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AUTHOR   Gougeon, Thomas D.; And Others
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ABSTRACT

          The comparison of principals' self-perceptions of
social control communication with teacher perceptions, and the
characterization of principals' communication patterns are the goals
of this paper. Structural functionalist and symbolic interactionist
theories are integrated with the Leader As Social Control (LASC)
model to develop an instrument to measure teachers' and principals'
perceptions. Development of the model, which is based on the two
independent variables of motivation and orientation, is described.
The instrument was administered to all teachers and principals in 13
schools. A shadowing technique using qualitative data and a
comparison of biographical and situational factors were used to
confirm the validity of the model. Findings indicate that teachers
rated their principals lower than principals rated themselves in the
use of all types of social control communications. Teacher
perceptions of principals' communication patterns were strongly
correlated to three situational factors: (1) the degree of closeness
teachers felt to the principal; (2) the teachers' perceived frequency
of teacher-principal interaction and (3) the teachers' perceptions
of the principals' visibility. Seven figures illustrate the
characteristics attributed to nine communication cells of the LASC
model. (7 references) (LMI)

A Quantitative Phenomenological Study of Leadership:

Social Control Theory

Applied to Actions of School Principals

Thomas D. Gougeon
University of Calgary

Susan I. Hutton
Washington State University

Jack L. McPherson
Central Washington University

THE STUDY

Introduction

The study of leadership in the area of educational administration is a recent phenomenon, essentially dating back only over the last half century (Boyan, 1988). This paper is a report of a study on principal leadership in public schools.

Many leadership skills are required of the public school principal. Among the many skills the principal must master, communication was selected for this study. Communication has many purposes, but most important to principal leadership is the communication of organizational expectations to teachers. Included in this paper is a report of a survey of how public school teachers experience the communication of expectations by their principals.

Communication takes on many forms. The type of communication measured in this study is social control communication. Social control communication occurs when a principal communicates <u>expectations</u> to teachers. Principals communicate expectations verbally, through actions, and indirectly by putting organizational structures in place.

The Purpose

The study has three purposes: (1) To comp _e principal self perceptions of use of social control communication against teacher perceptions; (2) To characterize the communication cells of the Leader As Social Control (LASC)

Model; and, (3) To characterize principal communication patterns.

Two other tasks will be accomplished which are not central to this study. One is to address the question of using survey techniques to gather phenomenological data. The second is to address threats to validity using the survey instruments to gather phenomenological data. Reliability of the instrument was discussed in a previous report (Gougeon, 1989a).

The Theory

A communication style typology was developed from a social control theory developed by Douglas Mitchell and William Spady (Mitchell and Spady, 1977; and, Spady and Mitchell, 1977a, 1977b). A Leadership As Social Control (LASC) Theory was developed (Gougeon, 1989a) using a common conceptual point in the Symbolic Interactional and Structural Functional paradigms. The LASC Theory uses the concept "expectation systems" which is a manifestation of people and of organizations. Leaders do the work of leading by communicating organizational expectations to followers (Gougeon, 1989b). The leader's task is to ensure followers experience minimal conflict between personal expectations and organizational expectations in order to accomplish the work of the organization.

There are two main concepts of the LASC Theory: Motivation and Orientation. Motivation involves authority and power, and followers are said to be motivated when they

act deliberately. Followers are motivated to change their
personal expectations through the dynamics of authority and
power.

> "The concept of authority...is the ability
> to manifest voluntary social control over
> followers because of inner character of a
> leader. In this regard, those under authority
> behave in accordance to the will of those in
> authority and respond to the intrinsic,
> voluntary, and transforming character of
> authority. The concept of power...is the
> ability to manifest voluntary or involuntary
> social control over followers because of
> external resources of a leader. In this regard,
> those under power are coerced to behave in
> accordance to the will of those in power and
> respond to the segmented, immediate, and
> universal effects of power resources"
> (Gougeon, 1989b, p. 54).

Motivation may be intrinsic or extrinsic. Extrinsic
motivation can be positive or negative as .n rewards or
punishments.

Followers may also be persuaded to alter personal
expectations because of the type of orientation their leader
chooses to use. Orientation of communication may be
explained using both symbolic interactional and structural
functional considerations. Leaders communicate expectations

orienting personally, structurally, or officially with their followers. When leaders communicate personally they convey subjective interpretations of organizational expectations. Personal orientation is symbolic interactional as values and symbols conveyed are interpreted by followers.

Leaders may use a structural orientation using functional structures inherent within organizations. Organizational expectations are conveyed by creating and maintaining organizational programs, rules, regulations, and traditions.

Leaders may use an official orientation completing hundreds of tasks daily and conveying expectations of various subgroups of society. This orientation may be explained by either symbolic interactional or functional structural interpretations.

The Leader As Social Control Model is based upon motivation and orientation dimensions of communication described above. The LASC Model used in this study has two independent variables, each with three values. The independent variables are "motivation" and "orientation". Motivation has the values of "authority", "positive power", and "negative power". Orientation has the values of "personal", "official", and "structural". The LASC Model is represented by nine Cells in a 3 x 3 matrix configuration as shown in Figure 1. Each Cell is dependent upon a value from the two independent variables.

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The Instrument

A data gathering instrument was developed in one-to-one correspondence with the LASC Model. It was designed to measure social control communication between the public school principal and teachers. The data gathering instrument had two forms, one for the principal as leader and one for the teacher as follower. Each form had ninety items divided so that ten items represented each Cell of the LASC Model. The instrument satisfactorily met conditions which minimized threats to reliability (Gougeon, 1989c).

The teacher's instrument measured the follower's experiences of the leader during social control communication episodes. Items queried how often the leader made the follower feel a certain way and provided a five point frequency scale ranging from "never" to "all of the time".

The principal's instrument measured the leader's self perceptions of how he/she made followers feel during social control episodes using the same five point frequency scale.

Research Design

The instrument was administered to all teachers and principals in 13 schools. To establish instrument validity, the researcher shadowed five principals coding social control communications into the nine Cells of the LASC Model. Following each shadowing session, coding results were shared with the principal, and survey results were compared

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LEADERSHIP SOCIAL CONTROL
COMMUNICATION PATTERNS
OF
SCHOOL PRINCIPALS

		O R I E N T A T I O N S		
		PERSONAL	OFFICIAL	STRUCTURAL
M				
O				
T	AUTHORITY	CELL 1	CELL 2	CELL 3
I				
V	POSITIVE POWER	CELL :	CELL 6	CELL 8
A				
T				
I	NEGATIVE POWER	CELL 5	CELL 7	CELL 9
O				
N				

Figure 1
Leadership As Social Control (LASC) Model

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with the coding results. Anecdotal examples were documented
to aid in characterizing different elements of social
control communication used by the principal.

In addition, teacher input was compared by biographical
and situational factors. This enabled identification of
biased individual principal's communication patterns with
teachers. The researcher provided presentations to faculties
and assisted in developing strategies to improve the
principal's communication profile by targeting specific
responses to different groups of teachers, and by targeting
specific elements of social control communication sued by
the principal.

