

LEADERSHIP STYLES OF ELEMENTARY SCHOOL PRINCIPALS AND THE  
PROFESSIONAL ZONE OF ACCEPTANCE OF TEACHERS

by

Theodore Eugene Danyluk

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APPROVAL

Name: Theodore Eugene Danyluk  
Degree: Master of Arts (Education)  
Title of Thesis: Leadership Styles of Elementary School  
Principals and the Professional Zone  
of Acceptance of Teachers

Examining Committee

Chairperson: A. Obadia

---

J. F. Ellis  
Senior Supervisor

---

N. Robinson  
Associate Professor

---

P. Coleman  
Associate Professor  
Faculty of Education  
Simon Fraser University  
External Examiner

Date approved March 15, 1984

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LEADERSHIP STYLES OF ELEMENTARY SCHOOL PRINCIPALS AND THE

PROFESSIONAL ZONE OF ACCEPTANCE OF TEACHERS

Author: \_\_\_\_\_

(signature)

Theodore Eugene Danyluk

(name)

Mar 15/84

(date)

## ABSTRACT

It was the purpose of this study to determine the relationship between the professional zone of acceptance of elementary school teachers and the leadership styles of their principals.

This study replicated an earlier study conducted by D. Kunz and W. Hoy which was conducted with secondary school teachers and principals. The significant result of their study was that Initiating Structure of the principal has a greater effect on increasing the professional zone of acceptance of teachers than Consideration.

The three hypotheses that guided the Kunz and Hoy study also guided this study. The three hypotheses were: 1) principals perceived by teachers as high on both Initiating Structure and Consideration will not have teachers with a wider professional zone of acceptance than principals, perceived as high on Consideration, but low on Initiating Structure; 2) principals perceived by teachers as high on Consideration and low on Initiating Structure will not have teachers with a wider professional zone of acceptance than principals perceived as high on Initiating Structure and low on Consideration; 3) principals perceived by teachers as high on Initiating Structure and low on Consideration will not have teachers with a wider professional zone of acceptance than principals who are low on both Initiating Structure and Consideration.

The population for this study was all of the elementary school teachers in School District #57 (Prince George) in schools with ten or more teachers on staff. From this population fifty per cent of the teachers in each school were randomly selected. The sample group completed two survey instruments -- the Professional Zone of Acceptance Inventory and the Leadership Behaviour Description Questionnaire.

The major findings of this study were not congruent with the findings of Kunz and Hoy. In the present study Consideration of the principal had more of an effect on increasing the professional zone of acceptance of teachers than Initiating Structure. This finding has implications for the leadership behaviour of the elementary school principal.

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## CHAPTER I

## INTRODUCTION, PROBLEM STATEMENT AND RATIONALE

Introduction

When a person accepts the position of principal in a school, he inherits the formal authority of that position. The principal, because of this formal authority, is able to issue commands and directives to the teachers. However, this formal authority is relatively narrow in scope because the teachers, under their contractual agreement, must follow certain commands and directives of the principal for the school to maintain a minimum level of operation. For the school to function beyond a minimum level, the principal must find ways to expand his formal authority beyond "the narrow limits of the bureaucratic zone of acceptance" (Hoy. & Miskel, 1978, p. 186).

The way in which a principal uses his formal authority may have a negative or positive influence upon the teacher's zone of acceptance. In other words, there may exist a relationship between the leadership style of the principal and the zone of acceptance of teachers. If such a relationship exists, and the principal is aware of it, the principal would then have the knowledge to increase his authority beyond the formal authority of the office.

Research Problem and Statement of Hypothesis

The purpose of this study is to determine the relationship

between the professional zone of acceptance of elementary school teachers and the leadership style of their principals.

Three hypotheses will be tested in this study to determine the relationship between the professional zone of acceptance of elementary school teachers and the leadership styles of their principals. The three hypotheses as stated in the null form are:

- 1) Principals perceived by teachers as high on both Initiating Structure and Consideration will not have teachers with a wider professional zone of acceptance than principals perceived as high on Consideration but low on Initiating Structure.
- 2) Principals perceived by teachers as high on Consideration and low on Initiating Structure will not have teachers with a wider professional zone of acceptance than principals perceived as high on Initiating Structure and low on Consideration.
- 3) Principals perceived by teachers as high on Initiating Structure and low on Consideration will not have teachers with a wider professional zone of acceptance than principals who are low on both Initiating Structure and Consideration.

The three hypotheses that will be tested in this study are the same three hypotheses that guided a previous study conducted by Kunz and Hoy (1976).

#### Summary of the Kunz and Hoy Study

The results of the Kunz and Hoy study as they relate to this study can be summarized by the following three points:

1) Principals who had the widest professional zone were those principals who were perceived by their teachers as being strong in both Initiating Structure and Consideration.

2) Consideration in the principal's behaviour as perceived by teachers was not strongly related to the teachers' professional zone of acceptance.

3) Initiating Structure in the principal's behaviour as perceived by teachers was more strongly related to the teachers' professional zone of acceptance regardless of the level of Consideration in the principal's behaviour as perceived by teachers.

#### Significance of Replicating the Kunz and Hoy Study

The significant result of the Kunz and Hoy study was that,

Strength in Initiating Structure appeared to be significantly related to teachers' professional zone of acceptance without respect to the degree of Consideration demonstrated by the principal. That is, those principals who exhibited high Initiating Structure tended to have teachers with a fairly wide

professional zone of acceptance irrespective of the principal's Consideration. (Kunz and Hoy, 1976, p. 59)

In their study, Kunz and Hoy utilized secondary school principals and teachers. The significance in replicating their study is to determine if the results of their study would be the same if elementary school principals and teachers were utilized.

#### Definition of Terms

##### Leadership Behaviour Description Questionnaire (LBDQ)

The LBDQ is a survey instrument which group members may use to describe the behaviour of their leader. It contains items which describe a specific way in which a leader may behave. When scored the LBDQ measures the leader's behaviour in two dimensions; Initiating Structure and Consideration. This instrument was developed by Halpin (1957).

##### Initiating Structure

Initiating Structure is one of two dimensions of leader behaviour measured by the LBDQ. It refers to the

leader's behaviour in delineating the relationship between himself and the members of his group, and in endeavoring to establish well-defined patterns of organization, channels of communication, and ways of getting the job done. (Halpin, 1957, p. 1)

### Consideration

Consideration is the second of two dimensions of leader behaviour measured by the LBDQ. It refers "to behaviour indicative of friendship, mutual trust, respect and warmth in relationships between the leader and members of the group" (Halpin, 1957, p. 1).

### Professional Zone of Acceptance

In defining the term professional zone of acceptance it is best to define the two components of the term. The two components are professional and zone of acceptance.

The zone of acceptance component is defined by Simon as the range of behaviour "within which the subordinate is ready to accept the decisions made for him by his superiors" (Simon, 1965, p. 133). In the school setting this would be the teachers' acceptance of decisions made for them by the principal.

The professional component is making reference to a decision area identified by Clear and Seager (1971) that refers to matters which involve professional judgement. Clear and Seager found that

Zones of acceptance granted to administrators by teachers might be broken down into three basic categories or areas -- an organizational maintenance domain dealing with administrative routine; a personal domain relating to issues that are very personal and/or that have little relevance for the organization; and a professional domain dealing with issues involving professional judgement.

Examples of issues which involve professional judgement include "teacher handling of conferences with parents, teacher willingness to try new ideas, teacher methods of disciplining students and teacher use and selection of instructional materials" (Clear and Seager, 1971, p. 57).

Based upon the definitions of the components which make up the term professional zone of acceptance, it can therefore be defined as the teachers' acceptance of decisions made for them by their principal in areas which involve matters of professional judgement.

#### Professional Zone of Acceptance Inventory (PZAI)

The PZAI is a survey instrument which measures a teacher's probable frequency of compliance with unilateral decisions made by the principal in areas which involve matters of professional judgement.

In their study Kunz and Hoy utilized a thirty item edition of the PZAI which was developed by D. Kunz for use in a secondary school setting. This instrument had an initial reliability coefficient of .91 on a test re-test method over a week's lapsed time using 54 teachers engaged in graduate courses at Rutgers University. A coefficient alpha was computed utilizing the sample (N = 380) from their study yielding a score of .96 (Kunz & Hoy, 1976).

Since the development of the original thirty item survey, Kunz has developed a fifteen item secondary school instrument and a fifteen item elementary school instrument. A coefficient correlation of +.97



was obtained between the fifteen item secondary school instrument and the thirty item secondary school instrument. A coefficient correlation of the fifteen item elementary school instrument to the thirty item secondary school instrument is  $+0.84$  and to the fifteen item secondary school instrument is  $+0.87$ .<sup>1</sup>

This study utilized the fifteen item elementary school instrument due to the setting in which it was being administered and because of its high correlation to the thirty item secondary school instrument used by Kunz and Hoy.

#### Limitations of the Study

The first limitation of this study is that the sample schools in this study were chosen from within one school district (School District #57, Prince George) out of a possible seventy five districts within the province of British Columbia. Kunz and Hoy (1976) utilized schools from each of the counties in the state of New Jersey for their study. One school district was chosen as the focus for this study rather than utilizing all seventy five districts because of the problem of accessibility to schools in each of the districts to conduct this type of study. School District #57 (Prince George) was chosen because of the accessibility to schools made available by the

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<sup>1</sup> The figures quoted are based on information received through personal correspondence between Dr. D. Kunz, Program Manager - Educational Systems, Commodore Business Machines, Inc., and the writer, August 23, 1982 to December 6, 1982.

school district to conduct this type of study.

Secondly, to maintain similar sampling characteristics between the work of Kunz and Hoy (1976) and this study and work within the confines of a single school district two concessions had to be made. These concessions relate to the number of schools which were included in the sample and the number of completed survey instruments required from each school.

Kunz and Hoy (1976) had fifty schools in their sample. From each school ten teachers were randomly selected for the study giving a total of five hundred teachers to be surveyed. Kunz and Hoy further required seven completed survey instruments from each school to be able to include that school in the analysis. Seven was chosen because according to Halpin (1957) five to seven completed LBDQ's are needed to give stable scores to describe a leader's behaviour. Kunz and Hoy (1976) received the minimum number of seven completed survey instruments from each of the fifty schools with  $N = 380$ .

In this study to be able to have the maximum number of schools included and to be able to have valid LBDQ results the minimum number of completed survey instruments required from each school to have that school included in the analysis was set at five. This number is the minimum required to have stable scores to describe a leader's behaviour from the LBDQ. With the number of completed surveys needed for each school to be included in the analysis set, it was important to maintain the random selection procedure in each school and yet

achieve the largest possible number of schools that could be included in the study.

With the above considerations taken into account it was decided that schools with ten or more teachers on staff would be included in the study. Within each school fifty per cent of the teachers would be randomly selected for inclusion in the study. Using these guidelines thirty six schools were identified. The number of teachers that were sampled was three hundred and eight with a range of six to eleven teachers being randomly chosen in each school. This range was a reflection of the different sizes of schools identified to be in the study. The number of schools which returned the minimum number of five completed survey instruments was twenty five with  $N = 149$ .

