LEADERSHIP STYLE ANALYSIS
WEST VIRGINIA SUPERINTENDENTS

A Dissertation

Submitted to the Faculty of Graduate Studies

College of Human Resources and Education

of

West Virginia University

In Partial Fulfillment of the Requirements for

The Degree of Doctor of Education

by

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March 1987

With love

to my husband

Lee Bechtold

ACKNOWLEDGEMENTS

I wish to express sincere appreciation to my advisor and friend, Dr. William G Monahan. His support and guidance in the development, execution and closure of this endeavor have been greatly valued. The suggestions made, the many questions answered, and the enthusiasm generated made the process absorbing and interesting.

I am also grateful to the members of the dissertation committee for their support and assistance: to Dr. Richard Meckley for his encouragement to pursue the study, to Dr. Edward Lilly for his willingness to support the endeavor, to Dr. Powell Toth for his commitment to my professional development and willing assistance with questions related to the study, to Iva Dean Cook for encouragement and help with the special areas of research pursued, and to Dr. Mary Marockie for years of valued friendship, professional dialogue and personal encouragement to attain this goal.

In addition, I am indebted to Dr. Ermel Stepp for his assistance with data analysis and review. His professional guidance and expertise was invaluable.

Special mention must also be given to the West Virginia county public school superintendents whose participation made this investigation possible. Their willing cooperation is gratefully acknowledged and personally valued.

Acknowledgement is also made to colleagues Ann W. Smith, Robert K. Harris, George Summers, and friend April Nichols whose critiques, comments and encouragement contributed to the completion of this dissertation.

Finally, and most especially, mention and gratitude is due to my husband, Lee, for his love and patient commitment to the completion of this dissertation, and to our children, Linda and Jonathan, for their encouraging support.

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Introduction

CHAPTER I

Introduction

School administrators provide leadership for our nation's most essential industry, education.[1] Because of its crucial relationship to society, the American school superintendency has, for nearly sixty years, received close scrutiny from researchers conducting major studies in attempts to analyze the status and characteristics of the position.[2] The American Association of School Administrators reports that " School leaders work hard to enhance teaching and learning, but schools and school districts do not exist in a vacuum. Schools, as part of society, interact with a larger environment and are subject to the changes and fluctuations of that environment."[3]

Since the 1950s researchers have been joined by the general public which has focused an increasingly inquiring eye upon the conduct of education, seeking more information as to procedures employed and requesting a voice in decision-making processes.[4] Howe noted that public trends which have emerged as educational issues are societal demands for public schools to (1) produce higher levels of literacy and mature behavior in graduates, (2) improve instruction and achievement in academics and citizenship, (3) reduce expenditures and increase efficiency, and (4) to address the needs of the growing numbers of minority students.[5]

Along with emerging issues and increased scrutiny, public schools have encountered declining student enrollments and its concomitant problems, e.g., reduced finances, school closures, reductions in force, militant staff activities.[6] Responses activated by these economic, cultural, institutional, and professional claims have focused increased attention on the role of the school superintendent--who is

working harder, has more responsibilities, and has had to become a generalist with a specialty in the ability to effectively delegate, in order to meet the demands of the position.[7]

Candoli pointed out that the primary source for direction and leadership in the public schools is the chief executive, the school superintendent.[8] Leadership characteristics attributed to the functions of the superintendency according to Candoli incorporated abilities for planning, deciding, programming, stimulating, coordinating and appraising. The following major task areas were identified within the purview of functional responsibilities: organization and structure, school-community relations, curriculum and instruction, staff-personnel, pupil personnel, physical facilities, and finance-business management.[9]

In the 1982 Summary Report, The American School Superintendency, it was reported that when asked to name the two primary expectations that board members had of them, superintendents responded as follows: skill in human relations (46.4%), knowledge of finance (45.2%), internal management (42.3%), public/community relations (19.8%), planning (17.8%), curriculum development (14%), and other/don't know (4.5%). These responses may be interpreted to mean that superintendents perceived that boards of education expected the chief executive to be strong managers of the school system and most especially of its internal aspects.[10]

Studies by Castetter[11] and Campbell[12] related the general responsibilites of the superintendent to planning, program, personnel, logistical support, financial management, external relations and accountability. In addition to the functional characteristics identified by Candoli, Castetter and Campbell, Tippett reported that success as a school superintentent required the following personal characteristics: " ...organizational skills, communication skills, fairness in personnel and policy issues, leadership skills, political ability, loyalty, and the ability to be a good listener to all

viewpoints concerning school related issues."[13]

Martin, in a study of West Virginia public school administrators, reported the following ranking of competencies cited by superintendents and assistant superintendents as necessary to success: (1) Communication, (2/3 tie) Management / Administrative Leadership; Interpersonal Relationships, (4) Curriculum and Instruction, and (5) Conflict Resolution.

