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A study tested the effectiveness of six 2-hour seminars in changing the behavior of elementary school principals in faculty meetings. Eighteen elementary principals from six metropolitan Detroit school districts participated in the study. The subject matter of the seminars included the selection of topics for a staff meeting, demonstration of leadership techniques, an experiment in one-way communication, and sensitivity to the needs of others. The principals and their staffs were observed by trained observers in the fall and again in the spring, following attendance at the six seminars by the principals. The observers used an adaptation of the Crispan System of Interaction Analysis to categorize the indirect-direct behavior of the principals. Paper and pencil tests were used to examine morale, perceptions of the role of the principal, and satisfaction with the group process and decisions in faculty meetings. Findings indicated that principals changed their behavior after the seminars to a more indirect or democratic behavior. There was also significant change in satisfaction with group processes and decisions. (HW)

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FINAL REPORT

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Effects of Democratic Leadership Instruction
on Elementary School Faculty Meetings

R. Duane Peterson
Wayne State University
Detroit, Michigan

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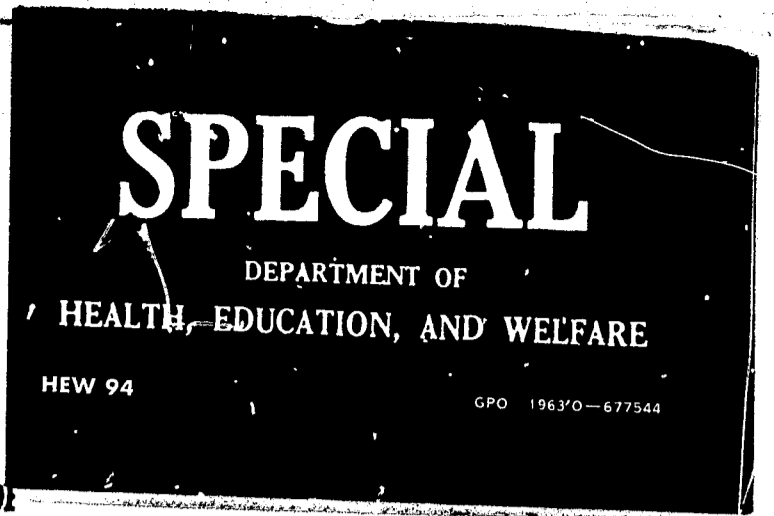
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FINAL REPORT

Project No. 5

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FINAL REPORT
Project No. 6-8335
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EFFECTS OF DEMOCRATIC LEADERSHIP INSTRUCTION
ON ELEMENTARY SCHOOL FACULTY MEETINGS

August 9, 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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Summary

This was a study of staff meetings in elementary schools to determine if the behavior of the participants could be affected through a series of seminars.

The study included eighteen elementary schools and their principals in six metropolitan Detroit school districts.

The hypothesis was that "there would be no change in the indirect-direct behavior of principals as a result of the 'treatment'".

The treatment in this experiment consisted of a series of six two-hour seminar sessions. These seminars were designed to explore and in some cases demonstrate effective faculty meeting practices.

Eighteen faculty meetings were observed by trained observers in the fall of the 1967-68 school year. The observers used an adaptation of the Crispin System of Interaction Analysis to categorize the indirect or direct actions of the principal and the supportive or non-supportive behavior of teachers every three seconds.

Paper and pencil tests were given to determine morale, perception of the role of principal and satisfactions with group process and decisions.

The faculty meetings were observed again in the spring of the 1967-68 school year following the "treatment", which consisted of six seminars. At this second observation the "satisfaction with group process and decisions" was once again administered.

The principals did change their style to a more indirect behavior in faculty meetings. (Significant at the .01 level of confidence.)

The principals and their teachers were in accord as to their perceptions of the role of the principal.

The change in the stated satisfaction with group process and decisions was significant at the .01 level of confidence following the "treatment."

Principals should consider the development of in-service programs for the expressed purpose of developing more democratic behavior in faculty meetings.

Introduction for the Study of Faculty Meetings

Principal-faculty relationships have been studied extensively by many researchers. Hines and Grabman¹, in a study of operational behavior of principals, have found that the manner in which the principal carries out his duties affects the feelings and actions of teachers under his supervision. Aspegren², working with twenty elementary schools, found that the participatory pattern of leadership produces higher results in the subordinates' task motivation, senses of progress, and attitudes toward their superior than did either the laissez-faire or directive patterns of leadership. Chase³, in a study based upon questionnaire returns from one thousand seven hundred and eighty-four teachers in over two hundred school systems in forty-three states, found that democratic leadership by school administration increases the satisfaction in and enthusiasm for the role held by teachers. Blumberg and Amidon⁴ conducted a study which indicated that principals and teachers operate at different perceptual levels concerning the school and what goes on in it. They suggest that principal-teacher conflicts may well be results of these attitudinal differences.