This study, because of the concessions which had to be made to have it conducted in a single school district, had fourteen less schools to be sampled, one hundred and ninety two less teachers, surveyed and two hundred and thirty one less completed survey instruments than could be used for an analysis parallel to the Kunz and Hoy (1976) study.

A third limitation of this study is that the PZAI used in this study is not the same one which Kunz and Hoy (1976) used in their study. In their study they utilized a thirty item instrument which was developed for secondary schools. The PZAI which was used in this study contains only fifteen items and was developed for elementary schools by Kunz. This study utilized the fifteen item elementary

school instrument because of the setting in which it was being administered and because of its high correlation (.84) to the thirty item secondary school instrument which Kunz and Hoy utilized.

The final limitation of this study is that the two instruments (LBDQ and PZAI) utilized in this study are only measuring the teachers' perceptions of their principal with regards to their leadership behaviour and the types of decisions that they could make in a specific area.

These perceptions are not static and are affected by the personality and the competency of the individual administrator as well as by variables external to and quite distinctly apart from the specific behaviour of the administrator, such as national (provincial/local) trends toward teacher militancy, contemporary values concerning militancy, contemporary values concerning personal rights, court decisions, national (provincial/local) teacher organization thrusts, and the state of the art at any given moment. The individual experiences, beliefs and values of each teacher will also contribute to his perceptions of the administrator's legitimate role. (Clear & Seager, 1971, p. 48)

#### Organization of the Study

The study is organized into five chapters. The first chapter is the introduction and it includes the statement of the problem, the hypotheses that were tested, the significance in replicating the Kunz and Hoy (1976) study, the definition of terms and limitations of the study.

Chapter Two contains a review of the literature relevant to this

study. The review will examine the concept of authority, the concept of professional zone of acceptance, the concept of leadership as contained in the Ohio State University studies and the Kunz and Hoy (1976) study in terms of the latter two concepts mentioned.

The third chapter will describe the methodology used in replicating the Kunz and Hoy study. It will include a description of the sample, the procedure, the instruments and the analysis techniques.

Chapter Four will present the results of the data obtained in the study in relation to the three hypotheses that were stated in the first chapter.

Chapter Five includes a summary of the study, a discussion of the results and implications for further study.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The review of the literature as it applies to this study will give background information on the concept of authority, the concept of professional zone of acceptance and the concept of leadership as described in the Ohio State University studies. The final section of this chapter will give a detailed explanation of the Kunz and Hoy study.

#### Concept of Authority

The authority relationship is a common characteristic of the formal school organization. Examples of it can be found in the student-teacher relationship, the teacher-principal relationship and in the principal-superintendent relationship. As with any relationship, the authority relationship falls victim to negative connotations. Hoy and Miskel (1978) state that "authority and authoritarianism are to many individuals synonymous with arbitrary and dictatorial behaviour patterns" (p. 48).

The use of authority in the school is typically neither arbitrary or dictatorial. To investigate the concept of authority it must be separated from another related concept -- power. Weber (1947) defines power as "the probability that one actor within a social relationship

will be in a position to carry out his own will despite resistance" (p. 152). Power is the ability to get others to do what you want them to do. It is a control that may be coercive or a control that may be based on non-threatening persuasion and suggestion.

The characteristics of the concept of authority are not so broad in scope as those which relate to power. In analyzing the concept of authority, three characteristics have been identified which are found in the school organization.

The first characteristic of authority in the school organization is the compulsion free obedience to legitimate directives (Hoy & Miskel, 1978). Basis for this characteristic is drawn from Weber's (1947) definition of authority whereby there exists the "probability that certain specific commands or all commands from a given source will be obeyed by a given group of persons" (p. 324). Weber implies that there exists a group within the organization that will accept the directives because of the legitimacy of the authority source. Therefore, due to the certain degree of voluntary compliance with legitimate commands authority implies legitimacy.

The second characteristic of authority rests with the belief that the members of the organization will accept a directive of the organization regardless of their own beliefs towards the directive (Hoy & Miskel, 1978). Simon states that the subordinate "holds in abeyance his own critical faculties for choosing between alternatives and uses the formal criterion of the receipt of a command or signal as

his basis of his choice" (Simon, 1957, pp. 126-127). Simon is suggesting that authority in an organization is different from other kinds of power or influence due to the formality associated with the source of authority by the members of the group.

The third characteristic of authority in the school organization is derived from Blau and Scott (1962). They believe that the power of the members of the group will control the acceptance of directives or commands rather than the power of the authority source influencing the acceptance of the decision. Blau and Scott (1962) state that

a fundamental characteristic of authority, therefore, is that the willingness of subordinates to suspend their own judgement in advance and follow directives of the superior results largely from social constraints exerted by the collectivity of subordinates and not primarily from the influences the superior himself can bring to bear upon them. Such social constraints are not characteristic of coercive powers, persuasion or other types of personal influence. (pp. 28-29)

Based upon the writings of Blau and Scott, Simon and Weber, the authority relation in school organizations can be characterized by

- 1) a willingness of subordinates to comply,
- 2) a suspension of the subordinates criteria for making a decision prior to a directive,
- 3) a power relationship legitimized by the norms of the group. (Hoy & Miskel, 1978, p. 49)



### Concept of Professional Zone of Acceptance

As stated in the previous section, one of the three characteristics of authority is for the subordinate to suspend his own criteria for making a decision and to accept the decision made for him by his superior. Some directives are easily accepted by the subordinate while others are not.

Barnard (1938) introduced the term zone of indifference to describe the area within which a subordinate will comply with decisions or directives made by his superior. Barnard explains the zone of indifference as follows,

If all the orders for actions reasonably practicable be arranged in the order of their acceptability to the person affected, it may be conceived that there are a number which are clearly unacceptable, that is which certainly will not be obeyed; there is another group somewhat more or less on the neutral line, that is, either barely acceptable or barely unacceptable; and a third group unquestionably acceptable. This last group lies within the 'zone of indifference'. The person affected will accept orders lying within this zone and is relatively indifferent as to what the order is so far as the question of authority is concerned. Such an order lies within the range that in a general way was anticipated at time undertaking the connection with the organization. (pp, 168-169)

Simon (1957) makes reference to Barnard's zone of indifference concept in his discussion of authority by stating that "the most striking characteristic of the subordinate role is that it establishes an area of acceptance in behaviour in which the subordinate is willing to accept the decisions made for him by his superior" (p. 133). In

making this statement, Simon has expanded the term zone of indifference to zone of acceptance to illustrate what he believes is a development of the positive significance of the term.

Clear and Seager (1971) focused upon the zone of acceptance of teachers in their research. The purpose of their research was to investigate the legitimacy of administrative influence. This was achieved by identifying and then comparing the perceptions of both the teachers and the school administrators in terms of the legitimacy of attempts by the school administrators to influence teacher behaviour.

In this study legitimacy referred to whether or not the administrator's right to influence the teacher's professional or personal life was acceptable or appropriate. Clear and Seager (1971) referred to administrative influence as the methods utilized by the administrator to alter a teacher's belief or behaviour.

Their results revealed that the administrator's zones of desired influence was consistently wider than the teacher's zone of acceptance. Clear and Seager (1971) identified three domains that constitute the zone of acceptance granted to administrators by teachers; personal domain, organizational maintenance domain and professional domain.

The personal domain related to personal matters which had little relevance to the organization. Within this domain administrators did not attempt to exercise any type of influence. In terms of the teachers, their zone of acceptance was very narrow in this domain.

The organizational maintenance domain related to all aspects of maintaining the smooth and efficient operation of the organization. This included such things as maintaining equipment, proper completion of reports, attending meetings and participation in school in-service programs. The zone of acceptance of teachers was high in this area and the administrators felt that they should have a high degree of influence in this area.

The professional domain refers to matters which require professional judgement. Examples of issues in this area were "teacher handling of conferences with parents, teacher willingness to try new ideas, teacher methods of disciplining students and teacher use and selection of instructional materials" (Clear & Seager, 1971, pp. 57-68). The zone of acceptance of teachers was narrow in this area and the administrative degree of influence was less in this area than in the organizational maintenance domain.

Based upon their results within the professional domain Clear and Seager (1971) felt that

For both administrators and teachers, definite positions yet to emerge. This in turn suggests that influence attempts in these kinds of items have high potential for unanticipated results because of unsettled ground rules. Influence attempts here will probably encounter ambiguous and inconsistent reception. (p. 60)

From the work of Barnard, Simon and Clear and Seager the concept of professional zone of acceptance can be interpreted as the teacher's

acceptance of decisions made for them by their principals in areas which involve matters of professional judgement. Of the three domains of zones, the professional zone is characterized as being the most problematic for both the administrator and the teacher. It was this zone which was the focus of the Kunz and Hoy study.

#### Concept of Leadership Regarding Ohio State University Studies

Theory and research of leader behaviour give evidence that there are at least two types of leader behaviour.

Barnard (1938) distinguishes between two types of leader behaviour as they relate to cooperative action.

The persistence of cooperation depends upon two conditions: a) its effectiveness; and b) its efficiency. Effectiveness relates to the accomplishment of the cooperative purpose, which is social and non-personal in character. Efficiency relates to the satisfaction of individual motives, and is personal in character. (p. 60)

Cartwright and Zander (1953) in their description of leadership feel that the leader is committed to achieving two types of group goals: Group Achievement and Group Maintenance. Group maintenance refers to maintaining the group itself and group achievement refers to the achievement of a specific group goal.

Bowers and Seashore (1967) give four dimensions that they feel describe the basic structure of leadership,

1. Support-behaviour that enhances someone else's feeling of personal worth and importance,
2. Interaction facilitation-behaviour that encourages members of the group to develop close mutually satisfying relationship,
3. Goal emphasis-behaviour that stimulates an enthusiasm for meeting the group's goal or achieving excellent performance,
4. Work facilitation-behaviour that helps achieve goal attainment by such activities as scheduling, coordinating, planning and by providing resources such as tools, materials and technical knowledge. (p. 247)

Hoy and Miskel (1978) have taken the above four dimensions and have categorized them into two dimensions. They feel that support and interaction facilitation can be referred to as group maintenance functions while goal emphasis and work facilitation can be referred to as goal achievement functions.

Stogdill proposes that there are twelve dimensions of leadership. They are listed below,

Systems Oriented

Production Emphasis  
Initiation of Structure  
Representation  
Role Assumption  
Persuasion  
Superior Orientation

Person Oriented

Tolerance of Freedom  
Tolerance of Uncertainty  
Consideration  
Demand Reconciliation  
Predictive Accuracy  
Integration

(Hoy & Miskel, 1978, p. 179)

Stogdill's twelve dimensions of leadership have been listed under two categories. Each category, System Oriented and Person Oriented was developed by Brown (1967) in his attempt to make the twelve

dimensions more useful and manageable.

