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DESCRIPTION OF THE LEADERSHIP IN BRITISH COLUMBIA'S
PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

This study, carried out in ten British Columbia school districts, tested the theory that public elementary school principals possess some weaknesses in their present leadership style, which are detrimental to an effective leadership in the implementation of the document YEAR 2000.

Ten school districts were randomly selected from a list of British Columbia school districts. One-hundred-fourteen elementary school principals and eight-hundred-twenty elementary school teachers composed the sample population.

A survey instrument based on Likert's "Organizational and Performance Characteristics of Different Management Systems" was sent to the teachers and principals by mail. Returns were received from ninety-seven principals, with one uncompleted, and from four-hundred-twenty-eight teachers.

Data obtained were categorized in two groups: principals' self-perceptions, and teachers' perceptions of the principal's leadership behavior. Great discrepancies in perceptions between the two groups exist in the areas of problem-solving and decision making; communication; and control. The study found some

weaknesses in the present leadership which are detrimental to effective change implementation.

The study also found that there was an equal ratio of teachers and principals who wanted change in some areas of leadership behavior.

All data were tested using a two-tailed Z-test. Alpha was 0.01.

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INTRODUCTION

This research is largely about the present leadership of elementary school principals in British Columbia public school system: its effectiveness in the implementation of educational changes, particularly those embodied in the document YEAR 2000. It is an analysis of the nature of ones leadership behavior as self perceived, and as perceived by ones subordinates. It is our belief that the knowledge of others perceptions about ones strengths, and weaknesses is a very powerful tool in the development of ones ego, or the re-evaluation of ones self-perceptions.

The aim of this study is to help principals and teachers in their difficult task of change implementation to reduce or eliminate undue stress on all the participants of learning - teachers, principals, parents, and above all, the students. It is hoped that this work would be able to contribute in some ways, in the realization of the proposed changes through the development of an effective leadership for tomorrow's schools.

In order to accomplish this goal, our study will present the actual educational situation in British Columbia's public

school system as it exist today and the recommendations of the Royal Commission on Education on the educational changes it deemed important. These recommendations are embodied in the governmental document known as the YEAR 2000: A FRAMEWORK for LEARNING. Likewise, we will present works of Warren Bennis and Rensis Likert on organizational change and leadership as our frame of reference Literatures written by other authors on the domains previously mentioned will also be discussed in conjunction with Bennis' and Likert's works.

Furthermore a chapter in this study will be devoted to the discussion of the research methodology: target population, survey instrument, data collection, and procedure of data analysis.

The last two chapters will be a presentation and analysis of data, and our conclusion and recommendations for further research on related issues.

CHAPTER 1

PROBLEMATIC OF THE STUDY

1.1 Situational Problem

Although British Columbia's educational system has functioned very well for a number of years, the 1990s finds it at the threshold of a major restructuring.

In the past, it has offered an extensive and wide variety of educational opportunities to all British Columbians, particularly since the 1950s. Thousands of B.C. high school students have graduated; many have gone directly to work; some to college or university; and majority have gone on to rewarding and successful careers.

However, today's statistics show that many of the province's high school graduates, are unable to find satisfying and rewarding jobs. Most of them lack the skills needed to become successful in a highly competitive and technologically advanced job market.

As well, drop-out rate in the public school system has gone up at an alarming rate since the 70's. As many as 30% of students drop out of school before completing Grade 12 (B.C. Ministry of Education, 1991).

In response to these problems, and to the rapid and significant changes that have taken place in B.C. society and global society in the past 30 years, the

B.C. government decided to evaluate the direction of education in the province, just as it had done 30 years previous.

Following this decision, the Lieutenant Governor in Council initiated a Royal Commission study of British Columbia schools on March 14, 1987. The Commission was instructed to "inquire into and ... report on education in the Province from kindergarten through grade 12." (Sullivan, 1988, p.1). It was also directed to focus on educational issues having to do with improving the quality of the system, such as its mechanisms for accountability, teaching methods and curricula, administrative structure, involvement of parents, teachers, and the general public in order to develop a provincial population that is "well prepared to meet the rapidly changing challenges of everyday life in the 21st century." (Sullivan, 1988, p.1)

Between March 1987 and July 1988, the Royal Commission on Education conducted an extensive study of British Columbia's school system. The Commission received over 2000 submissions from students, teachers, parents, school administrators, trustees, concerned groups, organizations, institutions and individuals. From the views expressed in these submissions and interviews, the Commission, drew the following conclusions:

<<(a) the present school system works very well for the 10% to 15% of high school graduates who continue on to further education and not as well for the majority of students, about 50% to 60%, who enter the work force upon graduation,

- (b) many graduates are not equipped with skills they need to compete in today's job market,
- (c) a "disturbingly high" (B.C. Ministry of Education, 1991, p.4) number of students, (30% to 35%), leave the system before high school graduation,
- (d) British Columbians are concerned about the confrontational and volatile character of provincial public schooling in the 1980s, the need to recognize the diversity that exists in B.C. society; and the lack of greater access to: school, choice of course offerings, and choice in schooling.>> (B.C. Ministry of Education, 1991, p.6-7).

Responding British Columbians also presented to the Commission a consensus on what constitutes a good school and a good school system. They believed that a good school is one that provides for children's achievement (B.C. Ministry of Education, 1988).

In view of these findings the Commission presented to the B.C. government, four important reasons for making the necessary changes in its school system, namely:

- (a) the need to adapt to, and benefit from the significant social and economic changes in B.C. and the world,
- (b) the need to encourage more graduates to go on to further education,
- (c) the need to equip those graduates who do not go on to further studies with skills needed to enter the labour market, and
- (d) the need to lower the dropout rate.

In its report, "A Legacy For Learners", submitted to the Minister of Education in August, 1988, the Commission made a total of 83 recommendations, covering nearly all aspects of education. Some of the major recommendations were :

- (a) use developmental criteria, rather than chronological age, in determining the educational placement of children entering school;
- (b) introduce of legislation and policy changes empowering schools and school districts to establish ungraded primary classes;
- (c) develop a Common Curriculum for all students in Grades 1 to 10, that would include four strands:
 - (1) Humanities (English, Social Studies, French as a Second Language),
 - (2) Fine Arts (Music, Visual Arts, Theatre, Dance),
 - (3) Sciences (Mathematics, General Science, Technology),
 - (4) Practical Arts (Physical Education, Industrial Education, Home Economics, Lifespan Education);
- (d) use an interdisciplinary approach in teaching throughout the years of the Common Curriculum;
- (e) experiment with cross-grade classroom groupings and assess learner progress individually;
- (f) devote only 80% of available instructional time to the teaching of the Common Curriculum of Grade 1 to 10, and 20% to school district developed programs;

- (g) award each learner an official certificate of entitlement to an additional two years of secondary education upon successful completion of the Common Curriculum for Grades 1 to 10, with eligibility for the certificate being determined by the local school;
- h) revise existing secondary school graduation requirements in order to expand students' choices in course selection leading toward graduation;
- (i) create secondary school graduation requirements which must include successful completion of each core subject, (English, History, Science, Technology and Environment) in addition to required subjects for specific post-secondary or career programs, and ensure provincial Grade 12 examinations, include all subject areas, with marks obtained counting for one-third of the student's Grade 12 marks.

The B.C. government accepted and incorporated most of the 83 recommendations were into the new School Act, which came into effect on September 1, 1989.

Guided by these recommendations, the B.C. minister of education introduced the document, YEAR 2000: A CURRICULUM and ASSESSMENT FRAMEWORK for the FUTURE, (Saenger, 1989) at the beginning of the 1989 - 1990 school year. It contained the many changes that must be made in order to restructure the present school system. It was later replaced by a revised document, known as YEAR 2000: A FRAMEWORK for LEARNING (B.C. Ministry of Education, 1991) which basically contains the major changes introduced in the first document. According to

the Minister of Education, this document describes the framework which will form the foundation for all program development; assessment and evaluation of students; and reporting activities in the province.

The restructured B.C. school system, as shown in Appendix A, will offer three programs: **PRIMARY**, (presently known as K/G to Gr. 3), **INTERMEDIATE**, (presently known as Grades 4 to 10) and **GRADUATION**, (presently known as Grades 11 to 12). (See Table 1, Appendix A). These programs will be implemented in the school years as follows: Primary - 1989/1990; Intermediate- 1991/1992; Graduation - 1992/1993. The restructured system will follow the curriculum and method of reporting, which is through assessment and evaluation, of student progress as recommended by the Royal Commission.

The fundamental aim of the Primary Program, which represents the first four years of schooling, is "to continue and extend the natural learning process that has been going on in each child's life since birth." (B.C. Ministry of Education, 1991). As well it help children "increase their knowledge and understanding of themselves and their world." (B.C. Ministry of Education, 1991). The Program's key feature is that it is not organized by grades, and thus gives the children a chance to attain success by progressing at their own pace learning with others who may not necessarily be of the same age group. Under the system called the **Dual Entry**, entry to PRIMARY YEAR 1 (K/G) may take place within four months of the child's fifth birthday, in either September or January. (See Appendix B)

As in the Common Curriculum, the four areas of the primary curriculum are: **humanities, sciences, fine arts** and **practical arts**, in which the traditional subjects are embedded (B.C. Ministry of Education, 1990). (See Table 2, Appendix C.). While still in this program, a child may begin to work on aspects of the Intermediate Program and may remain in the same classroom or work in a different class, depending on the school's instructional organization, and what is deemed beneficial for the child.

The Intermediate program will be introduced over a three-year period starting from 1992-1994. Its aim is to build on the knowledge, skills and attitudes developed in the Primary Program in order "to help each student develop a clear understanding of his or her strengths, needs, and abilities." (Ministry of Education, 1991). Toward the latter part of the term it will provide personal career counselling and planning advice to all students toward the latter part of the term. A student, may also begin work on some parts of the Graduation Program while still completing the Intermediate.

Lastly, the Graduation Program will be phased in between 1992 and 1995. It is intended to help students consolidate the knowledge, skills, and attitudes gained through the Primary and Intermediate Programs, and to guide them in making a successful entry to the work force and adult society in general.

All students will be required to participate in the General Studies portion of the program, which is an interdisciplinary study of broad issues of national and international importance. The Graduation Program also

offers a career option, a general liberal arts portion, and an option designed to prepare students for post-graduation studies.

Successful completion of General Studies and at least one of the options is a requirement for graduation. The B.C. government will continue to set graduation requirements, and to administer provincial examinations covering a broad range of subjects to all students (Ministry of Education, 1990).

Following this decision, the Lieutenant Governor in Council initiated a Royal Commission study of British Columbia schools on March 14, 1987. The Commission was instructed to "inquire into and ... report on education in the Province from kindergarten through grade 12." (Ministry of Education, 1988, p.1). It was also directed to focus on educational issues having to do with improving the quality of the system, such as its mechanisms for accountability, teaching methods and curricula, administrative structure, involvement of parents, teachers, and the general public in order to develop a provincial population that is "well prepared to meet the rapidly changing challenges of everyday life in the 21st century." (Ministry of Education, 1988, p.1).

This restructuring of the B.C. school system as described in the document YEAR 2000, gave rise to numerous and varied reactions from parents, teachers, school and district administrators. The teachers' union vehemently opposed most of the changes, especially the DUAL ENTRY which teachers believed would only create a

great amount of administrative problems. They also feared that it might just serve as a <<babysitting service>> (Ministry of Education, 1991, p.32).

Besides the DUAL ENTRY, the union opposed ungraded classrooms, curriculum integration, the concept of "continuous progress" (Ministry of Education, 1991, p. 13), and the Intermediate Program. It believed that the amount and complexity of teachers' work would automatically increase. Another problem mentioned was the lack of time to adjust to the new curriculum; to the new method of assessing and evaluating the students; and to the method of reporting student progress.

In addition to the complaints of the union, a number of parents also voiced their opposition to the DUAL ENTRY, which they fear might have a negative social and emotional impact on their children.

In June 1991, the new minister of education finally abolished DUAL ENTRY and postponed for a year the implementation of the INTERMEDIATE PROGRAM.

1.2 Problem Identification

Based on the situation described above, it appears from the reactions of the different groups implicated (parents, teachers, school principals), that they are not prepared to accept the change. This resistance to change therefore makes it necessary to put into place a strategy for the implementation of the change. All change strategies require that one understands, first and above all, the strengths and weaknesses (in terms of

personal and organizational capacities) of the persons who must carry out the change. Both the teachers and the school principals have a great role to play in the implementation of change and their positions must not be ignored.

The school principals are the catalyst for the success or failure of the change implementation, as they, must oversee the realization of the objectives of the change in their respective schools. Hence, the Superintendent must understand the actual state of leadership of their school principals, and develop a strategy which allows the latter to rise from, or improve any weaknesses detected.

In accordance with these ideas, the two main objectives of the present study are:

- (a) to describe the actual leadership profile (as measured by the perception of the teachers and the principals) in British Columbia's elementary schools; and,
- (b) according to the described profile, propose a coherent developmental strategy of an elementary school principal in relation to the implementation of the proposed changes.

1.3 Research Limitations

- (a) The study is restricted to the public elementary school principals and teachers presently employed in the province of British Columbia.
- (b) The study is limited to the present style of leadership of elementary school principals as

perceived by the teachers and the principals themselves. They are basically perceptions, and therefore must not be taken as factual although this might be the case in some schools.

1.4 Research Importance

Judson (1966), says that,

...the effective realization of a change is a stringent test of any manager's total abilities. And the success with which the anticipated benefits are achieved is dependent, in large measure, on the extent of that manager's abilities. (p.177).

Likewise, Albers (1972), says that, "The superior cannot entirely escape the fact that he represents the organization." (p.142). Following this line of thinking, we believe that the school principal has a considerable role to play in his organization. He is a key person in the process of change (Fullan, 1987). Therefore, this study is important because:

- (a) an educational change always bring about some modifications on the leadership style of the school principal;
- (b) school leadership greatly influence the efficacy of the staff;
- (c) the role of the school principal and his ability to solve the problems of the teachers will highly influence the success or failure of an educational change, in this case the implementation of YEAR 2000;

- (d) results of this study could help make school management under the new educational program, YEAR 2000, more efficient; and lastly,
- (e) the ability of the Principal to manage and his/her style of leadership will determine the quality of leadership, and consequently, the quality of the school.

Since this research proposes to study the educational changes in British Columbia's public school system, as mandated in the document YEAR 2000, and the leadership styles of elementary public school principals, the next chapter will present the conceptual framework in order to attain the research objectives.

CHAPTER II

CONCEPTUAL FRAMEWORK

As this study concerns itself with leadership style and its impact on the implementation of YEAR 2000 in the B.C. school system, this chapter will review some literature on change and leadership in order to accomplish its double objectives, which are: (a) to identify the leadership abilities of elementary school principals in implementing change, and (b) to propose to the school districts' higher officials a coherent developmental strategy of a leadership appropriate to elementary school principals in relation to the implementation of the proposed changes (YEAR 2000).

The work of Bennis, Likert, and Hersey and Blanchard will be reviewed in detail since they are the frame of reference for this investigation. However, a brief review will also be accorded to the work of other authors in this domain.

2.1 CHANGE

The 1990s will be a time for great educational upheaval in the B.C. educational system. Numerous changes are expected to take place with the implementation of the document YEAR 2000: A FRAMEWORK FOR LEARNING, i.e. school's curricula, role of the school principal and teachers, nature of instruction and student's learning process, and community's participation in the school's affairs. Administrators in all levels of the public school system, teachers, and the community in general are all conscious of the fact that these changes will greatly affect their lives and the lives of those for

whom the changes were envisioned in the first place - the students. One must therefore conscientiously work towards the effective implementation of these changes.

We believe that the effectiveness of these changes depends enormously on the participants' knowledge of the essence and basic principles of change. In conjunction with this premise, we deemed it appropriate to present a brief discussion on change process.

What is change? Zaltman and Duncan (1977) define it as "the alteration in the structure of a system that requires or could be required by relearning on the part of the actor(s) in response to a given situation." (p.12). Collerete and Délisle (1982) define it as: << toute modification d'un état quelconque à un autre, qui est observée dans l'environnement et qui a un caractère relativement durable>> (from Laurin, 1991, p.6). These two definitions indicate a transformation: the result of which is observable, and which lasts for a certain period of time. It is also clear that change involves participation and that it occurs regardless, planned or unplanned. In addition, some authors treat change as an integral part of any organization which is closely interrelated with leadership.

Since YEAR 2000 is a planned curriculum and program changes in British Columbia's educational system that will affect not only the teaching staff but also the school's leadership, it is therefore important for these two groups of change participants, principals as change agents and teachers as client-system, to understand the nature of planned change.

McGregor (1960), talks about planned organizational change and leadership. He believes that a company's need for organizational development is actually an indication of its desire for change in order to make itself more effective. He says that this change may be accomplished by transferring or terminating an executive's post; by modifying the duties of the post; or by revamping the whole organization in order to match job requirements and personnel capabilities.

While it is true that change is usually brought about by the organization's need to become more effective, it is our opinion that attaining the desired change in the manner as suggested by McGregor, is going to be very disruptive, chaotic, drastic, and not suitable for all types of organizations, especially the school.

Bennis (1966) and Schein (1969) on the other hand present us with a more logical and sensible way of going about implementing change.

Bennis believes that planned change is an evolutionary tendency which involves human or cultural interventions, toward acculturation. He also states that it is a method of solving society's problems by using social technology, and that it involves four elements: **change-agent**, (helps to facilitate change), **client-system**, (target of change), **valid knowledge**, (knowledge applied to solve client's problems), and **collaboration** between change-agent and client-system. Furthermore, Bennis showed that planned change necessitates mutual goal setting, equal power ratio, and deliberateness on the part of the participants of change.

He also talks about organizational changes, such as changes on leadership roles; planning and control of change, and change-agents; change programs and change strategies. He predicts the end of bureaucratic organizations and the beginning of democratic ones. He is quite critical of the former type of organization, which he believes:

- * does not permit personal growth or the development of individual maturity;
- * does not have an adequate process for conflict resolution among its members;
- * does not easily accept the introduction of technological innovations;
- * does not effectively use its human resources because of mistrust and fear of reprisals;
- * gives rise to the development of conformity;
- * ignores the existence of informal organizations; and,
- * thwarts the flow of communication by its hierarchical structure.

Bennis also believes that in order for an organization to survive, it must coordinate the activities of its human resources. To do this, it must practice the idea of reciprocity, have the capacity to adapt to the external environment, and eliminate stability. He also states that the rate of change is accelerated by the development of science, research and technological advances. He says that for an organization to be viable, it can not simply develop nor advance itself in the same usual manner; rather, "...it must be prepared to go anywhere - to develop new products or techniques" (Bennis, 1966 p.23) in order to survive and grow.

Furthermore, he believes that the social structure of the organizations of the future will have unique characteristics, and that there will be "... adaptive, rapidly changing temporary systems," (Miles, 1964, from Bennis, 1966, p.12) in which the leader is the coordinator, or "linking pin" between the diverse groups of projects.

The "organic-adaptive structure" (Bennis and Slater, 1968, p.101) will, according to him, replace the bureaucratic system. This will be the beginning of democracy which will bring about perpetual transition, constant modification, and incessant instability. He concluded that because of, and the direction of these changes, one is forced to consider a new style of leadership.

The author continues to say that there are some factors which influence social change that should be considered during the introduction of a planned change. According to Bennis:

- (1) one should avoid creating a great contradiction between the values of the target of change and that of the change-agent;
- (2) it is necessary to obtain the support of the administrator or the group of administrators who are at the top of the organizational hierarchy in order to establish the legitimacy of the proposed change;
- (3) the process of implementation of change must be in harmony with its goals;
- (4) it is necessary to guarantee the job security of the employees;

- (5) voluntary participation of those involved in the process of change is may be crucial to its success;
- (6) one must carefully consider the effects of change on the other sub-systems which are interdependent on the target-system;
- (7) one must zealously evaluate the cultural condition of the target-system before changes are introduced.

In addition, Bennis believes that while information about, and understanding of, the intended change are necessary, these are, however, not enough to induce change. One must, according to him, also seriously consider the effect of change on the client-system's self-image. For him, the most important elements to consider in implementation are the: **(a) client-system**, who must understand the change and its consequences, participate in developing and controlling the fate of the change, and trust the initiator of change; **(b) change effort**, which must be perceived by those affected by change as self-motivated and voluntary; **(c) change program**, which must include emotional support and value in addition to informational elements. Bennis believes that intellectual commitment to change does not always bring about action because of strongly ingrained beliefs which may be in contradiction to the intended change; and, **(d) change-agent**, whose attitude could be crucial in minimizing the participants' resistance to change. Consultation and psychological support must be provided during the transition period of change.

He concludes that for change to take effect, organizational, technological, and most importantly,

interpersonnel factors must be altered (Bennis et al., 1961).

To Schein, change involves four cyclical phases. These phases are linked to Kurt Lewin's (1947) process of force field analysis, which is a model for thinking about the process of change itself, rather than of the action it requires.

The first phase is the **diagnostic stage**. Any action for change, Argyris (1970) contends, must be preceded by diagnosis, and that the result of the diagnosis must indicate a true need for change. There is a true need for change when any group of participants in the organizational process expresses a dissatisfaction with the current situation's practices, activities or outcomes. This dissatisfaction must in turn be translated into a clear problem statement before unfreezing a habit.

When unfreezing, one voluntarily or involuntarily questions one's perceptions, attitudes, habits or behaviors (Laurin, 1991). Schein says that unfreezing is physically removing the individual being changed from accustomed routines, sources of informations and social relationships. He also states that it devitalizes all social support and downgrades the value of an experience to make old ways appear less desirable in order to facilitate acceptance of new ways.

Before attempting to unfreeze existing conditions, one must diagnose the difference between the present and the desired situations, and make sure that the problem is actually perceived as a problem by those who will be

affected by the change. A true need for change must be established so that resistance to change could be minimized or avoided. Also, pointing out a true need for change may be used as a justification for supplanting both old practices, and the attempt to quash resistance. For unfreezing to take place, one must carefully identify and diagnose the forces that push and resist change. Bennis suggests that the most effective way of doing this is to ask for the collaboration of the participants who are affected by the change. The possible sources of resistance to change are: (a) insecurity; (b) possible social lost; (c) economic lost; (d) inconvenience; (e) resentment towards control; (f) inability to anticipate repercussions; (g) union's opposition; (h) threats of influence; and, (i) incomplete informations (Laurin, 1991).

The second phase which deals with finding new ways of doing things and solving problems, evaluating each way, and choosing the best way is the **planning stage**. Finding alternative routes to change could be done through discussions with other participants in the search process, through surveys, and by the formation of a team empowered to investigate a problem. In planning change, one must also define the objectives of change as long, medium or short term; identify and describe the object of change; develop the strategies of change; identify and analyze the forces of resistance and decide how to deal with them; define clearly the roles to be played by the change-agent and the client-system; prepare an action plan; establish the instruments needed to carry out the plan; and prepare some instruments of control and evaluation (Laurin, 1991).

The third phase is the **implementation of change** itself. It is considered to be the most difficult phase of the change process as the client-system must understand and internalize the decision. The latter embodies the direction for change and a picture of the desired outcomes. At this point, a written notification of the goals and purposes of the change must be sent to those affected by the change in order to enhance the probability of its success. Lines of communication must be kept open at all times to fortify the impact of the driving forces, to quell restraining forces, to explain the procedures to be taken, and to assure those who are affected that the change will not cause any negative effects (Kotter and Schlesinger, 1979 from Knoop, 1987).

The fourth phase is the time consecrated to **evaluation and stabilization or refreezing** of change. Evaluation is necessary to find out both how successful the change process and action have been in attaining the established objectives of change, and also to discover the factors responsible for these results. To properly monitor the change action, a certain standard must be established beforehand and measured at pre-set time intervals. This standard must also indicate the amplitude of the change expected. If the objectives are not completely attained, or if the results of change are not as planned, then the change-agent has the options to continue or terminate the change process. If the decision is to continue, then the change process reverts to Phase 1 for diagnosis (Knoop, 1987).

Accomplished change must be stabilized until it has been internalized by those affected. Constant encouragement,

reward and vigilance are needed to assure the continuity of change.

In summary, for change to be successfully implemented, all participants of change, (change-agent and client-system), must sincerely collaborate to diagnose existing present conditions; define the reasons or need for change; and, plan change. It is important to make the target of change feel that the desire to change was their own and that their value systems are respected. Lastly, the change-agent must be skillful in recognizing the presence of resistance to change, finding, and analyzing sources of resistance in order to minimize its effect. The sources of resistance could be personality and social factors or the method of change implementation itself.

On the other hand, Dalton, Lawrence and Greiner (1970) point to the important role the leader plays in an organizational change. They state that the leader must consider the importance of diagnosing organizational problems, planning change, launching and following up on organizational change, if it is to take place successfully within the organization. The authors believe that there is not one "best" approach of solving organizational problems, but rather, the leader must develop a change strategy realistically suited to the members of the organization, the organization itself, and the task at hand. Schein, a psychologist at Massachusetts Institute of Technology, also describes the role of the organization in the process of change. He considers this role as very important in the unfreezing of unwanted or old attitudes and the refreezing of new or desired ones. And like Dalton,

Schein believes that for change to become an integral part of the organization, the leader's behavior and attitude play a big role in reinforcing the new attitude in the process of refreezing.

In this study, the leader's behavior would mean the school principal's behavior. Studies indicate that the complex role of the principalship is changing (Dill 1984; Fullan 1987; Hord and Hall 1987, from Binda, 1991), and that the style of leadership is also rapidly changing with the restructuring of the school system (Leithwood, Jantzi, Silins and Dart 1992). The role played by the principal in the process has a crucial effect on the outcome of school reform and improvement being implemented (Binda, 1991; Furtwengler, 1992). It is during this period of change that the principal's leadership is tested, however, this could also be a very important time for the development of one's leadership abilities (Bennis, 1985).

Since this study is about the nature of leadership in organization, in this case the school, a discussion on organizational leadership and what social scientists believe as an effective leadership profile will be presented in the subsequent topic.

2.2 LEADERSHIP

Many scholars have devoted a great amount of research and discussions on leadership in organizations and have recognized its importance in the conduct of human affairs. These studies also brought to light the fact that the success or failure of any organizational change is highly dependent on the leader's behavior. Due to the

important role that leadership plays in an organization, a wide range of definitions and theories evolved; however, it seems that there is no consensus on a particular definition (Bennis, 1986; Bryman, 1986).

Our purpose in this particular section of our work is to present literature on the study of leadership in organization: i.e. businesses; schools; governments; military; etc.

To begin with, let us look at a few definitions of leadership, and then try to define organizational leadership and leadership profile.

Leadership is:

- a process of influencing the activities of a structured group thus allowing it to set and accomplish its goals (Stogdill, 1950);
- the behaviour of an individual when he is directing the activities of the group toward a shared goal (Hemphill and Coons, 1957);
- a process of influence on a group in a particular situation, at a given point in time, and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives, giving them the experience of helping attain the common objectives and satisfaction with the type of leadership provided (Cribbin , 1972);

- a process of influence between a leader and the followers (Hollander (1978);
- a process whereby an individual or a group voluntarily devotes its efforts to the realization of the group's goals (Koontz and O'Donnell, 1980) ;
- is the act of getting people to perform to their maximum potential (Cohen, 1990); and,
- is the process of inducing others to take action toward a common goal.(Locke, 1991).

The preceding definitions are just a few examples. According to Bennis, there exist a multiple interpretation of leadership but none of them adequately explains its real essence; he goes further saying that most of these definitions do not agree with each other. Although he did not offer any definition of leadership, since he thinks that definitions don't always reflect reality, he believes that leadership is the pivotal force behind any successful organization and that present problems can be solved through successful organization. Furthermore, he says that a successful organization can be attained through effective leadership and that leadership is necessary both to help organizations develop a new vision of what they can be, and in mobilizing the organization to translate such vision into reality. He also believes that "Organizations must be led to overcome their "trained incapacity" and to adapt to changing conditions" (Bennis and Nanus, 1985, p.5; p.20).

From all the definitions mentioned previously the process of influence appeared to be a common variable in

leadership. However, influence alone is not sufficient in organizational leadership. Other elements such as deliberate and voluntary response to the process of influence on the part of the followers, interpersonal communication between the leader and his followers, ability of the leader to help his subordinates define a common organizational or group goal and attain them, and ability of the leader to inspire the subordinates to exert extra effort towards the realization of the established goals must all be present (Laurin, 1991).

Organizational leadership is therefore, a conglomerate of activities and most importantly of interpersonal communication by which a hierarchical leader influences the behavior of his subordinates in attaining efficiently the predetermined organizational or group's goals through voluntary participation.

It is leadership in organization which serves as the driving force that propels the process of change or the realization of a vision toward success or doom. And like change, its effectiveness is conditioned by the nature and degree of participation of all those who are involved in the process.

Since leadership is a process, there are as many styles of performing it as there are leaders, subordinates, and situations. Studies on leadership tried to explain the nature of leadership based on the leader's personality traits, preferred leadership behavior, and the situation on hand.

Most studies conducted on leadership tried to find the factors or elements that make an effective leader. Early

theories posited that personality traits separate a leader from a non-leader, and an effective leader from an ineffective one, however, none of these studies was able to isolate the specific personality traits that make a leader. What they were able to establish was that there were some personality traits that were consistently associated with leadership: i.e. intelligence, self-confidence, honesty, integrity, high-energy level, dominance, vision, task-related knowledge, a strong desire for accomplishment, initiative and originality, risk-taker, decision-maker (Argyris, 1953; Stogdill, 1974; Bergeron, 1979; Maccoby, 1981; Bennis, 1985; Kotter, 1988; Locke, 1991). These traits which were believed to be common among effective leaders make up what is referred to as the effective leadership profile.

In reviewing what has been written on leadership, Stogdill (1948) found 104 studies while Mann (1959) about 75 which explored the relationship between personality traits and leadership. Their reviews led them to conclude that personal traits account for only a minor proportion of variance in leadership behavior (Smith and Peterson, 1988). Stogdill also stated that the demands of the situation in which a leader is required to function as a leader determines to a large extent the qualities, characteristics and skills required (Bass, 1981).

The trait approach used to explain leadership styles was found to be inadequate because it did not recognize the need of the followers and the general effect of the situation on hand. Due to these limitations, social scientists shifted their investigations away from this

approach towards the behavioral styles preferred by leaders, especially those who were regarded as effective ones. This led to a number of behavioral theories in existence. Blake's and Mouton's (1964) Managerial Grid, and Likert's (1961) Management Systems, are just some examples.

However, explaining leadership based on the behavior exhibited by a leader was also found unsatisfactory. Research studies attained little success in pinpointing consistent relationships between patterns of leadership behavior and group performance. The behavioral approach failed to consider the effect of the situation on hand, thus it led researchers to focus their attention on the situational influences affecting ones leadership style. A new type of theory evolved which was categorized as Contingency theory (Robbins, 1988; Bryman, 1986)). A number of contingency theories came into existence; i.e. Tannenbaum's and Schmidt's (1958) Continuum; Fiedler's (1976) Contingency Model; and Hersey's and Blanchard's (1982) Situational Leadership. The contingency approach tries to isolate the critical situational factors that affect leadership effectiveness.