Maxson and Sistrunk synthesize the school superintendent's effectiveness as "...being able to guide, support and nurture the educational enterprise in attaining its primary goal, that of instruction."[15] The terms "guide, support, nurture" denote activities which are exercised through interpersonal relationships. Grant found that this is identified as the "...human relations, leadership, or behavioral science..." approach and centers on people working together "in order to accomplish objectives."[16]

Griffiths concluded in his works on the school superintendent that, "The skills necessary to implement [the system's] aims and objectives are essentially human in character. They involve moving, encouraging, and motivating people to accomplish the goals of the organization."[17] He postulated that it is the function of the board of education to *legislate* and the function of the superintendent to *execute*, giving rise to the concept of the superintendent as an executive officer.[18]

Hoy and Miskell, in a review of studies conducted on leadership traits, reported two major investigations; in the first, Stogdill reviewed 120 studies of leadership traits performed between 1904 and 1947 which identified personal factors associated with leadership as being capacity, achievement, responsibility, participation, and status, and concluded that leadership did not require unique personal qualities.[19] The second, a review by Mann of 125 studies, generated 750 findings which lead to the conclusion that leaders could not be distinguished from followers based solely on

personality traits.[20]

Additional information reported by Hoy and Miskell were results of studies using the Leader Behavior Description Questionnaire (LBDQ) which originated at Ohio State University and indicated "that school administrators generally are most effective" when they manifest behaviors which project high consideration for others and high initiating structures.[21]

In a review of investigations, reported results of forty-seven studies using the Likerts' Profile of school (POS) instrument to compare perceptions of school climate from a variety of participants, e.g., administrators, teachers, students, indicated that supportive leadership and highly motivated employees provide the basis for ratings of school effectiveness and excellence.[22] The Profile of a School instrument was an outcome of Likert's research to identify leadership characteristics in business and industrial organizations. The data reported supports a participative style of leadership as most effective for school systems, but the studies cited are from unpublished research.

Cribben reported in a review of studies that behavioral studies conducted in the 1950s by researchers at the University of Michigan concluded that task-oriented managers (those who initiated structure and were production centered) got high productivity for the short term and were highly rated by superiors, but had hidden problems, e.g., high employee turnover, absenteeism and poor morale, that were costly over time.[23] It was also reported by Cribben that the "Life-Cycle Approach" of management developed by Hersey and Blanchard made the leader's actions dependent upon the maturity of the work group; the leader changes behaviors as maturity of subordinates increases or decreases and deals with reality rather than to impose self-centered ideas on reality.[24]

Bavelas reported that "numerous trait studies have shown...that persons who are leaders tend to be brighter, tend to be better adjusted psychologically, and tend to

display better judgment." and that they interact more than nonleaders.[25] Miner reported that the ideal managerial style appeared to be found in those individuals who devoted efforts primarily to supervisory and leadership tasks and did not become deeply involved in doing the work of subordinates.[26]

Etzioni defined leadership as "power based predominately on personal characteristics."[27] He postulated that individuals who have leadership qualities of persuasive power. vision. and the ability to verbalize would most likely seek a career in a normative organization such as education.[28] and that most top executives are generalists [have diffuse orientation] in the performances they supervise. but specialists in the types of compliance [power used to control subordinates and their reaction to this power] they use.[29] Etzioni also stated that professionals working in a professional organization [school systems] are not typical "specialists." that they must have a comparatively more "generalist" personality in order to gain the commitment of lower participants.[30]

In differentiating between managers and leaders. Saleznik presented the following synthesis.

> managers -"...whether his/her energies are directed toward goals, resources, organization structures, or people, a manager is a problem solver;"
>
> leaders-"[use] power to influence the thoughts and actions of other people; [make] a practical effort to direct affairs;...adopt a personal and active attitude toward goals:...change the way people think about what is desirable, possible, and necessary."[31]

The differentiation presented by Saleznik indicates that school superintendents share role responsibilities within the parameters of managers and leaders; being problem solvers and users of power to influence and direct the affairs of the school system.