From these and other research efforts the importance of the principal's behavior upon the staff was established. The question then was "can the behavior of principals be changed to enhance the participation of staff?"

The faculty meeting was chosen as the place most likely to reveal the principal's mode of behavior and at the same time would permit an accurate barometer of change in either climate or behavior as a result of the designed treatment.

Teacher militancy and the labor-management concept of collective negotiations in Michigan provided an unusual opportunity to explore the effectiveness of the seminars in helping principals provide democratic leadership in a potentially hostile climate.

¹Hines, V. A., and Hulda Grabman, "What Principal Does, Matters," The Phi Delta Kappan, 37:309, April, 1956.

²Aspegren, A Study of Leadership Behavior and Its Effects on Morale and Attitudes in Selected Elementary Schools, Unpublished Doctor's Dissertation. University of Chicago, 1951.

³Chase, Francis S., Factors Productive of Satisfaction in Teaching, Unpublished Doctor's Dissertation. University of Chicago, 1951.

⁴Blumberg, A., and E. Amidon, "A Comparison of Teacher and Principal Attitudes Toward Faculty Meetings," National Association of Secondary School Principals' Bulletin, 48:49, March, 1964.

Methodology

Six school districts from the metropolitan Detroit area were invited to participate in this research. Each superintendent selected four elementary principals from his district to join the research group. These invitations were made in the spring, 1967. Before the fall term arrived four of the twenty-four principals had been "promoted." One school district had to withdraw from the study because of a teacher strike and the resultant turmoil which led to the elimination of faculty meetings. Another school district joined the group so a total of 20 principals were scheduled to participate. One principal withdrew after the first seminar due to the stress of community relations in her school. Due to illness and scheduling difficulties a second observation of the faculty meeting was not made in another building. Therefore the study is based upon 20 initial faculty meeting observations and 18 terminal observations.

Each principal in the research group was visited during the spring of 1967. During the visit with the principal in his office an observation was made concerning the behavior of the principal. Lipham⁵ had indicated there was an observable difference between promotable and non-promotable principals. His study suggested that the following key elements were admissible to systematic observations and would distinguish between the two groups. Structuring of interaction includes such variables as greeting of others, placement of others, interaction distance, and interaction termination. Structuring and environment included such variables as environmental decor, working order, environmental noise, and the use of status symbols.

Using this as a basis for a systematic observation of the principal a series of one hour visitations were made to the schools. The results were, however, so inconclusive no data will be presented as a result of these interviews. In all probability none of the principals in the research group would be considered non-promotable as those who were included in Lipham's study.

An adaptation of the Crispin System of interaction analysis was used to observe the faculty meetings. The trained observers were sent to each school to observe a faculty meeting during October or early November, 1967. Following the treatment, which consisted of six two hour seminars, conducted during December, 1967 and January, 1968,

⁵Lipham, James M., and Francke, Donald C. "Non-verbal Behavior of Administrators" Educational Administration Quarterly, Vol. 11, No. 2, Spring, 1966.

the observers again observed a faculty meeting. The observations were completed before the first of May.

The Crispin System requires an observer to be trained to a reliability of 95% or better in the accuracy of their observations. Every three seconds the trained observer recorded the behavior of the principal on a direct-indirect dimension, or the behavior of the faculty on the dimensions of supportive or non-supportive behavior. The recording of the faculty meetings did not begin until the observer had sat for at least five minutes of the meeting to determine the tone of the meeting. Additional information on the observation system and the method of determining the ratios used will be found in Appendix A.

In a look at the administrative styles of the principals involved in this research the principal role behavior questionnaire was administered to the participating principals and their staffs. This questionnaire provides the basis for the determination of the principal's style on the nomothetic-idiographic scale. Just to review definitions the nomothetic leader places emphasis on the interests of the institution while the idiographic leader is more concerned with interests of the individuals within the organization. Appendix B has the questionnaire as received by the teachers and principals. The odd numbered questions have to do with the nomothetic style while the even numbered questions are idiographic in nature. Scoring of the questionnaire was accomplished by eliminating the choices for the numbers three and four on the score sheets and counting the number of idiographic scored items and comparing to the number of nomothetic items. The principal was determined to be nomothetic or idiographic depending on which series of items contained the largest number of positive responses.