The literature reviewed has shown that there are two distinct categories of leader behaviour. One category is concerned with the people and interpersonal relations within the group and the second category is concerned with the achievement of the groups' goals.

Consistent with the above categories are the two dimensions of leader behaviour identified by the Ohio State Leadership Studies. They are Initiating Structure and Consideration. Initiating Structure corresponds with a production and task achievement while Consideration corresponds with people and interpersonal relations. Through the use of the Leadership Behaviour Description Questionnaire (LBDQ) these two dimensions of a leader's behaviour can be operationally measured by his subordinates.

Consideration and Initiating Structure are not at opposite ends of a scale; they are dimensions which are independent of each other. When the LBDQ is administered to a group of subordinates and the mean score values of each dimension is computed, four quadrants or leadership styles can be formed by cross-partitioning the dimensions. This is illustrated in Figure 1.

Figure 1

## Dimensions of Leadership Behavior

		Consideration		
Initiating Structure		Quadrant III	Quadrant I	Mean Score Initiating Structure
		High Initiating Structure	High Initiating Structure	
		Low Consideration	High Consideration	
		Quadrant IV	Quadrant II	
		Low Initiating Structure	Low Initiating Structure	
		Low Consideration	High Consideration	
Mean Score Consideration				

(Kunz &amp; Hoy, 1976, p. 51)

If a leader scores above the mean in both dimensions he is in Quadrant I (High Initiating Structure and High Consideration). Effective leader behaviour is associated with this quadrant. Also associated with this quadrant are group characteristics of harmony, intimacy, procedural clarity and favourable group attitude.

A leader who scores above the mean in Consideration but below it in Initiating Structure is in Quadrant II (Low Initiating Structure, High Consideration). Leaders in this quadrant are considered to be less effective than those who are high on both dimensions. Halpin (1966) states that "They may ooze with the milk of human kindness, but this contributes little to effective performance unless their

Consideration behaviour is accompanied by a necessary minimum of Initiating Structure" (p. 99).

A leader who scores below the mean in Consideration but above it in Initiating Structure is placed in Quadrant III (High Initiating Structure, Low Consideration). Leaders in this quadrant, as in Quadrant II, are considered to be less effective than those leaders in Quadrant I. They have been characterized as being disciplinarians and Halpin (1966) states that they are the "cold fish so intent upon getting a job done that they forget they are dealing with human beings, not with cogs in a machine" (p. 99).

A leader who scores below the mean on both dimensions is placed in Quadrant IV (Low Initiating Structure, Low Consideration). The leader behaviour in this quadrant is characterized as being the least effective and the resultant organization is one of group chaos.

Halpin (1966) reports that school administrators who are high on both dimensions are the most effective. However, to be high on both dimensions is obviously desirable but difficult to achieve. Brown in his analysis of the two dimensions has found that principals who wish to keep their organizations effective but who are weak in one dimension but high in the other will make up for that weakness by strengthening the other dimension. He has also found that principals who are weak in both dimensions or who are weak in one area but do not have a corresponding strength in the other area will "generate reactions of low teacher satisfaction and low estimates of principal effectiveness" (p. 73).



Kunz and Hoy Study

Based upon the research and theory of Clear and Seager, Barnard, Simon and Halpin, Kunz and Hoy (1976) state that

It seems reasonable to posit that the teachers' professional zone of acceptance will be wider or narrower depending upon the degree to which the inducements exceed the burdens and sacrifices which determine the individual's adhesion to the organization. One factor which would seem closely related to this balance and hence to teachers' commitment to the school organization is the leadership of the principal. That is, the teachers' perception of the leadership style of the principal seems likely to be an influence on the extent to which teachers comply to directives -- especially directives involving professional matters. (p. 52)

Kunz and Hoy (1976) felt that principals who had a style of leadership which was high in both dimensions (Quadrant I) would have teachers with a wide professional zone of acceptance. Principals who were high in Consideration but weak in Initiating Structure (Quadrant II) would have teachers with a narrower professional zone of acceptance than those in Quadrant I, but one which was greater for those principals who were high in Initiating Structure and low in Consideration (Quadrant III).

Kunz and Hoy believe that the width of the teachers' professional zone of acceptance for Quadrant II will be greater than the width of Quadrant III for two reasons. The first reason is that in public education "a high value is placed upon Consideration and Initiating Structure is not a predominant theme of the institutional mores"

(Halpin, 1966, p. 110). The second reason is that in Quadrant III "formal bureaucratic measures tend to dominate and the authority of the principal may be limited to the bureaucratic authority legitimized by the contractual agreement" (Kunz & Hoy, 1976, p. 52).

Principals whose leadership style was characterized as being low on both dimensions (Quadrant IV) would have the narrowest teachers' professional zone of acceptance. Kunz and Hoy view this as being the situation because the teachers will be able to perceive the lack of goal achievement and goal maintenance.

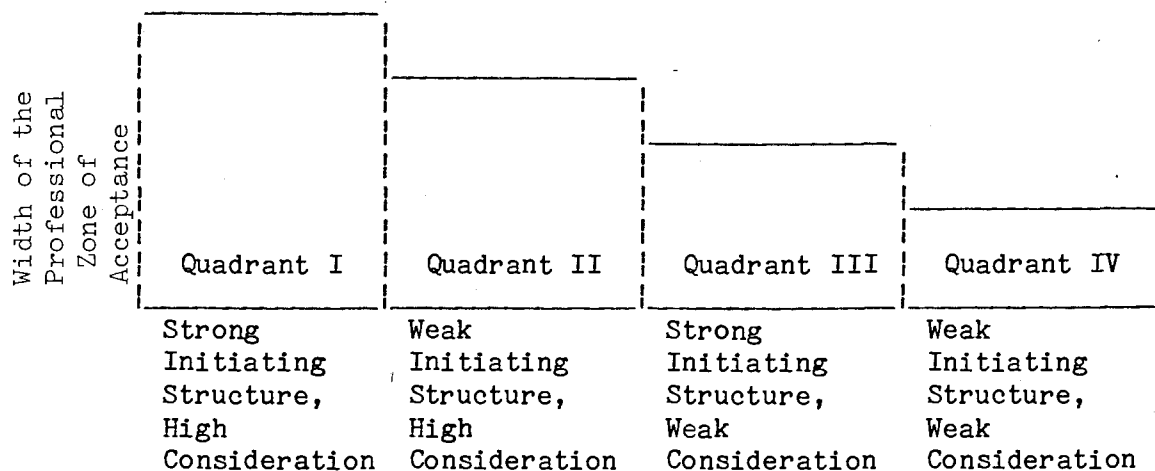
Through the above analysis Kunz and Hoy (1976) developed three hypotheses to guide their empirical study. The three hypotheses were:

1. Principals perceived by teachers as strong on both Initiating Structure and Consideration (Quadrant I) will have teachers with a wider professional zone of acceptance than principals perceived as strong on Consideration but weak on Initiating Structure (Quadrant II).
2. Principals perceived by teachers as strong on Consideration and weak on Initiating Structure (Quadrant II) will have teachers with a wider professional zone of acceptance than principals perceived as strong on Initiating Structure and weak on Consideration (Quadrant III).
3. Principals perceived by teachers as strong on Initiating Structure and weak on Consideration (Quadrant III) will have teachers with a wider professional zone of acceptance than principals who are weak on both Initiating Structure and Consideration (Quadrant IV). (p. 53).

The three hypotheses that Kunz and Hoy formulated are summarized graphically in Figure 2.

Figure 2

## Graphic Representation of the Hypotheses



For Professional Zone of Acceptance

H.1            QI > QII

H.2            QII > QIII

H.3            QIII > QIV

(Kunz & Hoy, 1976, p. 53)

### Kunz and Hoy Sample

The New Jersey State Department of Education randomly selected fifty non-specialized four year secondary schools from a listing of all such schools in the state of New Jersey to be included in the sample. The schools represented all of the counties in New Jersey and were assumed to be representative of the four year high schools in New Jersey.

From each of the fifty schools ten teachers were randomly selected to participate in the study. Kunz and Hoy (1976) required a

minimum of seven instruments from each school for the school data to be included in the analysis. This number was decided upon by Kunz and Hoy based upon the work of Halpin (1966) in his study of leadership behaviour. Kunz and Hoy report the work of Halpin in this area by stating that "average scores on dimensions of the LBDQ, computed on the basis of five to seven descriptions, yielded reasonably stable scores that could be used as indices of leadership behaviour" (p. 55).

#### Kunz and Hoy Method

The survey instruments and covering letters assuring anonymity and confidentiality were mailed to all teacher respondents. A follow-up reminder was sent to all respondents after three weeks. In schools with less than a 70% return rate Kunz and Hoy sent another set of survey instruments. In some cases, to obtain the necessary quota of respondents for all fifty schools telephone calls and personal visits were made.

#### Kunz and Hoy Instruments

LBDQ. The LBDQ is an instrument that determines the leadership style of the principal as perceived by the teachers of that principal. It is composed of forty short descriptive statements of the way in which a leader behaves. The form used in the Kunz and Hoy study utilized only thirty of the forty items for measurement of two fundamental dimensions of leader behaviour: Initiating Structure and

### Consideration.

For each dimension there are fifteen Likert-type items. Each item is responded to on a five point scale and is scored from four (always behaves according to the description) to zero (never behaves according to the description). When each dimension is scored, the higher the score, the stronger the teachers' perception of their principal in dimensions of Initiating Structure and Consideration. The form of the LBDQ that was utilized was developed by Halpin (1957).

PZAI. Kunz developed the PZAI. It was necessary to formulate the instrument because at the time there was no other instrument available that was able to measure a teacher's professional zone of acceptance. The instrument consists of thirty items. Each item of the survey describes an area in which a principal may make a unilateral decision. Teachers are asked to indicate on a five point Likert-type scale for each item their probably frequency of compliance with the principal's decision. Each item is scored from five (always complies with the decision) to one (never complies with the decision). The scores for all thirty items are totalled. The higher the score the wider the professional zone of acceptance.

### Kunz and Hoy Analysis of Results

In tabulating the LBDQ, mean scores were computed for the

principal of each school. Principals were then placed into one of the four quadrants depending upon the relation between their mean score in Initiating Structure and Consideration and the mean score of all the principals in each of the two dimensions.

In tabulating the PZAI, a mean score was computed for each school principal. After each principal was placed into one of the four LBDQ quadrants, a mean zone of acceptance score was computed for each quadrant. A standard deviation was determined for each mean zone of acceptance score.

Kunz and Hoy first of all conducted a t test to test each of their hypotheses. An hypothesis was accepted if the t test was statistically significant at the .05 level. Table 1 is a summary of the t-test analysis.