Purpose One:
Principal and Teacher Perceptions Compared

Each principal's responses were compared to the average
responses of the teachers. Then, considering teacher input
only, the principal compared his/her communication profile
with the mean results of all principals in the current
sample (Figure 2). Overall, principals rated their frequency
of use of social control communication higher as compared to
teachers. Teacher ratings of authority and positive power
communications averaged approximately equally high, while
their ratings of negative power communications averaged out

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PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES
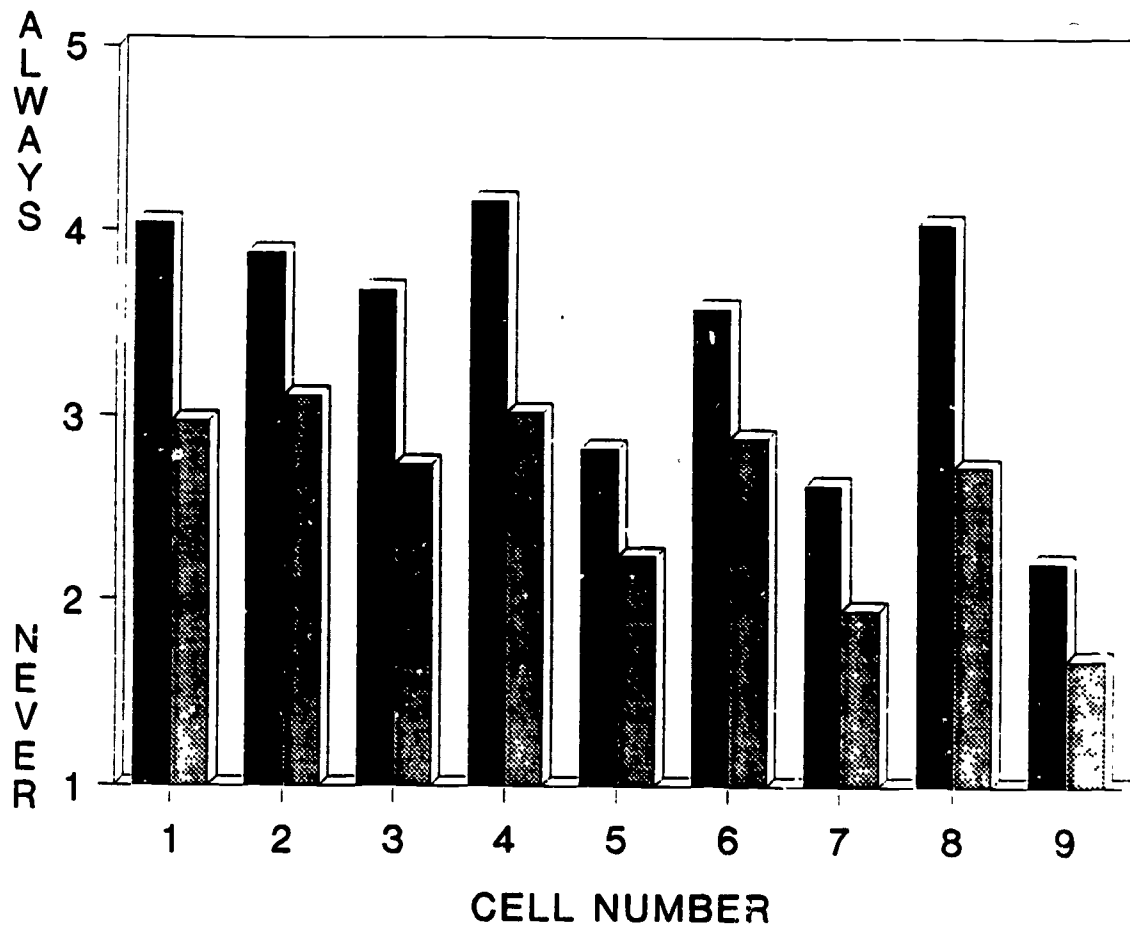
FIGURE 2
Mean Responses of Teachers & Principals
in 13 Public Schools

slightly lower. As there were 216 teachers and 13 principals in the sample, it was not surprising that the principal averages were more erratic and less consistent. This comparison will be more reliable when more principals are included in the sample.

The Shadowing Technique

Five schools were chosen to participate in a follow-up shadowing procedure to gather observational data. This procedure provided independent validation data. After the instrument forms were administered, and after the data were analyzed, each principal was observed in the school situation for a ten hour period using a shadowing technique. The shadowing technique included two steps: (1) observing the principal during interaction with teachers and students; and, (2) coding the social control communications experienced by teachers or students into the nine Cells of the LASC Model. The resulting qualitative data from the shadowing process were inspected for mistakes and each Cell of the LASC Model was tallied. A summary was presented to the principal and feedback from the principal was noted. Although students were not administered the instrument forms, students and teachers were observed during the shadowing procedure because the number of teacher interactions was small in a ten hour period. It was concluded that student interactions could be screened out of the data at a later time.

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Second Purpose:
Characterizations of LASC Cells

Achieving the second purpose of the study, characterizations were drawn from the qualitative data to describe each cell. Communications were coded to Cell 1, Personal Authority, when teachers and students experienced principals representing personal standards. These personal standards were communicated through indirect statements, declarations, requests, expressions, negotiations, or humor. Teachers experienced opinions, directions, guidance, questions, and feelings from principals.

Principals shared their feelings or stated their expectations with teachers or students. For example, a teacher felt regulated by the principal with the request, "I'd appreciate you giving them as much help as possible". Or, a teacher felt encountered when the principal authentically makes a declarative opinion, "Change his program now in mid-year? That's pretty bad!" In another school, a principal who was trying to keep students out of the building until the bell to begin school, saw a student sneaking into the building. He used a form of declarativ... humor leaning forward and saying, "Bye" with a lilt in his voice and a wave of his hand. The student felt valued, stopped in his tracks, looked up at the principal, and turned pretending to sneak back out of the building. Another principal took a tour of his building, visited the sick room, took a thermometer out of a child's mouth, put it up to the light and mused, "Hmmm, Doctor Smith says there is no

fever". The child felt valued and smiled at the fictional Doctor Smith. The child shortly went back to class on his own. In conclusion, these examples of principal social control communications are experienced by teachers and students as being encountered, as being facilitated, as being valued, and as being regulated.

