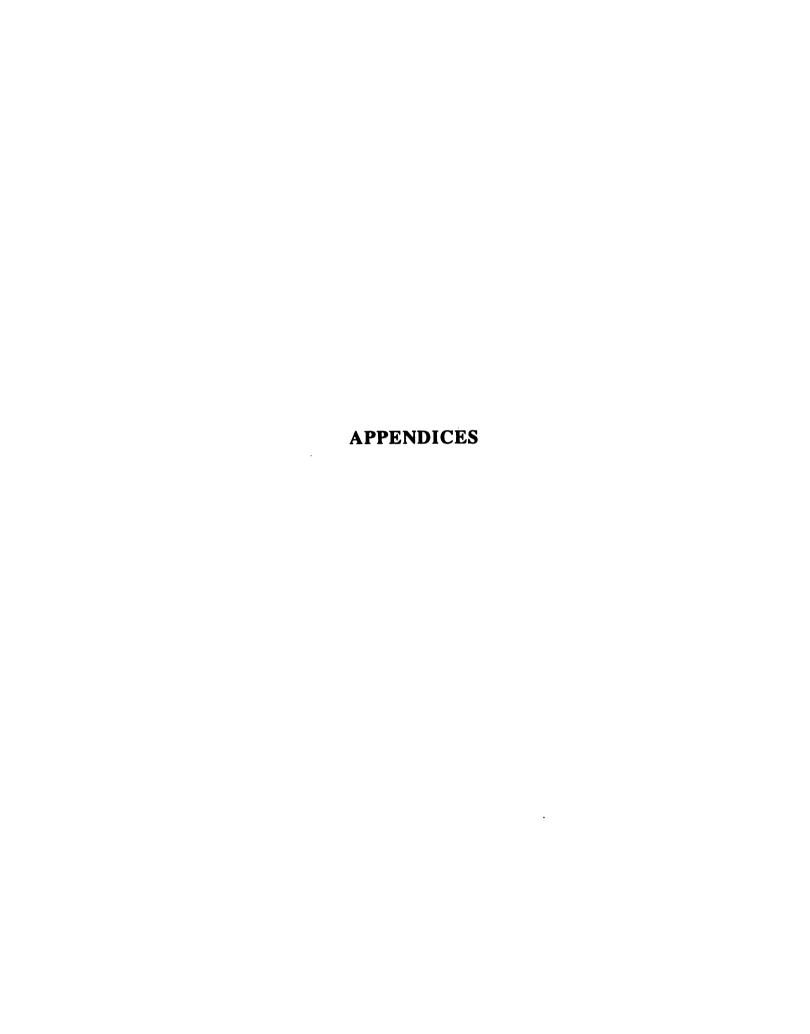
The researcher's intent in this study was to investigate whether there was a significant relatedness between middle school principal leadership behavior and student reading achievement. Hypotheses 1 and 4 were retained, which means no inferences could be made relating leadership behavior of the principal to student reading achievement as the behavior is perceived by the principals. There are two rational conclusions this researcher deduced to explain the results. First, the population of the principals was only sixteen. Second, the principals' perceptions of themselves were probably not as accurate as the teachers' perceptions. In

fact, what really matters is only teachers' perceptions because teachers will behave based on their perceptions of the principal's leadership behavior and not on what they think the principals think of their own leadership behavior. Even though many researchers may mistrust perceptions, "in a sense the only reality is perceived reality--and people's perceptions of their surroundings have a powerful influence on what they do" (Andrews, 1987). Because teachers behave on their perception of the leadership behavior of the principals and not on the principal's perception of his/her own behavior, a researcher could conclude that there would be insignificant results on Hypotheses 1 and 4.