Table 1

Summary Data for the Hypothesized Relationships Between Perceived Leadership Style and the Professional Zone of Acceptance

Quadrant (Style)	IS	C	N	Mean Zone of Acceptance Score	S.D.	t
I	+	+	19	80.80	8.12	2.94*
II	-	+	5	69.43	5.35	.18
III	+	-	8	77.77	8.13	
IV	-	-	18	70.13	8.31	2.00**

\* p < .01

\*\* p < .001

IS = Initiating Structure

C = Consideration

Kunz and Hoy found that two of the three hypotheses that guided their study were supported. For the principals who were high on both Initiating Structure and Consideration the professional zone of acceptance of teachers was significantly greater than for those principals who were perceived as being low in Initiating Structure and high in Consideration. For the principals who were high on Initiating Structure and low on Consideration the professional zone of acceptance of teachers was significantly greater than for those principals who were perceived as being low in both Consideration and Initiating Structure. Kunz and Hoy found that their second hypothesis was not supported. Principals who were perceived as being low on Initiating Structure and high in Consideration had teachers with a professional zone of acceptance that was not significantly different from principals who were perceived as high in Initiating Structure and low in Consideration. Kunz and Hoy (1976) state that "although not significantly different, the actual scores were just opposite the predictions" (p. 56).

Based upon this analysis Kunz and Hoy conclude that

Principals strong on both dimensions had teachers with the broadest professional zone of acceptance. However principals low in Initiating Structure had teachers with relatively narrow zones of acceptance regardless of whether the principal was high or low in Consideration; the mean scores were nearly the same. Furthermore, principals with high scores on Initiating Structure but low scores on Consideration had teachers with nearly as large a professional zone of acceptance as principals strong on both dimensions. (p. 57)

Kunz and Hoy felt that Initiating Structure had more of an effect upon the width of the professional zone of acceptance than did Consideration. To test this observation the authors conducted a Pearson correlation to determine the strength of the relationship amongst Initiating Structure, Consideration and professional zone of acceptance scores. Table 2 shows the results of this test.

Table 2

Coefficients of Correlation among Initiating Structure,  
Consideration and Professional Zone of Acceptance

	Initiating Structure	Consideration	Professional Zone of Acceptance
Initiating Structure	1.00		
Consideration	.67	1.00	
Professional Zone of Acceptance	.57	.41	1.00

N = 50, all coefficients are significant beyond .01

(Kunz & Hoy, 1976, p. 57)

In analyzing the results of this test the authors found that both Initiating Structure and Consideration are significantly related to professional zone of acceptance. They also found that Consideration and Initiating Structure are strongly and significantly correlated.

Due to the fact that the authors found Initiating Structure and Consideration were strongly correlated they continued their analysis



by computing a partial correlation to determine if Initiating Structure is significantly related to professional zone of acceptance while controlling for Consideration scores. They also computed a partial correlation to determine if Consideration is significantly related to professional zone of acceptance while controlling for Initiating Structure scores. Table 3 is a summary of this analysis.

Table 3  
Partial Coefficients of Correlation Between  
Dimensions of the LBDQ and PZAI

Variable	Correlation With	Controlling	Partial Coefficient	P
Professional Zone of Acceptance	Initiating Structure	Consideration	.43	.01
Professional Zone of Acceptance	Consideration	Initiating Structure	.05	n.s.

(Kunz & Hoy, 1976, p. 58)

In analyzing the results of Table 3, Kunz and Hoy found that when Initiating Structure is controlled, Consideration is not significantly related to professional zone of acceptance. However, they did find that when Consideration is controlled, Initiating Structure is significantly related to professional zone of acceptance.

Kunz and Hoy also investigated the relationships between the professional zone of acceptance and the number of demographic variables using analysis of variance methods. The demographic

variables of school size, school wealth, expenditure level, student-teacher ratio, principal's age, principal's tenure, principal's experience, principal's length of service in the district, teacher's age, teacher's experience, teacher's desire to become an administrator, teacher's tenure and teacher's advanced educational level were found not to be significantly related to the professional zone of acceptance of teachers. However it was found that the demographic variables of sex, type of subject taught and degree level (pre-masters, post-masters) were significantly related to the professional zone of acceptance of teachers.

Summary of the Kunz and Hoy results. The results of the Kunz and Hoy study as they relate to this study can be summarized by the following three points:

- 1) Principals who had the widest professional zone of acceptance were those principals who were perceived by their teachers as being strong in both Initiating Structure and Consideration.
- 2) Consideration in the principal's behaviour as perceived by the teachers was not more strongly related to the teacher's professional zone of acceptance.
- 3) Initiating Structure in the principal's behaviour as perceived by teachers was more strongly related to the

teacher's professional zone of acceptance regardless of the level of Consideration in the principal's behaviour as perceived by his teachers.

#### Summary

The review of the literature as presented in this chapter has shown how the concept of authority, the concept of professional zone of acceptance and the concept of leadership as described in the Ohio State Leadership Studies provides a basis for the study conducted by Kunz and Hoy. As the current study is replication of the Kunz and Hoy study the review of the literature presented also gives necessary background information for this study.

## CHAPTER III

## METHODOLOGY

Sample

A sampling method was utilized that approximated the method used in the Kunz and Hoy study and yet would work within a single school district.

According to Halpin (1957) five to seven completed LBDQ's are needed to give stable scores to adequately describe a leader's behaviour. To be able to have valid LBDQ results the minimum number of completed survey instruments required from each school to have that school included in the analysis was set at five. The number is the minimum required to have stable LBDQ scores. With the number of completed survey instruments needed for each school to be included in the analysis set, it was important to maintain a random selection procedure in each school and yet achieve the largest possible number of schools that could be included in the study.

Therefore, for this study, the sample was all of the elementary schools in School District #57 (Prince George) that had ten or more teachers on staff (this included full time and part time teachers). Within each school fifty per cent of the teachers were randomly selected to be included in the study. Thirty six schools were identified as having ten or more teachers on staff. The number of teachers that were randomly selected was three hundred and eight with

a range of six to eleven teachers from each school depending upon the size of the school.

#### Procedure

Through the cooperation of Dr. Iris McIntyre, Coordinator of Curriculum Supervision for School District #57 (Prince George), an alphabetized staff list was provided for each of the thirty six sample schools. Within each school teachers were randomly chosen using an alternate selection process. This process was completed by Dr. McIntyre.

In each sample school it was decided that the principal would be asked for his cooperation in distributing the teacher survey packages. Each principal received

- 1) a letter of introduction along with instructions for distributing the teacher survey packages (Appendix A)
- 2) a letter of endorsement with regards to the study from Dr. I. McIntyre (Appendix B),
- 3) a sample copy of the survey instrument (the principal's sample copy was a different colour than those received by the teachers),
- 4) addressed survey packages for teachers on their staff that were identified to be in the study,
- 5) a request form and self-addressed envelope for the

results of the study.

Each teacher identified to be in the study received a personally addressed survey package which contained

- 1) a letter of introduction with instructions for the completing and returning of the survey instrument (Appendix C),
- 2) a self addressed envelope in which to return the survey instrument,
- 3) a numbered card and self addressed envelope to be returned separately from the survey instrument. Receipt of this would indicate that the teacher had completed and returned his survey instrument. This procedure was employed in the event that follow up packages needed to be sent to those teachers who had not yet returned completed survey instruments. This was of beneficial importance in schools which might lack the ~~minimum~~ number of five completed instruments,
- 4) a request form and self addressed envelope for the results of the study,
- 5) a copy of the survey instrument (Appendix D).

The district's mail service was utilized for distribution of

material. Upon receipt of the survey packages teachers had approximately two weeks to complete and return their survey instrument and their numbered completion card. One week after the survey packages were sent to the schools, each principal was sent a letter thanking him for distributing the survey packages and reminding him to ask his teachers to complete and return the survey instrument if they had not already done so. At the same time each teacher received a letter thanking him for completing and returning the survey form as well as a reminder to complete and return it if he had not done so.

Four weeks after the survey packages were sent out a second survey package was sent to those teachers who had not yet returned a completed survey instrument in schools which lacked the minimum of five completed survey forms. These survey packages were identical to the first, except that the letter of introduction (Appendix E) expressed the importance of completing and returning the survey instrument.

#### Instruments

The survey instrument that the teachers were asked to complete was a combination of two survey instruments. The two survey instruments were the LBDQ and the PZAI:

### LBDQ (Leadership Behaviour Description Questionnaire)

The LBDQ is an instrument that measures the leadership style of the leader as perceived by the members of that leader's group in two dimensions: Initiating Structure and Consideration. This instrument was developed by Halpin (1957).

The LBDQ contains forty Likert type items, each of which describes the way in which a leader may behave. For each item the respondent is asked to describe how frequently the leader engages in the behaviour described by the item. The respondent has five choices to choose from: always, often, occasionally, seldom, never. Of the forty items only thirty are scored; fifteen for each dimension. Each item is scored from four (always) to zero (never). Based upon the group members' responses a mean score is determined for each dimension. This mean score is then used as an index for describing the leader's behaviour in each dimension.

Reliability of the LBDQ using the Spearman Brown formula yields a split-half coefficient of .83 and .86 on Initiating Structure and .92 and .93 on Consideration (Kunz and Hoy, 1976). Validity of the two dimensions has been supported under well controlled laboratory conditions by Stogdill (1969).

### PZAI (Professional Zone of Acceptance Inventory)

The PZAI is a survey instrument which measures a teacher's probable frequency of compliance with unilateral decisions made by the



principal in areas which involve matters of professional judgement. There are three versions of the PZAI, all of which have been developed by Kunz. The first is a thirty item secondary school instrument, the second a fifteen item secondary school instrument and the third is a fifteen item elementary school instrument. This study utilized the fifteen item elementary school instrument.

The PZAI designed for elementary schools consists of fifteen Likert type items. Each item describes an area in which a principal may make a unilateral decision. For each item the teacher is asked to decide his probable frequency of compliance with the principal's decision. The teacher has five choices to choose from: always, often, occasionally, seldom, never. Each item is scored from five (always) to one (never). The scores for all fifteen items are totalled. The higher the score, the wider the professional zone of acceptance.

Reliability scores, as yet, are not available for the fifteen item elementary school instrument. However, there is a strong correlation between this instrument and the original thirty item secondary school instrument of which reliability scores are available.

When the thirty item secondary school instrument was developed it had an initial reliability coefficient of .91 on a test re-test method over a week's lapsed time using fifty four teachers engaged in graduate courses at Rutgers University (Kunz & Hoy, 1976, p. 54). Based upon the sample (N = 380) used in the Kunz and Hoy study the

thirty item instrument yielded a coefficient alpha score of .96. The coefficient of correlation between the thirty item secondary school instrument and the fifteen item elementary school instrument is +.84.<sup>1</sup>

#### Analysis Techniques

To maintain accuracy in replicating the Kunz and Hoy study the method of analysis utilized in this study was the same as that utilized by Kunz and Hoy. The analysis of the data was achieved in three stages.