Let's now look at some leadership theories to identify what they have in common.

Tannenbaum and Schmidt (1958) present us with their continuum of leadership behavior in their work, How To Choose A Leadership Pattern. Their concept of leadership is based on one hand, on the amount of leader's participation, and on the other, on the degree of subordinates' participation.

Figure 1 indicates on the left-hand side of the continuum, the level of the leader's power and influence over the employees; on the other end of the continuum, the amount of employees' participation as a group.

The continuum is divided in seven levels based on the degree of leader and employee participation. The greater the leader's control of the organization's activities, the lesser the group's freedom of action or participation in decision-making; however, as the leader's authority diminishes, the group's participation increases.

This approach to leadership gives a leader an opportunity to adapt a certain style of leadership as the need arises. We find the two extremes, autocratic style and democratic style, and in between these two extremes fall a number of leadership styles which come about due to the forces in the leader himself, the situation and the group in which the leader operates.

It appears that there is a high degree of subordinate participation and satisfaction under a democratic leadership than in an autocratic one. However, scientists were unable to categorically claim that democratic style of leadership equates to high productivity because some studies revealed that there were also high production levels in autocratically led groups; and in some cases there were no appreciable differences noted (Robbins, 1988). One could safely conclude then that democratic leaders are well-liked by their subordinates but this satisfaction and increased participation does not necessarily bring about high production in all situations.

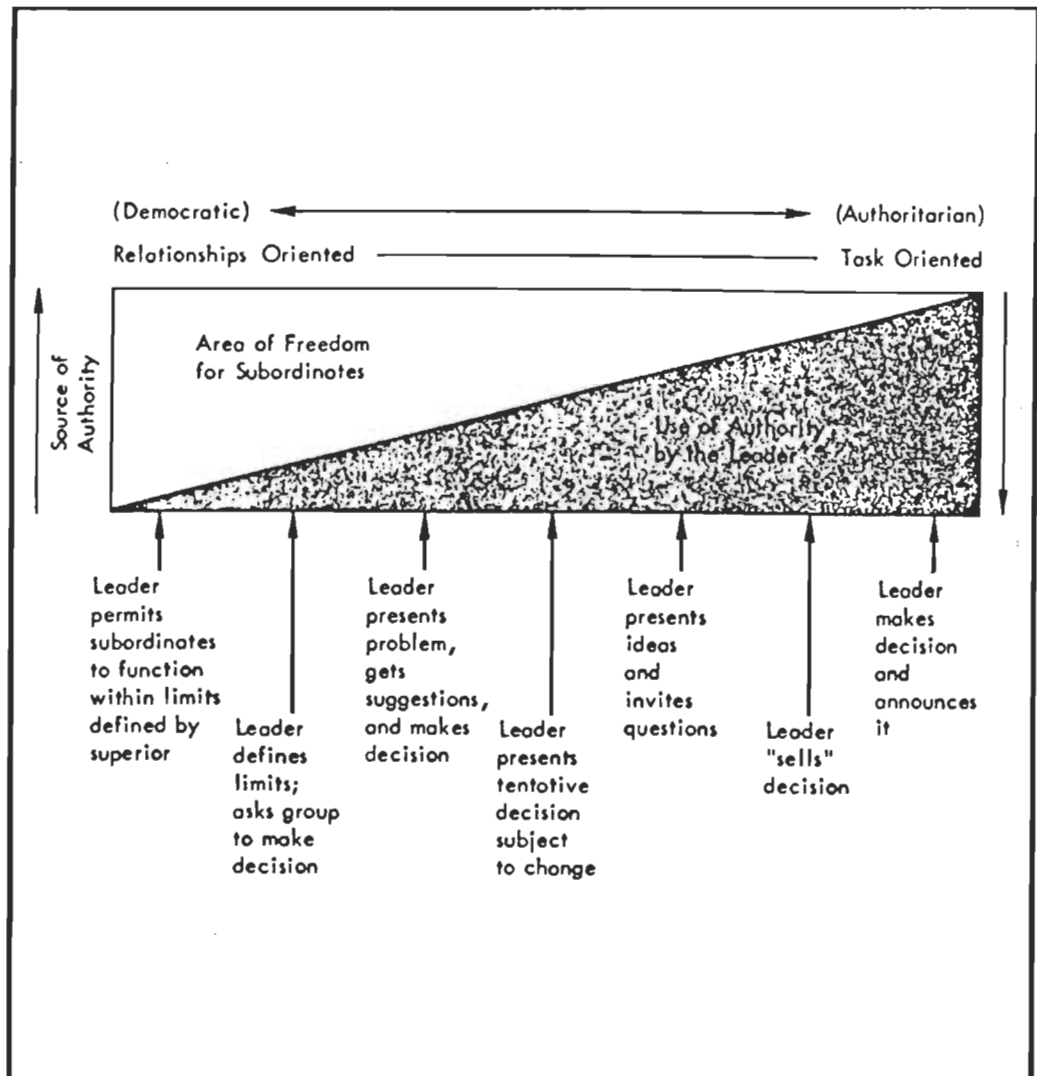


Figure 1 - The Continuum

On the other hand, McGregor (1960) talks about leadership style based on the characteristic traits of an individual in his **X and Y theories**.

According to him, a leader who possesses the traits of an individual under the **X theory** is more result oriented, or more interested in production rather than

the satisfaction of the human element. This is an autocratic leader. On the contrary, the employees falling under this category need to be controlled and directed at all times to ensure they produce something for the benefit of the organization.

Under the **Y theory**, one finds those individuals possessing exactly the opposite character traits of those who are classified under the **X theory**. The leader from this group pays more attention to the satisfaction of the employees' needs over and above the organization's needs. This leader tries to ameliorate the work conditions so his subordinates will be able to realize their own objectives as well as those of the organization's. This style of leadership is democratic, and the employees in this group are very well motivated and take pride in being a part of the organization.

This theory seems to imply that people in general could easily be classified in two groups based on the character traits they possessed: X traits or Y traits. This classification postulates that a person could not possibly possess a combination of some of the traits from either group. We find this assumption difficult to accept.

McGregor's claim that leaders with Y traits are more effective than those with X traits would only be true if there was a perfect match between leaders and their jobs, or their subordinates. If one is to accept the X & Y theory, then one would have to believe that leaders are born; but are they really? The presence of many leadership training schools refutes this assumption (Bennis, 1985).

Blake and Mouton (1964) have developed the **Managerial Grid**, which demonstrates the different options of leadership style. The authors believe that everyone who works in an organization has a responsibility unique to their position.

In the Grid, Blake and Mouton placed leadership behavior on two perpendicular axes. The vertical axis represents the leader's interest on human element, while the horizontal axis represent the leader's interest in production. The Grid is divided in nine degrees, each degree indicating a scale of interest. The latter starts at zero degree and gradually increases to 9 degrees, which is the maximum level of interest.

Figure 2 presents the Managerial Grid which shows the five types of leadership based on concern for task and concern for relationship are located in four quadrants. Concern for task or production is situated on the horizontal axis while concern for relation or people is found on the vertical axis. Production has more importance to the leader whose rating rises the horizontal axis. Leaders with ratings advancing toward a rating of nine show more concern for people.

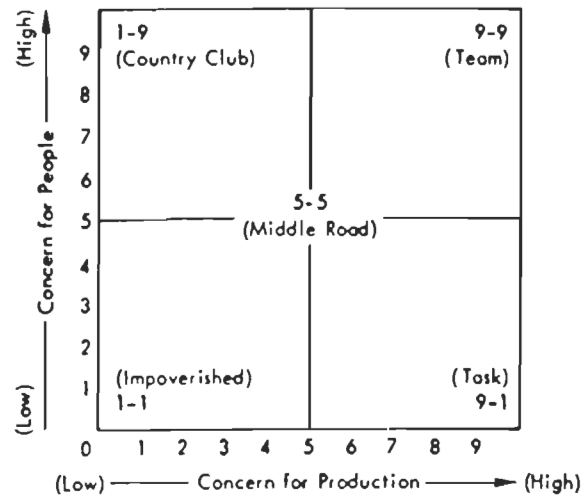


Figure 2 - Managerial Grid

There are five types of leadership styles situated on the four extremities of the Grid namely: 9.1 (Authoritarian or task oriented); 1.9 (Country-club); 1.1 (Laissez-faire or Impoverished); 9.9. (Democratic or Team); and in the centre at point 5.5 (Middle Road). The latter is a style that is willing to make compromises

The authoritarian type of leadership puts much importance on production and ignores the satisfaction of the needs of the employees whereas the country club style is more concerned on needs of the human element of the organization rather than on production. The laissez-faire type does not concern itself on either production or needs of the employees at all. The democratic type tries to satisfy employees' needs in order to simultaneously attain organizational goals. This type of leadership is willing to make compromises; it balances carefully the equilibrium between production and

satisfaction of the needs of the human element of the organization so that employees' needs and organizational objectives are both met satisfactorily.

There are several possible positions on the Grid in which a leader's style could fall. The authors concluded that leaders perform best under a 9,9 style (people-oriented) as opposed to 9,1 style (task-oriented) or the 1,9 (country-club style).

This theory has some limitations. According to Robbins, the Grid does not indicate results produced by each particular style, but instead it shows the dominating factors that influence a leader's thinking in regard to obtaining results. Furthermore, he thinks that The Grid did not offer any new informations that might contribute in the clarification of leadership. He believes that Blake and Mouton failed to provide tangible evidence to support that the 9,9 or democratic style is the most effective one in all situations.

Reddin (1970) believes that a given situation determines the effectiveness or ineffectiveness of a leadership style. Like some authors mentioned previously, he assumes that there are as many leadership styles as there are situations. He felt that a useful theoretical model "must allow that a variety of styles may be effective or ineffective depending on the situation" (Reddin, 1969, p.13). He added the effectiveness dimension to the task concern and the relationship concern dimensions of other attitudinal models like the Managerial Grid.

This theory allows for a wide range of leadership behavior; there are as many styles as there are situations. Many researchers on leadership regard this as a far better theory than the previous ones mentioned.

The next figure shows the four effective and the four ineffective styles of leadership depending on the situation. The effectiveness dimension has been divided into quartiles ranging from +1 to +4, on the effective side, and from -1 to -4 on the ineffective side. The effectiveness or ineffectiveness of a leaders' style is basically dependent on the perception of its appropriateness to a given situation by his followers, superiors, or other co-workers.

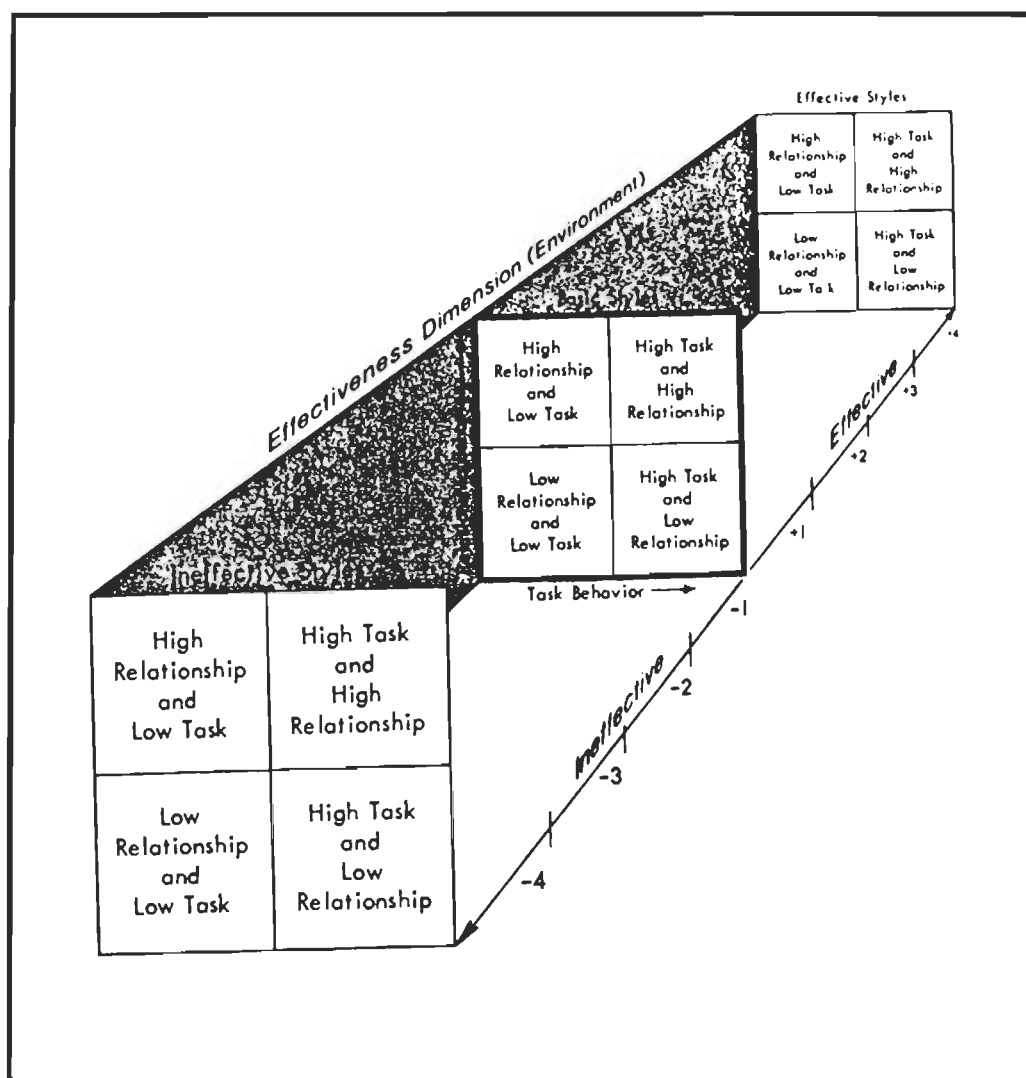


Figure 3 - Tri-dimensional Leader Effectiveness Model

Likert's (1974) **Management Systems** illustrates how subordinate's level of participation affects the style of leadership and vice-versa: how style of leadership affects the level of subordinate's participation. The system classification was determined by using the productivity levels of various organization. It starts from the least productive organization, referred to as **System 1**, and gradually progresses to **Systems 2, 3, and 4**; the last being the most productive. Each System

reflects the level of subordinate's participation in all organizational processes; less subordinate's participation equates to low production, and more participation to greater productivity.

In **System 1**, leaders do not have confidence in their subordinates, and do not give the latter support or let them participate in decision-making. The bulk of the decisions and goal setting of the organization are made from the top and handed down to the subordinates. The leaders always have the final word on everything that happens in the organization. This system is characterized by complete lack of team spirit; poor communication; and subordinates' fear of the leader is very evident. This style of leadership is exploitive authoritative in nature; it tends to exploit subordinates' position. The latter are forced to work with fear; threats; punishment; and occasional rewards and need satisfaction at the physiological and safety level. The control process lies in top level management, and an informal organization normally develops which opposes the established goals of the formal organization.

Leadership in **System 2** is of the benevolent authoritative type. Rapport between leader and subordinates is quite formal and distant; leader has a condescending confidence and trust in the latter. The bulk of the decisions and goal setting of the organization are made at the top, but some are also made at lower levels. Workers are sufficiently motivated through the use of rewards and some actual or potential punishments. Team spirit is present among them, however, it is weak. There is sufficient amount of communication

between the leader and the subordinates, but it is mostly coming from the top. Most of the control process is concentrated in top level, with some delegated to the middle and lower levels. An informal organization usually develops, however, it does not always challenge organizational goals.

In **System 3**, leadership is more of an authoritative/consultative and participative/consultative type. The leader participates or works as a member of the team. This leader gives subordinates some moral support, and may even reward them for their endeavors. There is a substantial but not complete confidence and trust in subordinates. Broad policy and general decisions are kept at the top, but subordinates are allowed to make more specific decisions at lower levels. Some aspects of the control process are delegated downward with both groups, (leader and subordinates), having a feeling of responsibility. Communication is more open and flows both up and down the hierarchy. Organizational goals may either be supported or rejected by an informal organization which sometimes develop.

In **System 4**, leadership is of the participative type. Decision making is well integrated but widely distributed throughout the organization. This process gives rise to the development of the individual's self-value. Subordinates are motivated by participation and involvement in many activities such as, developing economic rewards, goal setting, improving methods, and appraising progress toward goals. Leaders have complete confidence and trust in the subordinates, and there is good rapport in all levels. Communication flows in all directions: up and down the hierarchy, and among peers.

Responsibility for the control process is widespread throughout the organization with maximum participation by the lower group. There is no informal organization opposing the set organizational goals.

Likert has developed an instrument, "Profile of Organizational Characteristics", (see Appendix B) which measures an organization's management system. It is designed to gather data about some operating characteristics of an organization such as, leadership, decision-making, motivation, communication, goal-setting, and control used by the organization. This is widely used in many organizations, business organization in particular, but its application is also popular in other types of organizations wishing to analyze their organizational climate.

Fiedler (1976) has developed the Leadership Contingency Model. According to this theory, the following major situational variables seems to determine whether a given situation is favorable to the leader:

- * leader - member relations;
- * task structure, (degree of structure in task assigned to the group);
- * position power, (the power an authority that their position provides).

The author defines the favorableness of a situation as "the degree to which the situation enables the leader to exert his influence over his group." (p.13).

In this model, Figure 4, (from Turgeon, 1985) eight possible combinations of variables are possible to occur. Leadership style will fall into one of the eight

combinations of situations as leadership situation changes from high to low on these variables.

Fiedler developed a scale which is administered to leaders of a group or organization which ask them to think of a person whom they least liked to work with (LPC), and to rate this LPC according to a set of eight-point bipolar traits. He claims that leaders with high LPC are relationship-oriented while those with low LPC tend to be task-oriented. This interpretation of the LPC caused many problems among researchers. Studies failed to show a correspondence between LPC scores and their expected behavioral implications (Rice, 1978, from Bryman, 1986). In addition, Fiedler's concept of leadership style seems to clash with its typical interpretation as used by other researchers, thus making it not popularly accepted in studies about leadership. "A good deal of confusion thus still surrounds Fiedler's Contingency Theory." (Smith and Peterson, 1990, p.20).

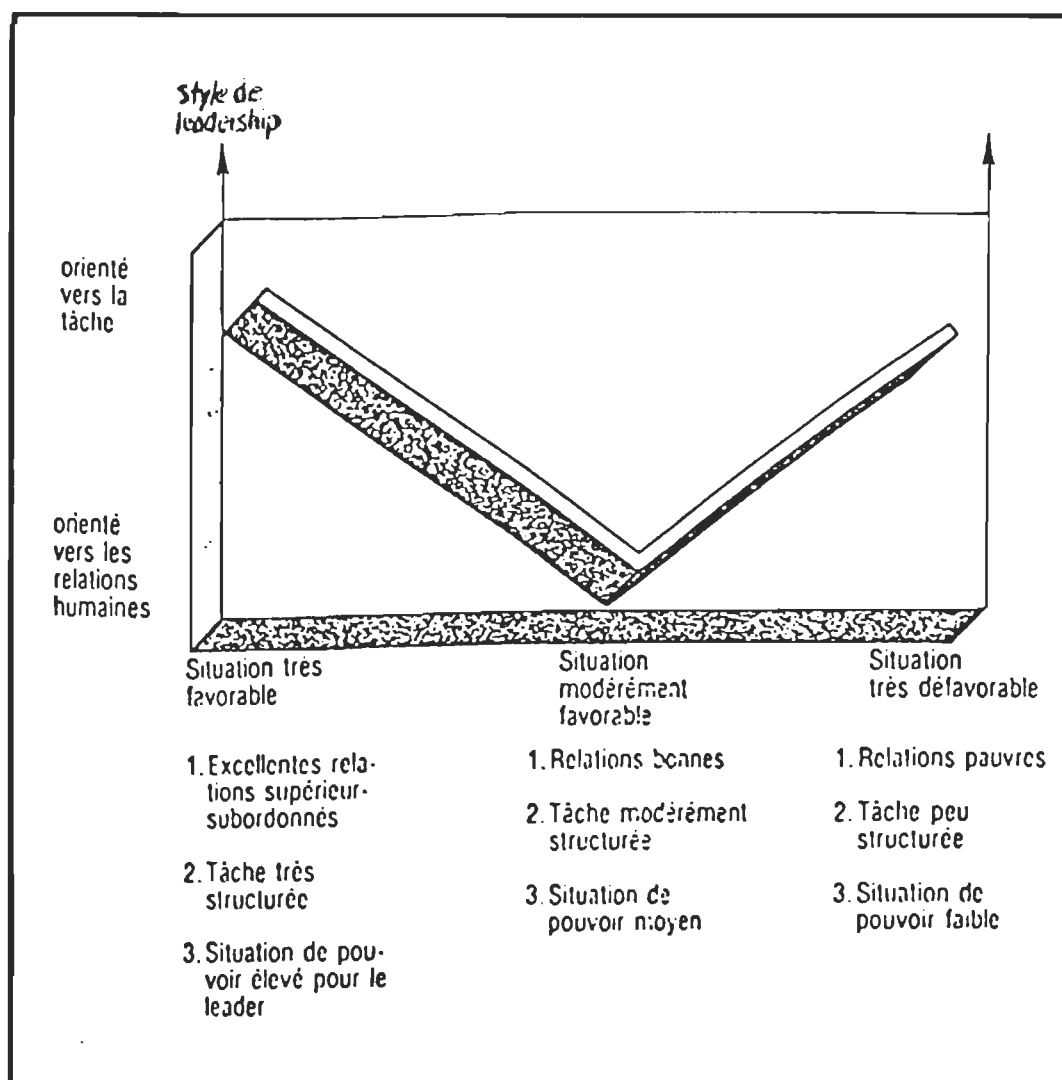


Figure 4 - Leadership Contingency Model

After reviewing a few theories on leadership, one could conclude that for change implementation to be effective, it is important to employ the right type of leadership; however, since a subordinate's participation also affects the type of leadership in an organization, it is therefore imperative for a leader to know the professional and psychological maturity of those who will be directly affected by change in order to find the

appropriate style of leadership needed to generate maximum participation.

Hersey's and Blanchard's (1982) theory deals with this aspect. According to the authors, the level of maturity depends upon a subordinate's personal experiences, professional skill, interest and motivation, and degree of personal independence. Due to these factors, every individual has a different level of maturity, which is clearly demonstrated in one's:

- * level of participation in certain activities;
- * degree of motivation; and,
- * level of professional skill.

This maturity level changes from time to time depending on the circumstances.

The authors have also observed that the same individual might at some times display a high level of maturity, and at others a much lower level depending on the situation. Because of this variation, it is therefore important for a leader to adjust one's style of leadership according to a subordinate's level of maturity before attempting to introduce any changes or offer any help.

Hersey and Blanchard have identified four levels of maturity in relation to a specific task namely, **M1, M2, M3, and M4**, and the types of leadership, **S1, S2, S3, and S4**, appropriate for each level. This leadership approach is known as the "**Life Cycle Theory**". It is dynamic, and is capable of adjusting according to the changes in an individual's or group's level of maturity.

While at first, subordinate with lower level of maturity requires more direction and guidance by the superior or the leader, this need gradually diminishes as the level of maturity increases. There must be less demand on the subordinate's task performance at this stage until the level of professional as well as psychological maturity has improved. Then leadership control must then be withdrawn to give the subordinate full control and responsibility. The leader, although not taking an active part at this point in the change process, should provide more human relations behavior until the person being helped can be left to function independently (see Figure 5).

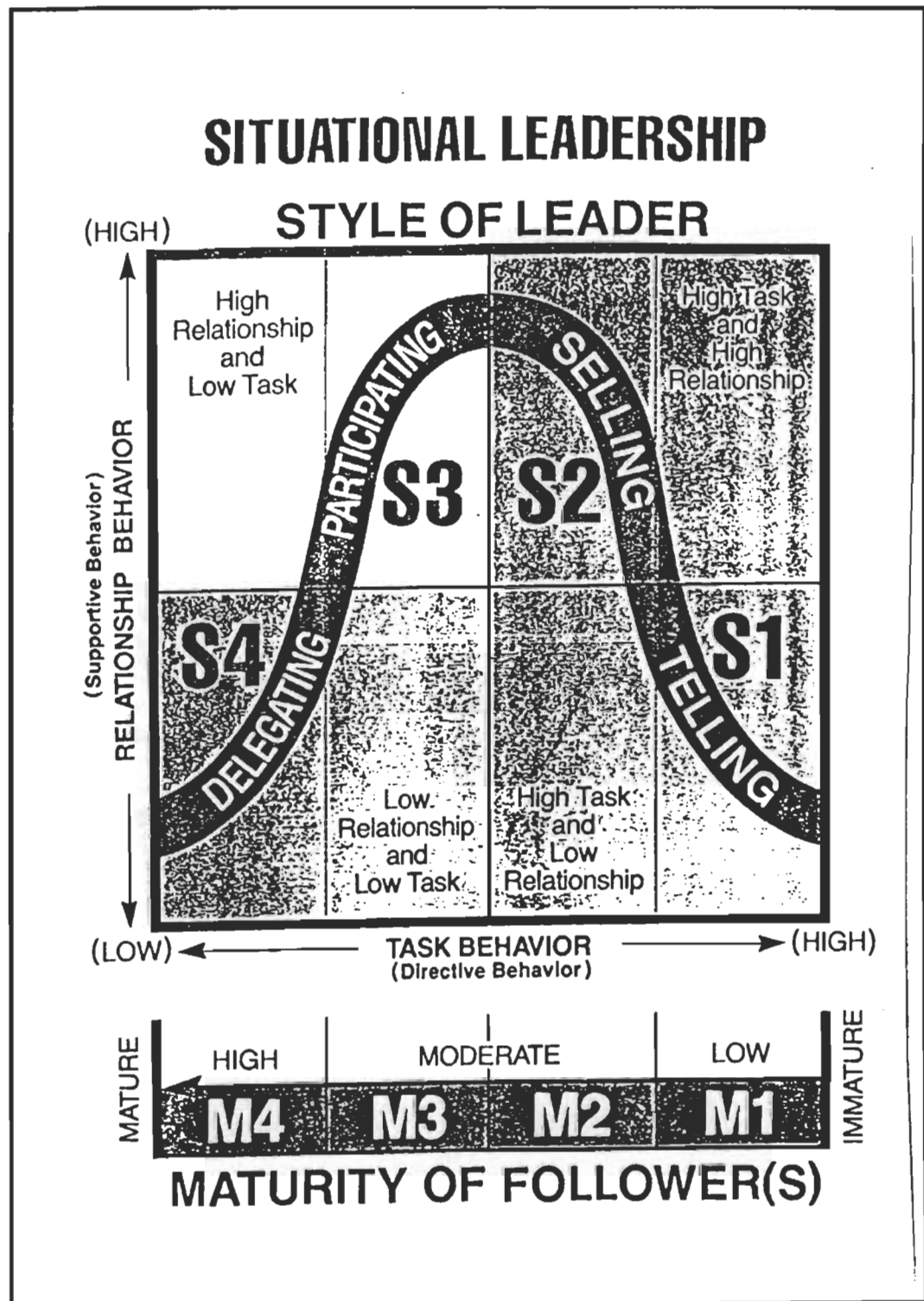


Figure 5 Situational Leadership

In **M1**, a subordinate is very insecure, not motivated and often avoids taking any responsibility. The level of professional and psychological maturity is very low. There is minimal subordinate's participation and maximal leadership. The leader tells the subordinate precisely what to do and watches closely the latter's activities. This is needed in order to help, guide, and nurture the client's professional development. Leadership behavior is characterized with a high task/low relationship and the key word for appropriate leadership style is **telling**.

In **M2**, the subordinate is energetic, confident, and willing to take some responsibilities, although incompetent. The level of professional and psychological maturity is moderate. The leader continues to direct and watch closely the subordinate's activities, clarifies, persuades, and encourages questions. Leadership behavior is characterized with a high task/high relationship and the key word for appropriate leadership style is **selling**.

In **M3**, the subordinate's motivation and participation level is variable. The level of maturity is moderately high but one still feels insecure. There is a certain degree of competence, and autonomy is evident; however, there is also resistance in doing what ought to be done.

On the other hand, a leader in this level encourages, facilitates subordinate's efforts, and shares decision-making. Leadership behavior is characterized with a high relationship/ low task and the key word for appropriate leadership style is **participating**.

In **M4**, subordinate's participation and motivation is very high. The former voluntarily takes on responsibilities, takes part in decision-making, and participates actively in all activities from the beginning to the end.

An **M4** leader's task is to delegate responsibility, observe, and leave problem-solving to the subordinate. Leadership is characterized with low relationship/low task and the key word appropriate for this style is **delegating**.

For leadership to be effective, this theory advocates that, a leader must remember not to delegate responsibilities to the individual or group until the latter is ready to take charge; reinforce and reward any progress made, minute as it maybe; have flexibility; be capable to apply all scales of leadership styles; as well as, able to adapt one's own style to the situation. Leadership flexibility and consideration of situational factors are the most important contributions of this theory to the study of leadership behavior (Yukl, 1981; Graeff, 1983, from Bryman, 1986). It is one of the most popular leadership theory among leaders in organizations.

On the other hand, researchers found some deficiencies (Graeff, 1983; Bryman, 1986) in this theory. Graeff questions the rationale for associating certain maturity levels with specific leadership styles, while Bryman states that Situational Leadership lacks the evidence to corroborate its fundamental doctrines. Its inability to generate a research tradition, and its concentration on

only one situational variable (subordinate's level of maturity) limit its usefulness for researchers.

In Figure 6, the relationship between the theories of Hersey and Blanchard, McGregor, and Likert are clearly illustrated. It shows the points where the authors' theories merge.