Principal social control communications coded to Cell 2, Official Authority, represented standards of subgroups of society: the Office of the Principal, the Teacher group, the School Board, the Community, or the Nation. Teachers and students experienced their principal directly providing guidance, posing leading questions, giving opinions, and stating expectations. For example, in a meeting, teachers experienced direct guidance when the principal interjected, "Let's separate out two issues here..." causing teachers to consider a more narrow agenda. And, after listening to and accepting a coach's enthusiastic report on a tournament over the weekend, the coach felt evaluated when he was directly questioned on the behavior of a specific group of students at the games. The principal quietly asked, "The Third Street Gang...were there any problems?" The coach's tone became quiet and cautious as he addressed several incidences involving the Gang. And, in another situation all but one teacher arrived on time for a meeting with the principal. The tardy teacher experienced the discipline of official disapproval when he was loitering by his mailbox. The principal leaned her head out the office door and asked a

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direct question in a crisp voice, "Bob, are you going to join us this morning?"

Direct opinions and statements of expectation were also coded in Cell 2. For instance, a teacher felt <u>motivation</u> when the principal put his hands on the table and offered an opinion on behalf of the teaching staff, "I think it has a stamp of approval by staff". Statements of expectations experienced by teachers and students were also coded into Cell 2: To a playground bully who felt <u>guidance</u>, "My job is to make a place for kids to be safe"; or to a high school student throwing food in the cafeteria who felt <u>direction</u>, "John, you will not behave this way in the cafeteria". The observer interpreted these statements as representing the standards of the Office of the Principal. As no implication of punishments or rewards were observed, they were coded as Official Authority. In conclusion, teachers and students experience stimulation and motivation, guidance and direction, and counseling and sponsorship with Cell 2 communications.

Communications were coded to Cell 3, <u>Structural Authority</u>, when teachers or students experienced programs, courses, policies, regulations, rules, or routines that asserted the standards of the principal, school, or community. Structures are manifestations of the organization which enhance achieving its goals. Structural Authority is communicated through documents, policy statements,

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procedures, flowcharts, notes, curricula, routines, inventories, or contingency plans.

Statements of expectations have been included within each of these structures. The promise of reward or threat of punishment are not implied. For example, teachers felt instructed when a principal introduced a document telling how to recognize students in classrooms who are under the influence of drugs. In another example, a principal underlined the importance of teaching Science to teachers by requesting the implementation of the grade 7 Science Curriculum. Teachers experienced acculturation. Another situation resulted in teachers experiencing acculturation when a principal described filling out a form as routine. She stated, "This is happening in all the schools". In conclusion, teachers experience Cell 3 communications as acculturation, instruction, certification, and supervision.

Communications were coded to Cell 4, Personal Positive Power, when teachers were observed to experience desired attention about an event, desired expressions of support, or appreciated expressions of endearment. Personal positive power involves communication of personal rewards or incentives. For example, a teacher in a school experienced acceptance with desired attention from a principal. The principal stopped in the hallway and said, "Good morning Mary...let me read your button...its Button Day...looks good". Another teacher experienced honor and support from the principal after discussing a lesson plan the teacher had

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designed saying, "Did you show it to your husband? He'd like that". The same principal followed up that comment by talking in a general way to the teacher. The teacher felt potency and endearment when the principal concluded, "You have a nice combination...just being really aware of what is going on...you have really clever comments". In conclusion, teachers experience acceptance, honor, a sense of potency, and a sense of autonomy from communications coded into Cell 4.

Communications were coded into Cell 5, Personal Negative Power, when teachers were observed to experience their principal's personal expressions of concern, statements of surprise, disappointment, threats, expressions of lack of regard, or judgments. For example, many teachers on a staff experienced rejection and lack of regard from their principal because he constantly cut them off before they finished talking. A first year teacher felt manipulated and threatened when he was chided by the principal for balking at the suggestion that he teach science using folding tables as science lab tables. The principal touched the teacher on the shoulder and said, "You mean you can't do that? Come on...I thought you were a Science Teacher!" A third principal was disciplining a student who seriously injured a friend at school. The student felt coercion when the principal established eye contact and stated, "Initially we don't know for sure. Peter isn't out of the woods yet. He is still in Intensive Care". The student felt the threat of

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more serious consequences if Peter were to take a turn for the worse in the hospital, in the meanwhile he felt coerced to be on best of behavior. Another student was sent to the office and experienced shame and the principal's disappointment when he said, "Didn't I tell you last week that I thought you were doing a good job?" In conclusion, teachers and students experience rejection, manipulation, shame, or coercion from social control communications coded in Cell 5.

Communications were coded in Cell 6, Official Positive Power, when teachers experienced encouragement or support from the Office of the Principal, the parent group, the community, or other subgroups in society. For example, the coach felt assistance and support in raising money from the parent group when the principal stated, "O.K...I know the parent group will subsidize that...". An English teacher felt approval and was encouraged after submitting a request for more books when the principal said, "That's great...I'll help you get this request through". In this situation, the principal represented the Office of the Principal and not himself personally. A kindergarten teacher felt esteem when the principal said, "Parents stop me and tell me that they are really happy that they have a child in your class". The principal spoke from an official perspective because normally parents would only share these feelings with a principal. In conclusion, teachers and students experience a sense of belonging, approval, esteem, stability, and

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excitement from social control communications coded into Cell 6.

Communications were coded into Cell 7, <u>Official Negative Power</u>, when teachers experienced criticism, judgments of failure, or withholding of resources by the principal. For example, an advocate group of a special education student experienced <u>impotence</u> when they brought a special educational plan for approval, and the principal stood up and replied, "I don't know, his behaviors are not acceptable...they do not meet the standards expected of him". A language teacher, who openly criticized her principal in the past, experienced <u>deprivation</u> when she submitted a textbook order to the principal. He leaned back in his chair, stuffed his hands in his pockets, and responded, "I don't know if I can get you all the order...looks like $1500 in orders here". In conclusion, teachers and students experience deprivation, exclusion, ostracization, impotency, and even ridicule from social control communications coded into Cell 7.

Communications were coded into Cell 8, <u>Structural Positive Power</u>, when teachers or students had positive experiences with structures which reflected school standards. For example, students were identified by their teachers to have contributed the most to the class. These students experienced <u>admiration</u> when the principal called them to have their pictures taken to be posted for all to see. In another situation, high school students were <u>hailed</u>

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successful when they returned to their school from a regional math competition and formally recognized by the principal. In an elementary school, students felt admired when they were given "Mondays Are Special" awards by the principal. In conclusion, teachers and students experience admiration, challenge, success, and dominance from social control communications coded into Cell 8.

Communications were coded into the last cell, Cell 9, Structural Negative Power, when teachers and students experienced the effects of negative structures which communicated the standards of the school. For example, a high school student experienced social isolation after he misbehaved at a basketball game. The principal fronted the student ad said, "I accept your apology, but I think it appropriate that a sanction be involved. No home games this week, O.K.?" In another situation, a student experienced a sense of powerlessness when the principal said to him, "You know the rules, next time you will be placed on step one of the discipline cycle". Another student experienced displacement from his peers when the principal said, "It's my recommendation that you be placed on a 5 day suspension". In conclusion, teachers and students experience social isolation, self estrangement, powerlessness, and displacement from social control communications coded into Cell 9.