Griedi, Pierce and Jordan concluded that "...By virtue of their positions superintendents have usually a great influence on their associates, and more significance is attached to their actions than to those of others. Quite often the superintendent is the best-known educator in the community. Citizens' opinions about the schools are often colored more by the kind of person the superintendent is, than by the degree of professional competence he demonstrates in his work."[32]

In responding to inquiries about why superintendents believe they were hired for their present positions, The American School Superintendency 1982, A Summary Report indicated that 66.6 percent of the respondents believe it was because of their personal characteristics and qualifications.[33] The report also found that the median years of tenure in the superintendency for 1982 nationally was 7.6 years, down from the 8.3 found ten years earlier.[34] Figures available from "Education Vital Signs," Executive Educator, indicate the average term of superintendency in 1984 was 10.4 years,[35] an improvement from 1982; this data was supplied to the researchers by the American Association of School Administrators (AASA).

In the third study of Supply and Demand of Public School Aministrators in West Virginia 1983-1985, Martin reported that county superintendents in West Virginia had a mean tenure of 4.5 years, up from 3.8 reported in 1978, and that only three superintendents survived for ten years or longer in the same position.[36] In a study relating to tenure of superintendents in West Virginia, Martin postulated that positional employment must be maintained by superintendents for a time period long enough to implement board policies and to realize educational goals, concluding that recognition of community power structures was a major factor in the abililty of the superintendent to maintain tenure.[37]

Zickefoose, in a study related to the success (tenure in office of six years or more)

of superintendents in West Virginia found that response to the goals of the community and competence in business, politics, and public relations were indicators of success when related to term of office.[38]

Weber reported in a study of West Virginia school superintendents that proficiencies in school law, finance, public relations, and knowledge of community power structures were predictors of success (tenure in office of six years or more) for superintendents.[39]

West and Armstrong proposed that the question of what constitutes leadership may be answered by an analysis of leadership behavior rather than from studies of personality traits and role responsibilities. They argued that "charisma - a unique force of command" can be studied, learned, and used as a leadership behavior because it rests on communication skills and strategies, human relationships, and perceived expertise of the leader. West and Armstrong made the point that researchers have isolated many important aspects of leadership, but have not captured the behavioral qualities that mark the performances of those who have possessed the magnetic qualities that inspire followers.[40]

The preceding introductory information led this researcher to the following conclusions:

- that the position of school superintendent is one of importance to the organizational functioning of the educational system;
- that because of the unique place occupied by schools in society, the role of the school superintendent has been projected into the frontline of America's attention and requires personal and positional ability to respond to a variety of internal and external issues and needs;
- that the complexities of the position as related to managerial and/or

leadership functions have implications for the future of education as an institution and for its students which cause the role to be demanding as well as challenging; and

- that behavioral characteristics within the domain of the superintendent's personality, knowledge base and leadership style may influence the superintendent's tenure of office and effectiveness of the school system as perceived by others.

Significance of the Study

This investigation was selected for the purposes of developing descriptive data, updating information, and exploring self-perceived behavioral characteristics as related to the local school superintendency as it currently exists in the state of West Virginia. This study will explore the domain of the superintendency and create base-line descriptive information about county superintendents in West Virginia to supplement existing data. It is researcher's expectation to gain insight into the relationship of self-perceived behavioral styles and the role of county school superintendents in West Virginia as they function in demanding administrative circumstances and situations.

The proposed study will contribute to the development of a behavioral profile of West Virginia county superintendents which will reflect their self-assessed behavioral characteristics in terms of years in office and other demographic information pertinent to the investigation. Earlier studies related to the question of tenure of West Virginia county superintendents have identified factors such as knowledge of community power structures, business, politics, public relations and school law as instrumental in length of term for superintendents in selected districts. The outcomes of this study may be of benefit to current and/or potential

superintendents as a self-assessment for career planning, may provide boards of education with information helpful when searching for a county superintendent, and may also provide information useful to institutions of higher education in developing course content or staff development for educational administrators.

Statement of the Problem

The problem emerging from studies related to the local district school superintendency is that there is little established information in terms of self-assessment by school superintendents of the relationship of self to general effectiveness in the administrative role. The problem to be addressed in this proposed study is to determine whether or not there may be a measurable or conclusive relationship between individual administrator self-assessed leadership behaviors and positional functioning in terms of tenure. The researcher proposes the following questions related to this problem:

Propose & not propose

1. How are leadership styles of current West Virginia county school superintendents described in collected data of self-assessed behavioral characteristics?
2. Does analysis of collected data indicate similarities in leadership behavioral characteristics of county school superintendents when compared with longevity in office?
3. Which factors are present in a comparison of county superintendent leadership behavioral characteristics with selected demographic data, namely, county size, superintendent level of training, age, place of birth, parental education, and geographic location of current employment?
4. Are there definable implications for this kind of data that point to a

relationship between leadership behaviors as assessed and the role of the superintendency?