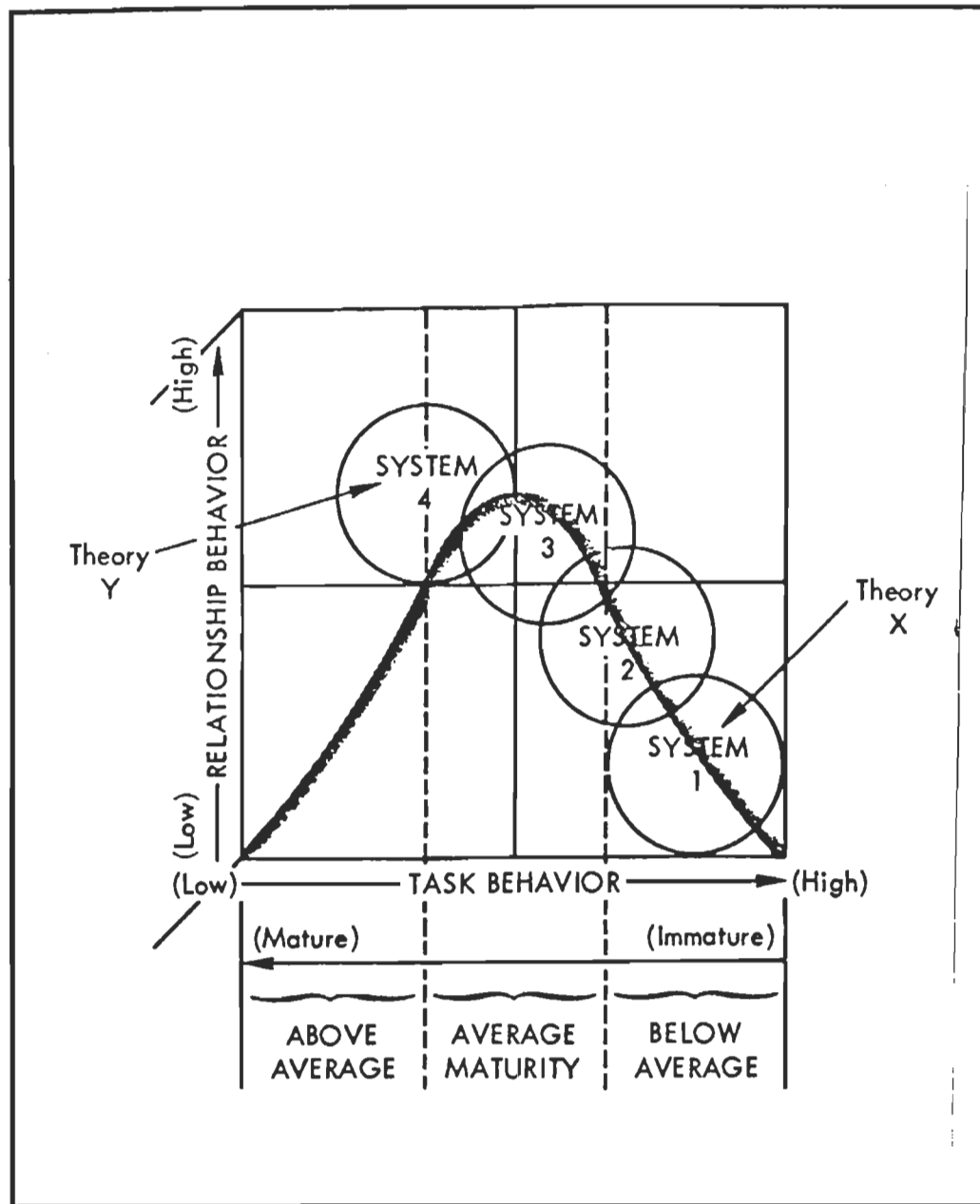


Figure 6 - Relationship between Life Cycle Theory of Leadership and McGregor's Theory X and Theory Y and Likerts Management Systems.

In order to measure a leader's flexibility and adaptability, Hersey and Blanchard devised several questionnaires; the most well-known of them all is the

LASI-SELF, which later became LEAD. This instrument measures three aspects of leader behavior, namely: style, style range, and style adaptability.

Two LEAD instruments were later developed to make possible the comparison of leader's perception and others perceptions of the former's style of leadership. The LEAD-Self is used by the leaders to gather data about their leadership style based on their own perceptions. The LEADOther gathers data on ones leadership style as perceived by others.

Bennis, Likert, Hersey and Blanchard emphasize the importance of participation in leadership, and indicate how much the success or failure of change and leadership depend on the amount of input the leader and subordinate have in the total process. Bennis expresses this interdependence ever so clearly when he says that acceptance of change depends not only on the quality of change but "on the relationship between the change-agent and the client-system." (Bennis, 1985, p.174). In addition, Fiedler believes that this relationship evolves through the process of leadership (Fiedler and Garcia, 1987).

One would notice that there is a certain commonality in all the theories mentioned previously. They all indicate that leadership as a process has two orientations, namely, people and task or production. Lastly, the behavioral and contingency theories illustrate that leadership could be learned and developed.

After a brief review of a few authors' work on change and leadership, we conclude that Bennis' theory on

and Likert's, Hersey's and Blanchard's theories on leadership are the most appropriate frame of reference for this particular investigation.

Because of the nature of problems facing the teachers, we believe that leaders should not concentrate on the degree of teachers' job performance level during the change transition. It will not also be justified to adopt a particular leadership style based on teachers' personal characteristics, as proposed by McGregor's X and Y theories, because the problems outlined at the beginning of this study were not due to teachers' personal character traits.

Likewise, the theories postulated by Tannenbaum and Schmidt, Reddin, and Fiedler, can not help the principals discover the true degree of a teacher's insecurity caused by the introduction of the document YEAR 2000. This insecurity may be either professional or psychological, which according to Bennis, Schein and others, is always present when a change is being introduced in an organization. Therefore, in order to correctly identify a teacher's professional and psychological state, and adopt a suitable leadership style, a principal could safely refer to Hersey's and Blanchard's theory on leadership.

Likert's **Management Systems** is another valuable theoretical frame of reference because like Hersey's and Blanchard's work on leadership, it provides a detailed instrument which reveals the factors influencing the validity or non-validity of our assumption in this investigation. The nature of the latter will be the subject of discussion in the next chapter.

CHAPTER III

METHODOLOGY

This chapter deals with the administration of the survey to elementary public school principals and teachers in British Columbia. It presents the population of the study, the instrument (choice and validity), data collection, and procedure of data analysis.

3.1 Population and Sample

This study is a survey through the use of a written questionnaire designed to obtain a description of leadership style of elementary school principals in British Columbia public elementary schools as perceived by teachers and principals themselves.

The principal criteria used in the selection of the Teacher population target was employment as a regular elementary classroom teacher who is in-charge of a class in the B.C. public school system; for the Principal population, one must be a current administrator of a school.

In this study the target population were all elementary school teachers and principals currently employed in a regular public elementary school¹ in the province of British Columbia. It was composed of two groups: Principals and Teachers. A population sample was picked

¹ Schools not classified as special facilities, .i.e. correspondence, containment or alternate schools.

randomly (Jaeger, 1988) using the list of British Columbia school districts, (Appendix D), as the sampling list. Names of the seventy-five school districts were placed in a container from which thirty-eight school districts were first drawn; a second draw was made using only the thirty-eight school districts drawn in the first draw; from these twenty school districts were finally drawn from whom permission to conduct a survey was requested. The researcher hoped to receive permissions from at least 10 school districts.

All elementary schools from each participating districts were included. The principal and a maximum of seven classroom teachers, (each representing a grade level), per elementary school composed the population sample. Grade levels represented were Kindergarten to Grade 7.

Since this study is based solely on perceptions, of the target population as educators, resulting from the effect of the introduction of YEAR 2000, the following variables were considered secondary and were not considered as variables affecting the perceptions of the target population (Part A of the instrument): age, sex, academic degree, and experience. These informations were gathered only for the purpose of getting a description of the subjects of this study and to observe their effects on ones attitude toward change.

3.2 Instrument

In order to answer our first research objective, Likert's questionnaire, "Profile of Organizational Characteristics" (Appendix E) was chosen as the measuring instrument. It measures leadership dimensions

such as leadership, communication, motivation, decision-making, objective, control, and performance. To ensure its suitability for this investigation, a pilot survey was first conducted in the Greater Victoria school district. Two elementary school principals were approached; however, only one school participated. The principal of the other school did not allow administration of the survey in his school because he found the "Questions unacceptable"².

Results of the pilot survey showed that 91% of the participants found the questionnaire too long and complicated. This instrument was therefore considered totally unsuitable for the principal survey.

Another questionnaire was prepared using an abridged version of Likert's "Organizational and Performance Characteristics of Different Management Systems", (Appendix F). The new instrument was composed of 2 sections. The first part was Likert's abridged questionnaire consisting of 18 questions. It measures six dimensions; each dimension refers to the following aspects (questions):

DIMENSIONS	QUESTIONS
Leadership	1. Confidence and trust Principal has in school staff. 2. School staff feel free to talk to Principal about their work.

² Principal's own words.

	3. Principal asks for school staff's ideas and uses them if they are worthy.
Motivation	4. Principal uses predominantly: (fear); (menace); (punishment); (reward); (motivation). 5. Level where one feels responsibility for achieving school's goals lie.
Communication	6. Amount of interaction and communication aimed at achieving school's objectives. 7. Presence of an informal organization opposing school's goals. 8. Extent to which communications are accepted by school staff. 9. Accuracy of upward communication in school. 10. Knowledge and understanding of problems faced by staff.
Decision-making	11. Level where decisions are formally made in school. 12. Extent of technical and professional knowledge used in decision-making. 13. Extent of staff's involvement in decisions related to their work.
Objective	14. Effects of decision-making on motivation. 15. Manner in which goal setting is usually done.
Control	16. Presence of silent resistance to school's objectives. 17. Concentration of review and control functions. 18. Presence of an informal organization opposing school's goals.

It asked respondents to consider each question in terms of his/her perception of the actual style of leadership in his or her present school.

The second part of the instrument is an open question concerning the introduction of the document YEAR 2000. This part asked the respondents whether the present leadership in his/her present school should change in relation to the changes introduced by the document YEAR 2000. It also asked them to recommend some areas of supervision in which, in his/her opinion, changes should take place in order to successfully implement the governmental project YEAR 2000. **QUESTION:**

Should the present style of leadership in your school change with the full implementation of the document YEAR 2000? If your answer is yes, please indicate the area or areas of supervisory practice in which you think changes should occur.

In Part A, respondents were asked to circle their answers. Each answer corresponds to the four systems of Likert's Model:

- System 1 = Exploitive-Authoritative;
- System 2 = Benevolent-Authoritative;
- System 3 = Participative;
- System 4 = Consultative.

After consultations with a University of Victoria student newspaper editor as to the clarity of the questions, this questionnaire (Appendix G), was utilized as the survey instrument for this investigation. Alpha was established at 0.01 level in order to achieve a high probability of making a correct decision when analyzing

the data, no matter whether the null hypothesis is true or false (Pagano, 1986).

3.3 Data Collection

Permission was sought from the district superintendent of each of the twenty school districts to conduct a survey in their respective districts. A letter of request (Appendix H) was sent on October 15, 1991. There were thirteen responses received: nine granted permissions (Appendix I), and four asked for more information on the nature of the survey. Out of these four districts one gave permission, and one opted not to participate. No follow-up was made on the other two since the desired number of school districts to be included in the study had already been attained. A limit on the number of sample districts was set for financial reasons. No outside financial aid was obtained for this particular study.

The participating school districts were:

- S.D. #9 (Castlegar);
- S.D. #71 (Courtenay);
- S.D. #86 (Creston-Kaslo);
- S D. #18 (Golden);
- S.D. #12 (Grand Forks);
- S.D. #24 (Kamloops);
- S.D. #56 (Nechako);
- S.D. #59 (Peace River South);
- S.D. #47 (Powell River);
- S.D. #77 (Summerland).

On February 15, 1992, 114 principals and 820 teachers from various regular public elementary schools in the 10

participating school districts were each sent directly, a questionnaire after permission to conduct the survey was granted by their respective district superintendents. A letter explaining the purpose of the survey (see Appendix J), and informing respondents of their Superintendents' approval was attached to the questionnaire. Instructions to return completed instrument in the enclosed self-addressed stamped envelope on or before March 30, 1992 was also indicated.

A total of 114 questionnaires were sent to the principals and 820 were forwarded to the teachers. All elementary schools in each of the participating districts were surveyed regardless of staff and student populations.

Envelopes containing teachers' questionnaires were addressed in a general manner: i.e., The Grade One Teacher, School's Address. So, if there were two Grade One teachers in the same school, the choice of teacher respondent was left entirely to chance. The researcher believed that bias on the part of the person, (usually the school secretary), sorting out the school's mail would not affect the choice of the respondent since there were no identifying marks on the envelope as to the nature of the mail or of the sender.

Mail-back responses were received from 97 (85.09%) of the one-hundred-fourteen (114) principals, and four-hundred-twenty-eight (428) which is 52.20% of the eight-hundred-twenty teachers (820) sampled. One principal returned the instrument unanswered stating that he did not like the questionnaire, specifically the placement of the answers under Likert's four systems. He also

indicated that he did not like to be known as a principal operating under Systems 1 and 2, and that to classify his leadership under Systems 3 and 4 would make him appear a "hero".³

Although no request for personal, school's or district's names were requested by the researcher, some respondents, both principals and teachers, chose to identify themselves by either indicating their personal or school's address, and others, their school district numbers.

Other informations gathered as solicited by the researcher were the age, sex, academic degree, and years of experience of the respondents. Demographic data from only 96 principals, and all four-hundred-twenty-eight (428) teachers were tallied as indicated in Tables 3 to 8 (see Appendix K).

The percentage distribution for each demographic variables are illustrated on the subsequent page.

³ Quotation from a Principal's response to the survey question.

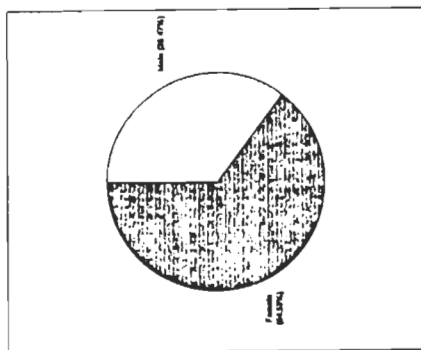


Figure 10 - Percentage Distribution of Indicated Sex of the Teachers

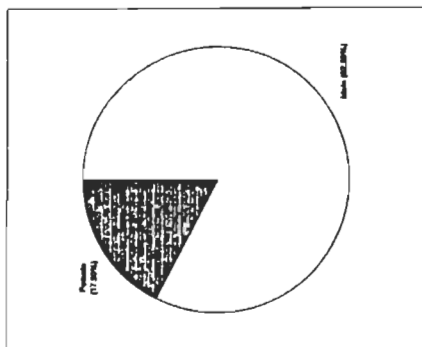


Figure 11 - Percentage Distribution of Indicated Sex of the Principals

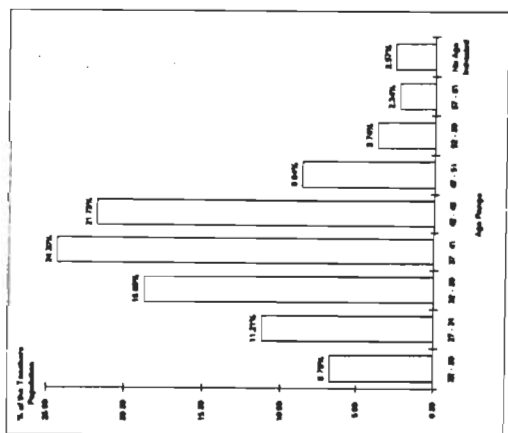


Figure 12 - Percentage Distribution of Ages of Teachers

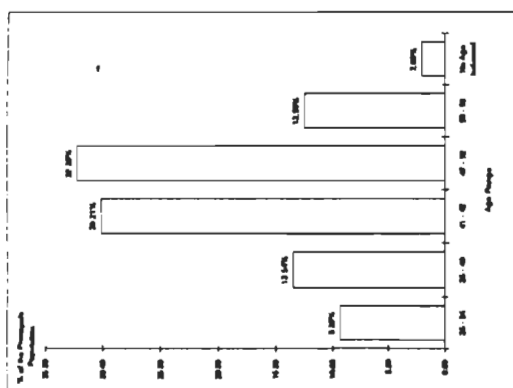


Figure 13 - Percentage Distribution of Ages of Principals

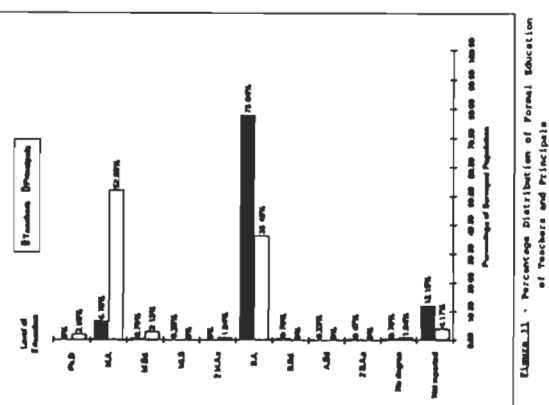


Figure 14 - Percentage Distribution of Formal Education of Teachers and Principals

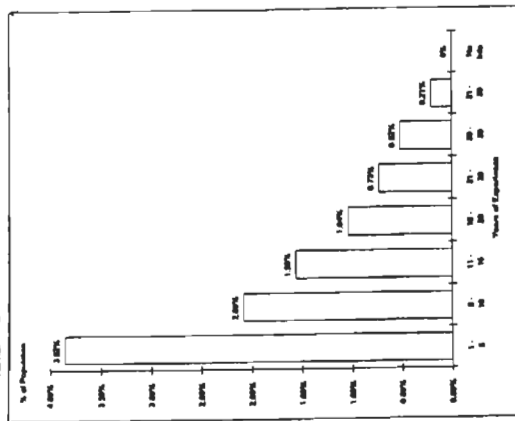


Figure 15 - Percentage Distribution of Total Experience of Principals

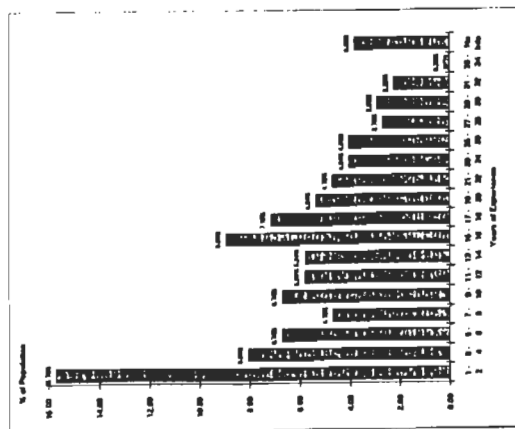


Figure 16 - Percentage Distribution of Total Teaching Experience of Teachers

Figures 7 to 13 indicate the percentage distribution of the age, sex, formal education, and total experience of teachers and principals who took part in this study.

Data indicate that a high percentage of the Principal population is in their midlife (47-52 age range, 32.29%), predominantly male (82.50%) with post-graduate (M.A. or M.Ed.) training (52.06%), this seems to reflect the present educational requirement for the principalship position, and with 1-5 years of experience.

Data for the Teacher population show that a high percentage of the population is between the 37-41 age range (24.30%), female (64.53%), with a Bachelor's degree (78.04%), and with less than 10 years of experience.

All returned responses were included in the analysis and all data were treated with strict confidentiality. No follow-ups were undertaken as it was deemed unnecessary.

3.4 Procedure of Data Analysis

Data were compiled in two separate categories: responses to Part A, and responses to Part B of the measuring instrument.

In Part A, all responses for each of the six dimensions measured, i.e., leadership, were statistically analyzed using the Z-test in order to find significant differences between the teachers' and principals' answers.

The Z-test is a test for independent groups which uses the mean of the sample as a basic statistic. This allowed us to cluster the data for each sample group and facilitated the comparison of their responses to each of the six dimensions measured, i.e., leadership. In order to investigate the differences of the means, data were subjected to a two-tailed Z-test which gave us a leeway to accept or reject the null hypothesis.

In Part B, data were classified in two groups:

- (a) Yes and No responses; and,
- (b) Teachers' and Principals' comments.

These comments, (for each group), were then categorized according to their content and clustered under each of the six dimensions measured in Part A of the instrument. These dimensions were then ranked according to the percentage of comments falling under each category.

Demographic data were also subjected to a statistical analysis as independent variables, however, they were not part of our analysis of the data in our main investigation since they were not established as variables to consider in attaining the objectives of our study. Results of this analysis (demographic data) had no bearing on the outcome of our investigation and the attainment of our objectives. They were only collected for the purpose of getting a concrete description of our population. The sole purpose of analyzing these demographic variables in relation to the populations' (Teacher and Principal) responses to question in Part B of the measuring instrument was to infer on our population's attitude toward change, particularly the implementation of the YEAR 2000 document in their

respective schools. These were secondary data that we deemed interesting to know, just for the sake of curiosity, and which we believed could possibly incite or lay the foundation for future investigations.

CHAPTER IV

RESULTS PRESENTATION AND ANALYSIS

This chapter deals with the presentation and analysis of data concerning the perceptions of the principals' leadership abilities as measured by the instrument based on Likert's Management Systems.

Two sections structure this present content. We will present and analyse the results linking to the first objective of this investigation, which is, **to identify leadership abilities of elementary school principals in implementing change**, and with the second objective, which is, **to propose a coherent developmental strategy of an elementary school principal in relation to the implementation of the proposed changes**.

4.1 Identification of leadership abilities of elementary school principals in implementing change.

The following content presents the principals' and teachers' perceptions of leadership behavior of principals according to the six dimensions of the instrument, namely: leadership, motivation, communication, decision-making, objective, and control.

As we saw it in Chapter II, System 1 is described as a leadership style which is authoritative and exploitive, System 2 as authoritative and benevolent, System 3 as participative, and System 4 as consultative.

Table 1 (Q1 - Q3)

Perceptions on Leadership:**Q.1 Confidence and trust Principal has in school staff.**

	None (System 1)	Condescending (System 2)	Substantial (System 3)	Complete (System 4)
Principals*	0%	0%	57.29%	40.63%
Teachers**	7.24%	13.79%	49.07%	24.30%

Q.2. School staff feel free to talk to Principal about their work.

	Not at all	Not much	Enough	Completely Free
Principals	0%	0%	44.79%	53.13%
Teachers	4.67%	15.89%	38.08%	41.36%

Q.3. Principal asks for school staff's ideas and uses them if they are worthy.

	Rarely	Sometimes	Usually	Always
Principals	0%	0%	30.21%	68.75%
Teachers	10.75%	19.39%	42.06%	27.80%

Table 1 shows the results between the perception of the teachers and the principals on the leadership dimension of the principals.

Three questions measure this dimension, that is: confidence and trust Principal has in school staff, school staff feel free to talk to Principal about their work, and Principal asks for school staff's ideas and uses them if they are worthy.

All results are statistically significant; refer to **Table 8**.

If we sift thoroughly the results obtained by both category of respondents , we see for the first aspect (Q.1) that: there is a statistically significant difference, (16.33%), in perceptions between the two groups under System 4. Also, principals did not see themselves falling under System 1 and System 2, whereas, 21.03% of teachers disagreed. The majority of both groups believed principals had substantial amount of trust and confidence in staff.

Q.2. There were 20.56% of teachers who perceived that they did not feel free, or, feel free enough to discuss their work with their principals. This was in direct contrast to the 0% perception on the part of the principals. These teachers felt, (based on their comments), that principals might think of them as incompetent if they discussed their work with the latter.

Q.3. Principals rated themselves 40.95% higher than the teachers under System 4. This perception was not shared by the latter; 30.14% perceived the former behaving under Systems 1 and 2; and majority, 42.06%, under System 3. Some of those who said "rarely", and "sometimes" added comments like: "if it serves his, (principal's), purpose"; or, "if it comes from, (teacher), friends.

Figure 14 indicates the percentage distribution of the perceptions of principals and teachers of the leadership dimension of the leadership behavior of principals as measured by questions 1, 2, & 3 of the measuring instrument. Majority of the principals, (55.12%), perceived their leadership behavior as that of System 4, while teachers perceived it as that of System 3.

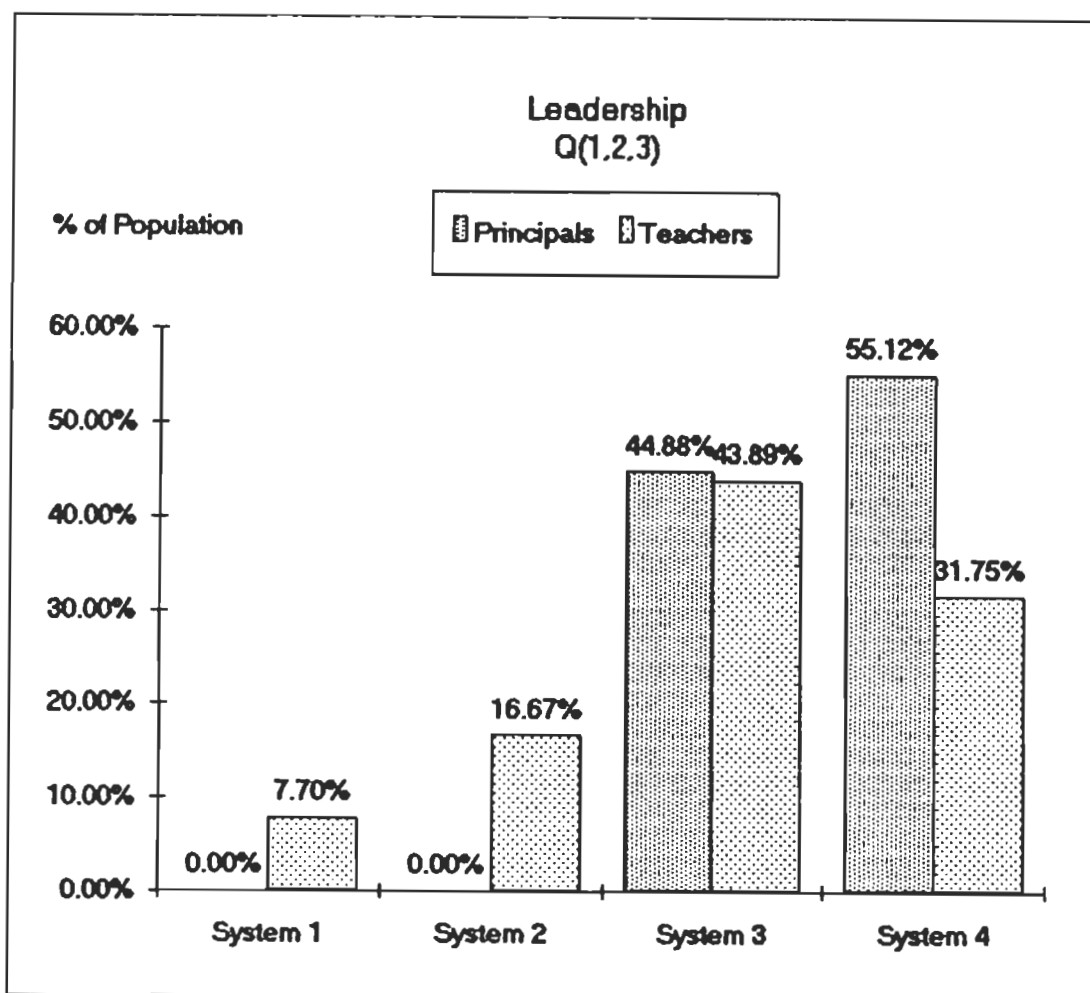


Figure 14 - Percentage Distribution of Perceptions on Leadership Dimension

Table 2 (Q4 - Q5)
Perceptions on Motivation

Q.4. Principal uses predominantly 1 (fear); 2 (menace); 3 (punishment); 4 (reward); 5 (motivation).

	1, 2, 3, sometimes 4	4, a little 3	4, a little 3 and 5	According to group's objectives
Principals	0%	0%	23.96%	71.88%
Teachers	8.41%	7.94%	11.68%	68.22%

Q.5. Level where one feels responsibility for achieving school's goals lies.

	Particularly with top officials	Top; general staff: little	Substantial proportion of personnel	All levels
Principals	0%	0%	41.77%	55.21%
Teachers	10.98%	14.02%	31.07%	41.36%

Table 2 shows the results between the perception of teachers and principals on the motivation dimension of the leadership behavior of principals.

Two questions measure this dimension, that is: principal uses predominantly 1 (fear); 2 (menace); 3 (punishment); 4 (reward); 5 (motivation), and level where one feels responsibility for achieving school's goals lies.

All results are statistically significant; refer to **Table 8**.

Q.4. The majority of both groups agreed that principals function according to group's objectives, (System 4). However, there was also a significant percentage, 28.03%, of teachers who perceived the use of fear tactic by their principals. Zero percent of principals perceived themselves as operating under System 1 and System 2.

Q.5. Both groups perceived responsibility for achieving school's goals lie in all levels; but, 25% of the teachers did not see it in the same way. They believed their principals behaved under Systems 1 and 2, however, these perceptions were not shared by 100% of the latter.

Figure 15 indicates the percentage distribution of the principals' and teachers' perceptions on the motivation dimension of the leadership behavior of principals as measured by questions 4 & 5 of the measuring instrument. Majority of the principals, (65.95%), and teachers, (56.57%) perceived it as that of System 4.

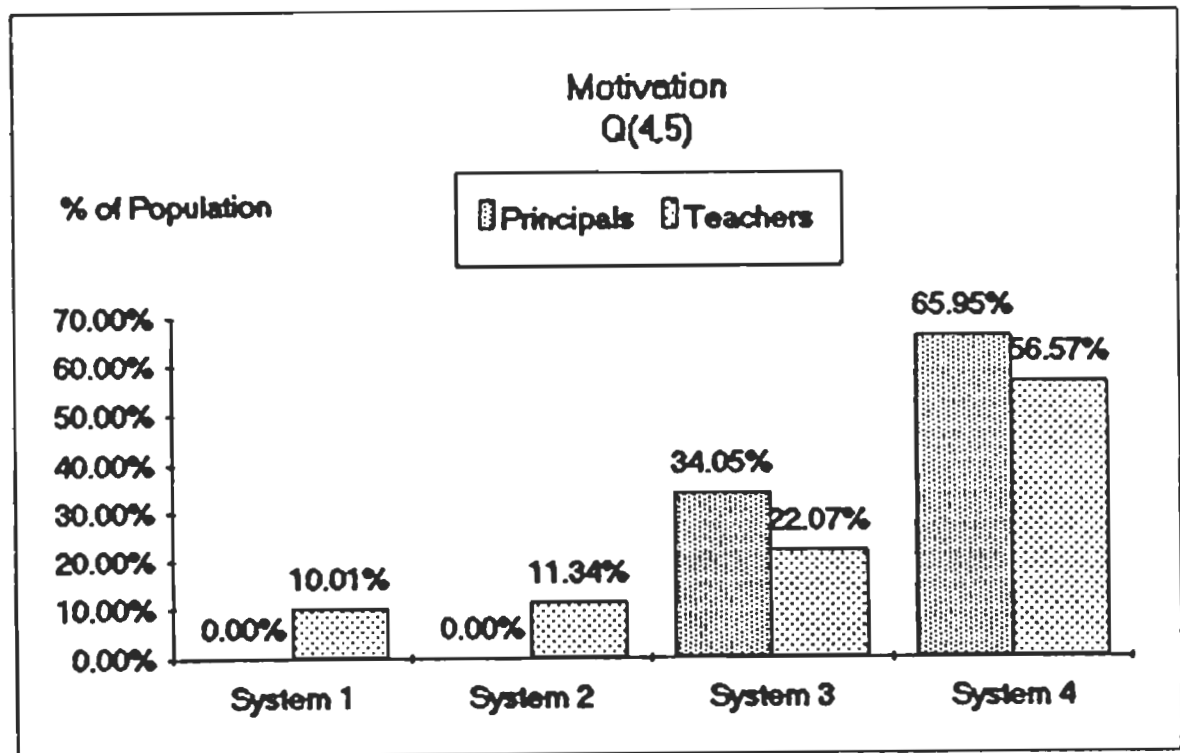


Figure 15 - Percentage Distribution of Perceptions on Motivation

Table 3 (Q6 - Q10)

Perceptions on Communication**Q.6. Amount of interaction and communication aimed at achieving school's objectives.**

	Very little	Little	Quite a bit	A lot
Principals	0%	0%	47.92%	51.04%
Teachers	7.71%	18.22%	49.30%	23.60%

Q.7. Direction of information flow.