Hypotheses 2 and 3 were not retained. These two hypotheses were based on teacher perceptions of leadership behavior. However, even though they were not retained, they had low positive correlations. What would account for these weak correlations? Is the MEAP reading test an accurate measure of student reading achievement? There has been much criticism of the MEAP over the years by many educators. First, the test is not a norm referenced test. The MEAP is a criterion reference test. Therefore, teachers could easily teach to the test. Second, the MEAP reading test was changed last year. Many educators complained that the reading tests were not at the appropriate grade level. When readability studies were done on the test by educators, they found the reading levels would vary within the same passages. With this knowledge, this researcher would not have used the MEAP test as a student reading achievement indicator. Instead, a norm reference test like the IOWA Basic Skills would have been used, which is widely accepted and has been judged as a valid and reliable test of student reading achievement.

Are the low correlations due to the principal's influence over student reading achievement indirect at best? There are researchers who believe that principals have a great effect on student reading achievement based on the effective school research. However, many researchers are very skeptical. They question who is controlling whom. Do the students behave the way they do because of the principal's behavior? Or is the behavior of the principal controlled by the students? Do we have schools where students are achieving at a high level and the principals are considered ineffective?

This study did not demonstrate that leadership behavior of principals affects student reading achievement. However, the study does not refute that student reading achievement is uneffective by leadership behavior of the principal. What can be inferred is that the possibility does exist that there could be a relationship between the behavior of the principal and student reading achievement.

APPENDICES

APPENDIX A

APPENDIX A

LETTER OF REQUEST TO
MIDDLE SCHOOL PRINCIPALS

May 1, 1992

Dear Middle School Principal:

As explained by our phone conversation, I am a doctoral student in educational administration. I am seeking your assistance in obtaining information necessary for the completion of my doctoral dissertation. This research project is being conducted under the general guidance of Dr. Louis Romano and the Department of Education at Michigan State University. This study deals with the relationship between middle school principal leadership behavior and student achievement.

Each middle school in Kent County is being asked to participate. Your part will take approximately fifteen minutes and consists of distributing the instrument packets to the teachers whose assigned letter appears on the folders. They will then complete the survey and return the answer key directly to me in the pre-addressed stamped envelope provided in the packet. There is also a copy of a survey for your completion. Please return this to me in the envelope enclosed.

Please be assured that participation in this study is totally voluntary and that all results will be treated with strict confidence.
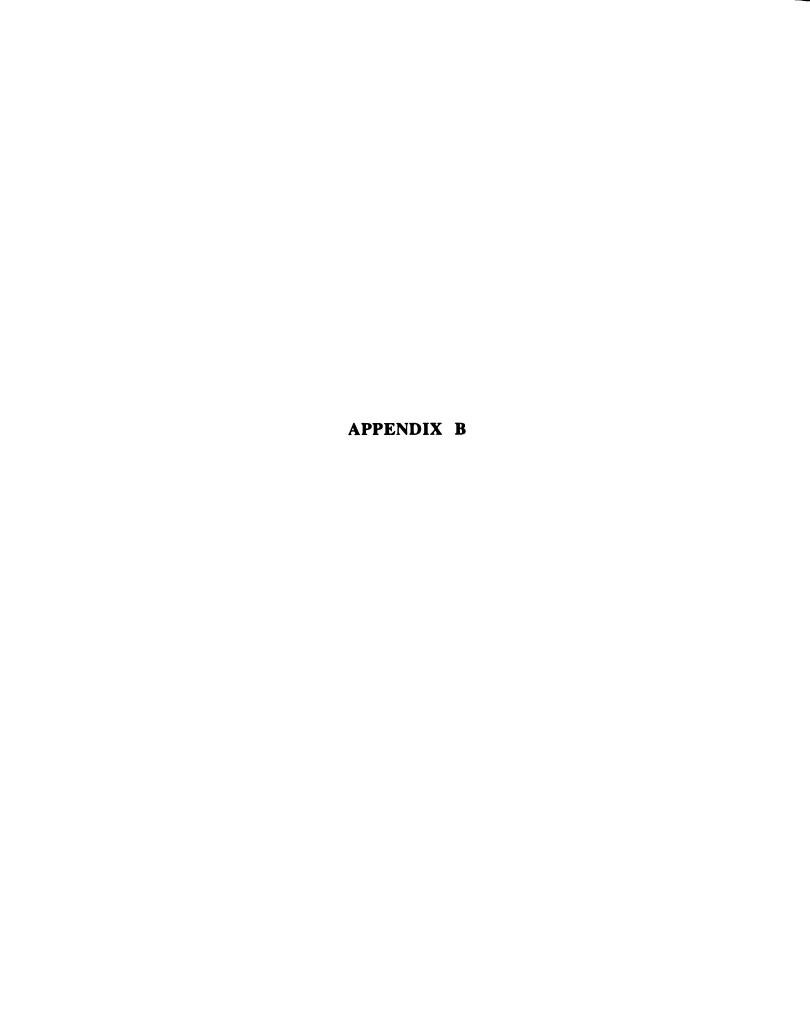
Your willingness to take part in this study is greatly appreciated.