Morale Factors

The morale factors were studied by a twelve-question questionnaire found in Appendix C. This was given to the teachers at the first observation of each faculty meeting.

Satisfaction of group process and decisions was studied through a questionnaire given to the teachers at the first faculty meeting observation and again at the faculty meeting at the terminal observation. The comparison of the results of the first and second survey provided information on the effects of the treatment of six seminars.

The first five questions of this questionnaire deal with the satisfactions with group process. The second five questions dealt with the satisfaction with the decisions reached in the faculty meetings.

Treatment

The treatment consisted of six seminars arranged to be approximately two hours in length. The first seminar consisted of a series of 15 problems presented to the principals that might be encountered in the normal course of his work. The 15 problems were distributed to each principal and from this group each principal selected those problems which would be most appropriate for a faculty meeting to be held that afternoon. At the same time each principal indicated in what manner he would dispose of the remaining problems. The principals understood the agenda selection was important because they were writing and ordering the importance and disposition of each of these problems on a ditto master. Two of the ditto masters were used to make copies for all the principals and a "staff meeting" was held with the principal who had written the agenda presiding and the other principals acting as staff members. This twenty minute simulated staff meeting was followed by a review of how each member of the group would handle the items and by tabulating these choices it became obvious that while some problems were selected by as many as 18 principals, other problems were selected by only two or three members. The purpose of this procedure was to help principals make better determination of what "ought" to be included on agendas.

The second seminar had two purposes: first an explanation and an example of direct and indirect influence during a faculty meeting. Using the same 15 problems the experimenter used indirect behavior for a limited time and then changed roles to a directive manner and again to the indirect manner so that members of the group could feel the difference in behavior caused by the leadership. A second objective of the seminar was a development of some of the research which indicated the importance of the behavior of the principal.

The third seminar was an experiment in one-way communication. The task was to reproduce a set of five rectangles in proper relationship to each other under the direction of one of the participating principals. The reproduction of the symbols was ineffective until the group had an opportunity to question him on the third try at which time the reproductions of the symbols were accurate.

The fourth seminar involved practical problems in the realm of elementary school administration and dealt in some depth with discipline and some of the newer approaches including systematic suspension.

The fifth seminar was developed to use a technique sometimes referred to as a goldfish bowl or the "inner circle-outer circle." The problem under discussion was teacher morale and principal morale. The purpose of the meeting was

to explore morale as well as to develop a technique which would be useful for faculty meetings. The sixth and last seminar was devoted to some of the problems the participating principals wanted to explore and a review and evaluation of the previous seminars.

Findings

The question to be answered was whether the seminars, which constituted the treatment, could effect a change in the behavior of the principals in the direction of causing them to be more indirect in their relationships with the staff at faculty meetings. While many intervening events could have affected the performance of the principals there is no reason to assume that these events would have of themselves caused the principals behavior to change in the direction of indirect behavior. Using the null hypothesis that "there would be no change in the behavior in these principals" the chi square of the IBM scientific sub routine package was used.

The null hypothesis can be rejected at the .01 level of confidence. There was a change in the behavior of the principals and we are assuming that this can be attributed to the treatment.

The supportive-nonsupportive behavior of the teachers in faculty meetings was harder to determine. A large percent of the behavior by the teachers was supportive regardless of the directness or indirectness of the principals. Apparently the observers were unable to accurately categorize behavior of the staff members. Perhaps the teachers were successful in hiding their feelings and did not behave in ways which would jeopardize their position or standing with the administrator. The behavior of the teachers during the faculty meetings remained very much the same regardless of the behavior of the principals.

At the faculty meetings where the principal was indirect, staff members interacted approximately twice as much as they did in those meetings in which the principal was direct in his behavior.

The group behavior was in general supportive. In only one case did the group change from supportive to non-supportive between the first and second observations, and in this case the principal was recorded as being more direct in behavior than in the first observation.

The study of morale was accomplished by information from the questionnaire General Conditions in Your School, which was collected at the time of the first observation.