However, before the first stage of analysis could be completed the four quadrants created by the LBDQ had to be determined as well as the mean professional zone of acceptance score for each quadrant. This was achieved in the following manner:

- 1) the mean score in Consideration and Initiating Structure was computed for each principal from his staff's responses on the LBDQ,
- 2) the mean professional zone of acceptance score was computed for each principal from his staff's responses on the PZAI,
- 3) based upon all of the individual principal's mean scores in Initiating Structure and Consideration a mean

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<sup>1</sup> The figures quoted are based on information received through personal correspondence between Dr. D. Kunz, Program Manager - Educational Systems, Commodore Business Machines, Inc. and the writer, August 23, 1982 to December 3, 1982.

- score was obtained for each of the two dimensions,
- 4) principals were placed into one of the four quadrants depending upon the relation between their mean score in Initiating Structure and Consideration and the mean score of all the principals in each of the two dimensions (Quadrant I - High Consideration, High Initiating Structure; Quadrant II - High Consideration, Low Initiating Structure; Quadrant III - Low Consideration, High Initiating Structure; Quadrant IV - Low Consideration, Low Initiating Structure),
  - 5) based upon each principal's mean professional zone of acceptance score a mean professional zone of acceptance score was determined for each quadrant.

The first stage of analysis was to test each of the three hypotheses. A t test was conducted at the .05 level to determine if there were significant differences between the mean professional zone of acceptance scores for principals who were classified in terms of the various combinations of Initiating Structure and Consideration.

The second stage of analysis was to perform a Pearson correlation to determine the strength of relationship among Initiating Structure, Consideration and professional zone of acceptance scores.

The third stage of analysis was to compute a partial correlation to determine if Initiating Structure was significantly related to

professional zone of acceptance while controlling for Consideration scores and also if Consideration was significantly related to professional zone of acceptance while controlling for Initiating Structure scores.

#### Summary

The population for this study was all of the elementary schools in School District #57 (Prince George) that had ten or more teachers on staff. Within this population fifty per cent of the teachers in each school were randomly selected to be sampled. The teachers that were sampled completed a survey instrument which measured the leadership style of their principal as they perceived it and their probable frequency of compliance with unilateral decisions made by the principal in areas which involve professional matters. For a school principal to be included in the analysis a minimum of five completed survey instruments were required for his school. The completed survey instruments that were able to be analyzed underwent three stages of analysis.

In Chapter IV the results of the three stages of analysis will be presented.

## CHAPTER IV

## RESULTS

In this study thirty six schools were identified to be in the sample. Within this sample three hundred and eight survey instruments were distributed to those teachers who were randomly selected for inclusion in the study. Two hundred and seven survey instruments were returned (67%). Of this total amount twenty one instruments were excluded because they were completed incorrectly.

From the amount of instruments returned, twenty five of the thirty six schools had the minimum amount of five completed instruments per school to be included in the analysis. The amount of completed instruments that could be used in the analysis of the twenty five principals was one hundred and forty nine (72%).

In replicating the Kunz and Hoy study, the analysis of the data was completed in three stages. However, before the three stages could begin, preliminary data had to be obtained from the instruments. The method to obtain this data was also the same as that utilized by Kunz and Hoy.

Preliminary Data

First of all the mean scores in Consideration and Initiating Structure for each of the twenty five principals along with their mean professional zone of acceptance score had to be computed. Table 4 is a summary of these data.

Table 4

Initiating Structure, Consideration and Professional Zone of  
Acceptance Mean Scores for Each of the Twenty Five Principals

Principal #	Initiating Structure	Consideration	Professional Zone of Acceptance
1	39.40	45.80	59.80
2	34.80	24.20	52.40
3	40.50	38.17	46.33
4	37.29	47.14	57.00
5	24.00	41.80	53.20
6	29.00	44.60	50.40
7	34.43	45.71	52.29
8	38.67	33.83	54.50
9	38.17	49.50	57.83
10	35.29	46.57	57.86
11	38.80	42.80	58.40
12	36.13	41.00	52.00
13	38.83	39.83	55.83
14	45.00	33.40	51.60
15	44.14	48.86	60.71
16	28.00	47.20	53.60
17	32.20	43.70	54.70
18	42.00	41.80	60.20
19	38.20	44.00	58.60
20	39.40	38.20	57.20
21	33.71	48.29	61.71
22	36.83	39.83	58.33
23	41.80	53.80	57.60
24	30.83	41.00	55.50
25	32.60	40.20	52.20

Secondly the mean scores for Initiating Structure and Consideration were computed based upon all of the principals' mean scores in each of the two dimensions. Table 5 is a summary of this data.

Table 5

## Overall Mean Scores for Initiating Structure and Consideration

Initiating Structure	Consideration
36.401	42.449

The final step in the preliminary analysis of the data was to place each of the twenty five principals into one of the four quadrants created by the LBDQ. This was achieved by comparing their individual mean scores in each dimension to the overall mean score in Initiating Structure and Consideration. If the principal's mean score in a dimension was above the overall mean score then he was rated as being high or strong in that dimension. If the principal's mean score in a dimension was below the overall mean score then he was rated as being weak in that dimension.

After each of the principals was placed into one of the four quadrants, the mean professional zone of acceptance score was computed for each of the four quadrants. Table 6 shows the number of principals that were placed in each of the four quadrants along with the mean professional zone of acceptance score for that quadrant.

Table 6

Number of Principals and Mean Professional Zone of  
Acceptance Score for Each LBDQ Quadrant

Quadrant I	Quadrant II
Strong Initiating Structure High Consideration	Weak Initiating Structure High Consideration
Number of Principals 7	Number of Principals 6
Mean Professional Zone of Acceptance Score 58.56	Mean Professional Zone of Acceptance Score 55.09
Quadrant III	Quadrant IV
Strong Initiating Structure Weak Consideration	Weak Initiating Structure Weak Consideration
Number of Principals 7	Number of Principals 5
Mean Professional Zone of Acceptance Score 54.86	Mean Professional Zone of Acceptance Score 53.06

### Three Stages of Analysis

#### Stage 1: Testing of Hypotheses

After the preliminary results were obtained from the survey instruments the three stages of analysis could be conducted.

The first stage of analysis was to conduct a  $t$  test at the .05 level to test each of the three hypotheses. The three hypotheses being tested as stated in the null form are:



- 1) Principals perceived by teachers as high on both Initiating Structure and Consideration will not have teachers with a wider professional zone of acceptance than principals perceived as high on Consideration but low on Initiating Structure.
- 2) Principals perceived by teachers as high on Consideration and low on Initiating Structure will not have teachers with a wider professional zone of acceptance than principals perceived as high on Initiating Structure and low on Consideration.
- 3) Principals perceived by teachers as high on Initiating Structure and low on Consideration will not have teachers with a wider professional zone of acceptance than principals who are low on both Initiating Structure and Consideration.

The results of the t test show that only one of the three hypotheses as stated in the null form was rejected. Table 7 summarizes the data in this first stage of analysis.

For the principals who were high on both Initiating Structure and Consideration, the professional zone of acceptance of teachers was significantly greater than those principals who were perceived as low on Initiating Structure and high on Consideration. Principals who were perceived as being high in Consideration and low on Initiating

Table 7  
Summary Data of Hypotheses Testing

Quadrant (Style)	IS	C	N	Mean Zone of Acceptance Score	S.D.	t
I	+	+	7	58.56	1.296	1.99*
II	-	+	6	55.09	4.092	n.s.
III	+	-	7	54.86	4.664	n.s.
IV	-	-	5	53.06	1.438	

\* $p < .05$

IS = Initiating Structure

C = Consideration

Structure did not have teachers with a significantly wider professional zone of acceptance than those principals who were perceived as being high in Initiating Structure and low in Consideration. The results also show that those principals who were perceived as being high in Initiating Structure and low in Consideration did not have teachers with a significantly wider professional zone of acceptance than those principals who were perceived as being low in both Initiating Structure and Consideration.

#### Stage 2: Pearson Correlation Test

The second stage of analysis was to perform a Pearson correlation to determine the strength of relationship among Initiating Structure, Consideration and professional zone of acceptance scores. Table 8 is a summary of these results.

In analyzing the results of this test it can be seen that

Table 8

Coefficients of Correlation among Initiating Structure,  
Consideration and Professional Zone of Acceptance

	Initiating Structure	Consideration	Professional Zone of Acceptance
Initiating Structure	1.00		
Consideration	-0.0420	1.00	
Professional Zone of Acceptance	0.2969*	0.4599**	1.00

\*  
p < .05

\*\*  
p = .01

Consideration and Initiating Structure are not correlated. The results of this test do indicate that Initiating Structure is correlated to professional zone of acceptance and that Consideration is also correlated to professional zone of acceptance. However, as the p level indicates, Consideration is significantly more correlated to the professional zone of acceptance than is the significant correlation of Initiating Structure to the professional zone of acceptance.

### Stage 3: Partial Correlation Test

In replicating the method of analysis utilized by Kunz and Hoy the third stage of analysis was to compute a partial correlation to determine if Initiating Structure was significantly related to professional zone of acceptance while controlling for Consideration

scores and also if Consideration was significantly related to professional zone of acceptance while controlling for Initiating Structure scores. The results of this test are given in Table 9.

Table 9

Partial Coefficients of Correlation Between Initiating Structure, Consideration and Professional Zone of Acceptance

Variable	Correlation With	Controlling	Partial Coefficient	P
Professional Zone of Acceptance	Initiating Structure	Consideration	0.3565	.05
Professional Zone of Acceptance	Consideration	Initiating Structure	0.4952	.01

In analyzing the results of Table 9 it can be seen that Initiating Structure is significantly correlated with professional zone of acceptance when controlling for Consideration and that Consideration is significantly correlated with professional zone of acceptance when controlling for Initiating Structure. However, as the p level indicates Consideration is significantly more correlated to professional zone of acceptance when controlling for Initiating Structure than when Initiating Structure is correlated to professional zone of acceptance when controlling for Consideration.

### Summary

Based upon the data obtained, it can be concluded that the first hypothesis as stated in the null form was rejected at the .05 level. Principals perceived by teachers as high on both dimensions did have teachers with a wider professional zone of acceptance than principals perceived as being high on Consideration but low on Initiating Structure. The data does not support the rejection of the second and third hypotheses as stated in the null form.

Secondly, based upon the data, it can be concluded that Initiating Structure and Consideration are not significantly correlated. However, it can be concluded that Initiating Structure and Consideration are both significantly related to professional zone of acceptance but that the relationship is stronger between Consideration and professional zone of acceptance than it is for Initiating Structure and professional zone of acceptance.

The third and final conclusion, based upon the data, is that Consideration is significantly more correlated to professional zone of acceptance when controlling for Initiating Structure than when Initiating Structure is correlated to professional zone of acceptance when controlling for Consideration.

Chapter V will provide a summary of the study. It will also provide a discussion of (1) the results of the hypotheses testing, (2) the comparison of the results between the present study and the Kunz and Hoy study, (3) the possible reasons regarding the differences

between the two studies. The following chapter will conclude with a discussion of how the results of the present study can give insights to practice.