Shadowing five principals provided the research team with substantial evidence that the LASC Model made intuitive

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sense. Each Cell in the Model quickly filled with examples from principals in the field. Many exchanges between principals and teachers did not fit into the Model and were readily identified as non-social control communications.

Quantitative Phenomenology?

The question remains, "Can an instrument survey teacher experiences with the validity that direct observation can describe their experiences?"

The answer to the above question may be a simple "no". For in the observation process countless contextual variables give depth and some meaning to social control communication episodes; whereas in the survey process the countless contextual variables behind each teacher's responses remain unknown to the analyst. However, there is another way to examine the question.

The qualitative analyst and the quantitative analyst may address different aspects of the same phenomenon with equal validity. In this study, the observer shadowing the principals saw a narrow range of interactions over a ten hour period at each school. Much of what was observed was related to contextual variables that ranged well beyond the ten hour observation period and consequently was not clearlyunderstood. In a similar fashion, the aggregate means calculated from the surveys of teachers were related to contextual variables that extended well beyond the

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Tally of Observations
of
Principals Communicating with Teachers

LASC Cell Number

School	1	2	3	4	5	6	7	8	9
High School	0	11	1	0	3	0	3	0	1
Elementary # 1	2	16	1	4	2	2	3	0	0
Elementary # 2	5	18	0	0	6	0	4	1	3
Middle School	6	19	4	3	19	2	1	0	1
Elementary # 3	17	7	0	6	0	6	1	2	0

Table 1
Tallies of Observations From Five Schools
Coded into the Nine LASC Model Cells

limitations of numbers on five point scales and therefore

could not be clearly understood. Both qualitative and

quantitative means were employed on the same teachers, in

the same situations, at what reasonably could be called the

same time. In this section the data that was gathered by

both means will be compared.

Recall the question, "Can an instrument survey teacher

experiences with the validity that direct observation can

describe their experiences?" The authors propose that the

answer is "yes". Data quality will differ depending upon how

it is gathered. But data on how people experience their

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environment phenomenologically can be gathered by second

party observers or by third party survey instruments. The

data may be different but still valid: Through direct

observation, data will be constrained to the period within

which it takes place and the interpretation of the

researcher; whereas through survey techniques, data will be

constrained to the respondents' affective memories and to

the limitations of statistical procedures.

With further refinement, the results of the survey

instrument will be better interpreted. The survey profiles

will be better characterized as more situations are

researched where survey and observational data are gathered

simultaneously.

Purpose Three:
Characterizing Principal Communication Patterns

What are principals like? Table 1 is a summary of the

total number of social control communication episodes

observed and coded into each Cell of the Leader As Social

Control Model. Simply studying the number patterns in Table

1 is not enough to characterize the leadership of each

principal.

In Figures 3 through 7, tallies were included with the

survey data so that the reader could visualize them

together. The tallies of the nine cells were proportionally

adjusted to fit the five point scale of the survey

instrument. The tallies themselves cannot be specifically

contrasted to the survey data, but they can be used

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generally for discussion purposes by examination of each principal in detail.

First consider the high school situation. The observer concluded in his notes that the high school principal had a "compliant personality, was not comfortable with his present situation, and was physically isolated from teachers in the school". The principal was observed to use official negative power (Cell 7) in three striking episodes manipulating the distribution of resources to his teachers. This quality of data is not specifically available employing survey means.

In Figure 3, it is shown that no episodes were coded in Cells 1, 4, 6, and 8. However, the survey results indicated the principal employed these communications substantially. It may be concluded that during the observation period, the principal favored using official authority (Cell 2). He also used negative power (Cells 5, 7 & 9). This was found to be more typical of high schools and of larger institutions (Gougeon 1989c). As well, it may be concluded from the survey results that the principal favored using authority. This seemed to "fit" better with the general observations that the princip'' had a "compliant personality".

Survey techniques tend to be sensitive to long term effects whereas observational techniques may also be sensitive to transitory or temporary effects. The observation that the principal was "not comfortable with his present situation" and the self disclosure that he wanted to

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PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES

CELL NUMBER
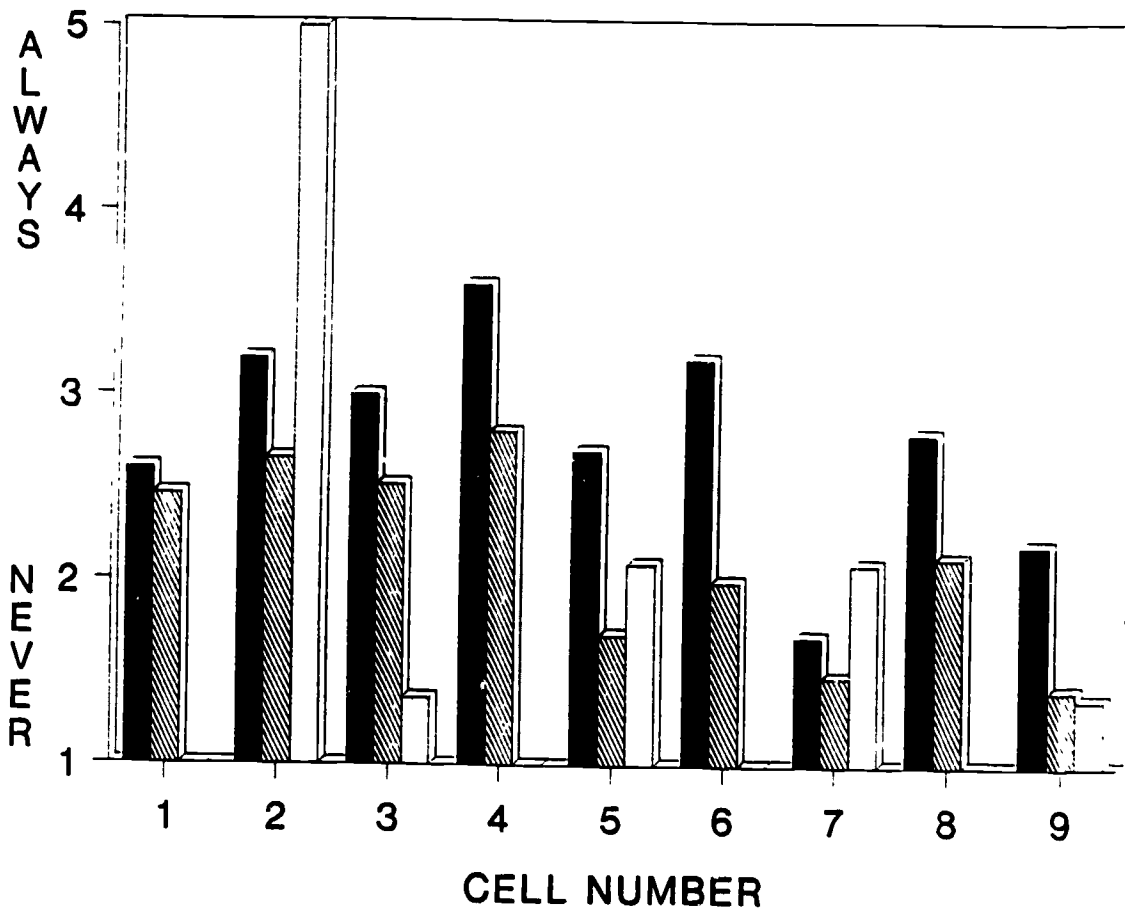
LEGEND OF BAR CHARTS

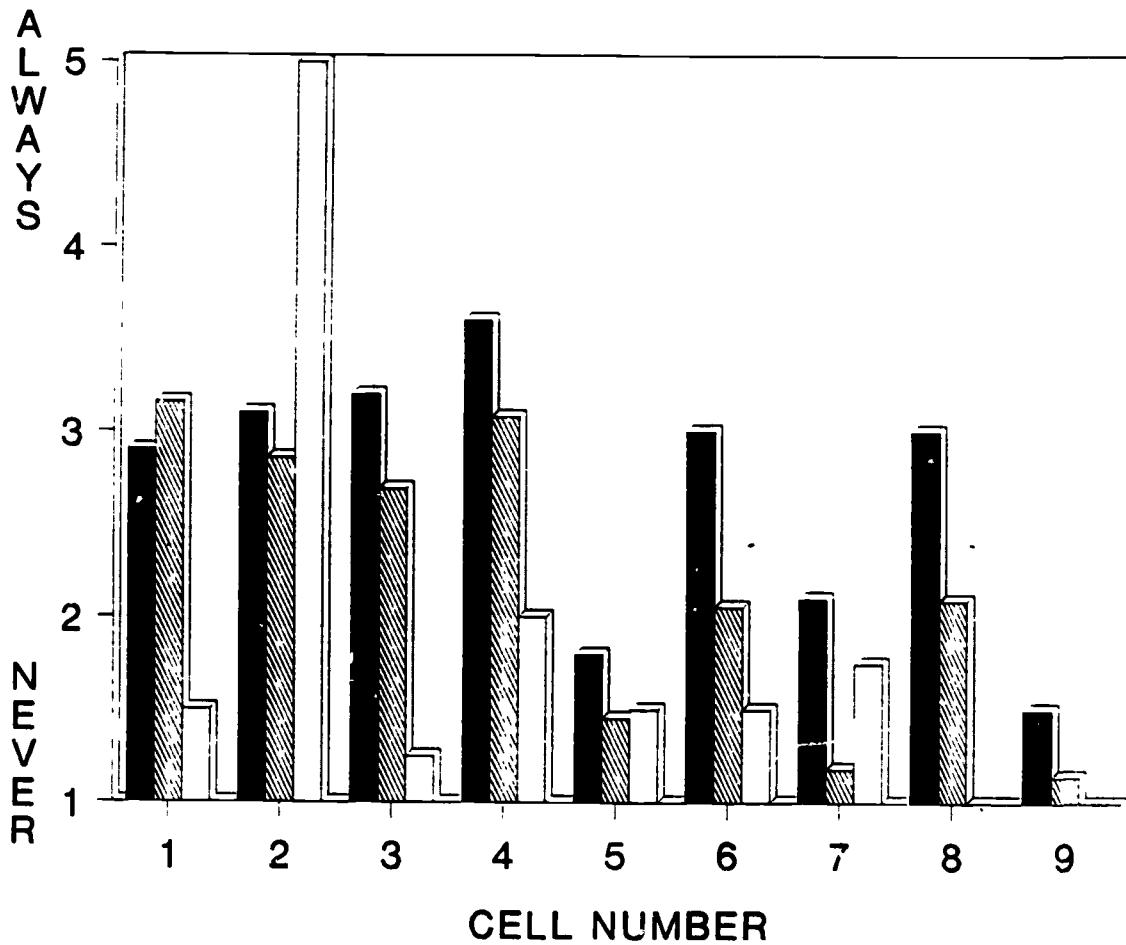■ PRINCIPAL SURVEY ▨ TEACHER SURVEY
▢ OBSERVED DATA

Figure 3. A High School Situation
Quantitative Versus Qualitative Data
Principal/Teacher v Observed

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change schools was a recent development and may have explained the higher usage of negative power than the survey indicated. The observation that the principal was "physically isolated from teachers in the school" may have explained the higher use of personal positive power, for power may be a more immediate and universal method of controlling teachers who are out of sight compared to authority.

Consider elementary school # 1 next. The observer concluded in his notes that the principal of elementary school # 1 was "directive, an extrovert, and technically competent". The principal thought she used official positive power (Cell 6) much more than her teachers did. Specifically, she thought her teachers were aware of all the effort she made to get newspaper photographers into her teachers' classrooms.

In Figure 4, structural power communication episodes were not coded into Cells 8 and 9. But she did use all other types of communication during the ten hour observational period favoring the use of official power (Cell 2). However, the survey results indicated that the principal favored using the three types of authority communication which may be consistent with the general observation that the principal was "directive". This was because authority requires being honest with feelings, clear in what is said, and authentic. The principal was observed to be "technically competent", a condition which possibly enhanced her use of

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PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES

LEGEND OF BAR CHARTS

■ PRINCIPAL SURVEY   ▨ TEACHER SURVEY

☐ OBSERVED DATA

Figure 4. Elementary School # 1
Quantitative Versus Qualitative Data
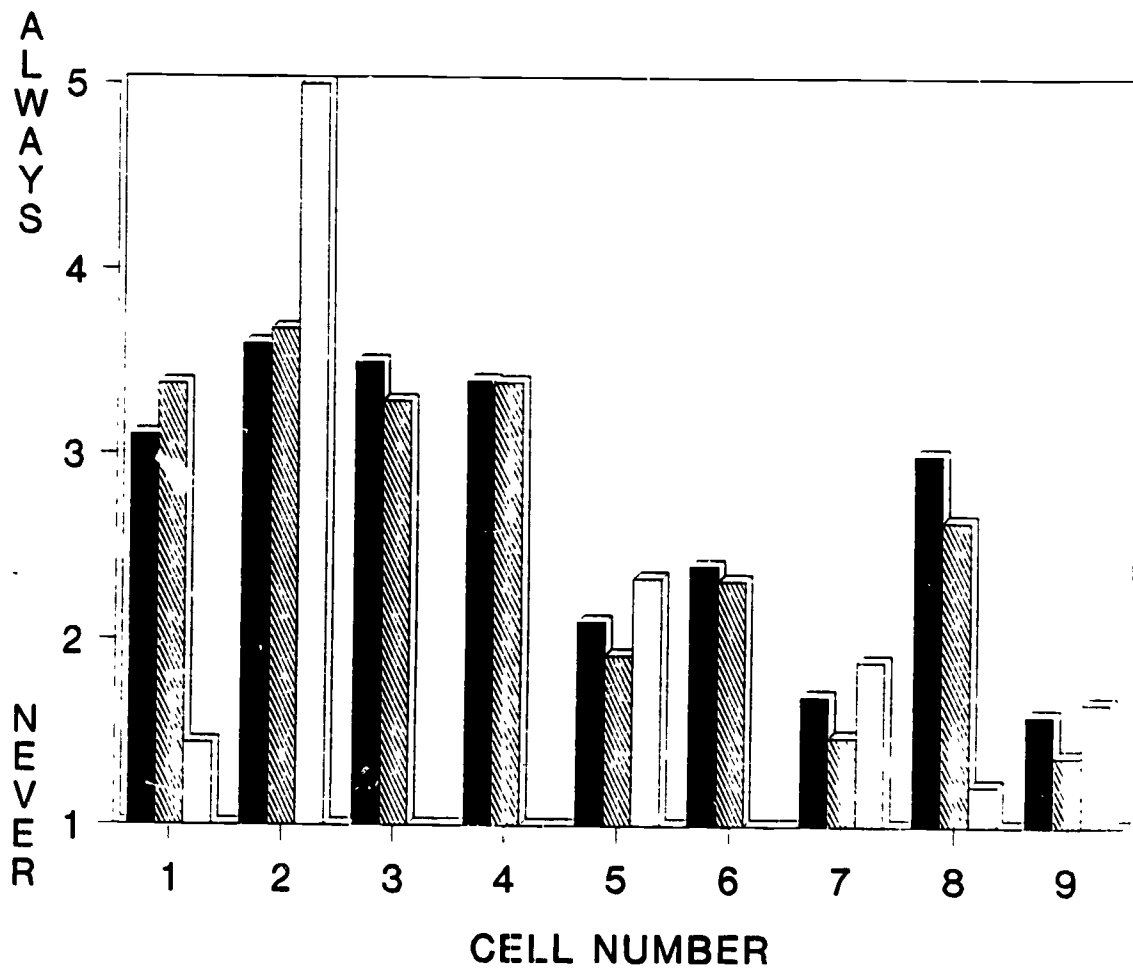Principal/Teacher Survey v Observed

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positive power. Her teachers reflected this in the survey.
The principal was widely regarded as being effective which
was characterized by using little negative power. Her
teachers reflected this finding in the survey, too.

Consider elementary school # 2 next. The observer
concluded that the principal of elementary school # 2 was
"directive and controlling". He was observed in several
episodes to show anger, disciplining students saying, "I
wish...he...smashed your face in...just smashed it in...",
and, "Actually, I would like to wring your neck...". These
data indicate a significant usage of personal negative
power, Cell 5, with students. But what about when he
communicated with teachers?

In Figure 5, the teacher survey data did not reflect a
significant usage of personal negative power. But, Cell 5
was highest among the negative power cells indicating that
teachers did experience some personal negative power with
the principal. But the principal did not appear to
communicate in such dramatic ways with teachers when he used
personal negative power. The principal was described as
"direct and controlling". The teacher survey results were
consistent showing a high authority and high positive power
usage.

Consider the middle school next. The observer concluded
in his notes that the middle school principal seemed
"awkward and introverted". The principal was observed to
"constantly cut off teachers when they spoke, adding his own

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PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES

LEGEND OF BAR CHARTS

■ PRINCIPAL SURVEY ▨ TEACHER SURVEY
▢ OBSERVED DATA

Figure 5. Elementary School # 2
Quantitative Versus Qualitative Data
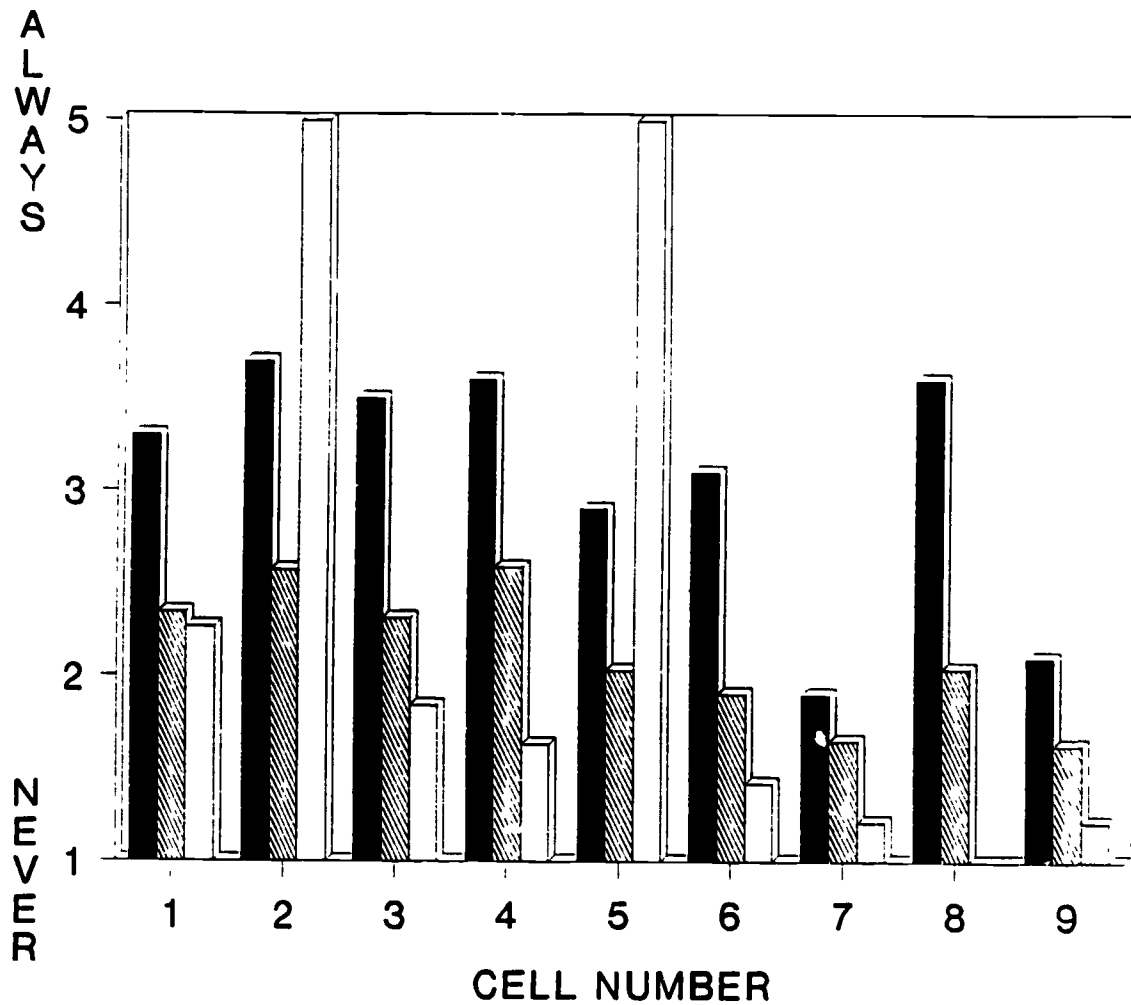Principal/Teacher Survey v Observed

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comments" at the end. He was frequently observed to begin statements with the terms "obviously" and "clearly".