There seems to be little relationship between the morale of the principal, as determined by the instrument General Conditions in Your School, and the indirectness or directness of the principal in the first staff meeting observed. This would indicate that the morale of the principal was not dependent upon the interchange in faculty meetings. His morale is apparently affected more by other factors. There was little relationship between the morale of the principal

TABLE I
RATIOS OF INDIRECT-DIRECT BEHAVIOR OF PRINCIPALS,
SUPPORTIVE-NONSUPPORTIVE BEHAVIOR OF TEACHERS, AND
TEACHER-PRINCIPAL INTERACTION

Principal	I/D ratio ^a		S/N ratio ^b		T/P ratio ^c	
	1st ^d	2nd ^e	1st	2nd	1st	2nd
A	.02	35.75	.14	8.03	1.9	.9
B*	.05	8.11	49.0 [@]	499.0 [@]	.10	1.2
C*	.09	8.16	16.1	1469 [@]	.39	3.2
D	.10	.36	65	350 [@]	1.2	1.57
E	.13	.17	319 [@]	325 [@]	.42	.36
F*	.14	8.47	59	1936 [@]	1.0	1.5
G	.17	.29	218 [@]	402 [@]	.73	2.68
H	.31	.67	48	188	.32	.77
I	.33	.74	11.5	182 [@]	.69	.57
J	.34	.36	206 [@]	28	.36	1.5
K*	.39	.10	.58	111.8	2.2	1.1
L	.74	.29	90.7	1207 [@]	.67	1.4
M	.76	1.84	130 [@]	334 [@]	.25	.69
N	.81	.43	42	983 [@]	1.03	1.6
O	1.08	.22	397 [@]	145 [@]	.82	1.0
P	1.32	3.17	317 [@]	361 [@]	.59	.41
Q*	3.7	.52	887	658 [@]	1.9	3.44
R*	23.78	67.3	1528 [@]	1379 [@]	1.66	1.8

*Female principals

@All teacher behaviors were supportive

^aPrincipal's indirect behaviors divided by direct behaviors

^bTeachers' supportive behaviors divided by non-supportive behaviors

^cTeachers' behaviors divided by principal's behaviors

^dResults of fall observation

^eResults of spring observation

and the teachers in his building.

The information concerning the perception of the role of the principalship was collected by the use of the questionnaire titled Principal Role Behavior-Content.

The instrument was scored to record the majority of the teachers' perceptions concerning the idiographic-nomothetic dimension of the principalship.

Seven principals were scored as nomothetic (places emphasis on the interests of the institution) and seven other principals were scored as idiographic (more concerned with the interests of the individuals within the organization). The teachers in these schools viewed the role of the principal in the same pattern. Apparently the principals and their staffs were in fairly close agreement as to what the role of the principal should be in the public schools.

In only one case was there a difference between the principal's and his staffs' perception of the principal's role.

The Principal Role Behavior was administered following the first observation of the faculty meeting. The seven principals (with staff agreement) which viewed the principalship as nomothetic had an increased I/D ratio in the second faculty meeting.

The principals (with staff agreement) whose perception of the principalship was idiographic had a higher I/D ratio in the initial faculty meeting than those principals in the nomothetic group. (There were two exceptions--principals A and E).

The nomothetic principals also had a considerable increase in the ratio of teacher-principal interaction. (Principal I was the one exception.)

The Satisfactions of Group Process and Decisions instruments were administered twice, once at the first observation and again at the terminal observation.

There is no reason to believe that the five possible reactions to each question are not equal distance from each other. Therefore, the assumption was made that they were equal distance.

Scoring was done by assigning five points to the most desired answer from the standpoint of satisfaction, and four points to the next most desirable answer, etc.

There was a change in the reported satisfactions and this change was in the direction of more satisfaction with the faculty meetings following the treatment. The change was significant at the .01 level of confidence.

TABLE II

I/D, S/N and T/P RATIOS IN FACULTY MEETINGS WHERE
THE ROLE OF THE PRINCIPAL WAS CONSIDERED NOMOTHEIC

Principal	I/D Ratios		S/N Ratios		T/P Ratios	
	1st	2nd	1st	2nd	1st	2nd
B	.05	8.11	49*	499*	.10	1.2
C	.9	8.16	16.1	1469*	.39	3.2
D	.10	.36	65	350	1.2	1.57
F	.14	8.47	59	1936*	1.04	1.5
G	.17	.29	218	402	.73	2.68
I	.33	.74	11.5	182*	.69	.57
J	.34	.36	206*	28	.36	1.5

*Principals identified as in Table I

*All teacher behaviors were supportive

TABLE III

I/D, S/N AND T/P RATIOS IN FACULTY MEETINGS WHERE
THE ROLE OF THE PRINCIPAL WAS CONSIDERED IDIOGRAPHIC

Principal	I/D Ratios		S/N Ratios		T/P Ratios	
	1st	2nd	1st	2nd	1st	2nd
A	.02	35.75	.14	8.03	1.9	.9
E	.13	.17	319*	325*	.42	.36
M	.76	1.84	130*	334*	.25	.69
N	.81	.43	14.7	983*	1.03	1.6
O	1.08	.22	397*	145*	.82	1.0
P	1.32	3.17	317*	361*	.59	.41
R	23.78	67.3	1528*	1379*	1.66	1.8

Principals identified as in Table I

* All teacher behaviors were supportive.