	Downward	Mostly downward	Down and up	Down, up, and with peers
Principals	0%	0%	33.33%	66.67%
Teachers	7.24%	33.88%	21.96%	35.75%

Q.8. Extent to which communications are accepted by school staff.

	Viewed with great suspicion	Perhaps with suspicion	Cautiously	With an open mind
Principals	0%	0%	18.75%	81.25%
Teachers	7.94%	11.92%	26.64%	52.57%

Q.9. Accuracy of upward communication in school.

	Often inaccurate	Censored from top	Limited accuracy	Accurate
Principals	0%	0%	10.47%	87.50%
Teachers	7.24%	11.21%	22.90%	53.50%

Q.10. Knowledge and understanding of problems faced by staff.

	Very little	A little	Well enough	Very well
Principals	0%	0%	26.04%	71.88%
Teachers	17.06%	16.36%	37.38%	28.27%

Table 3 shows the results between the perception of the teachers and the principals on the communication dimension of leadership of the principal.

Five questions measure this dimension, that is: amount of interaction and communication aimed at achieving school's objectives, direction of information flow, extent to which communications are accepted by school staff, accuracy of upward communication in school, and knowledge and understanding of problems faced by staff.

All results are statistically significant; refer to **Table 8.**

Q.6. Principals' self-perceptions regarding amount of communication aimed at achieving the school's objectives were very much higher than those of the teachers'. Fifty-one percent of them said that there was "a lot" of communication in contrast to 23.60% of the teachers who thought differently. A significant difference of 27.44% exists; majority, 49.03%, of the responses were under System 3. A quarter, 25.93%, of the surveyed teacher population perceived their leaders' behavior as belonging to

either System 1 or System 2. None of the 96 principal respondents saw themselves in these systems.

Q.7. A big contradiction in perceptions can be seen in System 2: 100% of the principals did not think the flow of communication in their schools was mostly downward, while 33.88% disagreed. Majority, 66.67%, which was 30.92% higher than the teachers indicated System 4. Of the 428 teachers, 41.12% perceived the flow of communication as either downward or mostly downward.

Q.8. The highest percentage for both groups coincided in System 4, although there was a 28.68% difference. Data in Systems 1 and 2 indicate another contrast in perceptions.

Q.9. Principals perceived accuracy of upward communication in their schools as 87.50% accurate, while only 53.50% of their teachers perceived it in the same manner. There was 18.42% of the teacher population who perceived it as either often inaccurate or censored from top. No principals thought that this was the case.

Q.10. Of 96 principals, 71.88% said they knew and understood very well the problems faced by their staff; however, only 28.27% of the teacher agreed. One-third of the teacher population indicated principals had very little or a little knowledge and understanding of their problems. Principals disagreed 100% on these perceptions.

Figure 16 indicates the percentage distribution of the principals' and teachers' perceptions on the communication dimension of the leadership behavior of principals as measured by questions 6, 7, 8, 9, & 10 of the measuring instrument. Although majority of both groups, (principals and teachers), perceived this dimension of leadership to be that of System 4, it is also important to take note of the differences in perceptions under Systems 1 & 2.

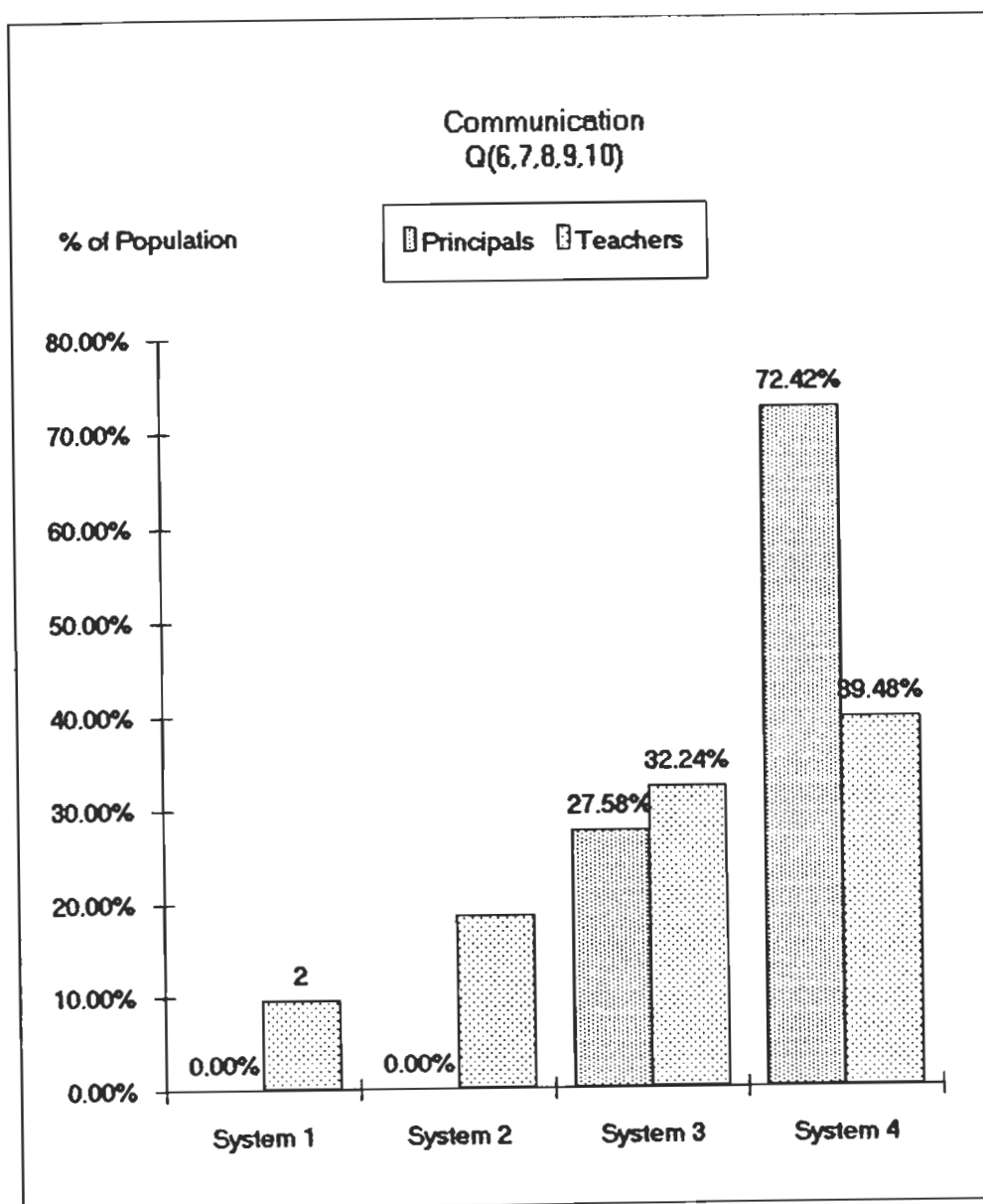


Figure 16 - Percentage Distribution of Perceptions on Communication

Table 4 (Q.11- Q13)
Perceptions on Decision-making

Q.11. Level where decisions are formally made in school.

	Bulk of decisions at top of organization	Policies at top: a little delegation	Broad policy at top: more delegation	All levels: good integration
Principals	0%	0%	39.58%	59.38%
Teachers	9.81%	19.39%	35.98%	34.11%

Q.12. Extent of technical and professional knowledge used in decision making.

	Used only if possessed at higher levels	Used only if possessed at higher and middle levels	Much of what is available in all levels	Most of what is available in all levels
Principals	0%	0%	19.79%	79.17%
Teachers	10.98%	16.36%	46.03%	24.30%

Q.13. Extent of staff's involvement in decisions related to their work.

	Not at all consulted	Occasionally consulted	Usually involved	Completely involved
Principals	0%	0%	10.42%	89.58%
Teachers	6.78%	16.12%	50.47%	25.93%

Table 4 shows the results between the perception of the teachers and the principals on the decision-making dimension of the leadership behavior of principals.

Three questions measure this dimension: level where decisions are formally made in school, extent of technical and professional knowledge used in

decision making, and extent of staff's involvement in decisions related to their work.

All results are statistically significant; refer to **Table 8**.

Q.11. Principals' and teachers' perceptions differ considerably in Systems 2 and 4. Of the 428 teachers surveyed, 19.39% said policies were formally made at top with a little delegation, and only 34.11% agreed with principals' perceptions in System 4. There was a 25.27% difference between the two groups in this system. However, percentage of the majority of both groups almost coincided in System 3. The difference was only 3.60%.

Q.12. There was a difference of 54.87% between teachers and principals in Sytem 4, and 27.34% in both Systems 1 and 2. The majority of both groups differed in their perceptions.

Q.13. Of 428 teacher respondents, 22.90% differed with their principals' perceptions in Systems 1 and 2. One-hundred percent of the 96 principal respondents did not think teachers were not, or were only occasionally consultd in matters concerning their work. A high percentage, 89.58%, of them said the latter were completely involved; this perception was of course not shared by 74.07% of the teachers.

Data in Figure 17 indicate that 76.57% of principals perceived this dimension of their leadership behavior to be that of System 4, which is a big contrast to that of the teachers' perception; only 28.47% of the latter perceived it this way.

It is also important to take note of the differences in perceptions under Systems 1 & 2.

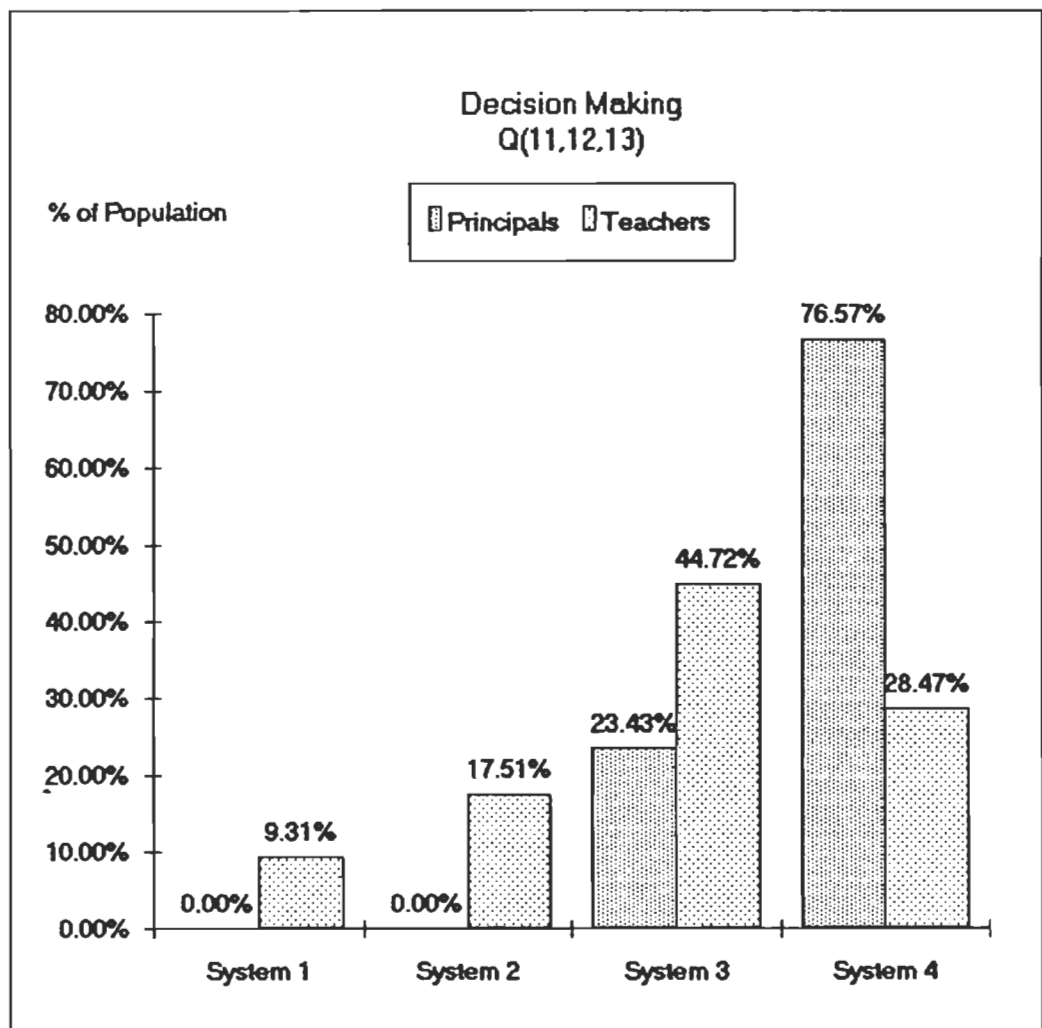


Figure 17 - Percentage Distribution of Perceptions on Decision-making

Table 5 (Q.14 - Q15)
Perceptions on Objectives

Q.14. Effects of decision-making on motivation.

	Nothing; it often weakens it	Not much	A certain contribution	Substantial contribution
Principals	0%	0%	17.71%	82.29%
Teachers	17.76%	26.64%	29.91%	25.70%

Q. 15. Manner of goal setting.

	Orders issued	Staff has a certain contribution	Orders issued: staff has little contribution	Through group participation
Principals	0%	0%	0%	100%
Teachers	2.80%	15.42%	27.80%	53.04%

Table 5 shows the results between the perception of the teachers and the principals on the objective dimension of the leadership behavior of principals.

Two questions measure this dimension: effects of decision-making on motivation, and manner of goal setting.

All results are statistically significant; refer to **Table 8**.

Q.14. Data on teachers' responses for this particular question has a very unique distribution. Perceptions were almost evenly distributed among the four systems. In contrast, 82.29% of principals situated themselves in System 4 with a meager 17.71% in System 3, and 0% in both Systems 1 and 2.

Q.15. One-hundred percent, (100%), of the principals saw themselves setting school's goals through group participation. This, however, was not shared by 46.02% of the teachers, who perceived goal-setting in different ways. Only 53.04% of the latter had the same perceptions as the principals.

Figure 18 shows that principals did not perceive themselves operating under Systems 1 & 2 at all, however, some teachers did. The former indicated that they perceived this dimension of their leadership behavior to be that of System 4, (91.15%); on the other hand, only 39.55% of the teachers perceived it this way.

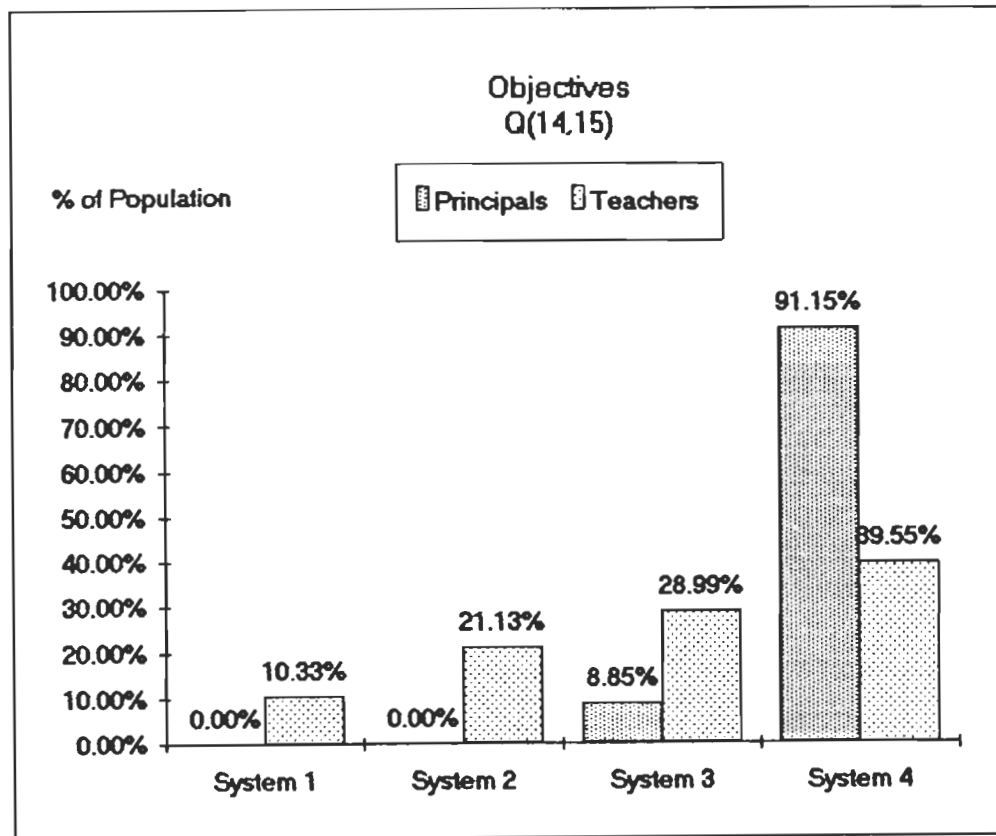


Figure 18 - Percentage Distribution of Perceptions on Objectives

Table 6 (Q.16 - Q18)
Perceptions on Control

Q.16. Presence of silent resistance to school's objectives.

	Strong resistance	Moderate resistance	Certain resistance	Little or no resistance
Principals	0%	0%	11.46%	87.50%
Teachers	9.11%	19.63%	29.21%	39.95%

Q.17. Concentration of review and control functions.

	Highly concentrated at top	Relatively concentrated at top	Moderate delegation at bottom	Done at all levels
Principals	0%	0%	6.25%	90.63%
Teachers	11.68%	23.60%	27.34%	32.48%

Q.18. Presence of an informal organization opposing school's goals.

	Yes	Usually	Sometimes	No; same objectives as school's
Principals	0%	0%	6.25%	90.63%
Teachers	13.79%	37.15%	40.19%	8.88%

Table 6 shows the results between the perception of the teachers and the principals on the control dimension of the leadership behavior of principals.

Three questions measure this dimension: presence of silent resistance to school's objectives, concentration of review and control functions, and presence of an informal organization opposing school's goals.

All results are statistically significant; refer to **Table 8**.

Q.16. A high percentage, 87.50% of the principals did not think there was any silent resistance to their schools' objectives at all, or if there was any, it was very little. The data, however, showed 57.95% of the teachers indicated that the opposite is true, based on their own perceptions of the situation.

Q.17. Although majority of the principals and teachers indicated that review and control functions were done at all levels, the difference between the two percentages was very high. Majority of the teachers, 62.62%, thought differently from their principals.

Q.18. The majority for both groups did not coincide in any system. Of the 96 principal respondents, 90.63% said there was no informal organization opposing school's goals, (System 4), while only 8.88% of the teachers saw it this way. There was an unusually high difference of 81.75%.

Of the 428 teacher respondents, 40.19% responded, "sometimes", (System 3); this was 33.94% higher than those of the principals'. The percentages in System 3 showed also a significant difference between the two groups' perceptions.

Data in Figure 19 show that teachers and principals differ greatly in their perceptions. None of the principals perceived this dimension of their leadership behavior to fall under Systems 1 & 2, whereas some teachers did. Likewise, a great disparity in perception lies in System 4.

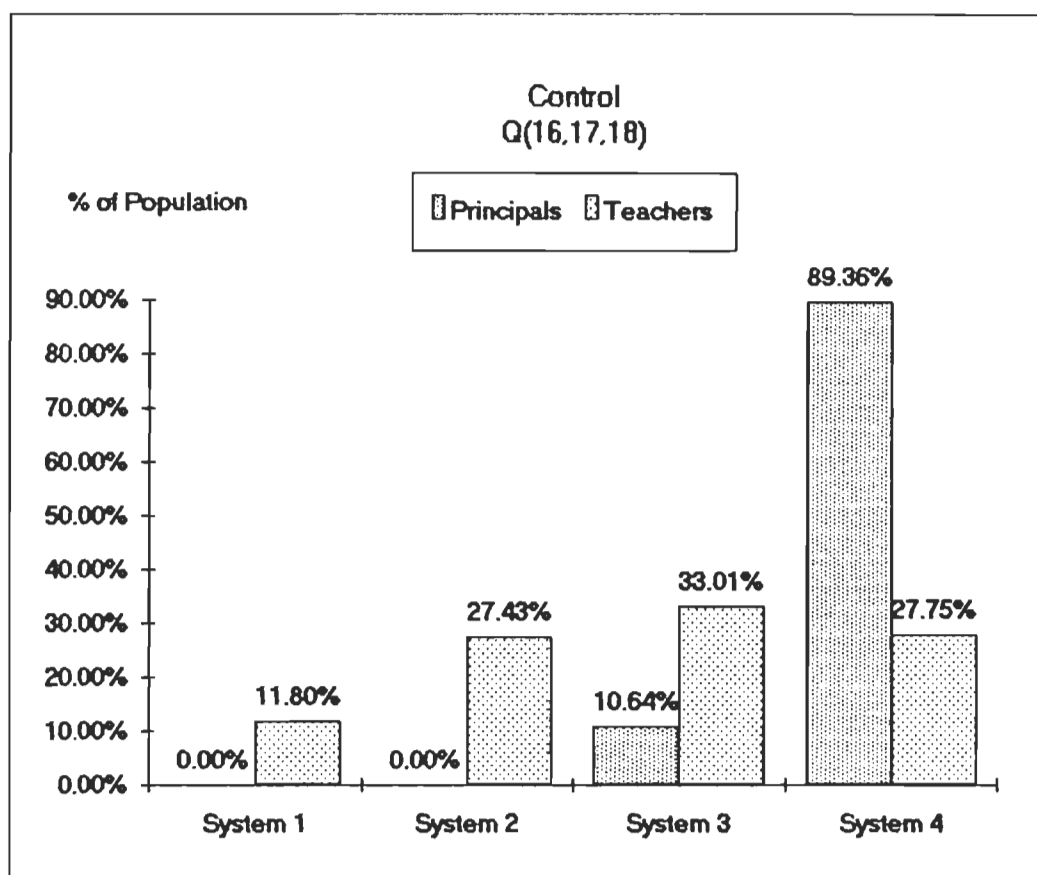


Figure 19 - Percentage Distribution of Perceptions on Control

Note: Data for "no response" column was not included in all the preceding tables; refer to Table 13. N* = 96 N** = 428.

Table 7

Comparison of Principals' and Teachers' Responses to each Question in Part A of the Survey Instrument

Question Number		System 1		System 2		System 3		System 4		No Response		Total		Population n	Median System	Average System	Error	Standard Deviation	Variance	Z obtained
		Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%							
1	Principals	0	0.00	0	0.00	55	57.29	39	40.63	2	2.08	96	100	94	3	3	0.08	0.50	0.25	6.779
	Teachers	31	7.24	59	13.79	210	49.07	104	24.30	24	5.61	428	100	404	3	3	0.07	0.84	0.71	
2	Principals	0	0.00	0	0.00	43	44.79	51	53.13	2	2.08	96	100	94	4	4	0.08	0.50	0.25	5.737
	Teachers	20	4.67	68	15.89	163	38.08	177	41.36	0	0.00	428	100	428	3	3	0.07	0.86	0.74	
3	Principals	0	0.00	0	0.00	29	30.21	66	68.75	1	1.04	96	100	95	4	4	0.08	0.46	0.21	12.517
	Teachers	46	10.75	83	19.39	180	42.06	119	27.80	0	0.00	428	100	428	3	3	0.07	0.94	0.88	
4	Principals	0	0.00	0	0.00	23	23.96	69	71.88	4	4.17	96	100	92	4	4	0.08	0.44	0.19	4.528
	Teachers	36	8.41	34	7.94	50	11.68	292	68.22	16	3.74	428	100	412	4	3	0.08	0.97	0.94	
5	Principals	0	0.00	0	0.00	40	41.67	53	55.21	3	3.13	96	100	93	4	4	0.09	0.50	0.25	7.117
	Teachers	47	10.98	60	14.02	133	31.07	177	41.36	11	2.57	428	100	417	3	3	0.08	1.01	1.02	
6	Principals	0	0.00	0	0.00	46	47.92	49	51.04	1	1.04	96	100	95	4	4	0.08	0.50	0.25	9.412
	Teachers	33	7.71	78	18.22	211	49.30	101	23.60	5	1.17	428	100	423	3	3	0.07	0.85	0.72	
7	Principals	0	0.00	0	0.00	32	33.33	64	66.67	0	0.00	96	100	96	4	4	0.08	0.47	0.22	11.772
	Teachers	31	7.24	145	33.88	94	21.96	153	35.75	5	1.17	428	100	423	3	3	0.08	0.99	0.98	
8	Principals	0	0.00	0	0.00	18	18.75	78	81.25	0	0.00	96	100	96	4	4	0.07	0.39	0.15	9.190
	Teachers	34	7.94	51	11.92	114	26.64	226	52.57	4	0.93	428	100	424	4	3	0.08	0.95	0.90	
9	Principals	0	0.00	0	0.00	10	10.42	84	87.50	2	2.08	96	100	94	4	4	0.05	0.31	0.10	10.532
	Teachers	31	7.24	48	11.21	98	22.90	229	53.50	22	5.14	428	100	406	4	3	0.08	0.95	0.90	
10	Principals	0	0.00	0	0.00	25	26.04	69	71.88	2	2.08	96	100	94	4	4	0.07	0.44	0.19	13.991
	Teachers	73	17.06	70	16.36	160	37.38	121	28.27	4	0.93	428	100	424	3	3	0.08	1.04	1.08	
11	Principals	0	0.00	0	0.00	38	39.58	57	59.38	1	1.04	96	100	95	4	4	0.08	0.49	0.24	9.440
	Teachers	42	9.81	83	19.39	154	35.98	146	34.11	3	0.70	428	100	425	3	3	0.08	0.97	0.94	
12	Principals	0	0.00	0	0.00	19	19.79	76	79.17	1	1.04	96	100	95	4	4	0.07	0.40	0.16	15.435
	Teachers	47	10.98	70	16.36	197	46.03	104	24.30	10	2.34	428	100	418	3	3	0.07	0.92	0.85	
13	Principals	0	0.00	0	0.00	10	10.42	86	89.58	0	0.00	96	100	96	4	4	0.05	0.31	0.10	18.357
	Teachers	29	6.78	69	16.12	216	50.47	111	25.93	3	0.70	428	100	425	3	3	0.07	0.83	0.69	
14	Principals	0	0.00	0	0.00	17	17.71	79	82.29	0	0.00	96	100	96	4	4	0.08	0.38	0.14	18.473
	Teachers	78	17.76	114	26.64	128	29.91	110	25.70	0	0.00	428	100	428	3	3	0.08	1.05	1.10	
15	Principals	0	0.00	0	0.00	0	0.00	96	100.00	0	0.00	96	100	96	4	4	0.00	0.00	0.00	16.669
	Teachers	12	2.80	68	15.42	119	27.80	227	53.04	4	0.93	428	100	424	4	3	0.07	0.84	0.71	
16	Principals	0	0.00	0	0.00	11	11.46	84	87.50	1	1.04	96	100	95	4	4	0.05	0.32	0.10	14.712
	Teachers	39	9.11	84	19.63	125	29.21	171	39.95	9	2.10	428	100	419	3	3	0.08	0.99	0.98	
17	Principals	0	0.00	0	0.00	6	6.25	87	90.63	3	3.13	96	100	93	4	4	0.04	0.25	0.06	19.036
	Teachers	50	11.68	101	23.60	117	27.34	139	32.48	21	4.91	428	100	407	3	3	0.08	1.03	1.06	
18	Principals	0	0.00	0	0.00	13	13.54	81	84.38	2	2.08	96	100	94	4	4	0.06	0.35	0.12	26.136
	Teachers	59	13.79	159	37.15	172	40.19	38	8.88	0	0.00	428	100	428	2	2	0.07	0.84	0.71	

90% confidence in the results

2 tailed Z test

 $\alpha = 0.1$

Z = 1.645

Table 8

Comparison of the Principals' and Teachers' Perceptions on the Six Dimensions of Leadership Behavior of the Principals

		Likert's System 1		Likert's System 2		Likert's System 3		Likert's System 4		Total		Median		Average Error				s.d.		Variance		Z
		Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	P	T	P	T	Principals	Teachers	P	T	P	T	obtained		
Leadership	f	0	97	0	210	127	553	156	400	283	1260	System	System	System	System							
Q(12,3) Table 1	%	0.00	7.70	0.00	16.67	44.88	43.89	55.12	31.75	100	100	4	3	4	0.05	3	0.04	0.50	0.89	0.25	0.79	14.144
Motivation	f	0	83	0	94	63	183	122	469	185	829	System	System	System	System							
Q(4,6) Table 2	%	0.00	10.01	0.00	11.34	34.05	22.07	65.95	56.57	100	100	4	4	4	0.06	3	0.06	0.48	1.01	0.23	1.02	8.240
Communication	f	0	202	0	392	131	677	344	829	475	2100	System	System	System	System							
Q(8,7,9,10) T: 3	%	0.00	9.62	0.00	18.67	27.58	32.24	72.42	39.48	100	100	4	3	4	0.03	3	0.04	0.45	0.98	0.20	0.96	23.548
Decision Making	f	0	118	0	222	67	567	219	361	286	1268	System	System	System	System							
Q(11,12,13) T: 4	%	0.00	9.31	0.00	17.51	23.43	44.72	76.57	28.47	100	100	4	3	4	0.04	3	0.04	0.42	0.91	0.18	0.83	23.853
Objectives	f	0	88	0	180	17	247	175	337	192	852	System	System	System	System							
Q(14,15) Table 5	%	0.00	10.33	0.00	21.13	8.85	28.99	91.15	39.55	100	100	4	3	4	0.03	3	0.06	0.28	1.01	0.08	1.02	23.209
Control Table 6	f	0	148	0	344	30	414	252	348	282	1254	System	System	System	System							
Q(16,17,18)	%	0.00	11.80	0.00	27.43	10.84	33.01	69.36	27.75	100	100	4	3	4	0.03	3	0.05	0.31	0.99	0.10	0.98	33.431
Total	f	0	736	0	1442	435	2641	1288	2744	1703	7563	90% confidence in the results 2 tailed Z test $\alpha = 0.1$										
	%	0.00	9.73	0.00	19.07	25.54	34.92	74.46	36.26	100	100											

90% confidence in the results

2 tailed Z test

$\alpha = 0.1$

Z= 1.645

Tables 7 and 8 show a summary of data indicating principals' and teachers' perceptions on school principals' leadership behavior. Striking differences in response lie in Systems 1 and 2. Of 96 principal respondents, not one of them perceived a single dimension: communication, leadership, motivation, decision-making or control, of his/her leadership style to fall under System 1 (Exploitive-Authoritative), or System 2 (Benevolent-Authoritative). Seventy-three percent (73%) perceived their style as System 4 (participative), and only twenty-five percent (25%) as System 3 (Consultative.)