Definition of Terms

Superintendent of Schools. The currently employed chief executive officer of the county school system who was elected to the position by a county board of education in the State of West Virginia.

Behavioral Characteristics. The behavioral characteristics as delinated on the Leadership Styles Behavioral Characteristics Scale [41] developed by the Rural Education Program of the Northwest Regional Educational Laboratory, Portland, Oregon.

Tenure. The total number of years the current county superintendent of schools has been employed by the county board of education as superintendent of schools in the respective county.

County Size. The dimensions of a county school system based upon the number of students enrolled.

Level of Training. The rank of educational attainment based upon degree programs and credit hours used for salary increments.

Limitations of the Study

This investigation is subject to the following limitations:

1. Only currently employed county superintendents of the fifty-five counties of West Virginia are included in the study.
2. Only data relative to behavioral characteristics collected from a self-asssessment by county superintendents using the Leadership Styles

Behavioral Characteristics Scale[42] will be used in the study.

3. Findings from the collected data cannot be generalized to other states and/or executive/administrative positions.
4. Findings from the collected data are limited by the subjectivity and integrity of the responses received from the self-assessment as completed by the responding superintendents.

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CHAPTER II

Review of Related Literature

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Review of Related Literature

Introduction

To an interested observer, the phrase "there is nothing new under the sun" might well describe what appears to be known about the public school superintendency. Since its appearance upon the educational scene in the early 1800s, the position has possessed high levels of visibility and importance in the community because it was created out of need and thus perceived to be of value. Candoli pointed out that the position of superintendent resulted from demands placed on the "simplistic educational system originally designed for the frontier and agrarian society."[1]

Emergence of the position resulted from combining single one-room school districts into city-wide districts and according to Campbell four stages occurred in the development of the functional role of the superintendent: (1) clerical- the board needed someone to perform clerical duties, (2) educator/scholar- the board needed someone to manage educational programs as they became more complex, (3) business manager- the board combined responsibilities of the business manager with those of educator in order to eliminate the conflicts of having dual superintendents, and (4) chief executive- the board appointed the superintendent as the chief professional advisor responsible for all aspects of the school operation.[2]

The development of the professional concept of the superintendency was influenced by three major movements: (1) the scientific management movement, 1910-29, based upon coordination of all work from clearly defined objectives, planned work methods, qualified workers, performance standards, and supervision; (2) the human relations period, 1930-40, based upon the structure and needs of the organization as well as the

motivation and satisfaction of employees: and (3) the administrative behavior approach. 1950-60. which considered effectiveness and efficiency within a social science behaviorist framework.[3]

Lyons pointed out that although the professional development of the superintendency is still undergoing change. for the most part. superintendents are currently functioning in the chief executive advisory role.[4] However. Zeigler contended that the superintendency has been changed by the crucible of society as it passed through the turbulence of the 1960s and has become politicized.[5] Marks. a practitioner. predicted that the role will be modified in the direction of societal architect - manager and shaper of the environment - because the trauma of economic. social and environmental problems which will face our society in the future will demand a new kind of leadership. one that assists in the design of the future. not "aping the past and present."[6]

The superintendent's role evolving from its inception. over a hundred years ago. as a clerical worker to the chief executive of today is crystallized in the mind of this researcher as being similar to a component of a complex machine. i.e.. there are many parts which must operate synchronously. but there is one part critical to the functioning of the others-- the power switch. This researcher perceives the role of the superintendent to be the "critical part" of the educational system. i.e.. the energizer: the catalyst: the one who must keep the system functioning so the goal of education can be achieved: the one who possesses an understanding of the whole operation and creates the conditions necessary to maximize the outcomes of the system:[7] the one who assumes responsibility for the organization and acts to guarantee its productivity: [8] the leader. communicator and decision-maker: the chief executive![9]