## CHAPTER V

## SUMMARY

The purpose of this study was to determine the relationship between the professional zone of acceptance of elementary school teachers and the leadership styles of their principals. This study, a replication of an earlier study by Kunz and Hoy (1976), investigated the relationship between the perceived leadership style of secondary school principals and the professional zone of acceptance of their teachers. The significant result of the Kunz and Hoy study was that the principal's Initiating Structure was significantly related to the teacher's professional zone of acceptance and that Consideration was not. The importance of replicating their study was to determine if the results would be the same when elementary school principals and teachers were utilized.

The three hypotheses that guided the Kunz and Hoy study were the same that guided this study. They are stated in the null form:

- 1) Principals perceived by teachers as high on both Initiating Structure and Consideration will not have teachers with a wider professional zone of acceptance than principals perceived as high on Consideration but low on Initiating Structure.
- 2) Principals perceived by teachers as high on Consideration and low on Initiating Structure will not

have teachers with a wider professional zone of acceptance than principals perceived as high on Initiating Structure and low on Consideration.

- 3) Principals perceived by teachers as high on Initiating Structure and low on Consideration will not have teachers with a wider professional zone of acceptance than principals who are low on both Initiating Structure and Consideration.

The population for this study was all of the elementary schools in School District #57 (Prince George) that had ten or more teachers on staff. Within this population fifty per cent of the teachers in each school were randomly selected to be sampled. The sample completed a survey instrument which was made up of the Leader Behaviour Description Questionnaire and the Professional Zone of Acceptance Inventory. For a school principal to be included in the analysis a minimum of five completed survey instruments were required from his school. The completed survey instruments that were able to be analyzed underwent three stages of analysis,

- 1) a t test was used (.05 level) to determine if there was a significant difference between the professional zone of acceptance scores for principals who were classified in terms of the various combinations of Initiating Structure and Consideration;

- 2) the Pearson correlation was used to determine the strength of



relationship among Initiating Structure, Consideration and professional zone of acceptance scores;

3) a partial correlation was computed to determine if Initiating Structure was significantly related to professional zone of acceptance while controlling for Consideration scores and also if Consideration was significantly related to professional zone of acceptance while controlling for Initiating Structure scores.

From the three stages of analysis it was concluded that

1) principals who are perceived by their teachers as being high in both Initiating Structure and Consideration have teachers with a significantly wider professional zone of acceptance than principals who are perceived as being low in Initiating Structure and high in Consideration,

2) Initiating Structure and Consideration are not significantly related,

3) Consideration is more significantly related to the teachers' professional zone of acceptance than is the significant relation of Initiating Structure to the teachers' professional zone of acceptance.

### Discussion

#### Results of Hypothesis Testing

Only one of the three hypotheses as stated in the null form was rejected at a significant level (.05). However, when considering only the mean professional zone of acceptance scores as shown in Table 7,

the scores indicate that Quadrant I is greater than Quadrant II, Quadrant II is greater than Quadrant III and Quadrant III is greater than Quadrant IV. In relating the three hypotheses to these observations, although they are not statistically significant, does indicate that:

1) principals who are perceived as strong on both dimensions have teachers with a wider professional zone of acceptance than principals perceived as being strong in Consideration and low in Initiating Structure (Quadrant I = 58.56 > Quadrant II = 55.09)

2) principals who are perceived as being strong in Consideration and low in Initiating Structure have teachers with a wider professional zone of acceptance than principals who are perceived as being low in Consideration and strong in Initiating Structure. (Quadrant II = 55.09 > Quadrant III = 54.86)

3) principals who are perceived as being low in Consideration and strong in Initiating Structure have teachers with a wider professional zone of acceptance than those principals who are perceived as being weak in both dimensions (Quadrant III = 54.86 > Quadrant IV = 53.06).

As an observation, the mean professional zone of acceptance scores give support to the development of the hypotheses that guided this study and the Kunz and Hoy study.

Comparison of Results Between the Present Study and the Kunz and Hoy Study

The first comparison between the two studies is in the results of the hypothesis testing that are summarized in Table 1 and Table 7.

With regards to the first hypothesis both studies had the same results. Principals who were perceived as being strong in both dimensions had teachers with a significantly wider professional zone of acceptance than those principals who were perceived as being high in Consideration and low in Initiating Structure. For the second hypothesis the results for each study were again the same. Principals who were perceived as being high in Consideration and low in Initiating Structure had teachers whose professional zone of acceptance was not significantly greater than those principals who were perceived as being low in Consideration and strong in Initiating Structure. The results of the third hypothesis testing in both studies was the exact opposite. Kunz and Hoy found that principals who were perceived as being high in Initiating Structure and low in Consideration had teachers with a significantly greater professional zone of acceptance than those principals who were perceived as being low in both dimensions. The results of the present study indicate that principals who were perceived as being high in Initiating Structure and low in Consideration had teachers whose professional zone of acceptance was not significantly greater than those principals who were perceived as being low in both dimensions.

Further observation of Table 1 and Table 7 in terms of only the mean professional zone of acceptance scores also provide interesting comparisons. In the present study those quadrants where the principals are perceived as being high in Consideration (Quadrants I and II) the mean zone of acceptance scores are higher than in those quadrants where the principal is perceived as being low in Consideration (Quadrants III and IV). At this stage, this observation begins to suggest that Consideration in the principals' leadership style has more of an effect upon the teachers' professional zone of acceptance than does the dimension of Initiating Structure.

The Kunz and Hoy results show that in those quadrants where the principals are perceived as being high in Initiating Structure (Quadrants I and III) the mean professional zone of acceptance score was higher than in those quadrants where the principal was perceived as being low in Initiating Structure (Quadrants II and III). At this stage, the Kunz and Hoy results begin to suggest that Initiating Structure in the principals' leadership style has more of an effect upon the teachers' professional zone of acceptance than does Consideration.

The results of the second stage of analysis in the present study (Table 8) are again contrary in some ways to those achieved by Kunz and Hoy (Table 2). First of all, in the present study, Initiating Structure and Consideration were not significantly correlated whereas in the Kunz and Hoy study they were. As stated in Chapter II,

Initiating Structure and Consideration are dimensions of leadership which act independently of each other. In the present study this was shown to be true. This results contradicts the Kunz and Hoy study and corroborates Brown's (1967) finding where Initiating Structure and Consideration are independent of each other. Also, this result, along with Brown's (1967) finding that school staff's express strong confidence and satisfaction in the principal in situations where the leadership style of the principal is strong on either dimension may probably explain the lack of significant difference between the mean professional zone of acceptance scores in Quadrants II and III which each have a strong and weak dimension.

Continuing with the second stage of analysis Initiating Structure was significantly related to professional zone of acceptance in both studies. However, in the present study the coefficient of correlation was  $r = .30$ ,  $p < .05$  whereas in the Kunz and Hoy study (1976) the coefficient of correlation was  $r = .57$ ,  $p < .01$ . Initiating Structure was related more strongly to professional zone of acceptance in the Kunz and Hoy study than it was in the present study.

At this stage of analysis a similarity was found to exist between the two studies. Each study found that Consideration was significantly correlated to professional zone of acceptance beyond the .01 level.

The results of the third stage of analysis show great differences between the two studies. As summarized in Table 3, Kunz and Hoy found

that when Initiating Structure was controlled, Consideration was not significantly related to professional zone of acceptance. However, when they controlled for Consideration, Initiating Structure was significantly related to professional zone of acceptance. In the present study, as summarized in Table 9, it was found that professional zone of acceptance was significantly related to both Initiating Structure and Consideration when controlling for the other. However, Initiating Structure was significant only beyond the .05 level whereas Consideration was significant beyond the .01 level. The level of significance clearly indicates that in the present study Consideration is more closely related to professional zone of acceptance than is Initiating Structure.

In conclusion, the results of this study indicate that Consideration in the principals' leadership style as perceived by his teachers is much more related to the teachers' professional zone of acceptance than is Initiating Structure. This conclusion, regarding the present study is contrary to the overall conclusion of the Kunz and Hoy study where Initiating Structure in the principals leadership style as perceived by his teachers was much more related to the teachers professional zone of acceptance than was Consideration.

#### Possible Reasons Regarding the Differences Found in Both Studies

The first reason that can be speculated upon in the differing

results is in the difference between the two groups that were sampled. Kunz and Hoy utilized secondary school teachers and principals whereas the present study utilized elementary school teachers and principals.

It may be that secondary schools because of their size, both in terms of students and teachers, and their probable departmental organization combine to create an atmosphere where the principal does minimum of seven instruments from each school for the school data to not deal directly with the classroom teacher regarding professional matters. In this type of environment it seems likely that the teacher would have more contact with the department heads regarding matters of a professional nature. The teachers view of the principal would probably be in terms of how that person establishes lines of communication, patterns of organization, allocation of resources and finding ways of moving the school organization forward. Consequently, the teachers' perception of the principal in terms of the Consideration dimension is limited because of their lack of direct contact. Therefore, their perception would focus upon the Initiating Structure dimension which is based upon their only contact with the principal. Thus, it is probable the principal's dimension of Initiating Structure would have more of an effect upon the teacher's professional zone of acceptance.

In the elementary school, which is usually not organized in a departmental manner and is usually smaller than its secondary counterpart, the principal normally has much more contact with the

classroom teacher involving professional matters. As a result of his direct contact with teachers, the principal's strength in the dimension of Consideration is probably higher than his strength in the dimension of Initiating Structure. This would account for the greater effect of Consideration upon professional zone of acceptance than Initiating Structure in the present study.

However, the elementary school principal must establish the Initiating Structure dimension within his leadership style to keep the school moving forward and, thus, his direct contact with teachers is also related to the teacher's professional zone of acceptance. This is substantiated in the result of the test where, when Consideration was controlled, Initiating Structure was found to be significantly related to professional zone of acceptance.

Related to the elementary and secondary settings in which the studies were conducted another possible reason for the differences in results may be in the sex differences between each study.

Within the elementary school, the probably predominance of female teachers may be the norm. If this assumption is true it may be that female teachers respond more positively to Consideration than Initiating Structure in the principal's leadership style.

Within the secondary school, the probable predominance of male teachers may be the norm. Again in speculation, it may be that male teachers may respond more positively to Initiating Structure than Consideration in the principal's leadership style.



Assuming that these assumptions are accurate, this may account for consideration having more of an effect upon professional zone of acceptance in the present study. Similarly, it may also account for Initiating Structure having more of an effect upon professional zone of acceptance in the Kunz and Hoy study.

A second reason to consider for the differing results in the two studies is the contrasting geographical locations in which the studies were conducted. Kunz and Hoy conducted their study in a state which can be referred to as a megalopolis. It is also difficult to argue that the state of New Jersey is a highly industrialized and urban environment. Along with this environment is the probable ethic that organizations must be highly developed to be effective. The individual within the organization is usually referred to as only a small cog in a large machine. In other words the smooth efficient operation of the organization comes first and the individual within the organization is secondary. It can only be assumed that this type of environment has an effect upon the secondary school setting. If this environment does have an effect upon the secondary school setting it may be seen that the principal develops a leadership style strong in Initiating Structure to maintain a smooth, efficient organization. It is developed within the teachers that if their classrooms are not efficiently run then this will have a detrimental effect upon the whole school. The cycle is complete when teachers react positively to a principal's leadership dimension of Initiating Structure when

dealing with professional matters. It is possible to assume then that the industrial setting in which the Kunz and Hoy study was conducted may have had an effect upon the sample schools because it was found that Initiating Structure and not Consideration had a greater effect upon the teacher's professional zone of acceptance.