<div align="right">Respectfully,</div>

<div align="right">William C. Skilling</div>

saf

Enclosures

APPENDIX B

APPENDIX B

LETTER OF REQUEST TO
MIDDLE SCHOOL TEACHERS

May 1, 1992

Dear Middle School Teacher:

Your school has been chosen to participate in my doctoral study involving the relationship between middle school principal leadership behavior and student achievement. I am seeking your assistance in obtaining information necessary for the completion of my dissertation. This project is being conducted under the general guidance of Dr. Louis Romano and the Department of Education at Michigan State University.

Randomly selected teachers in each suburban middle school in Kent County are being asked to participate. Your part will take approximately fifteen minutes and consists of completing the attached survey form and returning the answer key directly to me in the pre-addressed stamped envelope provided in the packet.

Please be assured that participation in this study is totally voluntary, that all results will be treated with strict confidence, and that all subjects will remain anonymous. Should you have any questions or concerns regarding participation in this study, please call me at 878-1543.
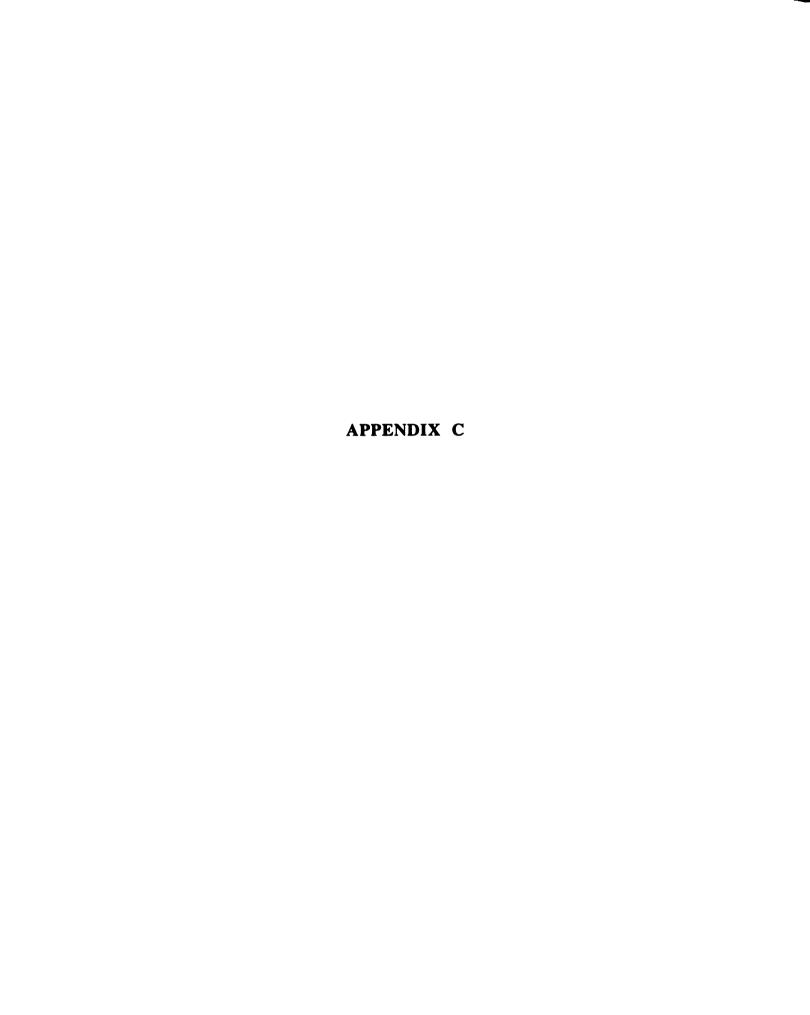
Your willingness to take part in this study is greatly appreciated.