On the other hand, of the 428 teachers who participated in the survey, only 35.62% of the answers were under System 4, which was less than half of the principals'; 34.28% under System 3; and the rest were distributed under Systems 1 and 2. Table 7 shows the average system for each questions as perceived by both groups, while Table 8 shows the average system for each leadership behavior.

Frequencies, means, standard deviations, variances, and results of the Z-test are also indicated in the table.

Although data indicate a similarity in perceptions between the majority of the two groups, (principals and teachers), as to the type of leadership styles, there exist a very significant percentage of teachers, 28.27% combined, (see Table 8), who perceived the principals' behavior differently. They believed that the latter's leadership behavior has the characteristics of System 1,

(Exploitive-authoritative), and System 2, (Benevolent-authoritative), which, according to Likert's findings, are characterized with low productivity.

This result validates Tannenbaum's and Schmidt's (Continuum), and Likert's (Management Systems) theory that in organizations where leadership is of the autocratic type, one would find very low subordinate participation in the organization's activities, which in turn translates to low production. Bennis (1985) says that this participation must be voluntary and not dictated from the top down because it is or may be crucial to the success of the change being implemented. He goes further to say that leader's trust on his subordinates must always be felt by the latter before he/she could expect their complete and voluntary participation, and that bureaucratic organizations, of which System 1 and System 2 are good examples, do not effectively use its human resources.

Effective use of the organization's human resources has some important implications: leaders must understand the followers needs, be it psychological, physical or social (Hersey and Blanchard, 1982), and must be more people-oriented (Blake and Mouton, 1964) before a reasonably high participation and productivity could be attained.

In this study, this autocratic style of leadership as perceived by some teachers could result to their low participation and disinterest in implementing the proposed governmental changes, and as a result may hinder the latter's success.

Responses to question #7 of the survey instrument indicate a glaring weakness in communication: 33.88% of the total teacher respondents felt the direction of communication in their schools to be "mostly downward" and 7.24% "downward", a total of 41.12%.

If the flow of communication was mostly downward, and there were System 1 and System 2 leadership comportments present in an organization, how could there be full participation on the part of the teachers? Full and meaningful participation of all those who are involved in the change process is only possible when there is a good flow of communication in all directions within the organization. As Bennis says, "Communication creates meaning for people." (Bennis and Nanus, 1985, p.43).

Communication is the very life line in any organization. Organizational vision and the process of how the leader envisions to accomplish the former must be clearly laid out, likewise, thorough discussions must be carried out among those affected. A good example to illustrate the importance of communication is Jackson's (pseudonym) management philosophy: "We're going down that highway right there. If you don't understand it, yell. It (sic) you don't agree, yell, and we'll get it sorted out." (Bennis, 1985, p. 125).

The high degree of downward communication, as felt by the teachers in this study, could hinder the smooth restructuring of the school because they could not fully express their sentiments, or pass on their views to the people occupying a higher position in the organization's hierarchy.

Another data worth looking at are the responses to question #18. More than one-third of the teachers reported the presence of an informal organization opposing school's goals, which principals did not sense at all. According to Robbins (1988), subcultures tend to develop in large organizations to reflect common problems, situations, or experiences that members face. We believe that the formation of an informal organization in a school, as revealed in this study, is just one of the overt manifestations of the teachers' pent-up feelings that arise from conflict, tension, and frustration (Argyris 1953).

Furthermore, data also revealed a great disparity in awareness between the two sample populations regarding some leadership comportments in both System 3 and System 4. Teachers perceived lack of application by the principals of the important concepts of System 4, namely, principle of supportive relationships; group decision-making; and group methods of supervision.

In general, teachers reported wanting to have more than what they perceived themselves to have. They seemed to be experiencing what Porter (1962) refers to as perceived deficiencies.

Whether or not these perceptions were the actual situations in each school, principals should become aware of them, and should try to amend these incongruities. Likert says, that corrective steps, if started as soon as the data show the need for it, would prevent a large proportion of failures in labor-management, (in this study, principal-teachers), relations. Both parties, teachers and principals,

affected by these discrepancies in perceptions would benefit from such measures. It is our belief that these discrepancies in perceptions could hinder or slow down change implementation, because a subordinate who perceives a leader's behavior to be autocratic, even if the leader thinks differently, will always behave according to how he/she *perceives* the latter's behavior (Hersey and Blanchard, 1982), and thus not produce results as might have been expected by the leader.

Based on the data, one could conjecture that Principals' perceptions were based on their own personal experiences, values and expectations, rather than on those of their teachers. This manner of assessing ones leadership behavior is quite contrary to Likert's theory which states that, "the interactions between the leader and the subordinates must be viewed in the light of the subordinate's background, values, and expectations." (Likert, 1967, p.48), if they are to be meaningful. Tannenbaum and Massarik (1961), and Hersey and Blanchard also claimed the same principle.

Results of this study seem to support the hypothesis that elementary school principals in British Columbia possess some leadership weaknesses which maybe detrimental to effective leadership in change implementation.

Likert's Management Systems is supported by Hersey and Blanchard who contend that subordinates' styles, are an important consideration for leaders in evaluating their own leadership situation. In addition, Vroom's findings also support this claim; he found evidences that the effectiveness of a leader depends to a great extent on

the style of the individual workers (from Hersey and Blanchard, 1982).

Furthermore, this study also found that teachers would like to have a collaborative and collegial type of administration or a transformational type of leadership. On the other hand, some principals had indicated that they were already on their way either toward transformational or transactional leadership (see Appendix L). These findings corroborate the results of a recent study on the restructuring of British Columbia public schools by Leithwood, Jantzi, Silins, and Dart (1992). Transformational leadership reduces differences between leaders and subordinates, emphasizes participative decision-making, and is based on a form of consensual power which according to Leithwood (1990) is manifested through other people instead of over other people (Liontos, 1992).

Lastly, we conclude that the implementation of change, specifically, the document YEAR 2000, has greatly unsettled teachers' professional and psychological maturity; some felt insecure, stressed-out, and discontented (Schein, 1969; Likert, 1974; Hersey and Blanchard, 1982; Bennis, 1985). This assumption was predicated on the latter's responses to the question in Part B of the instrument (see Appendix L).

4.2 Proposed strategies for an effective leadership in change implementation.

This second section of this chapter presents the second objective of this study, namely, **to propose to the school districts' higher officials a coherent**

developmental strategy of a leadership appropriate to elementary school principals in relation to the implementation of the proposed changes. In order to accomplish this, responses to the last part of the question in Part B of the survey instrument will be presented, and incorporated in our proposed strategies for a leadership conducive to successful change implementation.

Teachers' and Principals' responses were clustered, according to their content, in six categories such as: leadership, motivation, communication, decision-making, objectives, and control.

It is our opinion that, discovering weaknesses in ones leadership style will not serve any purpose unless corrective measures are undertaken, and that the value of these data lies only on the amelioration of a situation. Therefore, this study, will make use of these data to rationalize the strategies to be proposed. These strategies are only a few out of the many possible ways of bringing about change. Since it is imperative for a leader to develop a change strategy which is appropriate to the members of his organization, the organization itself, and the task at hand (Dalton, et al, 1970), there will be a number of strategies as there are situations.

Table 9

Percentage Distribution of Principals' and Teachers' Responses Recommending Changes in each Leadership Behavior.

Categories	Leadership Behavior based on Likert's Management Systems	Principals Percentage	Teachers Percentage
1	Problem-solving & Decision-making	69.23%	75.53%
2	Communication	28.20%	65.69%
3	Motivation	41.02%	61.17%
4	Objective	52.56%	42.55%
5	Leadership	25.64%	41.06%
6	Control	40.92%	39.71%

No. of Principals (suggesting changes) = 39 out of 96

No. of Teachers (suggesting changes) = 188 out of 428

Table 9 shows the percentage distribution of changes as suggested by principals and teachers in different leadership behavior based on Likert's Management Systems. There were 39.58% principal samples, and 48.60% teacher samples who indicated that changes should be made in the present leadership behavior of their principals. Some areas suggested are listed in the table.

Not included in the table is **Principals' professional growth**, which was the most important teachers' concern. Of the 188 teachers, 76.60% said that principals should be, (a) made to go back to

the classroom for at least a year, or teach part time to learn more of the realities of the classroom and to fully understand the problems; (b) made to "update themselves by taking courses as classroom teachers do".⁴

The following teachers' comments summed up the sentiments of the majority, regarding this concern: "...teachers are often more up-to-date on many of the areas of change related to the YEAR 2000 document such as writing reports, areas and methods of instruction. This greater understanding comes from having attended workshops and courses that principals often do not attend. Many full time principals have been out of the classrooms for many years & have not had direct teaching experience using the Document as their guide in teaching. I feel that all full time principals should have to take on a portion of a teaching assignment sometime during the next 5 years so that they have experienced teaching using the new format." "Supervisor/Principal should attend all implementation and curriculum workshops with his/her teaching colleagues so that they are familiar and knowledgeable of current practices, theory and philosophy." Then, "Expectations put on teachers would become more realistic! It's one thing to have extensive knowledge of theory and quite another to implement in the classroom in a practical, manageable way."⁵

⁴ Quotation from a Teacher's response to the survey question.

⁵ Teachers comments (see Appendix L b).

Also, 53.72% of teachers wanted to have collaborative administration practiced in their school. "Principals should concentrate more on building collaborative cultures in the schools", and that there must be "continued movement towards all decision making by collaboration and consensus.".

Principals, likewise, suggested the practice of collaborative administration, however, only 7.69% of the 39 principals mentioned it.

Teachers wanted more consultation and input in problem-solving and decision-making. They said, "We need a lot more collegial approaches to the schools; there should be leadership from the AO with input and weight from the teachers who are the experts on teaching." They also wanted more open, honest and non-threatening type of communication. Dissatisfaction to the present type was well illustrated by the following comments: "The climate is very tense and morale is low. Teachers feel that only lipservice is been given to their ideas and have consequently stopped contributing."; "I recent wasting time in long meetings asking for input when administrators have already made up their minds and are only going through the motions of democratic decision-making."; and "... this staff is too large to communicate effectively in a single group - staff is currently considering formation of a staff committee to aid in funneling concerns, to give more safety to the airing of concerns, to help colleagues problem solve in a supportive way, to remove isolation felt in a large group.".

Due to this study's findings, we therefore propose that principals should try to:

- (1) re-evaluate self-perception of present leadership style by analyzing the situations from the teachers' perspective. Hersey's and Blanchard's LEAD instruments - LEAD-Self and LEADOther - are useful in determining the similarity or dissimilarity in the perceptions of ones leadership behavior from that of the perceptions of those whose activities one tries to influence; revelation of ones weaknesses, according to the authors, through the perceptions of others is an important tool for re-evaluation of ones self-perceptions;
- (2) address leadership behavior and other matters which were of particular concern to teachers as revealed in this study, (refer to Table 8 and teachers comments in Appendix L b.), by diagnosing the demands of their particular environment;
- (3) analyze the impact of YEAR 2000 on the teachers' professional and psychological maturity. Hersey's and Blanchard's *Manager's Rating Form* and *Self-Rating Form* are two instruments which one could utilize to measure ability, (job maturity), and willingness, (psychological maturity);
- (4) develop the flexibility to adapt ones leadership style to suit the needs of each group or individual. Hersey's and Blanchard's

theories of *Situational Leadership* as well as *Contracting for Leadership Style* are some good tools for effective leadership. Likert's Management Systems also blend well with the principles of *Situational Leadership*. (See Figure 5); and

- (5) have sufficient training in some school management skills, especially human resource management. Blackburn (1986) said that the most difficult task for anyone in school management was to take responsibility for the work of another professional, and that the most difficult part of that was to share perceptions of success and failure with that individual.

These strategies could in some ways help prevent further deterioration of present teacher situation as depicted by these comments: "Classroom teachers are starting to privately & silently refuse to take on anymore work as many find it unable to cope with the tremendous teaching load they are expected to undertake. More & more experienced (20+ years - teachers) are saying they want to quit because of the stress. Principals and other "specialists" seem to have lots of time to think "up" or "find" the latest that we just must implement in our classrooms. There is no way to keep up with the demands, so teachers are starting to resist, in their own ways."⁶ This resistance was supported by the data gathered in Part A of the instrument.

⁶ Ibid.

Figure 20 shows the percentage distribution of principals' and teachers' responses to the question in Part B of the measuring instrument. A high percentage of the Principal population said that no change was needed in their present leadership behavior.

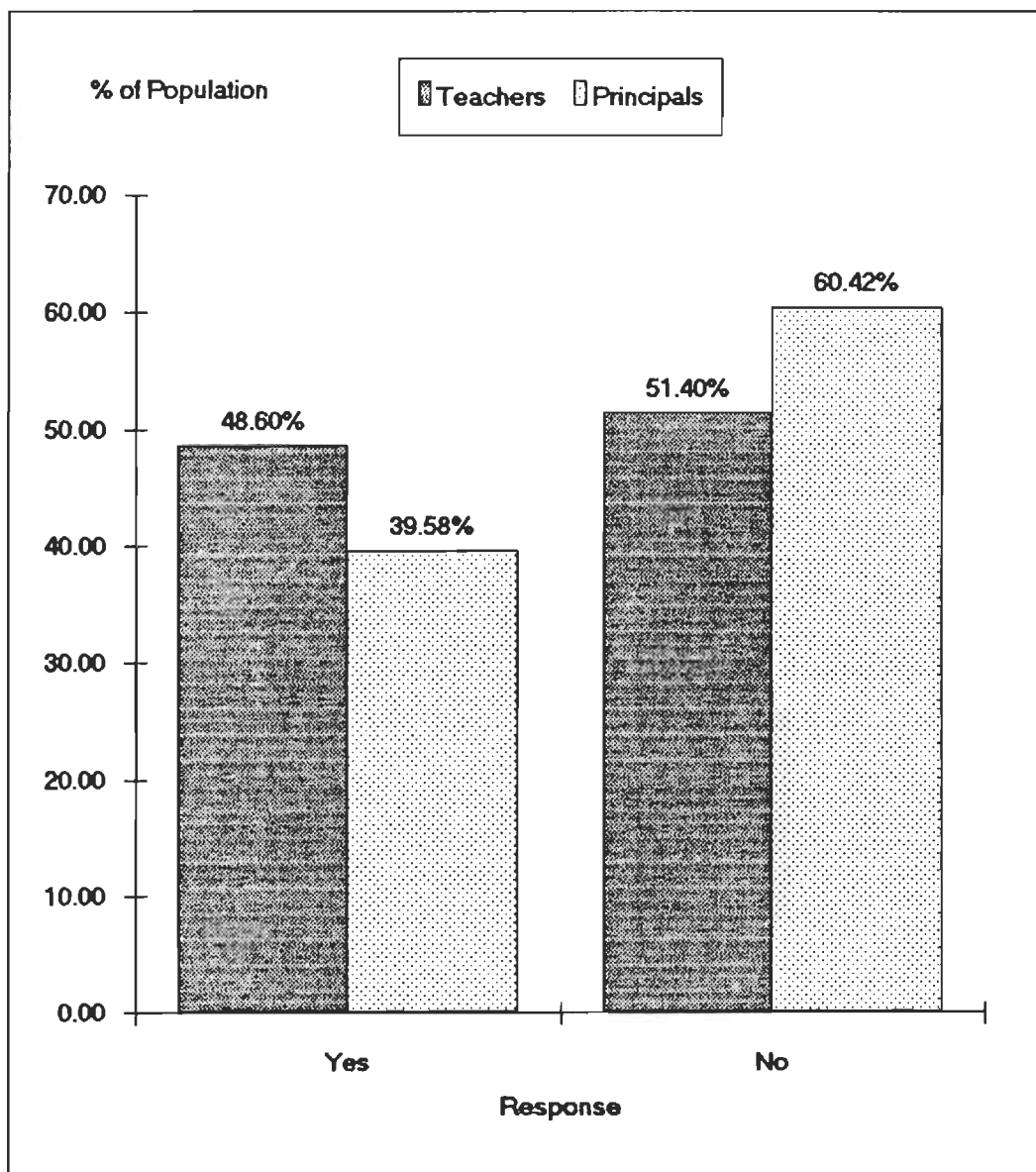


Figure 20 - Percentage Distribution of Responses to Part B by Teachers and Principals

Table 10

Frequency Distribution of Responses to Part B by Principals and Teachers

	Yes			No			Total			Z-obt.
	Freq.	%	Error	Freq.	%	Error	Freq.	%	Error	
P	38	39.58	0.039	58	60.42	0.039	96	100	0.000	-1.284
T	208	48.60	0.040	220	51.40	0.040	428	100	0.000	
T 1	246			278			524			

90% confidence in results

P = Principals

2 tailed Z test

T = Teachers

$\alpha = 0.01$

T₁ = Total

Z = 1.645

Table 10 shows the frequency distribution of the principals' and teachers' responses to Part B of the questionnaire. There is an equal ratio of principals and teachers that answered "Yes".

The "Yes" and "No" responses in Part B were also analyzed in relation to two demographic variables stated previously in this study to determine their influence on one's attitude towards change. Although this procedure has no bearing on the outcome of our investigation, the data present interesting information about our Teacher and Principal populations.

The following figures (#21 to 24) indicate the percentage distribution of the "Yes" and "No" answers of the principals and teachers according to: age and experience. Data are found in Appendix M.

It seems that older principals did not see any need to change their present leadership behavior (Figure 21)

whereas the highest percentage of teachers that said either Yes or No falls in the 42 - 46 age range (Figure 22).

As to experience, it appears that principals in the 21-25 and 31-35 year range were 0% in favor of changing their present leadership behavior (Figure 23). Teachers in the 15-16 year range want change in the present leadership behavior of their principal (Figure 24).

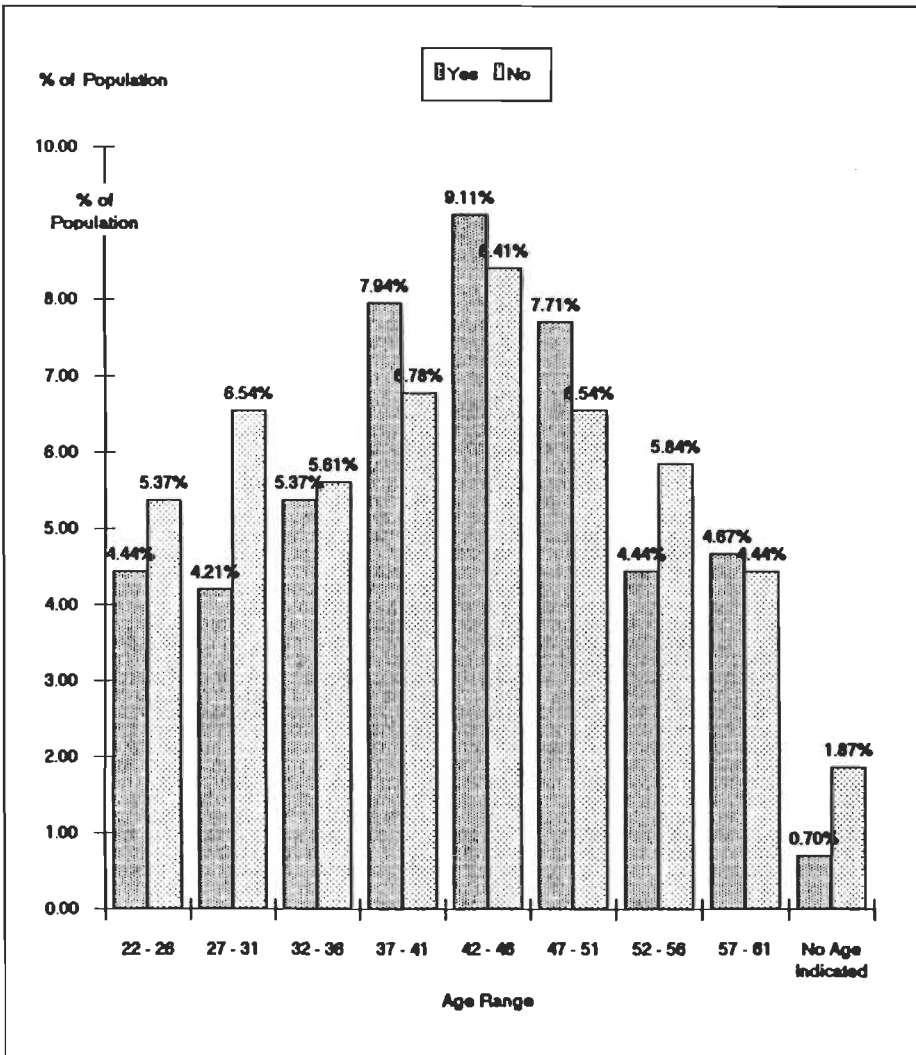


Figure 22 - Frequency Distribution of Teachers' Responses to Question B According to Age Range

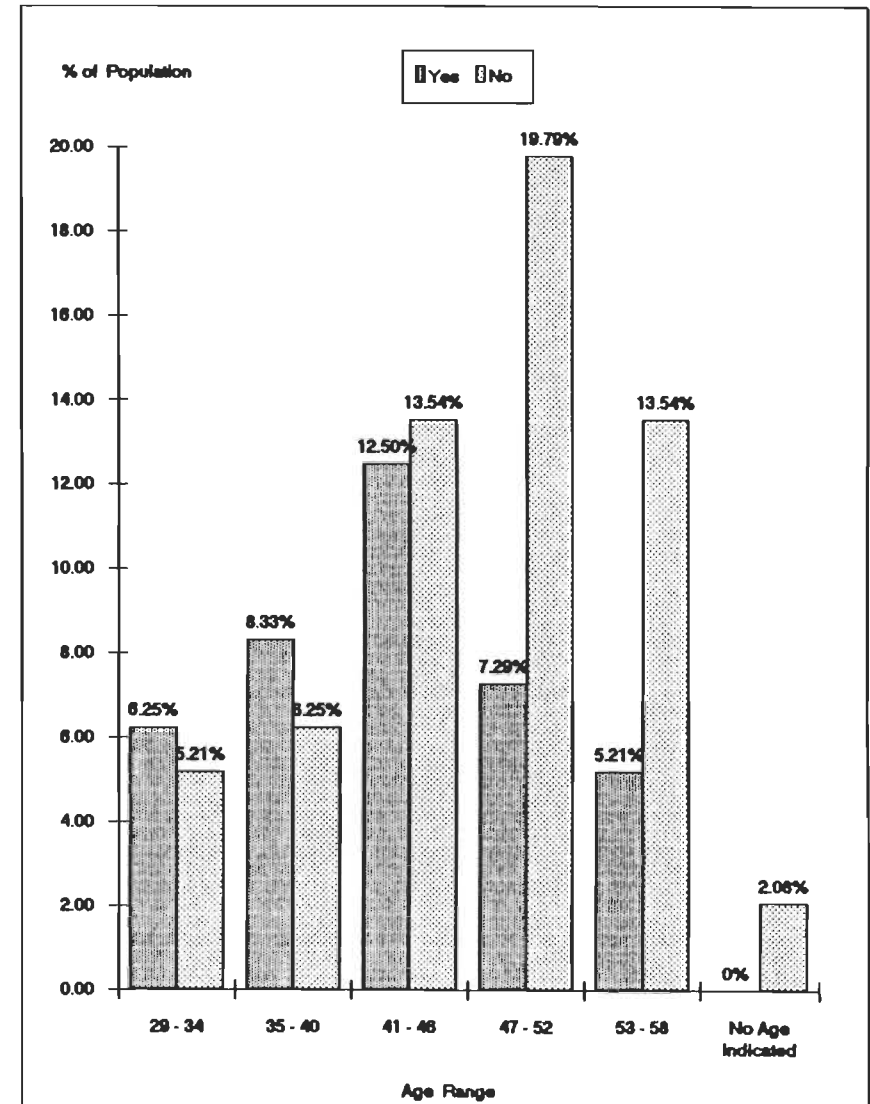


Figure 21 - Percentage Distribution of Principals' Responses to Question B According to Age Range

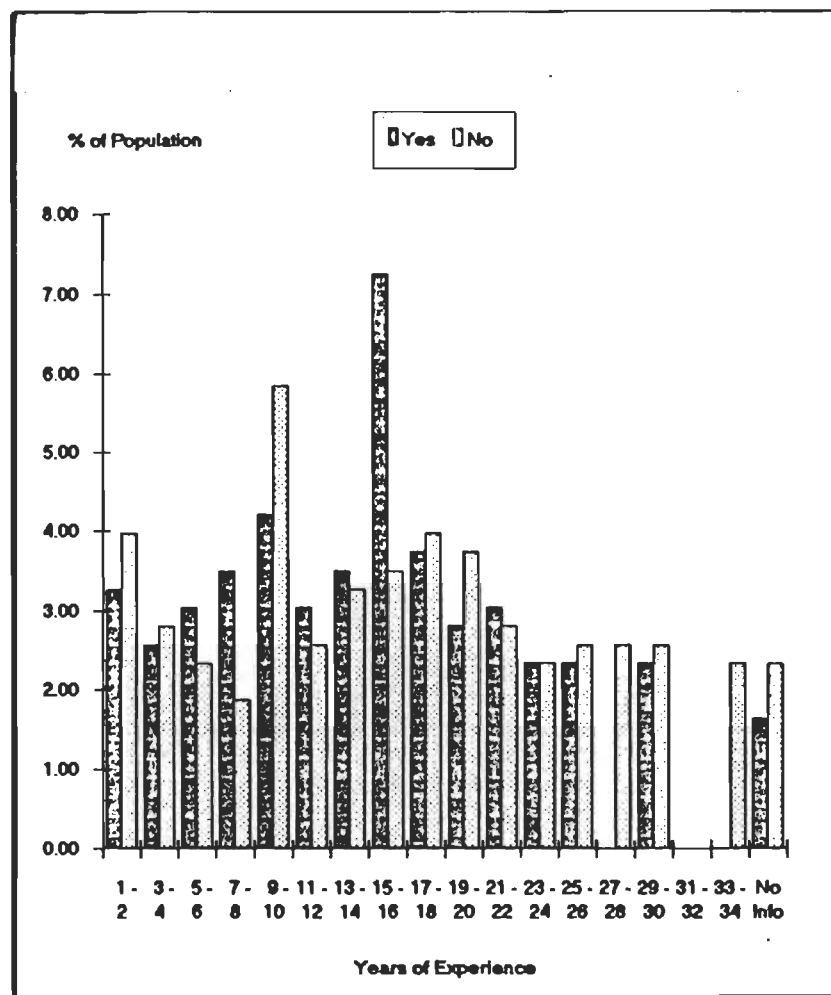


Figure 24 - Percentage Distribution of Teachers' Responses to Part B According to Teaching Experience

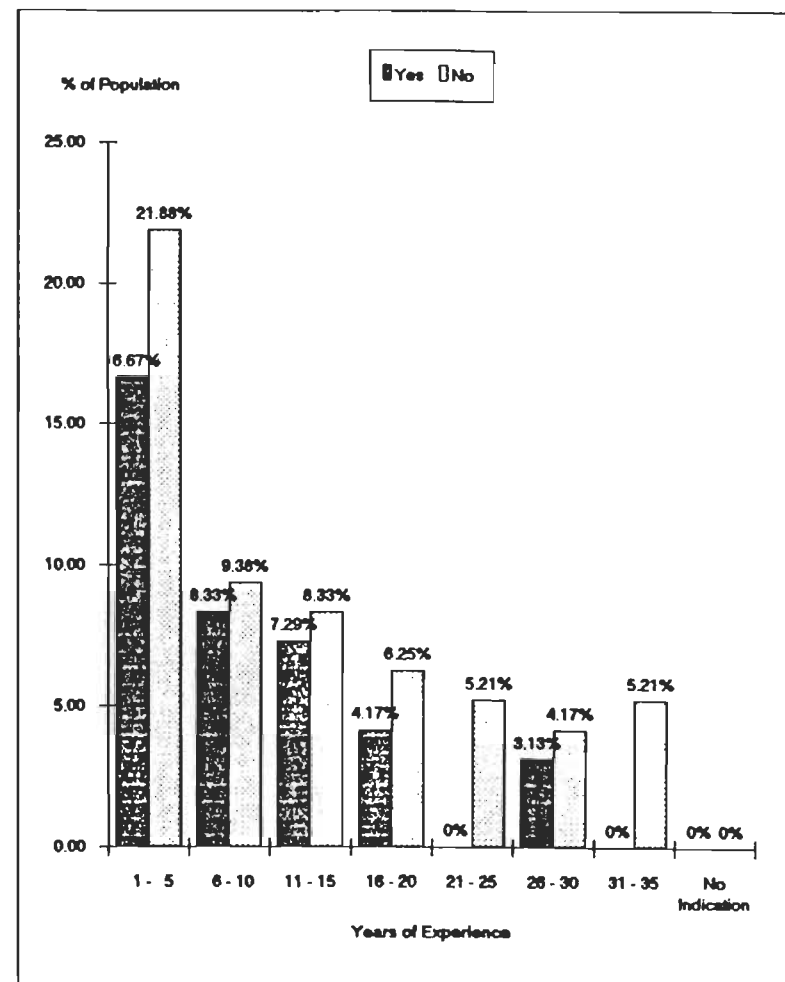


Figure 23- Percentage Distribution of Principals' Responses to Question B According to Years of Experience

4.3 Conclusion

If effective leadership is to be attained, principals must be prepared to re-evaluate self-perceptions of their leadership behavior, and must visualize the situation from the point of view of their teachers. A principal or a leader must not only accurately understand himself, but also "...the individuals and group he is dealing with..." (Tannenbaum, 1958, p.79). Stogdill's, (1966) and Hersey's and Blanchard's studies show that staff perception of the leader's behavior influences their own actions and in large part determines the leader's effectiveness. Since unfreezing of the status quo, is needed before change implementation could take place, it is therefore imperative for leaders to recognize the sentiments of the subordinates.

Thus, to help principals have a bird's eye view of the present staff situation in their schools, we will devote part of the last chapter of this study to the presentation of the areas in the present leadership which were of particular concern to teachers. The latter's suggestions on how to improve these areas will form part of the strategies that we will strive to formulate in order to assist the principals to function in a way that will meet the professional and psychological needs of their teachers

CHAPTER V
SUMMARY AND CONCLUSION

5.1 Summary

This study investigated different leadership styles of British Columbia public elementary school principals. It postulated that B.C. public elementary school principals possess some weaknesses in their present leadership behavior which maybe detrimental to an effective leadership in the implementation of change, particularly those embodied in the document YEAR 2000. As one of its objectives, a proposal for an effective leadership in change implementation was also drafted.

The investigation was carried out with the cooperation of principals and teachers from the following districts:

S.D. #9 (Castlegar);
S.D. #71 (Courtenay);
S.D. #86 (Creston-Kaslo);
S D. #18 (Golden);
S.D. #12 (Grand Forks);
S.D. #24 (Kamloops);
S.D. #56 (Nechako);
S.D. #59 (Peace River South);
S.D. #47 (Powell River);
S.D. #77 (Summerland).