Dividing the questionnaire into two parts with five questions each, the satisfaction with process is separated from satisfaction with group decisions. The change in satisfaction with group process is significant at the .01 level of confidence. The change in satisfaction in group decisions is significant at the .05 level of confidence.

The only surprise was the change in response to statement No. 5 ("the way in which the group functioned has been better during recent meetings.") The change was in the direction of being undecided or disagreeing with the statement. In addition to the possibility that the functioning of the group had deteriorated, this may mean that the teachers thought the previous meetings were satisfactory and there had been no improvement.

Another possibility is that the teachers may not have learned to function in the more democratic atmosphere and considered the less structured meeting as inferior.

The seminars were judged on a five point scale: Excellent, Good, O.K., Not Good, or Poor. None of the seminars were rated below "O.K." on any of the rating sheets. Assigning five points to Excellent, four points to Good, etc., the seminars were rated according to their popularity with the participating principals. Using the mean score for the group, the fourth seminar was most popular. Discipline and systematic suspension was the major topic of discussion at this seminar. Closely following in popularity was the second seminar featuring a demonstration of direct and indirect behavior on the part of the leadership and the effect the leadership behavior has upon the feelings of the individuals within the group.

TABLE IV

SUMMARY OF TEACHER SATISFACTIONS
WITH GROUP PROCESS

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1a	@126	69	11	4	1
b	162	67	4	1	0
2a	@87	89	16	19	6
b	111	107	11	10	1
3a	*24	30	24	87	32
b	14	29	20	108	41
4a	@106	90	10	8	1
b	130	98	5	1	
5a	@24	58	89	35	6
b	13	69	71	62	11

a Results of first survey

b Results of second survey

@ Preferred direction is strongly agree

* Preferred direction is strongly disagree

TABLE V

SUMMARY OF TEACHERS SATISFACTIONS
WITH GROUP DECISIONS

Question	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5a	@24	58	89	35	6
b	13	69	71	62	11
6a	@51	123	26	6	2
b	56	147	21	7	1
7a	@54	111	23	7	1
b	55	138	34	1	1
8a	@46	90	51	17	10
b	*59	119	31	12	0
9a	@50	121	36	7	1
b	49	136	53	1	1
10a	*4	8	16	139	47
b	4	15	26	137	50

@Strongly Agree is the desired direction

*Strongly Disagree is the desired direction

Conclusions and Recommendations

Principals can become more indirect in their leadership function at faculty meetings. The seminars, which constituted the treatment, could perhaps be reduced in number and total time commitment. The preference of indirect over direct behavior of the leadership is well recognized. Extensive in-service programs for retraining principals with these skills should begin immediately, considering there is assurance that principals can learn to be more indirect in a relatively short period of time.

More effective means must be developed to test the supportive-nonsupportive behavior of teachers. While the majority of teachers acted in a supportive manner during the time of participation, there were instances of teachers correcting papers, carrying on separate conversations, and in general, behaving in a fashion not considered appropriate, which were not recorded by our methods.

The effect of indirect behavior was an increase in the quantity of participation and also the number of participants.

The morale of the principal is not dependent upon the interaction of his staff during faculty meetings. A low I/D behavior of the principal does not prevent good morale in the building. Apparently other factors are more important.

The teachers generally view the role of the principal in much the same way their principals do.

Principals who viewed the role of the position as nomothetic made the largest adjustment in behavior. Perhaps these principals would tend to be idiographic if the instrument Principal Role Behavior was presented again.