In Figure 6, it indicated the principal favored the use of official authority and personal negative power (Cells 2 and 5). He was observed to use all but structural positive power (Cell 8) during the ten hour observation period. The high level of coding to Cell 5 was due to the principal's habit of cutting teachers off when they had something to say, giving teachers the message that "they were not worth listening to". The teacher survey reflected this, as Cell 5 was highest among the negative power cells.

Compare the principal's results with the teachers'. The principal's survey results were much higher than the teachers'. This may be symptomatic of not listening to his teachers and therefore not being aware of how they experienced him. Often it was observed that when the principal intended to be clear and honest, he began his remarks to teachers with intimidating judgments. Thus the principal's habit of beginning statements with "obviously" and "clearly" may have accounted for the overall low authority survey results by teachers (Cells 1, 2, and 3) compared to his high results.

And finally, consider elementary school # 3. The observer concluded in his notes that the elementary principal was "mild mannered, avoided clarity, and appeared to treat clarity as potentially confrontational". It was observed that the principal "indirectly suggested ideas to

PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES

LEGEND OF BAR CHARTS

█ PRINCIPAL SURVEY   ▨ TEACHER SURVEY

▭ OBSERVED DATA

Figure 6. A Middle School Situation
Quantitative Versus Qualitative Data
Principal/Teacher Survey v Observed

teachers from a personal perspective --- enabling teachers to take on leadership".

In Figure 7, it is shown that the principal favored using personal authority (Cell 1). During the ten hour observation period no communications were coded into Cells 3, 5, or 9. Cells 5 and 9 are negative power cells. Use of negative power of any type was rarely observed, which was reflected in the teacher survey results.

By favoring the use of personal authority, the principal could minimize communicating official or societal standards of expectations. This appeared to be consistent with the observation that the principal enabled teachers to take on leadership. Instead, teachers communicated official and societal expectations to their peers. Teachers reflected this in their survey results, for they perceived the principal to use authority and any kind of power infrequently. Figure 7 may be a profile of an administrator and not a leader.

Comparing Patterns
by
Biographical and Situational Factors

The following section is based upon a sample of 216 teachers and 13 principals within the State of Washington. Out of 604 principals initially invited to participate in the study, 13 were finally selected to commit their entire faculty and themselves to completing the survey instrument.

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PRINCIPAL COMMUNICATION PATTERNS COMPARED BY PRINCIPAL PERCEPTIONS AND TEACHER EXPERIENCES

LEGEND OF BAR CHARTS

■ PRINCIPAL SURVEY   ▨ TEACHER SURVEY
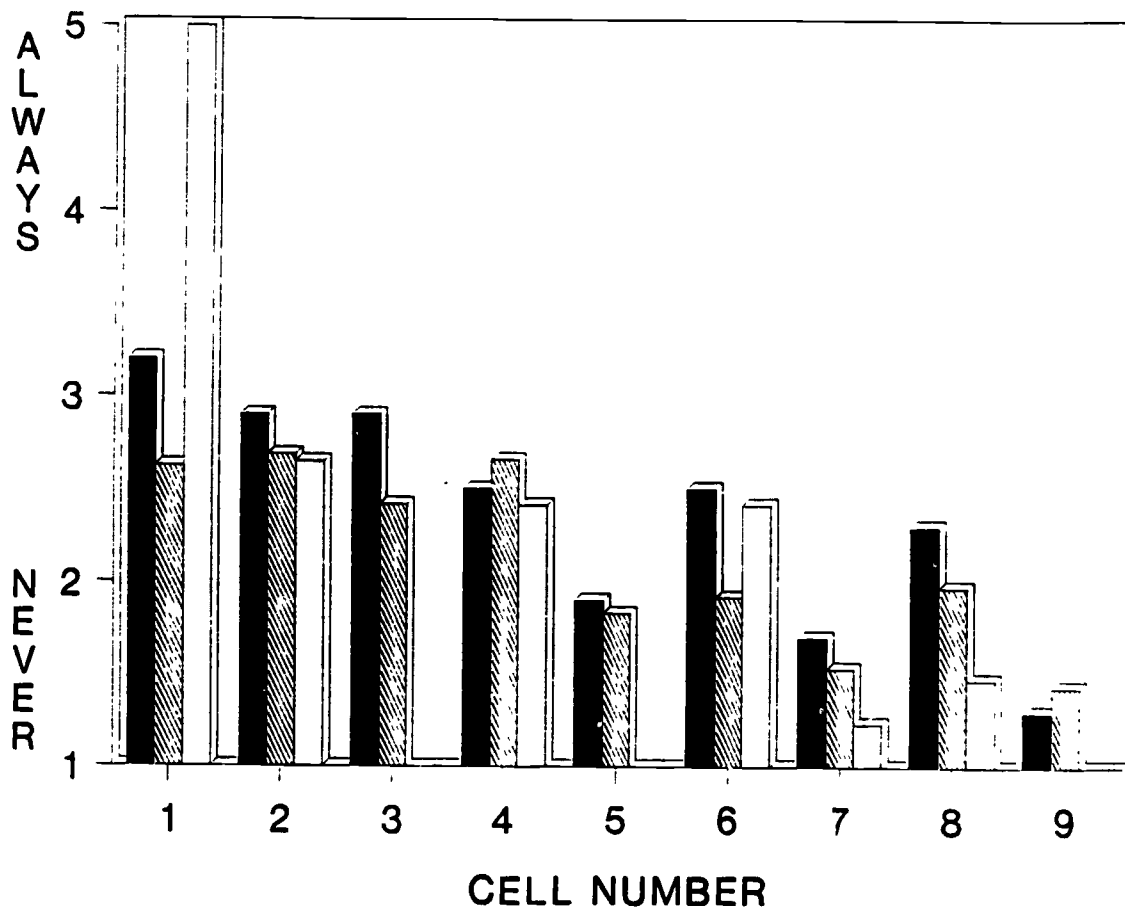
☐ OBSERVED DATA

Figure 7. Elementary School # 3
Quantitative Versus Qualitative Data
Principal/Teacher Survey v Observed

The overall findings of the study are reported in the following order of biographical and situational factors: (1) The teacher's feeling of closeness with the principal; (2) The teacher's rating of frequency of professional interaction with the principal; (3) The teacher's rating of frequency seeing or crossing paths with the principal on a daily basis; (4) Teaching experience; and, (5) The number of years the teacher has worked with the principal. These factors where chosen because they were predicted to relate to communication styles.