The present study was conducted within a single school district in an environment which ranges from rural to urban. The economic base, when compared to New Jersey, is relatively new. It is derived from lumbering, farming and related service industries. The area within the district has experienced spurts of rapid growth with boom town connotations. The ethic of being highly organized and efficient is present. However the individual is rated somewhat higher than a simple cog in a large machine. Again, it can only be assumed that this environment has had an effect upon those within the school district and more specifically, the elementary school component. The results of the present study do indicate an agreement with this assumption in that Initiating Structure within the principal's leadership style was related to the teacher's professional zone of acceptance but that the dimension of Consideration was stronger.

Related to the above assumption and its effect upon the present study's results is that due to the rapid growth of the economic base of the area, the school district has experienced a corresponding rapid growth in the number of elementary schools. Many of the principals in the study have been former teachers within the school

district. Having moved upwards through the system, they possess an established high level of trust and respect from the teachers in their schools. This high level of trust and respect may account for the perceived strength in the principal's leadership dimension of Consideration and its effect upon the teacher's professional zone of acceptance.

A third reason which may account for the differences between the two studies is the effect of the political environment in which the research was conducted.

The political environment of the education system in the present study was not very positive. The district had just experienced a five day closure of schools, schools were facing a reduction in their instructional supplies and there was the threat of a possible reduction in the teaching staff. Due to the budgetary constraints that were being experienced it can only be assumed that the elementary school principals within the sample were putting more emphasis upon group maintenance than goal achievement within their schools to maintain teacher morale. The probable increased focus upon interpersonal relations by the principal was perceived positively by the teachers which consequently had a positive effect upon their professional zone of acceptance.

The political environment of the education system in which Kunz and Hoy conducted their study would be difficult to focus upon in a specific manner as in the present study. Each of the counties in the

state of New Jersey would likely have its own unique political environment. It would be very difficult to analyze the effect of the political environment in each of the fifty counties upon the results of the Kunz and Hoy study.

However, it might be assumed that there was a state wide feeling towards education that had an effect upon the principals in terms of them strengthening their leadership dimension of Initiating Structure. It can only be assumed that the teachers correspondingly also realized the importance of this state wide feeling towards education. Consequently, the teachers reacted positively to the principals strengthening their leadership dimension of Initiating Structure which in turn had an effect upon their professional zone of acceptance.

The fourth reason that may account for the difference in results between the two studies may be linked to the differences in the sample size. Kunz and Hoy utilized fifty schools that were representative of an entire state, whereas in the present study, due to the concessions that had to be made to conduct it within a single district, utilized only thirty-six schools. Kunz and Hoy sampled five hundred teachers and were able to analyze the results from three hundred and fifty teachers. The present study was only able to sample three hundred and eight teachers and analyze only one hundred and forty-nine completed survey instruments. Kunz and Hoy were able to analyze teacher perceptions of fifty principals, whereas the present study was only able to analyze teacher perceptions of twenty five principals.

In providing differences that may account for the differences between the two studies, one could assume the results of one study are correct and the results of the second study are incorrect. However, in this situation the results of both studies have been supported by previous research.

The results of the Kunz and Hoy study are supported by research conducted by Stogdill (1963) and Halpin (1966). Stogdill, in his research, reports findings that were "contrary to the popular hypothesis that authority operates as a factor to restrict group performance and lowers employee freedom and satisfaction" (p. 48).

Halpin has identified a school which he labels the Controlled Climate. He states that "many school faculties actually respond well to this type of militant behaviour and apparently do obtain considerable job satisfaction within this type of climate" (p. 178).

Halpin and Stogdill have described situations where Initiating Structure is the dominant characteristic of the leader's or principal's leadership style and the teachers or subordinates respond well to it. Kunz and Hoy (1976) identified a similar situation where Initiating Structure within the principal's leadership style was found to be the dominant dimension and it had a positive effect upon the teachers professional zone of acceptance. Kunz and Hoy also contend that "the popular stereotype of the teachers as deferent, highly organized, plodding, dependent, patient and obsequious is not far off the mark" (p. 60).

The findings of the present study are also supported by research conducted by Katz and Kahn (1953) as well as by Halpin (1966). Katz and Kahn report that "better supervisors tend to emphasize the interpersonal aspects of the situation to a greater degree than their less effective cohorts" (p. 616). Halpin states that "subordinates are more concerned with (or interested in) the Consideration the leader extends to them as group members" (p. 98).

Halpin along with Katz and Kahn describe situations where Consideration is the obvious dominant characteristic within the leader's leadership style that has a positive effect upon the subordinates. The present study has identified a similar situation. Consideration within the principal's leadership style was found to be the dominant dimension and it had a positive effect upon the teachers' professional zone of acceptance. Also, in view of the present study's findings the teachers within this study cannot be categorized into the same contention that Kunz and Hoy made about the teachers within their study. Through the strong relationship of Consideration and not Initiating Structure to professional zone of acceptance the teachers in this study cannot be classified as being deferent, dependent or obsequious.

In summarizing the discussion regarding the possible reasons for the differences between the two studies, taking into account that one study cannot be considered correct and the other incorrect, one reason does stand out as being the main cause for the differing results.

The significance in replicating the Kunz and Hoy study was to determine if the results of their study (which utilized secondary school principals and teachers) would be the same if elementary school principals and teachers were utilized. The results of the present study were not the same as those found by Kunz and Hoy. Considering the possible environmental and sample size factors that affected both studies, there are two reasons that may have caused the differences in results between the two studies. The first is that the present study utilized elementary school teachers and principals. The second reason is possibly attributable to the feeling of teacher insecurity due to the political climate during the time of the survey administration.

#### Insights into Practice

Based upon the empirical findings of the present study, it seems obvious that elementary school principals who exhibit, within their leadership style, strong Initiating Structure and Consideration will have teachers with the widest professional zone of acceptance. Consequently, these principals will be more effective in moving their school organization forward. To be high in both dimensions is desirable but not all can attain this level.

At the elementary school level, again based upon the results, it would be advantageous for the principal to achieve a high level of Consideration within his leadership style. This would have a positive effect upon the teachers' professional zone of acceptance and in turn

would help to move the school organization forward. However, the principal should not sacrifice the dimension of Initiating Structure in favour of Consideration.

The results of the present study also show that Initiating Structure was related to professional zone of acceptance. Elementary school principals should be aware that Consideration may be desirable in being an effective leader but if they lack Initiating Structure within their leadership dimension, they have little chance in being an effective leader.

It should also be noted that elementary school principals who are low in both dimensions will have teachers with the narrowest professional zone of acceptance. In terms of influencing the school organization this type of principal will be the least effective.

In discussing the results of the present study in terms of how they can be applied to practice it would be a disadvantage for the elementary school principal to associate negative connotations to the two dimensions of leadership behaviour.

First of all Consideration should not be thought of as participatory behaviour whereby the principal oozes with the milk of human kindness and is a personal friend to all the teachers on staff. The elementary school principal should keep in mind that Consideration is a behaviour that extends the feeling of mutual trust and respect as well as a certain degree of interpersonal trust.

With respect to Initiating Structure, it should not be thought of



as autocratic behaviour whereby the principal treats staff as cogs in a machine and not as human beings. The elementary school principal must understand that Initiating Structure is the dimension whereby the principal exhibits a behaviour that emphasizes goal achievement and a facilitation to achieve those goals. This obviously begins in the classroom and extends outward to encompass the whole school.

The practising elementary school principal must also realize that each school environment is a unique situation. Being high or strong in both dimensions of Initiating Structure and Consideration is optimal. However, there are likely to be situations where strong Initiating Structure and limited Consideration is necessary as well as there are situations where limited Initiating Structure and strong Consideration is required.

The principal should be able to develop an appropriate leadership style which matches the needs of the situation in which he finds himself in order to maximize effectiveness. This is a difficult task but not one which is insurmountable. First of all the principal should understand the definitive characteristics of Initiating Structure and Consideration and be able to analyze his own leadership style in relation to these dimensions. Secondly the principal should be able to diagnose the situation in which he is involved. Thirdly, the principal should try to develop or modify his present leadership style to meet the needs of the situation they are in. In achieving the third step the principal can become an effective leader who is

able to move the school organization forward.

In their conclusion Kunz and Hoy (1976) state that "at the secondary school level, principals who are reluctant to initiate structure in their leadership behaviour appear to be at a disadvantage in moving the school organization forward" (p. 61). The present study concludes that at the elementary school level principals who do not maintain a strong level of Consideration with a functional level of Initiating Structure in their leadership behaviour appear to be at a disadvantage in expanding their formal authority to be effective in moving their school organizations forward.

## APPENDIX A

Letter of Introduction and Explanation to Principals  
Re: Distribution of Survey Packages to Teachers

March, 1983

Dear

My name is Ted Danyluk and I am the Administrative Assistant at Mackenzie Elementary. At present I am conducting a research project entitled "Leadership Styles of Elementary School Principals and the Professional Zone of Acceptance of Teachers." This research project is in partial fulfillment of an M. Ed. degree in Educational Administration at S.F.U. It has the approval of the University Research Ethics Review Committee of S.F.U. and the Research Advisory Committee of S. D. #57.

The purpose of this study is to determine the relationship between the professional zone of acceptance of elementary school teachers (teacher acceptance of decisions made by the principal) and the leadership style of their principal.

The study requires a survey of teachers randomly selected across the district. S. D. #57's Curriculum Supervision branch has identified the individuals in the sample. Enclosed please find the following:

- 1) For your interest and information one copy of the materials sent to teachers. Please do not return it.
- 2) Packages addressed to individual teachers in your school. Your co-operation is requested in distributing the packages to the teachers.

I am asking the teachers to complete the survey forms, seal them in the envelope provided in each of their packages and return the envelope to me via the school mail by March 18.

## APPENDIX A (Continued)

If you wish a copy of the results, please complete the form provided and return it to me separately in the envelope provided. If you have any questions regarding this project, please contact me at Mackenzie Elementary (562-6962) or Dr. John Ellis at S.F.U. (291-4348) or Dr. Iris McIntyre, Co-ordinator of Curriculum Supervision (564-1511).

Thank you for your cooperation in this undertaking.

Yours truly,

T. E. Danyluk

TED/sml

## APPENDIX B

Letter of Endorsement from School District #57 (Prince George)

SCHOOL DISTRICT #57 (PRINCE GEORGE)

1983.02.16

MEMORANDUM

TO: Principals of elementary schools in research sample  
(Ted Danyluk's study)

FROM: Iris McIntyre  
Coordinator of Curriculum Supervision

SUBJECT: RESEARCH PROJECT: REQUEST FOR PARTICIPATION  
(T. Danyluk)

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Please be advised that the attached materials have received district approval for distribution to the teachers identified in the survey sample.