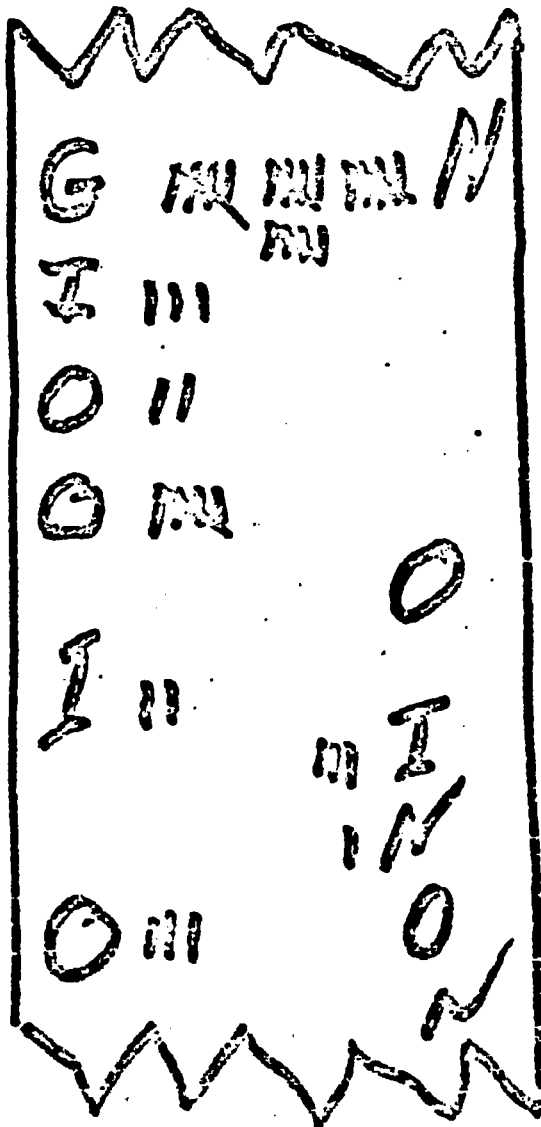
The teachers were more satisfied with both the group process and the decisions reached following the six seminars. This finding would substantiate the importance of principals understanding indirect and direct behavior.

Principals need to have the stimulation of contact with principals from other school districts and in-service programs which up-grade their administrative skills.

APPENDIX A

AN ADAPTATION OF THE CRISPIN SYSTEM OF INTERACTION ANALYSIS

Twenty (20) faculty meetings will be observed by professional observers of demonstrated reliability. The behaviors of the principals and the behaviors of the teachers will be recorded every three (3) seconds unless there is a change of behavior, or speaker, which will be recorded as it occurs. Behavior will be recorded sequentially in a column--direct behavior, by the principal, and non-supportive behavior, by the faculty members, will be recorded at the right side of the column; indirect behavior, by the principal, and supportive behavior, by the faculty members, at the left. "O's" will be used for teacher behavior, "I's" and "N's" will be used for the behaviors of the principals. I = Ideographic, and N = Nomothetic. In addition, a "G-factor" will be used. "G" means group. The "G" will be placed to the right or left of the column in terms of the supportiveness or non-supportiveness of the entire group (the "O's" represent individual teachers.) Therefore an example of a segment of an observer's record might appear as follows:



From such a record one can readily determine:

- 1 The percentage of total talk which was principal talk, and faculty talk.
- 2 The percentage of principal talk which was direct, indirect, ideographic and nomothetic.
- 3 The percentage of faculty talk that was supprtive, non-supportive.
- 4 The precentage of the entire interaction during which the group was supportive, non-supportive,

For example, from the above segment we find:

- 1 52 behaviors - principal = 36, faculty = 16.
- 2 Principal talk = 69% of total talk, faculty talk = 31% of total talk.
- 3 The Principal's $\frac{I}{D}$ ratio $\frac{\text{INDIRECT}}{\text{DIRECT}} = \frac{7}{29} = .24$
- 4 The Principal's $\frac{I}{N}$ ratio $\frac{\text{IDEOGRAPHIC}}{\text{NOMOTHETIC}} = \frac{11}{25} = .44$
- 5 The faculty's $\frac{S}{N}$ ratio $\frac{\text{SUPPORTIVE}}{\text{NON-SUPPORTIVE}} = \frac{13}{3} = 4.3$
- 6 The "G" factor = 52, or 100%666 the group was supportive all the time (if this were not the case, the "G" would have appeared at the right and remained there as long as the group was non-supportive.)

The observers will be trained to a reliability of .95 or better, and will be supervised by Dr. David Crispin. Dr. Crispin has trained several hundred observers in both the Flanders system and his own at Temple University, Philadelphia, Pennsylvania, and Indiana State University, Terre Haute, Indiana. The system to be used (above) is an adaptation of the Crispin system in accordance with the purposes of this reasearch proposal.

APPENDIX B

PRINCIPAL ROLE BEHAVIOR

People have different ideas about what school principals should do. Read through the items in the Principal Role Behavior Booklet and think about the extent to which you think your principal carries out the task in the manner described in each item.

INSTRUCTIONS:

Indicate your responses to each item by CIRCLING the NUMBER THAT BEST REPRESENTS how often you think a PRINCIPAL should carry out the task in a school in the manner described.