For at least sixty of its one hundred year existence. the American school superintendency has received close scrutiny from researchers conducting major studies

in attempts to analyze the responsibilities and characteristics of the position.[10] Much recent research has been focused in the direction of the leadership skills necessary for effective performance in the superintendency.[11] In "Where Are The Leaders To Guide The Schools?" National Association Secondary School Principals' Bulletin. Jacobson reviewed the leadership skills needed by school superintendents and alleged that there is a scarcity, not of bodies, but of persons willing to assume the significant roles needed to perform as leaders over school systems, to adapt their leader behavior to meet the needs of group and environment, and to utilize both behavioral and environmental considerations to solve problems.[12] Jacobson argued that leadership is not synonymous with administration and that "to be selected as education administrators, one must have better credentials than undistinguished seniority, neighborhood service awards, political family or friends, and a university degree earned by perseverance rather than accomplishments."[13] Jacobson pointed out that leader behaviors must be well-developed, must be adapted to meet the pressures of the time, and must creatively respond to the needs and problems of operating a school system.[14]

Prasch, a practitioner, in "How Should Schools Be Ruled?" Educational Leadership, identified reasons for complaints about lack of leadership as: inefficiency of democratic decision-making, zeal for participatory decision-making, belligerent social climate, and a growing lack of trust. He presented arguments for leadership selectivity, autocratic decision-making when appropriate, reduction of the existing body of school law, and restrictions on legislative terms of office as points for consideration in the governing of schools.[15] Because of his position as superintendent, Prasch's remarks brought a sense of currency to the issues facing school administrators and to the need for decision-makers in leadership roles.

The question of what constitutes leadership may be answered, according to West and Armstrong, by an analysis of leadership behavior rather than from studies of

personality traits and role responsibilities. West and Armstrong reviewed traits that have been linked to leadership and disagreed with the assumption that leadership may be inherited, citing studies that identified intelligence as the only inherited trait related to leadership. They argued that "charisma - a unique force of command" can be studied, learned, and used as a leadership behavior because it rests on communication skills and strategies, human relationships, and perceived expertise of the leader. West and Armstrong made the point that researchers have isolated many important aspects of leadership, but have not captured the behavioral qualities that mark the performances of those who have possessed the magnetic qualities that inspire followers. They argued that today's schools need leaders with "charismatic" behaviors in order to successfully administer.[16]

In an effort to explore the changing forms of leadership that have occurred in public education, Tyack and Hansot chronicled the broad social, political and economic contexts that have influenced the character of that leadership.[17] They proposed that the new educational politics of participatory lay constituencies and litigation for reform demand leaders who can reformulate the purposes and performance of schooling so it matches the aspirations of the American people.[18]

Despite the prolificacy of the many recommendations emanating from publications, research studies, state departments, and federal agencies, a number of which attempt to have all educators address school improvement issues, remarks from education study commissions, e.g., Gardner, Lundeen, Simmons, and Wood ,[19] reports such as A Nation At Risk, and the Carnegie Report, and writings of eminent authors such as Goodlad, Boyer, and Goldberg,[20] strongly suggest that leadership may be the reason today's public schools are closer to mediocrity than to excellence. This negative atmosphere has the effect of causing public school superintendents to perceive themselves as the collective target of these criticisms. This perception may have a variety of effects upon how

superintendents function, e.g., voluntarily resigning and/or retiring because of the increased stress, leaving the profession for more lucrative and/or less stressful positions, forfeiting decision-making to others, or, in the positive vein, studying personal and/or staff behaviors for the purpose of gaining information to successfully cope with the demands of the position.

The purpose of this investigation is to determine the leadership behavioral characteristics manifested by currently employed West Virginia county superintendents in terms of tenure and thereby contribute to the body of information available to practitioners serving within the realm of educational administration. This chapter will review literature related to leadership behavior and tenure of superintendents.

Leadership Behavior

The topic "leadership" has attracted researchers for many years and has emerged from those studies with a variety of definitions. Three views of leadership have been predominant throughout the studies: that it is a personal characteristic; that it is a positional attribute; and that it is a set of behaviors.

Early research on leadership was described by Lipham as a search for the personal characteristics of leaders. Failure to elicit psychological factors shifted the focus of leadership studies to sociological factors, i.e., organizational roles and relationships, and then to the behavioral approach. Behavioral studies focused upon observed behavior which led to the isolation of dimensions that were useful for classifying leadership behavior.[21] Lipham pointed out that the numerous studies on the topic contained a limited number about leadership in complex organizational settings and only a few that made a distinction between leadership and administration. Lipham indicated that additional research was necessary in order to determine the extent of similarities between the "process involved in leading and administering. . .[that] while leadership

and administration may have factors in common [initiating, deciding], they basically are mutually exclusive."[22]