While participation in such surveys is, of course, voluntary, it is hoped that all persons receiving a copy of the survey will complete and return it.

Please do not give the survey to any persons other than those identified on the envelopes.

Confidentiality of results. The investigator has given assurance that all surveys will be sent to SFU for key punching responses and production of data. The investigator will not be able to identify any school when the data sheets are returned to him for interpretation.

If you have questions, please call the investigator Ted Danyluk, (562-6962) or Iris McIntyre (315).

IMc/lm

## APPENDIX C

Letter of Introduction and Instructions to Teachers  
Re: Completion & Returning of Survey Instruments

March, 1983

Dear

My name is Ted Danyluk and I am the Administrative Assistant at Mackenzie Elementary School. At present I am conducting a research project entitled "Leadership Styles of Elementary School Principals and the Professional Zone of Acceptance of Teachers." This research project is in partial fulfillment of an M.Ed. degree in Educational Administration at S.F.U. It has the approval of the University Research Ethics Review Committee of S.F.U. and the Research Advisory Committee of S.D. #57.

The purpose of this study is to determine the relationship between the professional zone of acceptance of elementary school teachers (teacher acceptance of decisions made by their principal) and the leadership style of their principal.

The study requires a survey of teachers randomly selected across the district. School District #57's Curriculum Supervision branch has identified the individuals in the sample. In being chosen for this sample would you please:

- 1) Read the directions for each part of the survey and complete them as accurately as you can.
- 2) Package and seal the completed survey in the envelope provided. Return the sealed envelope to me via the school mail by March 18.
- 3) Return the numbered card separately in the small envelope provided via the school mail by March 18. This card will not affect the confidentiality of your completed survey. Receipt of this card will only inform me that your completed survey form has been sent.

## APPENDIX C (Continued)

For your information, the survey instruments have been numbered according to the school they were sent to. This has been done because they will be processed as a school group and it does not violate the anonymity of your completed survey form.

If you wish a copy of the results, please complete the form provided and return it to me separately in the envelope provided. If you have any questions regarding this project, please contact me at Mackenzie Elementary (562-6962) or Dr. John Ellis at S.F.U. (291-4348) or Dr. Iris McIntyre, Co-ordinator of Curriculum Supervision (564-1511).

Thank you for your cooperation in this undertaking.

Yours truly,

T. Danyluk

TED/sml

## APPENDIX D

## Survey Instrument

Part 1

The following is a list of items that may be used to describe the behaviour of your principal. Each item describes a specific kind of behaviour, but does not ask you to judge whether the behaviour is desirable or undesirable. This is not a test of ability. It simply asks you to describe, as accurately as you can, the behaviour of your principal.

Note: The term "group" as employed in the following items refers to the school which is supervised by the person (principal) described. The term "members" refers to all the people in the school (staff) which is supervised by the person (principal) being described.

## Directions:

- a) READ each item carefully.
- b) THINK about how frequently the leader (principal) engages in the behaviour described by the item.
- c) DESCRIBE whether he/she A1) always, B2) often, C3) occasionally, D4) seldom, or E5) never acts as described by the item.
- d) CIRCLE one of the five responses following the item to show the answer you have selected.
- e) Please make the best estimate possible and please answer every time.

A1 - Always  
 B2 - Often  
 C3 - Occasionally  
 D4 - Seldom  
 E5 - Never

Never	_____				
Seldom	_____				
Occasionally	_____				
Often	_____				
Always	_____				

- |  | A1 | B2 | C3 | D4 | E5 |
|--|----|----|----|----|----|
| 1. Does personal favours for group members.                            | A1 | B2 | C3 | D4 | E5 |
| 2. Makes his/her attitudes clear to the group.                         | A1 | B2 | C3 | D4 | E5 |
| 3. Does little things to make it pleasant to be a member of the group. | A1 | B2 | C3 | D4 | E5 |
| 4. Tries out his/her ideas with the group.                             | A1 | B2 | C3 | D4 | E5 |
| 5. Acts as the real leader of the group.                               | A1 | B2 | C3 | D4 | E5 |



## APPENDIX D (Continued)

	Never	Seldom	Occasionally	Often	Always
6. Is easy to understand.	A1	B2	C3	D4	E5
7. Rules with an iron hand.	A1	B2	C3	D4	E5
8. Finds time to listen to group members.	A1	B2	C3	D4	E5
9. Criticizes poor work.	A1	B2	C3	D4	E5
10. Gives advance notice of changes.	A1	B2	C3	D4	E5
11. Speaks in a manner not to be questioned.	A1	B2	C3	D4	E5
12. Keeps to himself/herself.	A1	B2	C3	D4	E5
13. Looks out for the personal welfare of individual group members.	A1	B2	C3	D4	E5
14. Assigns group members to particular tasks.	A1	B2	C3	D4	E5
15. Is the spokesperson of the group.	A1	B2	C3	D4	E5
16. Schedules the work to be done.	A1	B2	C3	D4	E5
17. Maintains definite standards of performance.	A1	B2	C3	D4	E5
18. Refused to explain his/her actions.	A1	B2	C3	D4	E5
19. Keeps the group informed.	A1	B2	C3	D4	E5
20. Acts without consulting the group.	A1	B2	C3	D4	E5
21. Backs up the members in their actions.	A1	B2	C3	D4	E5
22. Emphasizes the meeting of deadlines.	A1	B2	C3	D4	E5
23. Treats all groups members as his/her equals.	A1	B2	C3	D4	E5
24. Encourages the use of uniform procedures.	A1	B2	C3	D4	E5

## APPENDIX D (Continued)

A1 - Always	Never					
B2 - Often	Seldom					
C3 - Occasionally	Occasionally					
D4 - Seldom	Often					
E5 - Never	Always					
		A1	B2	C3	D4	E5
25. Gets what he/she asks for from his/her superiors.						
26. Is willing to make changes.						
27. Makes sure that his/her part in the organization is understood by group members.						
28. Is friendly and approachable.						
29. Asks that group members follow standard rules and regulations.						
30. Fails to take necessary action.						
31. Makes group members feel at ease when talking with them.						
32. Lets group members know what is expected of them.						
33. Speaks as the representative of the group.						
34. Puts suggestions made by the group into operation.						
35. Sees to it that group members are working up to capacity.						
36. Lets other people take away his/her leadership in the group.						
37. Gets his/her superiors to act for the welfare of the group members.						
38. Gets group approval in important matters before going ahead.						

## APPENDIX D (Continued)

A1 - Always	Never	_____	_____	_____	_____	_____
B2 - Often	Seldom	_____	_____	_____	_____	_____
C3 - Occasionally	Occasionally	_____	_____	_____	_____	_____
D4 - Seldom	Often	_____	_____	_____	_____	_____
E5 - Never	Always	_____	_____	_____	_____	_____
39. Sees to it that the work of group members is coordinated.		A1	B2	C3	D4	E5
40. Keeps the group working together as a team.		A1	B2	C3	D4	E5

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## APPENDIX D (Continued)

PART II

Below are listed descriptions of broad areas in which your principal may make specific unilateral decisions. Each item describes a broad area, but does not ask you to judge whether a specific decision within this area is desirable or undesirable. This is not a test of ability. There are no right or wrong answers. It simply asks you to describe, as accurately as you can, knowing your principal's methods and areas of expertise, etc., your probable frequency of compliance with the decision.

Directions:

- a) READ each item carefully.
- b) THINK about how frequently you would comply with a decision in the area described.
- c) Decide whether you would comply A1) always, B2) often, C3) Occasionally, D4) seldom or E5) never.
- d) CIRCLE the appropriate response to the right of each item.
- e) ANSWER ALL QUESTIONS in a manner you feel most accurately describes your probable behaviour.

A1 - Always  
 B2 - Often  
 C3 - Occasionally  
 D4 - Seldom  
 E5 - Never

Your principal has made a specific policy decisions with each of the following areas:

I would comply with the decision:

	Never	_____	_____	_____	_____	_____
	Seldom	_____	_____	_____	_____	_____
	Occasionally	_____	_____	_____	_____	_____
	Often	_____	_____	_____	_____	_____
	Always	_____	_____	_____	_____	_____
		A1	B2	C3	D4	E5
1. The change and modification of existing curricula.						
2. The evaluation of success of the instructional program.		A1	B2	C3	D4	E5
3. The methods of conducting parent conferences.		A1	B2	C3	D4	E5

## APPENDIX D (Continued)

A1 - Always	Never					
B2 - Often	Seldom					
C3 - Occasionally	Occasionally					
D4 - Seldom	Often					
E5 - Never	Always					
		A1	B2	C3	D4	E5
4. The selection of supplies and equipment related to specific course work.						
5. The methods to be used to discipline students in the classroom.						
6. The evaluation of the success of individual subject areas.						
7. The degree of student proficiency needed to pass each grade and subject.						
8. The determination of time allotments for remedial help.						
9. The grouping of students for classes.						
10. The determination of specific course content.						
11. The evaluation of the success of the curriculum.						
12. The implementation of new curriculum offerings.						
13. The methods to be used for evaluation of pupil progress.						
14. The rules governing desirable methods and techniques within the classroom.						
15. The nature and extent of in-service educational requirements.						

## Appendix E

## Letter of Reminder to Teachers Who Had Not Submitted

## Original Survey Instrument

April, 1983

Dear

In early March you were sent a survey instrument which forms the basis of my research project entitled "Leadership Styles of Elementary School Principals and the Professional Zone of Acceptance of Teachers." This research project is in partial fulfillment of an M.Ed. degree in Educational Administration at S.F.U.

To be able to process the survey instruments from each school, a minimum of five are required. The rate of return from each school has been excellent and the completed surveys are ready to be processed. However, for you to be able to have a completed survey included in the processing, I have provided you with a second package. In completing the instrument would you please:

- 1) Read the directions for each part of the survey and complete them as accurately as you can.
- 2) Package and seal the completed survey in the envelope provided. Return the sealed envelope to me via the school mail by April 29.
- 3) Return the numbered card separately in the small envelope provided via the school mail by April 29. This card will not affect the confidentiality of your completed survey. Receipt of this card will only inform me that your completed survey form has been sent.

For your information, the survey instruments have been numbered according to the school that they were sent to. This has been done because they will be processed as a school group and it does not violate the anonymity of your completed survey form.

## APPENDIX E (Continued)

If you wish a copy of the results, please complete the form provided and return it to me separately in the envelope provided. If you have any questions regarding this project, please call me at Mackenzie Elementary (562-6962) or Dr. John Ellis at S.F.U. (291-4348) or Dr. Iris McIntyre, Co-ordinator of Curriculum Supervision (564-1511).

Thank you for your cooperation in this undertaking.

Yours truly,

T. Danyluk

P. S. If you have already completed and returned the first survey package, please disregard this letter.

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