Respectfully,

William C. Skilling

saf

Attachments

APPENDIX C

APPENDIX C

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Directions: Please complete this survey anonymously and confidentially.

    a. Read each item carefully.
    b. Think about how frequently the principal engages in the behavior described by the item.
    c. Decide whether s/he (A) always, (B) often, (C) occasionally, (D) seldom, or (E) never acts as described by the item.
    d. Using a #2 pencil, mark the appropriate response on the attached answer sheet.
    e. Do NOT fold the answer sheet.

$$A = \text{Always}$$
$$B = \text{Often}$$
$$C = \text{Occasionally}$$
$$D = \text{Seldom}$$
$$E = \text{Never}$$

1. Acts as the spokesperson of the group

2. Waits patiently for the results of a decision

3. Makes pep talks to stimulate the group

4. Lets group members know what is expected of them

5. Allows the members complete freedom in their work

6. Readily takes initiative in the group

7. Is friendly and approachable

8. Encourages overtime work

9. Makes accurate decisions

10. Gets along well with the people above her/him

11. Publicizes the activities of the group

12. Does NOT become anxious when having difficulty finding out what is coming next

13. Her/his arguments are convincing

14. Encourages the use of uniform procedures

15. Permits the members to use their own judgment in solving problems

16. Takes necessary action

17. Does little things to make it pleasant to be a member of the group

18. Stresses being ahead of competing groups

19. Keeps the group working together as a team

20. Keeps the group in good standing with higher authority

21. Speaks as the representative of the group

22. Accepts defeat in stride

23. Argues persuasively for her/his point of view

24. Tries out her/his ideas in the group

25. Encourages initiative in the group members

26. Does not let group members take away her/his leadership

27. Puts suggestions made by the group into operation

28. Needles members for greater effort

29. Seems able to predict what is coming next

30. Is working hard for a promotion

31. Speaks for the group when visitors are present

32. Accepts delays without becoming upset

33. Is a very persuasive talker

34. Makes her/his attitudes clear to the group

35. Lets the members do their work the way they think best

36. Does not let members take advantage of her/him

37. Treats all group members as her/his equals

38. Keeps the work moving at a rapid pace

39. Settles conflicts when they occur in the group

40. Her/his superiors act favorably on most of her/his suggestions

41. Represents the group at outside meetings

42. Remains calm when waiting for new developments

43. Is very skillful in an argument

44. Decides what shall be done and how it shall be done