Bowers and Seashore analyzed leadership studies conducted by Hemphill and Coons (1957), Halpin and Winer (1957), Katz and Kahn (1951), Kahn (1958), Cartwright and Zander (1960), Mann (1965), and Likert (1963), for the purpose of identifying conceptual behavioral structures related to organizational effectiveness. The analysis led to the conclusion that the studies had the following dimensions of conceptual content in common as related to basic behavioral structures of leadership:

> 1. Support. Behavior that enhances someone else's feeling of personal worth and importance.
>
> 2. Interaction facilitation. Behavior that encourages members of the group to develop close, mutually satisfying relationships.
>
> 3. Goal emphasis. Behavior that stimulates an enthusiasm for meeting the group's goal or achieving excellent performance.
>
> 4. Work facilitation. Behavior that helps achieve goal attainment by such activities as scheduling, coordinating, planning, and by providing resources such as tools, materials, and technical knowledge.[23]

Using the four dimensions from the leadership studies and seven performance factors derived from an analysis of company provided items, Bowers and Seashore studied forty agencies of a life insurance firm to determine the impact of managerial and peer leadership upon organizational effectiveness. The study reported that managerial and peer leadership are important to predicting organizational effectiveness, but predictability is enhanced when nonleadership variables are considered. Bowers and Seashore indicated that the intervening constructs which improve prediction of organizational effectiveness were:

> Leadership related - . . . managers expert power, . . . influence acceptance, and rivalry among agents;
>
> Work patterns - Percentage of time in miscellaneous activities, in paperwork . . . in professional development;

Personal and motivational - Education. Level of aspiration. need for affiliation. goal compatability of individual and organization. ideology [24]

The information from this study has implications for studies pertaining to leadership in educational administration because the findings regarding the intervening constructs indicate that study designs of leadership in school systems should consider nonleadership variables.

In the initial presentation of a contingency model for predicting leadership effectiveness, Fiedler postulated that "performance of interacting groups is contingent upon the interaction of leadership style and situational favorableness."[25] Interacting groups were defined as those in which the members worked cooperatively and independently on a common task, while coacting group members performed their tasks independently. Situation favorableness was defined as the degree to which the leader is provided with potential power and influence by leader-member relations, task structure and position power. Leader-member relations were assessed by group climate scores obtained after each task session.[26] The Fiedler study found that leaders with low "least preferred co-worker" (LPC) scores (task-oriented leaders) were rated as most effective in very favorable and very unfavorable situations, but those with high LPC scores (relationship-oriented leaders) were most effective in situations of intermediate favorableness. Leader effectiveness was measured on the basis of the group's performance of its major assigned task.[27]

In an analysis of studies (38) based on the contingency theory, Fiedler reported that the theory is supported by data from field studies, but not fully supported by data from laboratory studies, indicating that aspects of leadership interaction may not be fully reproduced in laboratory settings. Fiedler stated that even though the investigations were inexact tests of the theory because of variations in methodology, criteria and subject populations, the studies "provide strong evidence that the situational

favorableness dimension does indeed moderate the relationship between leadership styles and group performance.[28] Relations between leadership style and performance of interacting and coacting groups were similar, while training groups appeared to require a relationship-oriented leadership style regardless of the situation.[29] Fiedler's report appears to indicate that those who provide training programs [for educational administrators] should be alert to the need for human relations experiences to improve leader-member relations.

Stogdill reported that a factor analysis of items descriptive of leaders taken from 52 studies resulted in the following list of generalized behaviors: (1) social and interpersonal skills, (2) technical skills, (3) administrative skills, (4) intellectual skills, (5) leadership effectiveness and achievement, (6) social nearness, friendliness, (7) group task supportiveness, and (8) task motivation and application.[30] From a review of leadership studies in education which isolated Consideration and Initiating Structure as dimensions of behavior, Stogdill suggested that because the findings were positively and significantly related to improved follower achievement, the importance of the two dimensions may be greater because of the effects produced on follower behaviors and expectations rather than because the dimensions were leader exhibited.[31]

According to Petrie and Burton, leadership may be conceived of as a sequence of five cumulative levels of activity, namely, (1) patterning routines - time management, organization; (2) establishing rules and delegating roles - coordinating, specifying; (3) reinforcing relevant activities - controlling pay, work conditions, use of praise; (4) stimulating individual development - job enrichment, program development, and (5) clarifying behavioral indicators of values - unity, individual capabilities and role expectations.[32] Petrie and Burton proposed training educational administrators using a model based on the described levels of leadership.[33]