Three situational factors were designed to reflect the different perceptions teachers might have of social control communication. The concept of closeness measured the teacher's personal experiences through principal actions of intimacy, worthiness, adequacy, and security. The concept of professional interaction measured the teacher's experiences of organizational structures of acceptance/rejection, honor/shame, potency/manipulation, and autonomy/coercion. The concept of seeing or crossing paths with the principal measured the teacher's experience of principal actions.

Teacher's Feeling of Closeness

Each teacher was asked, "How close would you describe yourself to your principal?" Responses were guided by a five point scale from 1="not very close" to 5="very close". The question was worded to gain a measure of intimacy, worthiness, security, and adequacy felt by the teacher. The five point response scale was reduced to a three point scale

for analysis. Responses 1 & 2 became 1, 3 became 2, and responses 4 & 5 became 3. They were labelled "not close", "close", and "very close".

Statistically significant findings at the 0.05 level of probability were found for the feeling of "closeness" and all nine Cells of the LASC Model. That is, teachers perceived their principals to communicate differently in a pattern highly correlated with their feelings of closeness. Teachers who indicated they felt "very close" to their principals rated the frequency of principal use of authority (cells 1, 2, & 3) as higher (most often); and, of positive power (cells 4, 6, & 8) as higher (most often). They rated their principal's use of negative power (cells 5, 7, & 9) as lower (never). Teachers who indicated they felt "not close" to their principals rated the frequency of principal use of authority as lower (once in a while); and, of positive power as lower (once in a while). They rated their principal's use of negative power as higher (generally).

When teachers experienced the feeling of closeness with their principal, the pattern of communication they perceived was of high authority and positive power and low negative power. This pattern was consistent with findings that principals who have this profile tended to be considered effective by their supervisors (Gougeon, 1989a).

Professional Interaction

Each teacher was asked "How often do you interact professionally with your principal?" The respondent was

guided by a five point scale where 1="never" and 5="all the time". In order to analyze the data the five point responses were recoded to three points: 1 & 2 became 1, 3 became 2, and 4 & 5 became 3. The new three point scale was given the labels "rarely", "sometimes", and "frequently".

Statistically significant findings at the 0.05 level of probability were found for the factor "professional interaction" and all nine cells of the LASC Model. Teachers who rated themselves to "frequently" professionally interact with their principal rated their principal "most often" to use authority and positive power and to use negative power "once in a while". Teachers who rated themselves to "rarely" professionally interact with their principal rated their principal to use authority and positive power "once in a while" and "generally" to use negative power.

Frequency of professional interaction between principals and teachers appeared to be an indicator of higher use of authority and positive power and lower use of negative power. This was previously found to be highly correlated with the principal's supervisor rating of "excellent" (Gougeon, 1989a).

Seeing the Principal

Each teacher was asked the question, "Estimate the number of times per day you cross paths with your principal?" The respondent was asked to put a number down representing the number of times per day he/she actually saw the principal. The teacher may or may not have talked or

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otherwise communicated with the principal, but may have had an opportunity to observe the principal in action, most likely with other people, teachers, or students. The intent was to measure this.

For purposes of analysis, the responses were recoded into two categories: One or fewer times, and two or more times per day. Statistically significant findings at the 0.05 level of probability were found for the factor "seeing principal" and for six of the nine cells of the LASC Model. Teachers who rated themselves as crossing paths with the principal more also rated the principal as using authority and positive power more frequently. Teachers who said they crossed paths with the principal two or more times per day rated the principal "generally" using authority and positive power communication styles, while teachers who said they crossed paths with the principal once or fewer times per day rated the principal using authority and positive power communications styles "once in a while".

The more the principal was visible in the school, the higher the principal was rated using the styles of communication attributed to effective principals, namely, frequent use of authority and positive power and less frequent use of negative power.

Teaching Experience

Each teacher was asked the question, "How many years of teaching experience have you?" and were expected to respond with the number of years. It was hypothesized that less

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experienced teachers would require a different style of
social control communication than more experienced teachers.
In order to analyze the data, the number of years of
teaching experience variable was recoded into a three point
scale: 0 to 9 years, 10 to 19 years, and 20 or more years.

Statistically significant findings were found to exist
between the factor "teaching experience" and two negative
power cells of the LASC Model. Teachers with 0 to 9 years of
teaching experience rated the principal "never" using
official negative power or structural negative power, while
teachers with 20 or more years of teaching experience rated
the principal using official negative power and structural
negative power "once in a while". Perhaps more experienced
teachers prefer to work with autonomy and without the
interference of the principal or the organization. It was
hypothesized that effective principals would avoid the
excessive use of personal negative power with experienced
teachers. Instead, they would establish social control
whenever necessary by representing school or community norms
through official negative power communication or by falling
back on policies, rules and regulations through structural
negative power communication.

Years Teacher Worked with the Principal

Each teacher was asked the question, "How many years
have you worked with your present principal?" and
respondents were expected to write down the number of years.
For analysis, the factor was recoded to a three point scale:

Up to two years, 3 to 5 years, and 6 or more years. The three point scale of the Years Worked with the Principal factor was hypothesized to show different principal social control communication patterns.

A statistically significant relationship was found to exist between the factor "years worked" with the Principal and the personal negative power Cell of the LASC Model. Teachers who worked 6 or more years with the principal rated the principal "generally" to use personal negative power communication, while teachers who worked up to two years with the principal rated the principal to use personal negative power communication "once in a while". At first this finding seemed surprising, but it was hypothesized that the longer a teacher worked with a principal, the greater was the chance personal standards would be used in social control communication. When a teacher has worked 6 or more years with the principal and shows reluctance accepting organizational expectations, the principal may find it more effective to threaten personal social control communication sanctions so the teacher experiences feelings of rejection or manipulation.

CONCLUSIONS

The study was concerned with a little studied perspective of leadership: Leadership by social control communication. It has become clear that social control communication patterns exist, and that learning more about

them will reveal important and fundamental knowledge of the field of leadership studies.

The report described a method to compare teacher experiences of principal social control communication with principal self perceptions. Teachers rated their principals lower than principals rated themselves in the use of all types of social control communications.

The report characterized each Cell of the Leader As Social Control Model (ie. dependent variables of the factors motivation and orientation) using qualitative data gathered by means of a shadowing technique. The characterizations attributed to each Cell gave the theoretically derived Model a grounded quality. A result of this process was a higher confidence level that the Model was complete.

The report described social control communication patterns of five principals and related them to qualitative data gathered. Social control patterns were correlated with biographical and situational factors. The biographical factors represented both teachers and principals. Teacher perceptions of principal communication patterns were strongly correlated to three situational factors: (1) The degree of closeness teachers felt to the principal; (2) The frequency of professional interactions teachers thought they had with the principal; and, (3) To the degree of visibility teachers thought the principal had in the school. The most effective principal communication patterns were perceived by

teachers who felt closest, had the most professional interaction, and saw the principal most.

The study will continue until data for 35 elementary, middle school, and high school situations are gathered. The study promises to contribute significantly to the field of leadership, particularly in social control communication.

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