Each number in each Column refers to the frequency to which a PRINCIPAL should carry out the task in the manner described.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET

1. Try to get teachers who have at least two years of previous teaching experience.

ANSWER SHEET #1

A Principal Should:

1 2 3 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGE

PRINCIPAL ROLE BEHAVIOR

Statements

- 1 Discover changes that need to be made in the curriculum by keeping posted on new developments in teaching methods and in subject matter recommended by curriculum experts.
- 2 When planning how to improve the curriculum, check to see if the present program is making the best use of the interests and abilities of each teacher.
- 3 Have teachers make only those changes in the school's instructional program that have been adapted on a system wide basis.
- 4 Decide if a new instructional method should be introduced, by encouraging teachers to try it out and see if they think it is better than current methods, since each teacher knows best what methods are appropriate to students.
- 5 Get a change made in the instructional program by pointing out that the change has been officially adopted and that everyone should make the necessary changes in his work.
- 6 Help bring about curriculum changes by giving some free time to teachers who are trying out new ideas in their classes.
- 7 Evaluate the effectiveness of the curriculum and of teaching according to how many teachers like what is going on, and then attempt to make changes in line with teachers' suggestions.
- 8 Evaluate the effectiveness of the curriculum and teaching according to how well they meet established program objectives and make use of available instructional supplies and equipment.
- 9 Work individually with each teacher to help him identify possible ways for improving his classroom instruction.
- 10 Discover the professional weaknesses of teachers by visiting classes on a regular schedule to see how well teachers are using recommended methods and procedures.
- 11 Try to keep those teachers on the school staff who are willing to learn about some of the "new ideas" in education and like to try out their own ideas in the classroom.
- 12 Improve an obvious weakness in the abilities of teachers by setting up an in-service program found to be successful in other schools, even though some teachers feel the program imposes things on them contrary to their wishes.

- 13 Get teachers to upgrade their performance by urging them to display independence in carrying out their assigned job, using others' suggestions only when they can be integrated with their own goals and abilities.
- 14 Insist that a teacher participate in an in-service program favored by a majority of teachers, even if the teacher has disagreed with it, since no exceptions can be allowed in carrying out a group decision.
- 15 Evaluate teacher effectiveness on the basis of how much they follow school policies and procedures and carry out the planned program.
- 16 Evaluate teachers in the school on the basis of their ability to work cooperatively with other teachers.
- 17 Call attention to the need for favorable school-community relationships by pointing out that schools depend upon the financial support of citizens.
- 18 Find out how school-community relationships should be improved by asking teachers to list aspects of their life in the local community that are personally the most irritating and frustrating.
- 19 "Back up" the teacher in any public controversy between a teacher and a parent or between a teacher and a pupil.
- 20 Refer all important problems with parents to superiors, since they are the best qualified by legal position and training to handle such critical issues.
- 21 Show extreme firmness in the control of the information and material given to parents and citizens, since it is important that citizens gain a favorable impression of our school program.
- 22 Keep in close touch with parents and teachers about school problems, pointing out that the best solution to school-community differences are usually achieved when everyone is encouraged to voice his own opinion.
- 23 Evaluate school-community relationships by finding out if teachers feel they have enough freedom in their personal lives in the community.
- 24 Decide how desirable our relationships are with local citizens by finding out what parents like and don't like about our program, because their lack of accurate information might interfere with carrying out the planned program.

- 25 Before making a change in what instructional supplies and equipment are purchased, discover if teachers feel that it is easy to adopt present materials to the various interests and abilities of students.
- 26 Find out if the administration of activity funds and instructional facilities needs to be improved by seeing how long it takes to cut through "red tape" when fast action is needed.
- 27 Adopt a system of records and reports only if it has been found to be satisfactory in other schools and school systems in the state.
- 28 Choose a system of requesting instructional materials and equipment that allows each teacher enough flexibility to select those he can adapt to his own particular work.
- 29 Try to improve the use of the guidance information we have on students by having several interested teachers study the problem and develop a series of suggestions that teachers may use as a guide.
- 30 Keep track of the use of school activity funds by setting up a central system of bookkeeping and periodic reports from teachers so any mis-management can be checked before it gets out of hand.
- 31 Find out if present methods of administering funds and instructional facilities provide sufficient information to the school board so that they can make meaningful decisions regarding the school program.
- 32 Judge a procedure for managing school materials and equipment according to how many teachers think it helps them carry out tasks and responsibilities they feel are important.

APPENDIX C

GENERAL CONDITIONS IN YOUR SCHOOL

On the right side of each item below CIRCLE the one symbol that most closely approximates the extent to which you agree or disagree with the way the statements describe your feelings or conditions in your school.