In describing effective educational managers, Pugh proposed that they must be able to: (1) Forecast the future - look ahead, predict; (2) Plan - long and short range goals, targets; (3) Communicate - develop common set of understandings; (4) Organize - match persons with responsibilities and programs, and resources; (5) Delegate - based on staff strengths, and (6) Establish and maintain control - feedback to correct problems.[34]

In studying educational management attitudes of California superintendents, Tillman and Rencher ranked them into two groups (high and low achieving) by using the Managerial Achievement Quotient (MAQ), a measurement of individual performance adequacy developed by Blake and Moulton.[35] Superintendents' opinions toward five theoretical formulations of organizational behavior were solicited. The formats were based on two managerial dimensions, (1) concern for people and (2) concern for production. Following the selection of preferred managerial formats, superintendents ranked the five theoretical styles according to which they believed best characterized their personal behavior in 23 categories involving styles of decision-making, interpersonal behaviors, performance, conflict resolution, and demographic histories.[36]

Tillman and Rencher found that high-achieving superintendents preferred a managerial format that emphasized work accomplishment from committed staff and independence through a common stake in organizational goals. They emphasized production and efficiency through cooperation among subordinates. Low-achieving superintendents showed preference for managerial formats that expressed concern for sociability and acceptance by subordinates, needs of people and conformity to policy.[37]

The study by Tillman and Rencher gave support to proponents of strong managerial training aspects for school superintendents to attain success. Based on the study's results, Tillman and Rencher recommended that boards of education should select superintendents who have a propensity for realistic concern for organizational

production and an interest in needs of people.

From a study conducted by Mann in which 280 studies of the relationship between individual personality and leader behavior were analyzed, seven personality factors emerged, namely: (1) intelligence (all diverse and specific mental abilities), (2) adjustment (ego strength, normality, maladjustment, anxiety), (3) extroversion / introversion (sociability), (4) dominance (ascendance, submissiveness), (5) masculinity / femininity (interests/preferences resemble those common to own or opposite sex), (6) conservatism (conventionalism, authoritarianism, radicalism), and (7) sensitivity (ability to guess own group status, group opinions and attitudes).[38] Mann reported that analysis of 125 of the studies indicated the existence of positive relationships between intelligence, adjustment and extroversion to leadership behaviors at significant levels; dominance, masculinity and interpersonal sensitivity were positively related to leadership, while conservatism was found to be negatively related to leadership.[39]

In the report, Mann pointed out that leadership has generally been measured in four ways: observer rating, peer rating, criterion measuring, and self-rating, however, only one of the studies analyzed used the self-rating technique.[40] This information was particularly pertinent because this researcher's study design is based upon self-assessment of leadership behavioral characteristics by West Virginia county superintendents. Mann postulated that because different techniques of measuring leadership appeared to alter resulting relationships between variables, it may be important for future studies of leadership behavior to consider who is rating, what kind of training the rater has, and the rater's involvement in the group.[41]

Mann concluded from the analysis of studies that the best predictor of an individual's performance in groups is intelligence; that intelligence was found to be positively related to the following leadership factors-- activity rate, popularity and positive social-emotional activities.[42]

The studies analyzed by Mann used populations older than high school age, involved face-to-face groups, assessed individual's personality traits and behaviors, and reported results in correlational form. The reported relationships from this body of studies provides insight into the personality factors that impinge upon leadership behaviors and may therefore provide useful information as related to educational programs for development of leadership skills, i.e., effective schools research on instructional leadership.

In a study conducted by Brown and Dalton, data were gathered (Leadership Behavior Description Questionnaire) from school business managers, school superintendents, school board members, principals, and supervisors in order to analyze the leadership behavior of school business managers in two dimensions - Initiating Structure and Consideration. The results indicated that the two dimensions were expected in school business managers' behaviors as perceived by those responding.[43] Consideration refers to behavior on the part of the leader that is identified by warm friendly relations, concern and respect for group members, Initiating Structure refers to leader activities that introduce new techniques, procedures, problem-solving.[44] The study by Brown and Dalton affirm that these leader behaviors are expected by educational administrators in their relationships with school business managers.