45. Assigns a task; then lets the members handle it

46. Is the leader of the group in more than name only

47. Gives advance notice of changes

48. Pushes for increased production

49. Things usually turn out as s/he predicts

50. Enjoys the privileges of her/his position

51. Handles complex problems efficiently

52. Is able to tolerate postponement and uncertainty

53. Is a very convincing talker

54. Assigns group members to particular tasks

55. Turns the members loose on a job and lets them go to it

56. Stands firm when s/he needs to

57. Does not keep to her/himself

58. Asks the members to work harder

59. Is accurate in predicting the trend of events

60. Gets her/his superiors to act for the welfare of the group

61. Handles details well

62. Is patient; does not blow up

63. Speaks from a strong inner conviction

64. Makes sure that her/his part in the group is understood by the group members

65. Allows members freedom of action

66. Does not give members authority that s/he should keep

67. Looks out for the personal welfare of group members

68. Does not permit members to take it easy in their work

69. Sees to it that the work of the group is coordinated
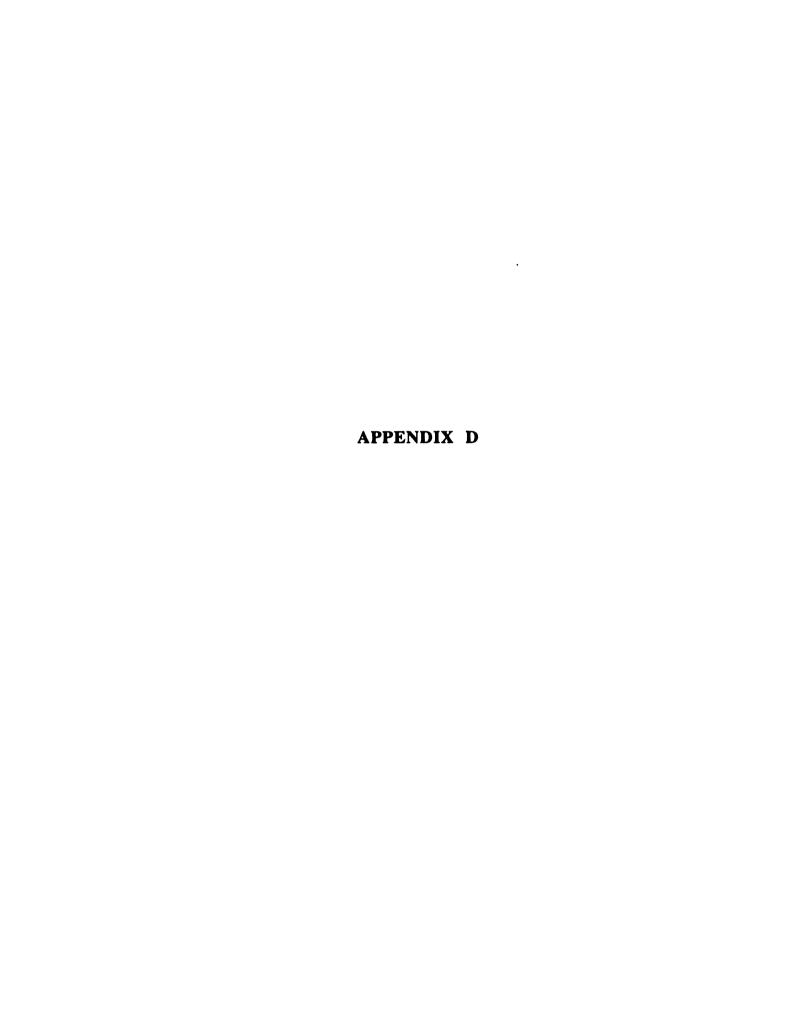
70. Her/his word carries weight with superiors

71. Does not get things all tangled up

72. Remains calm when uncertain about coming events

73. Is an inspiring talker

74. Schedules the work to be done

75. Allows the group a high degree of initiative

76. Takes full charge when emergencies arise

77. Is willing to make changes

78. Drives hard when there is a job to be done

79. Helps group members settle their differences

80. Gets what s/he asks for from her/his superiors

81. Can reduce a madhouse to system and order

82. Is able to delay action until the proper time occurs

83. Persuades others that her/his ideas are to their advantage

84. Maintains definite standards of performance

85. Trusts members to exercise good judgment

86. Overcomes attempts made to challenge her/his leadership

87. Explains her/his actions

88. Urges the group to beat its previous record

89. Anticipates problems and plans for them

90. Is working her/his way to the top

91. Does not get confused when many demands are made

92. Does not worry about the outcome of new procedures

93. Can inspire enthusiasm for a project

94. Asks that group members follow standard rules and regulations

95. Permits the group to set its own pace

96. Is easily recognized as the leader of the group

97. Does not act without consulting the group

98. Keeps the group working up to capacity

99. Maintains a closely knit group

100. Maintains cordial relations with superiors

Do NOT fold the answer sheet.

When you have completed the survey, please place all materials in the pre-addressed stamped manila folder provided.