Principal respondents were mostly male; with a mean age of 45 years; mean years of experience was 10.55 years.

Fifty-eight per cent of the respondents had an M.A. degree. Teacher respondents were mostly female; with a mean age of 38.90 years; mean years of experience was 14.06 years; and 79.40 had a Bachelor's degree.

In order to answer our research objectives, subjects were asked to respond to a questionnaire, based on Likert's "Profiles of Organizational Characteristics". It measured six leadership behavior such as leadership; communication; motivation; decision-making; objective or goal-setting; and control. Results, based on the perceptions of both samples, (principals and teachers), confirmed the fact that elementary school principals possess some weaknesses in their present leadership behavior which maybe detrimental to an effective leadership in the implementation of change, particularly those embodied in the document YEAR 2000. Major differences in perceptions were revealed especially in the areas of principals' professional growth, control, communication, decision-making, and objectives. We summarize our findings which may apply extensively to other elementary schools in British Columbia.

Principals' professional growth

Teachers were highly vocal on this issue. Comments reflect strongly their perceptions of principals' cognitive rigidity on the daily classroom problems caused by the introduction of the document YEAR 2000. The former strongly suggested that principals should be made to experience teaching under the guidelines of the document, so that they will have a fuller understanding of the present situation. Principals, on the other hand never mentioned

anything regarding this question. This seems to reflect that the higher one is on the hierarchical gradient, the more rigid cognition becomes on practices not directly affecting their position. This contention is congruent to the findings of Sarbin and Allen (1964).

Control

Data showed a wide gap between the perceptions of the two groups. Teachers felt that most of the control power was located at the top of the hierarchy, and indicated that they want to have more authority and influence than what they perceived themselves to have. They wanted equal distribution of influence and said that, "staff should have direct involvement in selection and evaluation of principals."⁷

On the other hand, principals suggested that formal teacher evaluation and report writing should be dropped, but "formal supervisory practices should still take place with 1st year teacher and those in trouble."⁸ Teachers were also in favor of dropping formal evaluation; or if the practice is going to continue, they prefer to have peer and self evaluation instead of the present form.

There was a great discrepancy between perceived actual and ideal teacher control. This is in accord with previous studies reviewed by Smith and Tannenbaum (1963) where they found that the

⁷ Ibid.

⁸ A principal's comment (see Appendix L a).

greatest discrepancy between actual and ideal control occurred at the lower level of the organization, as perceived by the member of the rank and file.

Communication

Principals and teachers differed greatly in their perceptions of the nature of communication in their schools. Principals perceived their behavior to be that of System 4, whereas, the latter saw it as that of System 3 (average), with some characteristics of Systems 1 and 2.

Some teachers felt that the flow of communication in their schools was mostly downward. Based on their comments, they wanted to have an open, honest, positive, more involving, and non-threatening communication between them and their administrators. Fear to air openly their concerns or to talk about their problems was evident: i.e. "...staff is considering formation of a staff committee to aid in funneling concerns, to give more safety to airing of concerns...". This fear seemed to be caused by the formal teacher evaluation: "...it will always be difficult to talk freely about problems related to your work with someone who will be evaluating you."; "Evaluation is a scary process!"

They also suggested that principals must learn to listen to other people's point of views before making decisions, and that there should be "...less memos and more discussions.", but not necessarily

through "...constant meetings and seemingly fruitless discussions...". "I resent wasting time in long meetings asking for input when administrators have already made up their minds and are only going through the motions of democratic decision-making." Teachers asked for "Less staff meetings."⁹.

According to Bennis, lines of communication must be kept open at all times to fortify the impact of the driving forces; to quell restraining forces; to explain the procedures to be taken; and to assure those who are affected that the change will not cause any negative effects.

Decision-making

A great discrepancy in perceptions between the two groups was also revealed in this area. Approximately 90% of the 96 principals in this study said that teachers were highly involved in decisions related to their work, however, 74% of the latter did not perceive it this way.

Teachers wanted school based decision-making; more consultation; a collaborative and collegial approach to decision making; and more input in decisions related to their work, specifically all decisions pertaining to the implementation of the document YEAR 2000.

⁹ All quotations are from teachers comments found in the Appendix.

Leadership

Forty-nine per cent of the 428 teachers were dissatisfied with the present leadership behavior of their principals, and were in favor of change; forty per cent of the 96 principals were in accord with the former's desire for change. Both groups offered suggestions where changes in leadership behavior should occur. They both indicated a desire to move towards a collaborative and collegial model of leadership. It "needs to look more like co-operation than confrontation. Like colleagues with the same goal rather than - direct and dictate...".¹⁰ Teachers also said that leadership needs to come from all levels, not just from the top.

Objective

Although there was again a discrepancy in perceptions between the two groups concerning this leadership behavior, teachers indicated that the manner of goal-setting was done through group participation.

Principals did not comment on this area; a few teachers did suggest that objectives and guidelines must be stated clearly.

¹⁰ Teacher's comment (Appendix L b).

Motivation

Jones (1987) claimed that maintaining a high staff morale was obviously a difficult leadership task. She also found that leadership was frequently a major factor affecting staff's morale. Results of this study confirmed this claim.

Data indicated a generally low teacher morale. This was partially due to leadership behavior, as they (staff) perceived it, and work overload. Their feelings are best portrayed by these comments: "His attitude produces fracturing within. Staff feel trapped. Classroom teachers are starting to privately & silently refuse to take on anymore work as many find it unable to cope with the tremendous teaching load they are expected to undertake. More & more experienced (20+ years - teachers) are saying they want to quit because of the stress. Principals and other "specialists" seem to have lots of time to think "up" or "find" the latest that we just must implement in our classrooms. There is no way to keep up with the demands, so teachers are starting to resist, in their own ways."; "...one school (13 classes) 3 teachers are off for stress leave!". There was "Lack of cohesiveness on staff. Principal seems to take parents side rather than really supporting teachers."¹¹.

¹¹ Ibid.

A feeling of staff powerlessness was also noted in this investigation which we believed was a result of the staff's perceived difficiencies in the degree of their participation in decision-making.

These findings are congruent with the findings of Jones, Tannenbaum and Rozgonyi (1986).

Teachers suggested that principals must motivate the back-sliders and those, (teachers), who have developed a comfortable inertia; and that they must also let go of power. "There are still many power games played between principal and staff."¹².

Other Findings

Data showed that there was no difference in ratio between the number of principals and teachers who wanted change in the present leadership style. Data on demograhic variables in relation to the question on change of leadership style showed that:

- (1) there was **no difference** in the age of teachers that said "No" from those that said "Yes";
- (2) there **was a difference** in the age of principals that said "No" from those that said "Yes": older ones did not want change in leadership behavior;

¹² Ibid.

- (3) there was **no difference** in age between principals and teachers that said "Yes";
- (4) there **was a difference** in age between principals and teachers that said "No": younger teachers did not want change;
- (5) there **was a difference** in the number of years of experience between principals that said "Yes" and those that said "No": more experienced principals did not want change in leadership behavior;
- (6) there **was a difference** in the number of years of experience between teachers that said "Yes" and those that said "No": more experienced ones wanted change;
- (7) there **was a difference** in the age of principals and teachers that answered the question. The Teacher sample was younger than the Principal sample.

Our findings also indicated that on the average, the style of leadership of British Columbia elementary school principals, based on their self-perceptions and on teachers' perceptions, was between System 3 and System 4, (average between the two average systems; refer to Table 8). We called this style as Consultative-Participative. Data also showed that 28.80% of the teacher respondents perceived the direction of their principals' leadership going more toward System 1, (refer to Table 8).

Furthermore, data also revealed a certain amount of psychological and professional unreadiness on the part of both samples, (principals and teachers), in implementing the changes embodied in the document YEAR 2000.

Lastly, those principals and teachers that suggested changes in some leadership behavior brought out the same concerns, i.e., collaborative/consensual administration, school based decision making, formal teacher evaluation, and communication.

This study concluded with a proposed set of strategies for an effective leadership in change implementation.

Degree of confidence was established at 0.01 and results were subjected to a two-tailed Z-test.

5.2. CONCLUSION

Since YEAR 2000 is a planned change, it will therefore involve four basic elements of change namely: change-agent; client-system; valid knowledge; and collaboration. Bennis tells us that for planned change to be successful, there must be mutual goal setting, equal power ratio, and deliberateness on the part of the change-agent and the client system. Like Likert, he also believes that voluntary participation of those involved in the change process is crucial to its success.

The two authors are joined by Tannenbaum who claims that a successful leader is only aware of those forces which are relevant to his behavior at a given time; that he accurately understands: himself, the individuals and group he is dealing with, the organization, and broader social environment in which he operates; that he is able to assess the present readiness for growth of his subordinates; and that he is able to behave appropriately in light of these perceptions. Tannenbaum further says that if direction is needed, a successful leader can direct; if considerable participative freedom is called for, he is able to provide that freedom (1986).

In addition, Bennis; Schein; and Hersey and Blanchard suggest that for change to be successfully implemented leaders must be aware of its psychological impact on the change-client, especially during the transition period.

This investigation has led us to conclude that some of the characteristics of effective leadership in change implementation, as claimed by the authors mentioned previously, were lacking in the leadership behavior of principals in public elementary schools surveyed, i.e., equal power ratio, voluntary participation, and proper communication. If the degree of teachers participation is low, as it seemed in this study, how then can principals successfully achieve their organizational goals or implement educational changes in their schools?

We also conclude that the mandated educational changes embodied in the YEAR 2000 document can not be successfully implemented until principals make modifications in some areas of their leadership

behavior, and develop the flexibility to adapt their style to the perceived needs of the teachers.

It is our belief that principals could benefit from the results of this study especially in understanding the needs of their staff. A lot of honest sentiments were expressed by the teachers that portray a vivid picture of their present psychological state, and a feeling of utter powerlessness. In addition, the teachers' comments also revealed the existing atmosphere in their work environment, as well as how they perceived their principals' leadership behavior. All these, if taken into consideration by the principal could help him/her adopt a particular leadership style that would be conducive to a higher degree of staff participation in change implementation.

In closing, we state that due to the low percentage of returned responses, results of this study can not be generalized as applicable to all public elementary school principals in British Columbia; that they were only perceptions and may or may not necessarily be the actual situations.¹³

5.3 Implications for Further Research

This study raised questions concerning leadership abilities of public elementary school principals in effective change implementation, particularly the document YEAR 2000. The following are suggested as implications for further research:

¹³ Leithwood's study in 1992 on leadership in B.C. schools also reported low response rate which he attributed to the prevailing political situation in the province when the study was done.

- (1) While this study was concerned about effective leadership in change implementation in the elementary schools, it would be of interest to know if similar situations as was found in this investigation exist in the secondary schools.
- (2) Teachers and principals suggested the implementation of collaborative administration. It is worthwhile investigating this innovation in school administration.
- (3) Formal evaluation is not in keeping with the essence of YEAR 2000. Teachers and principals want formal teacher evaluation dropped. How can this be replaced? This is an area worth investigating.
- (4) Principals in B.C. public school system are now called Administrative Officers. Are they school managers or educational leaders?
- (5) The document YEAR 2000 seemed to have brought about a lot of professional and psychological insecurity to many elementary school teachers. Would YEAR 2000 has the same effect on the secondary school teachers?

APPENDICES

APPENDIX A

B.C.'s Educational System Before and During
Implementation of YEAR 2000

Table 1

Comparison of the Structure of B.C.'s Educational System

System before introduction of <u>YEAR 2000</u>	System as proposed in <u>YEAR 2000</u>
<p style="text-align: center;"><u>ELEMENTARY SCHOOL</u></p> <p>1. Kindergarten</p> <p>2. Primary</p> <p style="padding-left: 20px;">a. Grade 1</p> <p style="padding-left: 20px;">b. Grade 2</p> <p style="padding-left: 20px;">c. Grade 3</p> <p>3. Intermediate</p> <p style="padding-left: 20px;">a. Grade 4</p> <p style="padding-left: 20px;">b. Grade 5</p> <p style="padding-left: 20px;">c. Grade 6</p> <p style="padding-left: 20px;">d. Grade 7</p>	<p style="text-align: center;"><u>PRIMARY PROGRAM</u></p> <p>P 1 (Year 1)</p> <p>P 2 (Year 2)</p> <p>P 3 (Year 3)</p> <p>P 4 (Year 4)</p> <p style="text-align: center;"><u>INTERMEDIATE PROGRAM</u></p> <p>I 1 (Year 1)</p> <p>I 2 (Year 2)</p> <p>I 3 (Year 3)</p> <p>I 4 (Year 4)</p> <p>I 5 (Year 5)</p> <p>I 6 (Year 6)</p> <p>I 7 (Year 7)</p>

<u>SECONDARY SCHOOL</u>	<u>GRADUATION PROGRAM</u>
1. Junior Secondary	GRAD 1
a. Grade 8	GRAD 2
b. Grade 9	
c. Grade 10	
2. Senior Secondary	
a. Grade 11	
b. Grade 12	

Table 1 shows the structure of the public educational system in British Columbia before and after the introduction of the document YEAR 2000. Under the former structure, the system is divided in 2 major levels: elementary and secondary. The first level is composed of Kindergarten, Primary and Intermediate grades; there are three grade levels in the Primary and four in the Intermediate.

The secondary level, consists of the Junior and Senior grades. Grades 8, 9 and 10 make up the Junior level, while Grades 11 and 12 make up the Senior level.

Children start school at age five in Kindergarten; the only date of entry is in September. Classes are fairly structured and are organized according to grade levels. Subjects are taught separately throughout the elementary and secondary levels, and students stay in the same grade level the entire year.

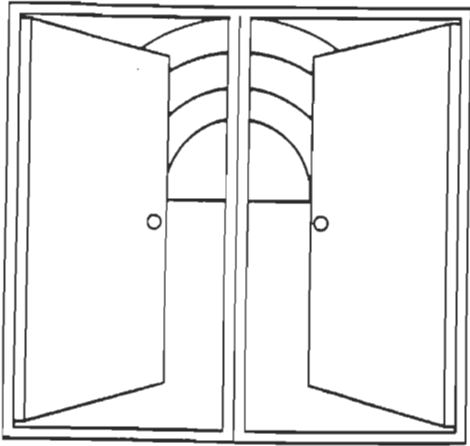
With the implementation of the document YEAR 2000, the structure of the educational system was

altered. Three Programs were introduced, namely, the Primary, Intermediate and Graduation, replacing the elementary and secondary levels as indicated in Table 1.

The Primary Program starts from Year 1 and goes on to Year 4. From there a student progresses to the Intermediate Program which begins from Year 1 and continues on to Year 7. The last level is Graduation, which a student would normally take two years to complete.

APPENDIX B

Dual Entry



DUAL ENTRY

*Welcoming
Your Child*

TO THE PRIMARY PROGRAM

MINISTRY OF EDUCATION

The Royal Commission on Education found that the majority of parents wanted more choices about when to first enrol their children in school. To make it possible for children to begin school closer to their fifth birthdays, the B.C. School Act was changed to allow for **Dual Entry** into the Primary Program.

This brochure will provide you with some helpful information about Dual Entry. However, because schools will make their own choices about how they organize their classes for Dual Entry, you should contact your school for more detailed information.

The Primary Program

The Sullivan Royal Commission on Education recommended changing our education system to focus on learners and their needs. Therefore, in the **Primary Program**:

- ☐ reading, writing, mathematics, science, social studies, art, music, drama, and physical education all are taught,
- ☐ all children are able to learn and all children are encouraged to feel successful, to see themselves as thinkers, and to see learning as a joyous, lifelong process.

- ☐ children learn to make decisions, to solve problems, to communicate, and to care for one another as well as for the world around them, and

- ☐ all children are unique individuals with their own styles and rates of learning.

Dual Entry and the Primary Program

Dual Entry is one aspect of the Primary Program. It was incorporated into the School Act in July 1989 and will be implemented in the 1990/91 school year.

APPENDIX C

B. C. Public School Curriculum

Table 2

Comparison of the Curriculum Content

<u>Before Year 2000</u>	<u>As proposed in Year 2000</u>
<u>ELEMENTARY SCHOOL</u> Language Arts Mathematics Science Social Studies Arts Music Physical Education	<u>PRIMARY PROGRAM</u> LOCALLY SELECTED PROGRAMS PROVINCIAL PROGRAMS Subjects and Strands are integrated ----- Humanities Sciences Fine Arts Practical Arts

FINE ART: Music, Art, Drama, Dance

PRACTICAL ARTS: Physical Education, Technology
Education, Business Education, Home
Economics

Table 2 shows the components of the B.C. provincial curriculum contents before and after the implementation of YEAR 2000. In the old curriculum, subjects are taught independently of each other, whereas, in the proposed curriculum, different subjects are grouped into four strands. Each Program offers the four strands, which may or may not be integrated with the different subjects. Aside from the four strands, which are the provincially accepted programs, each school district has also the right to offer locally prepared programs. Graduation Program offers also optional post-graduation courses.

In the Primary Program, subjects and strands are integrated while in the Intermediate Program, subjects and strands may be integrated. Graduation Program offers a selected option in addition to General Studies in Humanities, Sciences, Fine Arts and Practical Arts.

<u>SECONDARY SCHOOL</u>	<u>INTERMEDIATE PROGRAM</u>
English	PROVINCIAL PROGRAMS
Languages	General Studies in
Sciences	Humanities,
Mathematics	Sciences, Fine Arts,
Social Studies	Practical Arts
Art	plus
Music	a Selected Option
Theatre	(including preparation for
Consumer Education	post-graduation studies)
Home Economics	
Business Education	<u>GRADUATION</u>
Industrial Education	<u>PROGRAM</u>
Guidance	LOCALLY SELECTED PROGRAMS
Agriculture	PROVINCIAL PROGRAMS
Physical Education	General Studies in
	Humanities,
	Sciences, Fine Arts,
	Practical Arts
	plus
	a Selected Option
	(including preparation for
	post-graduation studies)

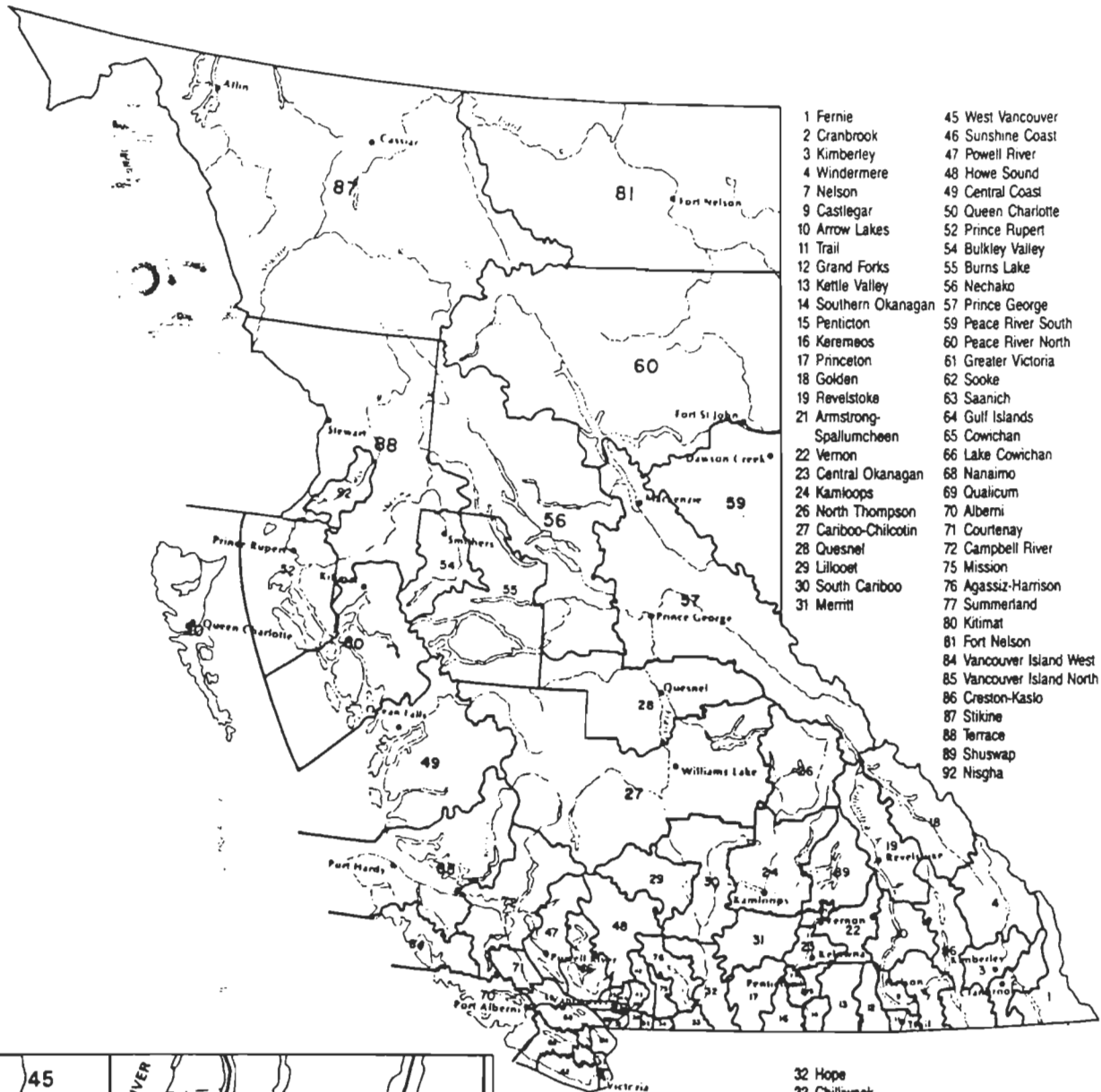
HUMANITIES: English, Social Studies, French as a
Second Language and other languages,
Learning for Living

SCIENCES: Mathematics and Science

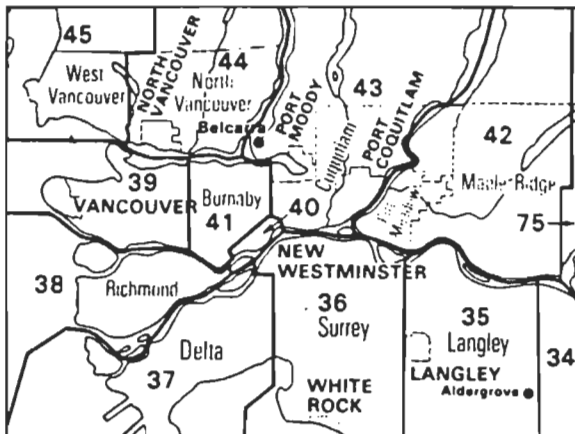
APPENDIX D

British Columbia School Districts

BRITISH COLUMBIA SCHOOL DISTRICTS



- | | |
|---------------------------|---------------------------|
| 1 Fernie | 45 West Vancouver |
| 2 Cranbrook | 46 Sunshine Coast |
| 3 Kimberley | 47 Powell River |
| 4 Windermere | 48 Howe Sound |
| 7 Nelson | 49 Central Coast |
| 9 Castlegar | 50 Queen Charlotte |
| 10 Arrow Lakes | 52 Prince Rupert |
| 11 Trail | 54 Bulkley Valley |
| 12 Grand Forks | 55 Burns Lake |
| 13 Kettle Valley | 56 Nechako |
| 14 Southern Okanagan | 57 Prince George |
| 15 Penticton | 59 Peace River South |
| 16 Keremeos | 60 Peace River North |
| 17 Princeton | 61 Greater Victoria |
| 18 Golden | 62 Sooke |
| 19 Revelstoke | 63 Saanich |
| 21 Armstrong-Spallumcheen | 64 Gulf Islands |
| 22 Vernon | 65 Cowichan |
| 23 Central Okanagan | 66 Lake Cowichan |
| 24 Kamloops | 68 Nanaimo |
| 26 North Thompson | 69 Qualicum |
| 27 Cariboo-Chilcotin | 70 Alberni |
| 28 Quesnel | 71 Courtenay |
| 29 Lillooet | 72 Campbell River |
| 30 South Cariboo | 75 Mission |
| 31 Merritt | 76 Agassiz-Harrison |
| | 77 Summerland |
| | 80 Kitimat |
| | 81 Fort Nelson |
| | 84 Vancouver Island West |
| | 85 Vancouver Island North |
| | 86 Creston-Kaslo |
| | 87 Stikine |
| | 88 Terrace |
| | 89 Shuswap |
| | 92 Nisgha |



- | |
|-----------------------------|
| 32 Hope |
| 33 Chilliwack |
| 34 Abbotsford |
| 35 Langley |
| 36 Surrey |
| 37 Delta |
| 38 Richmond |
| 39 Vancouver |
| 40 New Westminster |
| 41 Burnaby |
| 42 Maple Ridge-Pitt Meadows |
| 43 Coquitlam |
| 44 North Vancouver |



Province of
British Columbia
Ministry of Education

Revised: January, 1988

APPENDIX E

Profiles of Organizational Characteristics

Organizational variable					Item no.
1. Leadership processes used					
a. Extent to which superiors have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has in servant	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters	1
b. Extent to which subordinates, in turn, have confidence and trust in superiors	Have no confidence and trust in superiors	Have subservient confidence and trust, such as servant has to master	Substantial but not complete confidence and trust	Complete confidence and trust	2
c. Extent to which superiors display supportive behavior toward others	Display no supportive behavior or virtually none	Display supportive behavior in condescending manner and situations only	Display supportive behavior quite generally	Display supportive behavior fully and in all situations	3
d. Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates feel completely free to discuss things about the job with their superior	Subordinates feel rather free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior	Subordinates do not feel at all free to discuss things about the job with their superior	4
e. Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them	Usually gets ideas and opinions and usually tries to make constructive use of them	Sometimes gets ideas and opinions of subordinates in solving job problems	Seldom gets ideas and opinions of subordinates in solving job problems	5
2. Character of motivational forces					
a. Underlying motives tapped	Physical security, economic needs, and some use of the desire for status	Economic needs and moderate use of ego motives, e.g., desire for status, affiliation, and achievement	Economic needs and considerable use of ego and other major motives, e.g., desire for new experiences	Full use of economic, ego, and other major motives, as, for example, motivational forces arising from group goals	6
b. Manner in which motives are used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Economic rewards based on compensation system developed through participation; group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.	7
c. Kinds of attitudes developed toward organization and its goals	Attitudes are strongly favorable and provide powerful stimulation to behavior implementing organization's goals	Attitudes usually are favorable and support behavior implementing organization's goals	Attitudes are sometimes hostile and counter to organization's goals and are sometimes favorable to the organization's goals and support the behavior necessary to achieve them	Attitudes usually are hostile and counter to organization's goals	8
d. Extent to which motivational forces conflict with or reinforce one another	Marked conflict of forces substantially reducing those motivational forces leading to behavior in support of the organization's goals	Conflict often exists; occasionally forces will reinforce each other, at least partially	Some conflict, but often motivational forces will reinforce each other	Motivational forces generally reinforce each other in a substantial and cumulative manner	9

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)

Organizational variable					Item no.
e. Amount of responsibility felt by each member of organization for achieving organization's goals	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them	Substantial proportion of personnel, especially at higher levels, feel responsibility and generally behave in ways to achieve the organization's goals	Managerial personnel usually feel responsibility; rank and file usually feel relatively little responsibility for achieving organization's goals	High levels of management feel responsibility; lower levels feel less; rank and file feel little and often welcome opportunity to behave in ways to defeat organization's goals	10
f. Attitudes toward other members of the organization	Favorable, cooperative attitudes throughout the organization with mutual trust and confidence	Cooperative, reasonably favorable attitudes toward others in organization; may be some competition between peers with resulting hostility and some condescension toward subordinates	Subservient attitudes toward superiors; competition for status resulting in hostility toward peers; condescension toward subordinates	Subservient attitudes toward superiors coupled with hostility; hostility toward peers and contempt for subordinates; distrust is widespread	11
g. Satisfaction derived	Relatively high satisfaction throughout the organization with regard to membership in the organization, supervision, and one's own achievements	Some dissatisfaction to moderately high satisfaction with regard to membership in the organization, supervision, and one's own achievements	Dissatisfaction to moderate satisfaction with regard to membership in the organization, supervision, and one's own achievements	Usually dissatisfaction with membership in the organization, with supervision, and with one's own achievements	12
3. Character of communication process					
a. Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and groups	13
b. Direction of information flow	Downward	Mostly downward	Down and up	Down, up, and with peers	14
c. Downward communication					
(1) Where initiated	Initiated at all levels	Patterned on communication from top but with some initiative at lower levels	Primarily at top or patterned on communication from top	At top of organization or to implement top directive	15
(2) Extent to which superiors willingly share information with subordinates	Provide minimum of information	Gives subordinates only information superior feels they need	Gives information needed and answers most questions	Seeks to give subordinates all relevant information and all information they want	16
(3) Extent to which communications are accepted by subordinates	Generally accepted, but if not, openly and candidly questioned	Often accepted but, if not, may or may not be openly questioned	Some accepted and some viewed with suspicion	Viewed with great suspicion	17

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)

Organizational variable	Factors of Organizational Characteristics (Continued)				Item no.
d. Upward communication					
(1) Adequacy of upward communication via line organization	Very little	Limited	Some	A great deal	18
(2) Subordinates' feeling of responsibility for initiating accurate upward communication	None at all	Relatively little, usually communicates "filtered" information and only when requested; may "yes" the boss	Some to moderate degree of responsibility to initiate accurate upward communication	Considerable responsibility felt and much initiative; group communicates all relevant information	19
(3) Forces leading to accurate or distorted upward information	Virtually no forces to distort and powerful forces to communicate accurately	Occasional forces to distort along with many forces to communicate accurately	Many forces to distort; also forces for honest communication	Powerful forces to distort information and deceive superiors	20
(4) Accuracy of upward communication via line	Accurate	Information that boss wants to hear flows; other information may be limited or cautiously given	Information that boss wants to hear flows; other information is restricted and filtered	Tends to be inaccurate	21
(5) Need for supplementary upward communication system	No need for any supplementary system	Slight need for supplementary system; suggestion systems may be used	Upward communication often supplemented by suggestion system and similar devices	Great need to supplement upward communication by spy system, suggestion system, and similar devices	22
e. Sideward communication, its adequacy and accuracy					
	Usually poor because of competition between peers, corresponding hostility	Fairly poor because of competition between peers	Fair to good	Good to excellent	23
f. Psychological closeness of superiors to subordinates (i.e., friendliness between superiors and subordinates)					
	Usually very close	Fairly close	Can be moderately close if proper roles are kept	Far apart	24
(1) How well does superior know and understand problems faced by subordinates?	Knows and understands problems of subordinates very well	Knows and understands problems of subordinates quite well	Has some knowledge and understanding of problems of subordinates	Has no knowledge or understanding of problems of subordinates	25
(2) How accurate are the perceptions by superiors and subordinates of each other?	Often in error	Often in error on some points	Moderately accurate	Usually quite accurate	26

Organizational variable					Item no.
4. Character of interaction-influence process					
a. Amount and character of interaction	Extensive, friendly interaction with high degree of confidence and trust	Moderate interaction often with fair amount of confidence and trust	Interaction only with some confidence; fear and distrust by subordinates	Little interaction and always with fear and distrust	27
b. Amount of cooperative teamwork present	Very substantial amount throughout the organization	A moderate amount	Relatively little	None	28
c. Extent to which subordinates can influence the goals, methods, and activity of their units and departments					
(1) As seen by superiors	None	Virtually none	Moderate amount	A great deal	29
(2) As seen by subordinates	None except through "informal organization" or via unionization	Little except through "informal organization" or via unionization	Moderate amount both directly and via unionization (where it exists)	Substantial amount both directly and via unionization (where it exists)	30
d. Amount of actual influence which superiors can exercise over the goals, activity, and methods of their units and departments	Believed to be substantial but actually moderate unless capacity to exercise severe punishment is present	Moderate to somewhat more than moderate, especially for higher levels in organization	Moderate to substantial, especially for higher levels in organization	Substantial but often done indirectly, as, for example, by superior building effective interaction-influence system	31
e. Extent to which an effective structure exists enabling one part of organization to exert influence upon other parts	Highly effective structure exists enabling exercise of influence in all directions	Moderately effective structure exists; influence exerted largely through vertical lines	Limited capacity exists; influence exerted largely via vertical lines and primary groups	Effective structure virtually not present	32
5. Character of decision-making process					
a. At what level in organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top, many decisions within prescribed framework made at lower levels but usually checked with top before action	Broad policy decisions at top, more specific decisions at lower levels	Decisions made largely outside organization, although well integrated through linking process provided by overlapping groups	33
b. How adequate and accurate is the information available for decision making at the place where the decisions are made?	Information is generally inadequate and inaccurate	Information is often somewhat inadequate and inaccurate	Reasonably adequate and accurate information	Relatively complete and accurate information available based both on measurements and efficient flow of information in organization	34

PROFILE OF ORGANIZATIONAL CHARACTERISTICS (Continued)

Organizational variable					Item no.
c. To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Generally quite well aware of problems	Moderately aware of problems	Aware of some, unaware of others	Often are unaware or only partially aware	35
d. Extent to which technical and professional knowledge is used in decision making	Used only if possessed at higher levels	Much of what is available in higher and middle levels is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used	36
e. Are decisions made at the best level in the organization as far as	(1) Availability of the most adequate and accurate information bearing on the decision	Overlapping groups and group decision processes tend to push decisions to point where information is most adequate or to pass the relevant information to the decision-making point	Some tendency for decisions to be made at higher levels than where most adequate and accurate information exists	Decisions often made at levels appreciably higher than levels where most adequate and accurate information exists	37
(2) The motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decision?)	Substantial contribution by decision-making processes to motivation to implement	Some contribution by decision making to motivation to implement	Decision making contributes relatively little motivation	Decision making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	38
f. To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision making	Are involved fully in all decisions related to their work	39
g. Is decision making based on man-to-man or group pattern of operation? Does it encourage or discourage teamwork?	Man-to-man only, discourages teamwork	Man-to-man almost entirely, discourages teamwork	Both man-to-man and group, partially encourages teamwork	Largely based on group pattern, encourages teamwork	40

6. Character of goal setting or ordering

a. Manner in which usually done

Except in emergencies, goals are usually established by means of group participation

Goals are set or orders issued after discussion with subordinates of problems and planned action

Orders issued, opportunity to comment may or may not exist

Orders issued



41

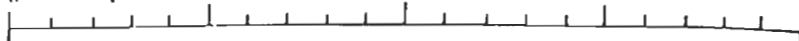
b. To what extent do the different hierarchical levels tend to strive for high performance goals?