If you STRONGLY AGREE,	circle	SA
If you AGREE,	circle	A
If you are UNDECIDED,	circle	U
If you DISAGREE,	circle	D
If you STRONGLY DISAGREE,	circle	SD

- | | | | | | | |
|----|--|----|---|---|---|----|
| 1 | Generally speaking, the morale in this school is high. | SA | A | U | D | SD |
| 2 | Although no school is perfect, we are working hard at developing an excellent educational program. | SA | A | U | D | SD |
| 3 | I am given sufficient freedom by my immediate superior to use my own judgment and try out my ideas in my work. | SA | A | U | D | SD |
| 4 | Most people in this school are <u>not</u> willing to do more than is required of them. | SA | A | U | D | SD |
| 5 | I am <u>not</u> committed to most of the goals of the school program. | SA | A | U | D | SD |
| 6 | The longer I work with the people in this school, the more I feel a part of the group. | SA | A | U | D | SD |
| 7 | My duties and responsibilities have little relationship to my training and interests. | SA | A | U | D | SD |
| 8 | No matter how busy I am, I feel willing to put forth extra effort if there is a job to do or problem to solve. | SA | A | U | D | SD |
| 9 | It is difficult for me to think of another school in which I would rather work. | SA | A | U | D | SD |
| 10 | Personnel in this school are supervised too closely. | SA | A | U | D | SD |
| 11 | Most of those things I am required to do don't contribute to worthwhile educational purposes. | SA | A | U | D | SD |
| 12 | I would say that my morale is high. | SA | A | U | D | SD |

APPENDIX D

SATISFACTION OF GROUP PROCESS AND DECISIONS

Directions: These questions do not in any way constitute a "test of your ability". Your responses will not provide measurement for an evaluation of you or of the school which you are associated with. The report of the findings will preserve the anonymity of your responses.

You are asked to mentally review the faculty meetings which you have recently attended. (These reflections should be limited to those faculty meetings held since February of 1966.) Then, on the right side of each item below CIRCLE the one symbol that most closely approximates your feelings or conditions relative to these faculty meetings. Even though it may be difficult to respond, do not omit any items.

If you STRONGLY AGREE,	circle	SA
If you AGREE,	circle	A
If you are UNDECIDED OR UNCERTAIN,	circle	U
If you DISAGREE,	circle	D
If you STRONGLY DISAGREE,	circle	SD

Please precede each statement with "In this faculty meeting..."

- | | | | | | |
|---|----|---|---|---|----|
| 1 ...all present had ample opportunity to express ideas. | SA | A | U | D | SD |
| 2 ...the group leader <u>did not</u> dominate the discussion. | SA | A | U | D | SD |
| 3 ...time was wasted with too much discussion of items which were of little or no importance. | SA | A | U | D | SD |
| 4 ...members within the group felt free to express ideas relative to the subject | SA | A | U | D | SD |
| 5 ...the way in which the group functioned has been better during recent meetings. | SA | A | U | D | SD |
| 6 ...decisions reached were realistic. | SA | A | U | D | SD |
| 7 ...decisions reached were supported by the majority of the faculty. | SA | A | U | D | SD |
| 8 ...decisions reached <u>were not</u> pre-conceived by the school administration. | SA | A | U | D | SD |
| 9 ...decisions reached will improve the teaching situation within the school. | SA | A | U | D | SD |
| 10 ...decisions were usually not reached. | SA | A | U | D | SD |

APPENDIX D--ERIC REPORT RESUME

OE 6000 (REV. 9-86)

DEPARTMENT OF HEALTH EDUCATION AND WELFARE
OFFICE OF EDUCATION

(TOP)

ERIC REPORT RESUME

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800 This study was designed to test the effectiveness
 801 of six two hour seminars in changing the behavior of
 802 elementary school principals in faculty meetings.
 803 Eighteen elementary principals from six metropolitan
 804 Detroit school districts were selected for participation.
 805 The subject matter of the seminars included; the
 806 selection of topics for a staff meeting, demonstration
 807 of leadership techniques, an experiment in one way
 808 communication, and sensitivity to the needs of others.
 809 The eighteen principals and their staffs were
 810 observed by trained observers in the fall and again
 811 in the spring, following attendance at the six seminars
 812 by the principals. The observers used an adaptation
 813 of the Crispin System of Interaction Analysis to cate-
 814 gorize the indirect-direct behavior of principals.
 815 Paper and pencil tests also were used to examine
 816 morale, perceptions of the role of the principal and
 817 satisfactions with the group process and decisions in
 818 faculty meetings.
 819 The principals did change their behavior to a more
 820 indirect or democratic behavior (significant at the .01
 821 level of confidence). There was also significant change
 822 satisfactions with group process and decisions.