Thank you for participating.

APPENDIX D

June 10, 1992

Mr. William C. Skilling
8464 Woodruff Dr., S.W.
Byron Center, MI 49315

Dear Mr. Skilling:

The review committee convened by the Graduate School has considered your request for an exception to the University Policy on Research with Human Subjects. The request has been granted.

The Policy on Research with Human Subjects is clearly published in the University catalog (see Graduate Studies, 1989-91, pp. 43-44). Each student is responsible for following the procedures established for obtaining permission to proceed with research involving human subjects, even where the type of research intended appears to the researcher to warrant exemption from those procedures. However, the Review Committee concurs in the judgment of the University Committee on Research Involving Human Subjects that yours was not a willful violation of the regulations and that the subjects in your project were neither harmed nor put at risk by anything you did. Therefore the Graduate School will accept your dissertation.

This letter is to be considered official notification of the exemption from the University policy on research involving human subjects.
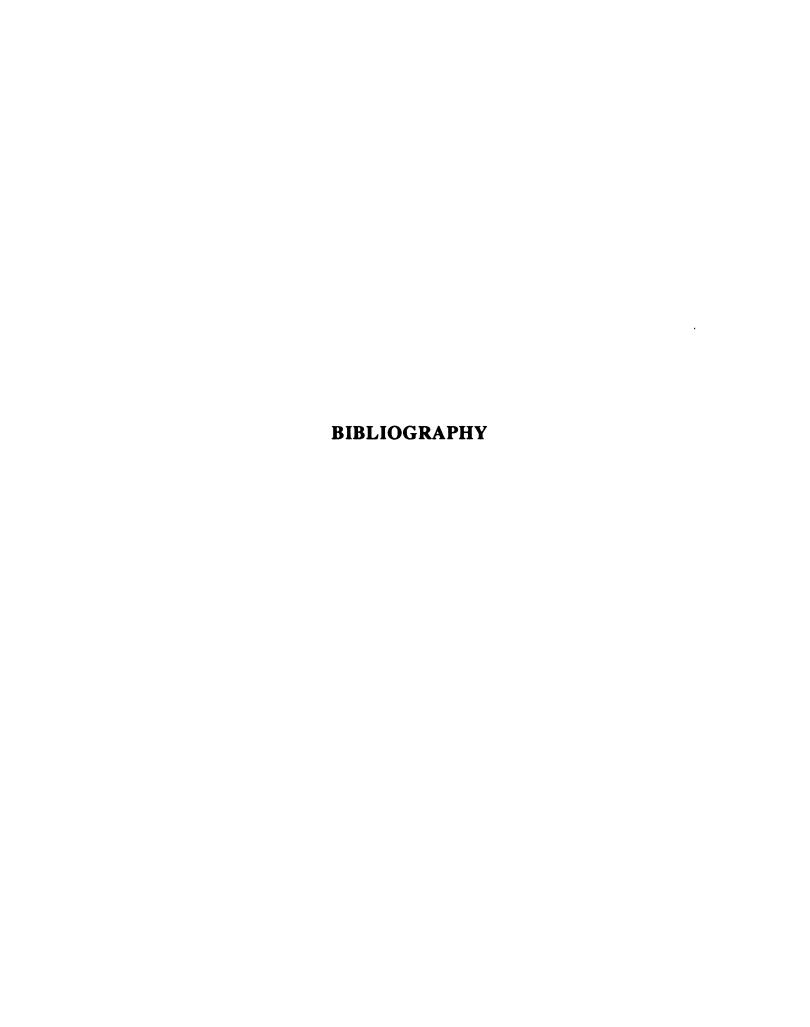
Yours sincerely,

Howard Anderson
Assistant Dean

HA/cb

cc: Kathryn M. Moore, Chairperson, Department of Educational Administration
       Louis Romano, Professor, Department of Educational Administration
       Robert Floden, Associate Dean, College of Education
       Henry Bredeck, Assistant Vice President for Research
       David Wright, Chairperson, UCRIHS

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