High goals sought by all levels, with lower levels sometimes pressing for higher goals than top levels

High goals sought by higher levels but with occasional resistance by lower levels

High goals sought by top and often resisted moderately by subordinates

High goals pressed by top, generally resisted by subordinates



42

c. Are there forces to accept, resist, or reject goals?

Goals are overtly accepted but are covertly resisted strongly

Goals are overtly accepted but often covertly resisted to at least a moderate degree

Goals are overtly accepted but at times with some covert resistance

Goals are fully accepted both overtly and covertly



43

7. Character of control processes

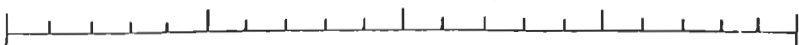
a. At what hierarchical levels in organization does major or primary concern exist with regard to the performance of the control function?

At the very top only

Primarily or largely at the top

Primarily at the top but some shared feeling of responsibility felt at middle and to a lesser extent at lower levels

Concern for performance of control functions likely to be felt throughout organization



44

b. How accurate are the measurements and information used to guide and perform the control function, and to what extent do forces exist in the organization to distort and falsify this information?

Strong pressures to obtain complete and accurate information to guide own behavior and behavior of own and related work groups, hence information and measurements tend to be complete and accurate

Some pressure to protect self and colleagues and hence some pressures to distort; information is only moderately complete and contains some inaccuracies

Fairly strong forces exist to distort and falsify; hence measurements and information are often incomplete and inaccurate

Very strong forces exist to distort and falsify; as a consequence, measurements and information are usually incomplete and often inaccurate



45

c. Extent to which the review and control functions are concentrated

Highly concentrated in top management

Relatively highly concentrated, with some delegated control to middle and lower levels

Moderate downward delegation of review and control processes; lower as well as higher levels perform these tasks

Review and control done at all levels with lower units at times imposing more vigorous reviews and tighter controls than top management



46

d. Extent to which there is an informal organization present and opposing goals of formal organization

Informal organization present and opposing goals of formal organization

Informal organization usually present and partially resisting goals

Informal organization may be present and may either support or partially resist goals of formal organization

Informal and formal organization are one and the same; hence all social forces support efforts to achieve organization's goals



47

8. Performance goals and training

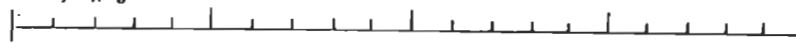
a. Level of performance goals which superiors seek to have organization achieve

Seek to achieve extremely high goals

Seek very high goals

Seek high goals

Seek average goals



48

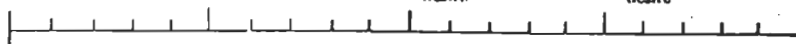
b. Extent to which you have been given the kind of management training you desire

Have received no management training of kind I desire

Have received some management training of kind I desire

Have received quite a bit of management training of kind I desire

Have received a great deal of management training of kind I desire



49

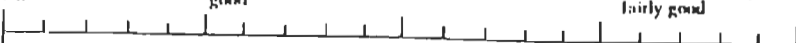
c. Adequacy of training resources provided to assist you in training your subordinates

Training resources provided are excellent

Training resources provided are very good

Training resources provided are good

Training resources provided are only fairly good



50

APPENDIX F

Organizational Characteristics
and Performance of
Different Management Systems

TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS

Organizational variable	System 1	System 2	System 3	System 4
1. Leadership processes used				
Extent to which superiors have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has to servant	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters
Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior	Subordinates feel rather free to discuss things about the job with their superior	Subordinates feel completely free to discuss things about the job with their superior
Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
Manner in which motives are used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Economic rewards based on compensation system developed through participation; group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.
Amount of responsibility felt by each member of organization for achieving organization's goals	High levels of management feel responsibility; lower levels feel less; rank and file feel little and often welcome opportunity to behave in ways to defeat organization's goals	Managerial personnel usually feel responsibility; rank and file usually feel relatively little responsibility for achieving organization's goals	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them
3. Character of communication process				
Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and groups

TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS

Organizational variable	System 1	System 2	System 3	System 4
Direction of information flow	Downward	Mostly downward	Down and up	Down, up, and with peers
Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	May or may not be viewed with suspicion	Often accepted but at times viewed with suspicion; may or may not be openly questioned	Generally accepted, but if not, openly and candidly questioned
Accuracy of upward communication via line	Tends to be inaccurate	Information that boss wants to hear flows; other information is restricted and filtered	Information that boss wants to hear flows; other information may be limited or cautiously given	Accurate
Psychological closeness of superiors to subordinates (i.e., how well does superior know and understand problems faced by subordinates?)	Has no knowledge or understanding of problems of subordinates	Has some knowledge and understanding of problems of subordinates	Knows and understands problems of subordinates quite well	Knows and understands problems of subordinates very well
4. Character of interaction-influence process				
Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust
Amount of cooperative teamwork present	None	Relatively little	A moderate amount	Very substantial amount throughout the organization
5. Character of decision-making process				
At what level in organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top, many decisions within prescribed framework made at lower levels	Broad policy and general decisions at top, more specific decisions at lower levels	Decision making widely done throughout organization, although well integrated through linking process provided by overlapping groups
To what extent are decision makers aware of problems, particularly those at lower	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite well aware of problems

TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS

Organizational variable	System 1	System 2	System 3	System 4
Extent to which technical and professional knowledge is used in decision making	Used only if possessed at higher levels	Much of what is available in higher and middle levels is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used
To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision making	Are involved fully in all decisions related to their work
Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?)	Decision making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision making contributes relatively little motivation	Some contribution by decision making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement
6. Character of goal setting or ordering				
Manner in which usually done	Orders issued	Orders issued, opportunity to comment may or may not exist	Goals are set or orders issued after discussion with subordinate(s) of problems and planned action	Except in emergencies, goals are usually established by means of group participation
Are there forces to accept, resist, or reject goals?	Goals are overtly accepted but are covertly resisted strongly	Goals are overtly accepted but often covertly resisted to at least a moderate degree	Goals are overtly accepted but at times with some covert resistance	Goals are fully accepted both overtly and covertly
7. Character of control processes				
Extent to which the review and control functions are concentrated	Highly concentrated in top management	Relatively highly concentrated, with some delegated control to middle and lower levels	Moderate downward delegation of review and control processes; lower as well as higher levels feel responsible	Quite widespread responsibility for review and control, with lower units at times imposing more rigorous reviews and tighter controls than top management

TABLE OF ORGANIZATIONAL AND PERFORMANCE CHARACTERISTICS OF DIFFERENT MANAGEMENT SYSTEMS

<i>Organizational variable</i>	<i>System 1</i>	<i>System 2</i>	<i>System 3</i>	<i>System 4</i>
Extent to which there is an informal organization present and supporting or opposing goals of formal organization	Informal organization present and opposing goals of formal organization	Informal organization usually present and partially resisting goals	Informal organization may be present and may either support or partially resist goals of formal organization	Informal and formal organization are one and the same; hence all social forces support efforts to achieve organization's goals
Extent to which control data (e.g., accounting, productivity, cost, etc.) are used for self-guidance or group problem solving by managers and non-supervisory employees; or used by superiors in a punitive, policing manner	Used for policing and in punitive manner	Used for policing coupled with reward and punishment, sometimes punitively; used somewhat for guidance but in accord with orders	Largely used for policing with emphasis usually on reward but with some punishment; used for guidance in accord with orders; some use also for self-guidance	Used for self-guidance and for coordinated problem solving and guidance; not used punitively

APPENDIX G

Survey Instrument

QUESTIONNAIRE

(Please put a check mark to answer number one)

1. Respondent: Principal _____ Teacher _____ Sex: Male _____
 Female _____

Degree: Bachelor _____ M.A. _____ Ph.D. _____

2. Age: _____ Years of experience in present position _____

QUESTIONS:

Part A. Please circle one out of the four possible answers.

1. Confidence and trust Principal has in school staff.	None	Condescending	Substantial	Complete
2. School staff feel free to talk to Principal about their work.	Not at all	Not much	Enough	Completely free
3. Principal asks for school staff's ideas and uses them if they are worthy.	Rarely	Sometimes	Usually	Always
4. Principal uses predominantly 1 (fear), 2 (manace), 3 (punishment 4 (reward), 5 (motivation).	1, 2, 3, sometimes 4	4, a little 3	4, a little 3 and 5	According to group's objectives

5. Level where one feels responsibility for achieving school's goals lie.	Particularly with top officials	Top; general staff: little	Substantial proportion of personnel	All levels
6. Amount of interaction and communication aimed at achieving school's objectives.	Very little	Little	Quite a bit	A lot
7. Presence of an informal organization opposing school's goals.	Downward	Mostly downward	Down and up	Down, up, and with peers
8. Extent to which communications are accepted by school staff.	Viewed with great suspicion	Perhaps with suspicion	Cautiously	With an open mind
9. Accuracy of upward communication in school.	Often inaccurate	Censored from top	Limited accuracy	Accurate
10. Knowledge and understanding of problems faced by staff.	Very little	A little	Well enough	Very well

11. Level where decisions are formally made in school.	Bulk of decisions at top of organization	Policies at top: a little delegation	Broad policy at top: more delegation	All levels: good integration
12. Extent of technical and professional knowledge used in decision-making.	Used only if possessed at higher levels	Used only if possessed at higher and middle levels	Much of what is available in all levels	Most of what is available in all levels
13. Extent of staff's involvement in decisions related to their work.	Not at all consulted	Occasionally consulted	Usually involved	Completely involved
14. Effects of decision-making on motivation.	Nothing; it often weakens it	Not much	A certain contribution	Substantial contribution
15. Manner in which goal setting is usually done.	Orders issued	Staff has a certain contribution	Orders issued: staff has little contribution	Through group participation
16. Presence of silent resistance to school's objectives.	Strong resistance	Moderate resistance	Certain resistance	Little or no resistance
17. Concentration of review and control functions.	Highly concentrated at top	Relatively concentrated at top	Moderate delegation at bottom	Done at all levels

18. Presence of an informal organization opposing school's goals.	Yes	Usually	Sometimes	No; same objectives as school's
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B. Should the present style of leadership in your school change with the full implementation of the document YEAR 2000? If your answer is yes, please indicate the area or areas of supervisory practice in which you think changes should occur.

* Thank you for taking the time. Please return the completed questionnaire in the enclosed self-addressed stamped envelope on or before March 1, 1992. Your cooperation is highly appreciated.

APPENDIX H

Letter to Superintendents
Requesting Permission
to Conduct a Survey

Clarita M. Helbig
1686 Hillview Ave.
Victoria, B.C. V8N 2N4

October 9, 1991

The Superintendent
District #

Dear Mr./Ms._____:

I am a graduate student at the Université du Québec à Trois-Rivières, and I am presently doing a research on school leadership in the elementary schools in British Columbia.

I would like to ask for permission to do a survey on some of the schools in your district: it would be on Principals present style of leadership. The survey instrument to be used is a questionnaire, to be mailed directly to the school.

Your cooperation is one of the determining factors in the success of my endeavor. Thank you very much for your cooperation.

Sincerely yours,

Clarita M. Helbig

APPENDIX I

Superintendents' Letters
of Permission



**WEST VANCOUVER
SCHOOL DISTRICT #45**

October 21st, 1991

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B.C. V8N 2N4

Dear Ms. Matoto:

Thank you for your letter of October 9th regarding the possibility of including our school district in your research project on school leadership in elementary schools in B.C.

Enclosed is a copy of the policy on "Research Requests Involving Schools and Students" which I ask you to review with an eye to tailoring your proposal to meet the administrative regulations contained.

I look forward to your reply. Please direct any further questions to my attention.

Yours very truly,

Robert M. Overgaard
Assistant Superintendent
(Programs and Services)

VLetterRReReq-L1
enclosure:



BURNABY
SCHOOL DISTRICT 41

1991-10-28

Clarita Matoto
1686 Hillview Ave.
Victoria, B.C.
V8N 2N4

Dear Ms. Matoto:

In response to your letter of October 9, 1991 in which you seek permission to conduct a research study on educational leadership, I am enclosing an application form on which you can describe your research in greater detail. Upon receipt of the completed application, your proposal will be reviewed and decision made regarding our participation in this particular study.

Yours truly,

Blake Ford,
Director of Instruction

BGF/jk
Encl.

PROPOSAL FOR RESEARCH

IN THE

BURNABY SCHOOL SYSTEM

NAME _____ DATE _____

ADDRESS _____

TELEPHONE _____

UNIVERSITY _____ DEPARTMENT _____

POSITION/RANK _____ DEGREE SOUGHT _____

FACULTY ADVISOR _____

TITLE OF STUDY _____

PROPOSED STARTING DATE OF STUDY _____

PROPOSED DURATION OF STUDY _____

I. PURPOSE OF STUDY

II. RESEARCH HYPOTHESES

Cont'd....

Proposal for Research
in the Burnaby School
System - continued

- 3 -

IV. SELECTED BIBLIOGRAPHY

V. ATTACH COPIES OF QUESTIONNAIRES TO BE USED

GUIDELINES FOR CONDUCTING RESEARCH STUDIES
IN BURNABY SCHOOLS

1. Research requests will be accepted from Burnaby teachers and administrators, university graduate students, faculty members, and professional educational associations. Only under exceptional circumstances, will research proposals from other persons be considered (e.g., undergraduate students).
2. Proposed research projects by graduate students must be endorsed by a member of the full-time academic staff (usually the thesis supervisor).
3. Requests to conduct research studies must be submitted on a research application form. Forms may be obtained from the Chairman, Research Committee, School District No. 41 (Burnaby), 5325 Kincaid Street, Burnaby, B.C. V5G 1W2
4. One copy of the completed application form should be returned to the Chairman. Copies of questionnaires, inventories or tests to be used in the study must be attached to the application form.
5. In evaluating study proposals, consideration will be given to such matters as the purpose and value of the study, the amount of time required of students and/or staff, the effect on public relations, and the impact on educational programs. The committee will not approve studies which: a) examine contentious or personal topics that may be considered by students or parents to be an invasion of privacy, or b) make unreasonable demands of time upon the participating students, teachers and principals.
6. Approval of a proposal by the research committee does not obligate schools or individuals to participate in the study. Participation by students, teachers and administrators is voluntary.
7. The administration of tests, inventories or questionnaires should not be made to students without written consent of parents. In addition, tape-recordings, pictures, films and video tape-recordings of students should not be made without written consent of parents
8. The anonymity of students and teachers who cooperate in research studies must be maintained.
9. All researchers will be expected to provide the District with a summary of research results.

E. PROGRAMMES AND INSTRUCTION

5. DISTRICT ASSESSMENT

1. Research & Other Projects in the Schools

Guidelines:

- a. The Principal Researcher or Project Director will present a detailed proposal of the study/project to the Superintendent for approval.
- b. The Principal of each school contacted must give approval to the project.
- c. Teachers in the project school must be supportive of the project and agree to participate.
- d. The Principal and staffs involved in specific projects are aware of the amount of students' and teachers' time required to complete the project and consider it appropriate.
- e. Parents are informed of the nature of the study and have an opportunity to respond.
- f. Parental approval, through a signed release, must be obtained before any child may participate.
- g. All children, teachers, classes and schools involved in a research study project are assured of anonymity during the study and in the published data and the interpretation of the data.
- h. A copy of the results of the completed study or a report of a project is presented to the District.



Office of the
Superintendent of Schools

BOARD OF SCHOOL TRUSTEES
SCHOOL DISTRICT 75 (MISSION)
33046 Fourth Avenue
Mission
British Columbia
V2V 1S5
Phone: 826-6286

November 20, 1991

Ms Clarita Matoto
1586 Hillview Avenue
Victoria, BC
V8N 2N4

Dear Ms Matoto,

With regard to your request to conduct a survey of leadership styles of elementary principals within our school district, would you kindly provide the following information:

- *length of survey*
- *all, or just some of the elementary schools*
- *when would this be conducted*
- *type of research (a sample of the survey questionnaire would be appropriate)*

We require this additional detail before our Superintendent can make an informed decision on your request.

Yours very truly,

Sharon King
Executive Secretary

/spk

E. PROGRAMMES AND INSTRUCTION

5. DISTRICT ASSESSMENT

1. Research & Other Projects in the Schools

The Board recognizes the role of valid research and other projects in the development of educational theories and practices and acknowledges the need of researchers to work within the schools.

Before Research and other projects are considered for approval by the Board they must be sponsored and supervised by a recognized post secondary educational institution or a recognized Research Institute, or must be a component of approved research by district personnel.

Research projects must have the support of the Human Ethics Committees or of committees with similar responsibilities of the respective institutions.

With Compliments

S.D. 40 (NEW WESTMINSTER)

1686 Hillview Ave.
Victoria, B.C.
V8N 2N4
October 9, 1991

The Superintendent
School District # 9 (Castlegar)
865 Columbia Ave.
Castlegar, B.C. V1N 1H3

Dear Sir:

I am a graduate student at the Université du Québec à Trois-Rivières and presently doing a research on school leadership in the elementary schools in British Columbia.

I would like to ask for a permission to do a survey on some of the schools in your district: it would be on the Principal's present style of leadership. The survey instrument to be used is a questionnaire to be mailed directly to the school.

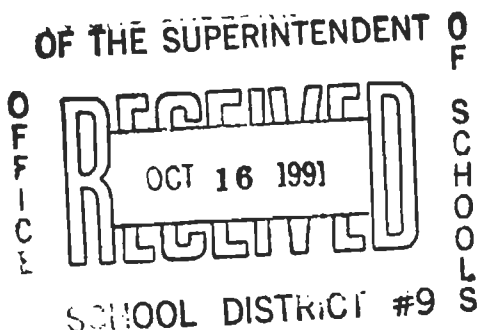
Your cooperation is one of the determining factors ~~at~~ the success of my endeavor. Thank you very much for your cooperation.

Sincerely yours,

Clarita Matoto

Clarita Matoto

(over)



ADMINISTRATIVE REGULATIONS AND PROCEDURES

POLICY #1060 RESEARCH REQUESTS INVOLVING SCHOOLS & STUDENTS

Reviewed/Revised: September 1991

Policy

All research requests involving schools must be reviewed by the Superintendent of Schools, or his/her designate, to ensure the validity of the instrument and its appropriateness for circulation to teachers, students or parents in the district. With the exception of research or questionnaires mandated by the Board of School Trustees or the Ministry of Education, participation will be treated as voluntary.

ADMINISTRATIVE REGULATIONS & PROCEDURES

1. Research proposals involving the use of district schools or district personnel will be considered only insofar as they are directed toward the Assistant Superintendent (Programs and Services) and meet the following requirements or purpose, benefits, procedures, and sponsorship:
 - (a) Since the primary function of the school is the knowledge, skill, and attitudinal development of students, the school district must be convinced of a reasonable association between the results of the research and the improvement of the school's performance of its function.
 - (b) The school district must be convinced that the conduct and instrumentation of the research would cause minimum disruption to the school program and would not be detrimental to relationships with the community.
 - (c) The research proposal must be under the sponsorship and guidance of a school district's post-graduate department of a university, or a recognized research institution.
 - (d) The school district must be assured that, in the conduct of the research all reasonable steps will be taken to ensure that subjects are informed in advance of all aspects of the research that bear directly on them including:
 - (i) processes they are to follow
 - (ii) any data that will be collected from them, and
 - (iii) the degree of the commitment that is being asked of them as a consequence of their participation.
 - (e) Confidentiality must be guaranteed.
2. The Superintendent of Schools will bring to the Board any questionnaire which, in his/her opinion, the Board should be advised of or where some doubt may arise to its purpose.

POLICY

POLICY #1060 RESEARCH REQUESTS
INVOLVING SCHOOLS & STUDENTS

MOTION #703

DATED: Sept. 9, 1991

Rationale

The District frequently receives requests to administer or circulate questionnaires to staff, students or parents. These requests are received from a variety of external sources. Among them are the Ministry of Education, other ministries, post-secondary institutions, graduate students and special interest organizations or agencies.

The purpose of this policy is to ensure that appropriate and consistent guidelines are in place for the administration of questionnaires and other instruments of research through schools in the district.

Policy

All research requests involving schools must be reviewed by the Superintendent of Schools, or his/her designate, to ensure the validity of the instrument and its appropriateness for circulation to teachers, students or parents in the district. With the exception of research or questionnaires mandated by the Board of School Trustees or the Ministry of Education, participation will be treated as voluntary.



School District No. 9 (Castlegar) 865 Columbia Avenue, Castlegar, B.C. V1N 1H3

Tel. (604) 365-7731

Fax: (604) 365-3817

91.10.25

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B.C.
V8N 2N4

Dear Ms. Matoto:

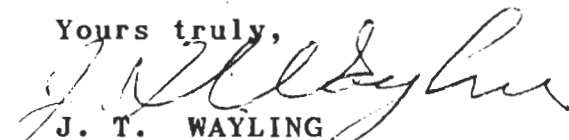
Thank you for your letter dated 91.10.22.

Although your letter doesn't give too much explanation as to the nature of your Thesis, I am prepared to grant you permission to have mailing access to our elementary schools in School District #9.

Whether the schools participate in your project is entirely up to them.

Best wishes in your project.

Yours truly,


J. T. WAYLING
Superintendent of Schools

TW:lw

cc: L. Farrell
Elementary Administrative Officers



GOLDEN SCHOOL DISTRICT NO. 18

P.O. BOX 1110, GOLDEN, B.C. V0A 1H0
TELEPHONE (604) 344-5241 FAX (604) 344-6052

October 29, 1991

Ms. Clarita Matoto
1686 Hillview Ave.
Victoria, B.C.
V8V 2N4

Dear Ms. Matoto:

Further to your letter of October 9, 1991, our District would be willing to assist you in your research on school leadership in the elementary schools in British Columbia. I am enclosing the names and addresses of the principals in our district. It must be understood that this is a voluntary activity and the principals are free to determine if they want to participate.

Yours sincerely,

S. Lal Mattu
Superintendent of Schools

SLMjme
Encl.

GOLDEN SCHOOL DISTRICT NO. 18
ELEMENTARY PRINCIPALS & VICE-PRINCIPALS

ALEXANDER PARK ELEMENTARY SCHOOL

P. O. Box 464

Golden, B. C.

V0A 1H0

Telephone No. 344-5513

Principal: Mr. Richard Mitton

Vice-Principal: Mrs. Gail MacDonald

COLUMBIA VALLEY ELEMENTARY SCHOOL

P. O. Box 7

Parson, B. C.

V0A 1L0

Telephone No. 348-2365

Principal: Mr. Eugene Nowick

EDELWEISS ELEMENTARY SCHOOL

P. O. Box 840

Golden, B. C.

Telephone No. 344-6466

Principal: Mr. Fred Leicester

LADY GREY ELEMENTARY SCHOOL

P. O. Box 899

Golden, B. C.

V0A 1H0

Telephone No. 344-6317

Principal: Mr. Geoff Nagle

Vice-Principal: Mrs. Anita Ure

NICHOLSON ELEMENTARY SCHOOL

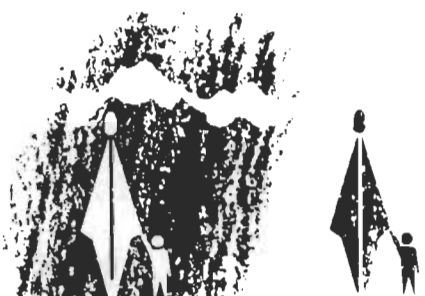
P. O. Box 331

Golden, B. C.

V0A 1H0

Telephone No. 344-2370

Principal: Mr. Jim Nelson



*SCHOOL DISTRICT 47
POWELL RIVER*

*4351 Ontario Avenue
Powell River, B.C.
V8A 1V3
Phone: 485-6271
FAX: 485-6435*

Office of the Superintendent of Schools

October 23, 1991

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B.C.
V8N 2N4

Dear Ms. Matoto,

In answer to your letter of October 9, 1991, you may conduct a survey on principal leadership styles by mailing the questionnaires directly to schools. It is a school-based administrative decision whether or not to participate in the survey. For your convenience we enclose a copy of the school addresses/principals in our district.

Yours sincerely,

M.P. Heron,
Superintendent of Schools

MH/jg (001.1)
Enc.

SCHOOL DISTRICT #47 (Powell River) 1991/92 - ADDRESSES/PRINCIPALS/VICE-PRINCIPALS/HEAD TEACHERS



*SCHOOL DISTRICT 47
POWELL RIVER*

4351 Ontario Avenue
Powell River, B.C.
V8A 1V3
Phone: 485-6271
FAX: 485-6435

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>CITY AND PROV</u>	<u>P CODE</u>	<u>PHONE</u>	<u>SURNAME</u>	<u>CHRISTIAN</u>	<u>POSITION</u>
Brooks Junior Secondary	5400 Marine Avenue	Powell River, B.C.	V8A 2L6	483-3171	Morris	Kevin	Principal
Brooks Junior Secondary	5400 Marine Avenue	Powell River, B.C.	V8A 2L6	483-3171	Miller	Warren	Vice-Principal
Edgehill Elementary	7312 Abbotsford Street	Powell River, B.C.	V8A 2G5	485-6164	Cole	Earl	Principal
Grief Point Elementary	6960 Quesnel Street	Powell River, B.C.	V8A 1J2	485-5660	Rigby	Frank	Principal
Henderson Elementary	5506 Willow Street	Powell River, B.C.	V8A 4P4	483-9162	Wiley	Warren	Principal
J.P. Dallos	4368 Michigan Avenue	Powell River, B.C.	V8A 2S1	485-6226	Skinner	Doug	Principal
J.P. Dallos	4368 Michigan Avenue	Powell River, B.C.	V8A 2S1	485-6226	Beaton	Chris	Vice-Principal
James Thomson	6388 Sutherland Avenue	Powell River, B.C.	V8A 4W4	483-3191	Bailey	Bill	Principal
James Thomson	6388 Sutherland Avenue	Powell River, B.C.	V8A 4W4	483-3191	James	Mary	Vice-Principal
Kelly Creek Community	RR #3, Zilinsky Road	Powell River, B.C.	V8A 5C1	487-9022	Jones	Bob	Principal
Lund Elementary	General Delivery	Lund, B.C.	V0N 2G0	483-9000	Toni	Stephens	Head Teacher
Max Cameron Senior Secondary	4360 Joyce Avenue	Powell River, B.C.	V8A 3A4	485-6251	Bennett	Brian	Principal
Max Cameron Senior Secondary	4360 Joyce Avenue	Powell River, B.C.	V8A 3A4	485-6251	Gosselin	Roger	Vice-Principal
Oceanview Junior Secondary	7105 Nootka Street	Powell River, B.C.	V8A 5E3	485-2756	Koski	Gary	Principal
Oceanview Junior Secondary	7105 Nootka Street	Powell River, B.C.	V8A 5E3	485-2756	Hansen	Ryan	Vice-Principal
Sliammon Kindergarten	c/o 6388 Sutherland Ave	Powell River, B.C.	V8A 4W4	483-9000	Bailey	Bill	Principal
Special Services Division	4707 Algoma Avenue	Powell River, B.C.	V8A 2N7	485-2768	Carson	Harold	District Principal
Westview Alternate	4707 Algoma Avenue	Powell River, B.C.	V8A 2N7	485-2768	Dugas	Bob	Head Teacher
Texada Elementary & Jr. Sec.	P.O. Box 40	Vananda, B.C.	V0N 3K0	486-7616	Fairbairn	Don	Principal



School District No. 24 (Kamloops)

Superintendent of Schools

*1383 Ninth Avenue
Kamloops, B.C. V2C 3X7*

*Telephone
(604) 374-0670
Fax 372-1183*

1991-10-17

Ms. Clarita Matoto,
1686 Hillview Avenue,
Victoria, B.C.
V8N 2M4

Dear Ms. Matoto:

Thank you for your letter of October 9, 1991, regarding research on school leadership in the elementary schools in British Columbia.

Permission is granted for you to send your survey to some of the principals in this District. Whether or not they respond will be up to them.

Yours very truly,

T.D. Grieve,
Superintendent of Schools.

TDG/nr

SCHOOL DISTRICT No. 12 (GRAND FORKS)

BOARD OF SCHOOL TRUSTEES
POST OFFICE BOX 640
GRAND FORKS, BRITISH COLUMBIA
V0H 1H0
TELEPHONE (604) 442-8258

1991-10-17

Ms. Clarita Matoto
1686 Hillview Ave.
VICTORIA, B.C.
V8N 2N4

Dear Ms. Matoto:

I am in receipt of your letter dated October 9, 1991 in which you request permission to do a survey on the Principal's style of leadership in the schools in this district. Please consider this letter one of approval of your request.

Yours truly,



M.F.K. LINLEY
Superintendent of Schools

MFKL/dg

c.c. Principals
Encls.

SCHOOL DISTRICT NO. 71 (COURTENAY)

BOARD OF SCHOOL TRUSTEES

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

607 Cumberland Road
Courtenay, B. C. V9N 7G5

Fax (604) 334-4472
Telephone (604) 338-5383

1991-10-17

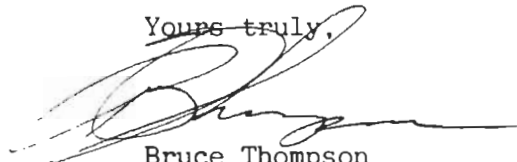
Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B. C.
V8N 2N4

Dear Ms. Matoto:

This is to advise you that I have no objection to you approaching principals to have your research survey completed.

The decision as to whether or not to complete the survey, however, rests entirely with the principal.

Yours truly,



Bruce Thompson
Superintendent of Schools

;jas



SCHOOL DISTRICT NO. 77 (SUMMERLAND)

TELEPHONE 494-7511
FAX 494-3766

P.O. BOX 339,
SUMMERLAND, B.C.
VOH 1Z0

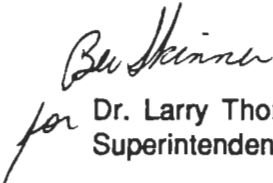
1991/10/21

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B.C.
V8N 2N4

Dear Ms. Matoto:

In response to your request of October 9, 1991, approval is given for you to survey some of the schools in our district.

Yours truly


for Dr. Larry Thomas
Superintendent of Schools

school district eighty·six

CRESTON·KASLO OFFICE OF
THE SUPERINTENDENT OF SCHOOLS

October 18, 1991

Ms. Clarita Matoto
1686 Hillview Avenue
VICTORIA, B.C. V8N 2N4

Dear Ms. Matoto:

We are in receipt of your letter of October 9, 1991 requesting permission to conduct a school leadership survey on some of the schools in District 86. Please be advised this has been approved and principals will be notified of your intent to mail a questionnaire directly to the school in this regard.

Good luck on your research project.

Yours truly,



D. MacKinlay
Superintendent of Schools
/cb

cc: District 86 Principals

P.O. Box 129
Vanderhoof, B.C.
V0J 3A0
Telephone: (604) 567-2284
Fax: (604) 567-4639



Serving:
Fort Fraser
Fort St. James
Fraser Lake
Vanderhoof

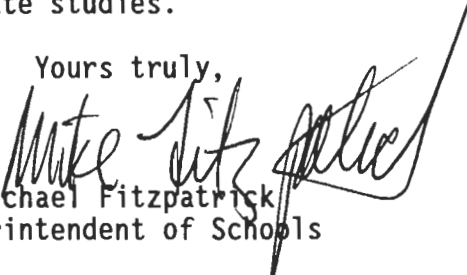
October 24, 1991

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, B.C.
V8N 2N4

Dear Ms. Matoto:

I am in receipt of your letter dated October 9, 1991 regarding your research on school leadership in the elementary schools in British Columbia. Your request to distribute a questionnaire directly to the schools has been approved and I would be very interested in the results of your research.

Good luck to you in your graduate studies.

Yours truly,

Michael Fitzpatrick
Superintendent of Schools

MF/cp

cc: Elementary Principals
School District No. 56 (Nechako)



SCHOOL DISTRICT #59 (PEACE RIVER SOUTH)

929 - 106 AVENUE

DAWSON CREEK, B.C. V1G 2N9

Telephone: (604) 782-8571

Fax: (604) 782-3204

**OFFICE OF THE
DIRECTOR OF INSTRUCTION**

91.11.04

Ms. Clarita Matoto
1686 Hillview Avenue
Victoria, BC V8N 2N4

Dear Ms. Matoto:

Approval is granted for you to conduct your survey on leadership in our school district.

Thank you.

Sincerely yours,

Mike Downey
Director of Instruction

MD/ydb

APPENDIX J

Letter to Respondents
Explaining Survey's Purpose

Research Director: Dr. Gerald Jomphe
Université du Québec à Trois-Rivières
C.P. 500 Trois-Rivières, Québec G9A 5H7
Tel. (819) 376-5124

January 28, 1992

Dear Sir/ Madam:

We are doing a research on leadership style in British Columbia elementary schools for an M.A. thesis in administration.

The findings of this survey may prove useful to school administrators; they could also serve as a guide for some universities in planning the content of their courses in School Administration.

Your responses are very important to help us get an accurate picture of the leadership style (s) in British Columbia elementary schools. Strict confidentiality is guaranteed; and we are going to send an abstract of our findings for your perusal to your district superintendent, from whom permission to conduct this survey was obtained.

Dr. Jomphe and I appreciate your cooperation. Thank you for your assistance.

Sincerely yours,

Clarita Matoto

(Researcher)

APPENDIX K

Frequency Distribution of Principals'
and Teachers' Age, Sex, Formal Education
and Experience

Table 3

Frequency Distribution of Age of Principals

Category	Age Range		Principals		
	Lower	Higher	Frequency	%	Error
1	29	34	9	9.38	0.049
2	35	40	13	13.54	0.057
3	41	46	29	30.21	0.077
4	47	52	31	32.29	0.079
5	53	58	12	12.50	0.056
6	No age indicated		2	2.08	0.024
Total			96	100.00	
n	94		90% confidence in the results 2 tailed Z test $\alpha = 0.1$ $Z = 1.645$		
Median	45.67	Age			
μ	45.03	Age			
σ	6.87				
Variance	47.20				
Error	1.17				

The table indicates the Principals' age range which is from 29 to 56 years old; median is 45.67 years; mean age is 45.03 years. The standard deviation is 6.87. Two principals did not report their age.

Table 4

Frequency Distribution of Age of Teachers

Category	Age Range		Teachers		
	Lower	Higher	Frequency	%	Error
1	22	26	29	6.78	0.020
2	27	31	48	11.21	0.025
3	32	36	80	18.69	0.031
4	37	41	104	24.30	0.034
5	42	46	93	21.73	0.033
6	47	51	37	8.64	0.022
7	52	56	16	3.74	0.015
8	57	61	10	2.34	0.012
9	No age indicated		11	2.57	0.013
Total			428	100.00	
n	417		90% confidence in the results 2 tailed Z test $\alpha = 0.1$ Z= 1.645		
Median	38.98	Age			
μ	38.90	Age			
σ	8.05				
Variance	64.80				
Error	0.65				

Table 4 indicates the frequency distribution of the ages of the teacher population. Eleven teachers either did not respond to this question or have answered: "N.A.", (not applicable). Age range is 22 to 60 years, median of 38.98 years; with a mean of 38.90 years; and standard deviation of 8.05.

Table 5

Frequency Distribution of Sex of Principals and Teachers

	Male			Female			Total			Z- obt.
	Freq.	%	Error	Freq.	%	Error	Freq.	%	Error	
T	144	35.47	0.088	262	64.53	0.088	406	100	0.000	4.109
P	66	82.50	0.070	14	17.50	0.070	80	100	0.000	
To- tal	210			276			486			

T = Teachers

90% confidence in the results

P = Principals

2 tailed Z test

a = .01

Z= 1.645

Table 5 indicates the frequency distribution of sex of principal and teacher populations. There is a very small ratio of female principals. On the other hand, female teachers dominate the teacher population.

Table 6

Frequency Distribution of Formal Education of Principals and Teachers

	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Ph.D.	0	0.00	2	2.08
M.A.	29	6.78	50	52.08
M.Ed.	3	0.70	3	3.13
MLS	1	0.23	0	0.00
2 M.A.s	0	0.00	1	1.04
B.A.	334	78.04	35	36.46
B.Ed.	3	0.70	0	0.00
A.Ed	1	0.23	0	0.00
2 B.A.s	2	0.47	0	0.00
No degree	3	0.70	1	1.04
Not reported	52	12.15	4	4.17
Total	428	100.00	96	100

Data in Table 6 indicate that of the 96 principal respondents, a little over one-half of the total population have a Master's degree. The highest degree attained was Doctor of Philosophy and the lowest was a Bachelor. One per cent of the population has no degree.

Of the 428 teacher respondents, who participated in this study. 78.04% have a Bachelor's degree; 7.71% have a Master's degree of one kind or another, (M.A; M.Ed.; MLS); and .70% has no degree.

Table 7

Frequency Distribution of the Experience of Elementary School Principals

	Years of Experience		Principals		
Category	Lower	Higher	Frequency	%	Error
1	1	5	37	38.54	0.082
2	6	10	20	20.83	0.068
3	11	15	15	15.63	0.061
4	16	20	10	10.42	0.051
5	21	25	7	7.29	0.044
6	26	30	5	5.21	0.037
7	31	35	2	2.08	0.024
8	No Response		0	0.00	0.000
Total			96	100.00	

n = 96

90% confidence in the results

Median = 8.25 Years

2 tailed Z test

m = 10.55 Years

a = .01

s = 8.27

Z = 1.645

Variance = 68.39

Error = 1.39

The table indicates the frequency distribution of the experience of principals. The range is from 0.5 to 32 years. Median for the group is 8.25 years; mean is 10.55; and standard deviation is 8.27.

Table 8

Frequency Distribution of the Teaching Experience of Teachers

	Years of Experience		Teachers		
Category	Lower	Higher	Frequency	%	Error
1	1	2	70	15.73	0.028
2	3	4	36	8.09	0.021
3	5	6	30	6.74	0.020
4	7	8	21	4.72	0.017
5	9	10	30	6.74	0.020
6	11	12	26	5.84	0.018
7	13	14	26	5.84	0.018
8	15	16	40	8.99	0.022
9	17	18	32	7.19	0.020
10	19	20	24	5.39	0.018
11	21	22	21	4.72	0.017
12	23	24	18	4.04	0.015
13	25	26	18	4.04	0.015
14	27	28	12	2.70	0.013
15	29	30	13	2.92	0.013
16	31	32	10	2.25	0.012
17	33	34	1	0.22	0.004
18	No Response		17	3.82	0.015
Total			445	100.00	

n	428		90% confidence in the results
Median	14.60	Years	2 tailed Z test
m	14.06	Years	a = .01
s	7.55		Z= 1.645
Variance	57.00		
Error	0.60		

Data indicate that the years of experience range from 3 weeks to 34 years, with a median of 14.60 years, and a mean of 14.06 years. The standard deviation is 7.55 years.

APPENDIX L

Related Data to Part B of Questionnaire:
Principals' and Teachers' Comments

11

(a) Principals Comments

- Cooperative administration i.e: P.R., budgetting, programming.
- Discipline procedures.
- Collaborative decision making.
- Parental involvement.
- Students accepting responsibility for own learning.
- Acceptance of and teaching to different learning styles.
- Empower people at all levels - student, parent, teachers.
- Evaluation of teachers deleted and replaced by professional growth plans and cognitive coaching.
- Collegial & cooperative practices among administration and staff.
- Power to be decentralized from the Board office to the schools. A complete democratization of decisions and input needs to take place.
- Formal supervisory practices should still take place with 1st year teacher and those in trouble. A more collaborative model & collegial model requires development for those teachers who are competent.

Teachers will establish own goals in consultation with other staff members & administrator. Work with staff/administration to develop growth plans. Administrators sets up opportunities for staff to fulfill plans.

- Since there is much less standardization of teaching materials, supplies, technology, etc. there is a greater choice and a chance to make them more collegial decisions. This must be done by administrators who are willing to give these choices to staff rather than make them administration.
- More administrative time required to be the educational leader within the school. Difficult to facilitate the best teaching practices with 8 hours/week of administrative time!
- Flexibility in time tables.
- Consultation and communication - more involving.
- Be more supportive, more encouraging of risk taking.
- Supervision of instruction. We are presently taking workshops on Garnstrom's Cognitive Coaching but can not implement unless board is willing to drop formal reports.
- Go to professional growth plans. Empower classroom teachers re report card writing.
- School-base decision-making, collective agreement.

- The leadership style will continue to move towards a collegial model. How fast and how far will depend upon the individual teacher's acceptance of this role in the model and true professional responsibility. A key factor is the struggle between "union" and "professionals". How this unfolds will determine administration's ability to become more and more collegial.
- Contract management will force changes to take place.
- Curriculum changes and introduction of new curriculums will also allow for changes in leadership styles to change. The BCTF must not be given full authority to implement curriculums.
- Effective leadership is effective with most organizational goals. What may need to be more aware of is to be sensitive to the change process and the effect on the staff.
- Mediation, conflict resolution.
- The unionization of teachers is a major variable that was implemented independently of the YEAR 2000. The decentralization of services to special needs students is being successfully carried out but it calls into question the role of District resource people in Sp. ED., & Curriculum areas, as to how they can best support their colleagues,. Can we encourage each of our staffs to become more leadership oriented with others supporting them

rather than District Resource people being seen as "laying it on" others.

- More collaboration/consensus in: planning school wide themes, establishing multi-age groupings, tracking learner progress.
- Freeing principal to work with teachers on strategies and improving teaching.
- We need transactional leadership now! See Sergiovanne (90) Value added leadership. Get rid of the union contract!

(b) Teachers' Comments

- The area of decision-making/goal setting. It should become more of a team effort with all staff working together.
- It is even more critical that administrator be knowledgeable in curriculum areas. Vitally important for admin to be in classrooms more.
- Motivate staff espically those who have been teaching for 20 to 30 years, and are set in their ways and have no wish to implement the Year 2000 goals.
- A collaborative model of leadership is essential. However, teachers must not be overburdened with decision-making and new responsibilities that are simply "piled on top" of their current workload. If

administration types of duties are to be shared more throughout a school, then compensation must also take place- i.e. in time, recognition of leadership role, etc.

- Present form of teacher evaluation (summative evaluation) does not go along with the YEAR 2000. Informal evaluation needed.
- more consultation & independence; emphasis on collaboration; more collegial rather than dictated leadership.
- Supervision of Instruction - a more clinical supervision approach of the formative style to help teachers grow. With the Year 2000 many changes will have to be implemented and teachers need lots of guidance & support to change their style. The principal needs to spend more time in the classroom with teachers. Administrators need to be in classrooms more to know what is really happening.; learn about the realities of the classroom. Also, some sort of peer coaching should be put in place to help the teachers make the changes.
- Involvement of peers when being evaluated; self-evaluation
- Teachers need to feel they can take risks without being criticized negatively Show support for teachers who are innovators.
- Criticism should be positive
- Have an open line of communication.

- Less staff meetings.
- Continue to develop staff communication skills that will enhance the collegial decision making process.
- My school has a powerful intimidating principal who is cool, somewhat no style to students and their ambitions. His attitude produces fracturing within. Staff feel trapped.
- Teachers should be allowed some latitude in determining their teaching style. Many of us have developed what works best for us in our classrooms over the length of our careers. Most teachers I know have reservations about the YEAR 2000 document. Personally, I like to pick up ideas from all over, try them and if they are successful use them again. I recent wasting time in long meetings asking for input when administrators have already made up their minds and are only going through the motions of democratic decision-making. In my opinion a good administrator leaves his or her teachers alone to do their job, and doesn't use up their energies in non-productive ways. Leave us to work with the students and in our classrooms. When I started teaching I spent all my classroom time working with students and did marking and preparation outside of classtime. Now I mark and prepare during class and attend meetings outside of class time.

Thanks for the chance to express myself. I hope you hear.

- More group processes - this staff is too large to communicate effectively in a single group - staff is

currently considering formation of a staff committee to aid in funneling concerns, to give more safety to the airing of concerns, to help colleagues problem solve in a supportive way, to remove isolation felt in a large group.

- Staff should have direct involvement in selection and evaluation of principals.
- Move from traditional authoritarian model to a consensus driven model.
- School based decision making.
- More unscheduled time for administration/conferencing with staff; consultation.
- Since teachers are the ones implementing YEAR 2000, they should have a strong voice regarding school goals and activities.
- While our principal has internalized the goals of the YEAR 2000, a significant number of teachers are working on this transition. As a result there are constant meetings and seemingly fruitless discussions while real business is often left to, post meeting times or after committee meeting times. Discussions are executed slowly and follow-up is poor. Communication between principal and staff is poor. What should be easy, quick decisions take forever perhaps because of poor goal match and what feels like lack of respect for staff by principal
- Practice skills of collaborative and trusting his/her teachers. Staff alongside leaders creates a 'working

together' atmosphere. Open mindedness is essential.
Professional trust & respect!

- If anything the split created by the New College of Teachers the Administrators Association and B.C.T.F., as well as the process by which Administrators must now be contracted, is creating a body of managers. This new body of managers may in fact act to undermine the goals of the YEAR 2000 by preventing any movement (even in the classroom) which might take power away. A sharing of responsibility for learning and education must begin at the top.
- Leadership needs to change to allow teachers to experiment with alterations in content areas, continuous progress, integrated studies etc. Old habits die hard. Teachers have problems changing styles & routines that are comfortable. Slightly ethereal goals are difficult & to evaluate & report on especially to parents. The "signposts" to learning are vague. Teachers need to feel comfortable about the professional decisions they make in their classrooms. Leadership must provide that comfort but teachers must be willing to change also. Evaluation is a scary process. How do we replace it?
- Principals must up-date themselves & take courses
- Less autocracy.
- ...demonstrate leadership, motivate the back sliders, and be able to make decisions in the clinch, also be sensitive to the fact that teachers trained in the late fifties may have grave reservations about the

YEAR 2000 philosophy and may be unable to change teaching styles/methods to implement it.

- Staff and line structures above the school level should be reduced to a minimum.
 - We keep telling the Principal we are overloaded with YEAR 2000 but the message is not getting through - every week there is another directive about something new to add to our workload - Fr. Immersion workshop, Computer update, Heritage theme, etc. etc. In one school (13 classes) 3 teachers are off for stress leave!
 - There is at present great pressure on staff because change in philosophy and classroom practice necessitate Pro D. training, consultation and extra individual planning.
 - ...should attend all implementation and curriculum workshops with his/her teaching colleagues so that they are familiar and knowledgeable of current practices, theory and philosophy.
- ...should be in the classroom often - not just when a report on the teacher is to be written.
- Curriculum and students. Clearer guidelines.
 - The higher order make a pretense of asking for input, hold meetings etc. but always go ahead with what they deem is correct, even though they have been out of the classroom for years. They will go with what is politically correct and advantageous to their

careers. If we treated our students the way they treat us we would or at least should be out on our butts.

- Teachers are often more up to date on many of the areas of change related to the YEAR 2000 document such as writing reports, areas and methods of instruction. This greater understanding comes from having attended workshops and courses that principals often do not attend. Many full time principals have been out of the classrooms for many years & have not had direct teaching experience using the Document as their guide in teaching.
- Greater support in addressing parents concerns about Year 2000. Be a strong advocate for teachers.
- Classroom teachers are starting to privately & silently refuse to take on anymore work as many find it unable to cope with the tremendous teaching load they are expected to undertake. More & more experienced (20+ years - teachers) are saying they want to quit because of the stress. Principals and other "specialists" seem to have lots of time to think "up" or "find" the latest that we just must implement in our classrooms. There is no way to keep up with the demands, so teachers are starting to resist, in their own ways.
- If decisions should be made by all members of a staff in the YEAR 2000, then leadership at this school should change. The climate is very tense and morale is low. Teachers feel that only lip-service is been

given to their ideas and have consequently stopped contributing.

- ... should concentrate more on building collaborative cultures in the schools.
- Able to organize facilitation of YEAR 2000 document in-service.
- ... more positive type of interaction and communication needs to be implemented. More reinforcement for the work you do, less threats, and more motivation.
- Change is a process, not an event. In this district, AOs must abide by contractual obligations for power sharing and real decision making(Article 70 of contract) vs. broad based input (parents, students, support personnel, etc.) followed by old fashioned management decision making.
- AOs are feeling very threatened by their staff (see - Administrators submission to Stan Hagen, Minister of Education, Sept. 1990) and not following the directives of the Superintendent.
- The AO in this school refers to contract and board policy as a set of general guidelines to be followed when the AO wishes.
- The AO in this school has encouraged staff members to "rat" on other staff members by relating private conversations back to AO. The AO has then attempted

to discipline the staff as a whole - based on the unspecified comments by unnamed people.

- The AO in this school would like professional decisions to be made by herself and people without training or expertise. The professional staff would like to consider input from non-professionals but make decisions themselves. We are attempting to resolve this conflict under the cloud of accusations of "hidden agenda's" and "attempting to undermine the AO". We are not happy campers!
- I am very satisfied with present admin except on one point: although many schools have straight rather than multi-aged classes, our principal does not wish to consider setting up our school with anything but multi-aged situations. I believe this is to be a problem for the staff in general.
- it will always be difficult to talk freely about problems related to your work with someone who will be evaluating you.
- Need to feel totally involved in decision making for implementation of the Year 2000 documnt.
- Some resistance to implementation of Year 2000 is apparent at the administrative level. For example (1) time tabling is still a nightmare of small time blocks per "subject. This is not due to any particular policy but would be appreciated if administrators in the district could take a closer look at itinerant teachers so the classroom teaching isn't broken up - i.e. more in harmony with big blocks of time as suggested by Year 2000.

- Be more of an educational leader and less of a manager.
- Long range plans and time tabling (teacher) should be regarded with more flexibility when teacher evaluation are taking place.
- Classroom "noise" should not always be looked upon as a bad thing - sometimes a lot of learning is taking place.
- More flexibility on part of administrator to variety of teaching styles.
- Must have the vision and ability to lead the school in the true spirit of the new program.
- Delegation with trust and back-up.
- Listen to other viewpoints before making decisions.
- Being a person as well as a leader.
- Demonstrate humility.
- A more effective process for goal objective setting needs to be in place.
- A need to trust staff with all aspects of the decision making processes.
- School's goals & objectives are not well articulated and there is not an effective process for establishing them.

- Planning should be on-going and directed to short/long goals. Teachers/Admin & parents should be involved at this Primary school.
- Should be an evaluation system for principals (annually).
- ...definitely leaning toward the principal being "Management" The remainder are "workers"; staff generally feel manipulated in terms of educational direction & priorities. Principals need (a) to become part of the team, (b) acquire more skill "leading" people.
- ..."more principal - staff" communication on things such as : (a) more clear statements of school policies preferably a written book of procedures for all staff to refer to, (b) more "principal-student" contact as an educator, rather than an authority.
- Perhaps more changes need to occur with staff than with principal.
- More staff committee responsibility.
- More consultation with staff re goals. Choices will give students & teachers greater ownership of goals & objectives.
- Principal should be an advisor/helper position - not dictatorship
- Change needs to occur with the administration letting go power. There are still many power games played between principal and staff. Leadership needs to look

more like co-operation than confrontation. Like colleagues with the same goal rather than - direct and dictate.

- All adults need to be constantly conscious of personal growth in order that the growth of children be addressed in humanistic terms.
- Teachers will need to have more flexibility for timetabling, and support for changing programs.
- Read, understand and be encouraging in implementing the Year 2000.
- Less memos and more discussion.
- Mix with staff more often.
- Not to shove the Year 2000 down anyone's throat!.
- Lack of cohesiveness on staff. Principal seems to take parents side rather than really supporting teachers - should be more in tune with staff interaction, more aware of Primary Program & more sincere.
- Should be resource person who you can turn to for discussion of ideas.
- Leadership needs to come from all levels not just from the top.

APPENDIX M

Responses to Part B in relation
to Age and Experience of:
Principals, Teachers

Table 9

Frequency Distribution of Principals' Responses to Part B
according to Age Range

Category	Age Range		Principals		
	Lower	Higher	Frequency	%	Error
1	29	34	9	9.38	0.049
2	35	40	13	13.54	0.057
3	41	46	29	30.21	0.077
4	47	52	31	32.29	0.079
5	53	58	12	12.50	0.056
6	No age indicated		2	2.08	0.024
Total			96	100.00	
n	94		90% confidence in the results		
Median	45.67	Age	2 tailed Z test		
μ	45.03	Age	$\alpha = .01$		
σ	6.87		Z= 1.645		
Variance	47.20				
Error	1.17				

Table 9 indicates that there was a difference in the age of principals that answered "Yes" from those that answered "No". This was supported by the result of the two-tailed Z-test which hypothesized that there was no difference in the age of principals that said "No" from those that said "Yes". $Z_{obt} = -2.281.$

Table 10

Frequency Distribution of Teachers' Responses to Part B
according to Age Range

Category	Age Range		Teachers						Total		
	Lower	Higher	Yes	%	Error	No	%	Error	Frequency	%	Error
1	22	26	19	4.44	0.016	23	5.37	0.018	42	9.81	0.024
2	27	31	18	4.21	0.004	28	6.54	0.020	46	10.75	0.025
3	32	36	23	5.27	0.004	24	5.61	0.018	47	10.98	0.025
4	37	41	34	7.94	0.006	29	6.78	0.020	63	14.72	0.028
5	42	46	39	9.11	0.007	36	8.41	0.022	75	17.52	0.030
6	47	51	33	7.71	0.006	28	6.54	0.020	61	14.25	0.028
7	52	56	19	4.44	0.004	25	5.84	0.019	44	10.28	0.024
8	57	61	20	4.67	0.004	19	4.44	0.016	39	9.11	0.023
9	No age indicated		3	0.70	0.001	8	1.87	0.011	11	2.57	0.013
Total			208	48.60		220	51.40		428	100.00	
n	417		205			212			90% confidence in the results 2 tailed Z test $\alpha =0.1$ Z= 1.645		
Median	Age		42.59			41.78					
μ	Age		42.07			41.22					
σ			10.21			10.77					
Variance			104.24			115.99					
Error			1.17			1.22					

Data in Table 10 show that there was a difference in the age of teachers that said "Yes" from those that said "No". Result of the Z-test supported this claim. $Z_{obt.} = 0.827$. Hypothesis: There is no difference in the age of teachers that said "No" from those that said "Yes". Younger teachers were not in favor of change in the present leadership style of their principals.

Table 11

Frequency Distribution of Principals' Responses to Part B according to Years of Experience

Category	Years of Experience		Principals						Total		
	Lower	Higher	Yes	%	Error	No	%	Error	Freq.	%	Error
1	1	5	16	16.87	0.061	21	21.88	0.069	37	38.54	0.082
2	6	10	8	8.33	0.045	9	9.38	0.049	17	17.71	0.064
3	11	15	7	7.29	0.043	8	8.33	0.046	15	15.63	0.061
4	16	20	4	4.17	0.033	6	6.25	0.041	10	10.42	0.051
5	21	25	0	0.00	0.000	5	5.21	0.037	5	5.21	0.037
6	26	30	3	3.13	0.029	4	4.17	0.034	7	7.29	0.044
7	31	35	0	0.00	0.000	5	5.21	0.037	5	5.21	0.037
8	No Response		0	0.00	0.000	0	0.00	0.000	0	0.00	0.000
Total			38	39.58		58	60.42		96	100.00	
n	96		38			58			90% confidence in the results		
Median	Years		43.00			47.76			2 tailed Z test		
μ	Years		43.03			46.61			$\alpha = 0.1$		
σ			7.56			7.33			Z= 1.645		
Variance			57.15			53.73					
Error			2.02			1.58					

Table 11 indicates that principals with more years of experience were not in favor of changing their present leadership behavior. Result of the Z-test supported this claim. $Z_{obt.} = -2.264$. Hypothesis: There is no difference in the number of years of experience between principals who answered "Yes" from those who said "No".

Table 12

Frequency Distribution of Teachers' Responses to Part B
according to Years of Experience

Category	Years of Experience		Teachers						Total		
	Lower	Higher	Yes	%	Error	No	%	Error	Freq.	%	Error
1	1	2	14	3.27	0.014	17	3.97	0.016	31	7.24	0.021
2	3	4	11	2.57	0.013	12	2.80	0.013	23	5.37	0.018
3	5	6	13	3.04	0.014	10	2.34	0.012	23	5.37	0.018
4	7	8	15	3.50	0.015	8	1.87	0.011	23	5.37	0.018
5	9	10	18	4.21	0.016	25	5.84	0.019	43	10.05	0.024
6	11	12	13	3.04	0.014	11	2.57	0.013	24	5.61	0.018
7	13	14	15	3.50	0.015	14	3.27	0.014	29	6.78	0.020
8	15	16	31	7.24	0.021	15	3.50	0.015	46	10.75	0.025
9	17	18	16	3.74	0.015	17	3.97	0.016	33	7.71	0.021
10	19	20	12	2.80	0.013	16	3.74	0.015	28	6.54	0.020
11	21	22	13	3.04	0.014	12	2.80	0.013	25	5.84	0.019
12	23	24	10	2.34	0.012	10	2.34	0.012	20	4.67	0.017
13	25	26	10	2.34	0.012	11	2.57	0.013	21	4.91	0.017
14	27	28	0	0.00	0.000	11	2.57	0.013	11	2.57	0.013
15	29	30	10	2.34	0.012	11	2.57	0.013	21	4.91	0.017
16	31	32	0	0.00	0.000	0	0.00	0.000	0	0.00	0.000
17	33	34	0	0.00	0.000	10	2.34	0.012	10	2.34	0.012
18	No Response		7	1.64	0.010	10	2.34	0.012	17	3.97	0.016
Total			208	48.60		220	51.40		428	100.00	
Median	411		201		210		90% confidence in the results				
μ	Years		13.37		12.40		2 tailed Z test				
σ	Years		12.57		6.72		$\alpha = 0.1$				
Variance			6.38		10.77		Z= 1.645				
Error			40.70		115.99						
			0.74		1.22						

Table 12 indicates that teachers with less years of experience were not in favor of change in the principals' leadership style. Z-test hypothesis: there is no difference in the number of years of experience between the "Yes" and "No" groups. $Z_{obt.} = 6.733$.

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