Seaberg and Ramirez, in a study of interpersonal and leader behavioral characteristics of business administration(83) and education administration(71) graduate students, reported that the most powerful predictor of leader behavior for the total sample of 154 students was "Expressed Inclusion" (inclination of a person toward joining others and including others) as indicated in results from the Fundamental Interpersonal Relations Orientation-Behavior (FIRO-B) assessment because it was significantly related to eight of twelve leader behavior characteristics from the Leader Behavior Description Questionnaire (LBDQ).[45] Seaberg and Ramirez indicated that while

the business majors were inclined toward "Consideration" (person-oriented behaviors), neither group was inclined toward "Initiating Structure" (originating/directing activities). They concluded that these findings did not support the conclusions of Stogdill and Halpin, Ohio State Leadership Studies, that "Consideration" and Initiating Structure" were fundamental dimensions of leadership behavior.[46]

A review of the demographic data in Seaberg and Ramirez did not provide information relative to the graduate level of the students in the study. It was noted that 27% of the business majors were actually fulfilling superior/supervisor roles in their work and 52% of the education administration students were participating in supervisory functions, but no information regarding the number of years of such experience or descriptors of the performance functions was available.[47] The lack of information led this researcher to question whether graduate students would display types of leadership behavior such as originating/directing activities (Initiating Structure). It would appear that types of supervisory functions and years of work experience as related to leadership behaviors might affect study outcomes, additional studies with this type of population, controlling for these variables would be informative.

Hoy and Miskell, in a review of studies conducted on leadership traits, reported on research from a series of investigations related to business and industrial organizations performed by the University of Michigan Survey Research Center. They generalized from the Michigan data that "more effective leaders tend to have relationships with subordinates that are supportive; ... use group rather than person-to-person methods of supervision and decision-making; ... set high performance goals."[48]

In a study of leadership style effectiveness of elected and appointed superintendents in Mississippi, Barnett reported that no conclusive evidence was found to indicate that

a difference in effectiveness existed between the two groups as perceived by subordinate administrators and board members.[49] It was also disclosed that significant differences were observed between superintendents' self-perceptions and the perceptions of their subordinates and board members: superintendents perceived themselves to be significantly more effective than so perceived by subordinates and board members. Barnett suggested that the lack of difference between leadership behaviors of elected and appointed superintendents might be attributable to similar graduate education/training patterns and homogeneity derived from group professional and social relationships.[50]

In a discussion of current district level issues that school superintendents must address, Cuban reacted to the popular question "How Effective Are Your Schools?" as it relates to leadership activities of the superintendent, school board members, administrators, and teachers. Cuban pointed out that much current research has concentrated upon leadership at the school site while ignoring the crucial role that school board members and superintendents have in giving direction, legitimacy and support to school improvement programs.[51]

Cuban reported that today's school superintendents are faced with shrinking resources, demands for accountability, need for improved student academic performance, personnel retraining, reduction-in-force policies, and state developed standards. Cuban acknowledged that school level leadership was important, but rather than using "recipe-like" effective schools prescriptions, he would prefer empirically-derived behaviors for the school principal. He further contended that the most crucial leadership behaviors are those that emanate from the school superintendent and the source of formal authority - the school board.[52] Cuban cited the following superintendent behaviors as important to the success of school improvement

programs. (1) Use of formal authority and school board involvement. (2) Use of managerial skills. (3) Use of human relations skills. (4) Use of knowledge - academic and experience-derived. and (5) a high-profile. active involvement in the instructional side of school operations.[53] Cuban's presentation of the dilemma of school leaders as they attempt to meet the demands of school boards. staff. students. state agencies. and the community underscores the critical role of the school superintendent.

In reporting the results of a three-year research project comparing leadership behaviors of school superintendents and city managers. Zeigler. et al.. disclosed the following findings relative to the study:

> . . . that superintendents. spend significantly less time overall managing conflict than do city managers; . . . spend substantially less time resolving conflict with their [boards[than do city managers: . . . report low levels of disagreement among the public significantly more often than do city managers: . . . report a greater number of problem areas substantially more often than do city managers; . . .
>
> . . . that a greater number of superintendents indicated that they would not take a stand which the board or public disapproved: . . . that there is more to account for in the school control over decision-making than the nature of the issue; . . . that the professional training of school superintendents encouraged them to dominate boards of education and to minimize conflict: . . . [that] school superintendents advocated taking an active role in policymaking and . . . board elections: . . . that many school superintendents have come to accept the fact that their job is a political one . . . and do use political methods; . . . that superintendents vary their [leadership] styles depending on whether the conflict is contained within the organization or not . . ."[54]

Zeigler concluded that when compared with city managers who experience a municipal governance role similar to the school superintendents' educational governance role. the school superintendent is less beleagured.[55] While acknowledging the sensitive role of the school superintendency. Zeigler argued throughout this source that the position is not quite as stress laden as other positions of comparable responsibilities. This opinion is

not widely supported in educational administrative publications.

Alvey and Underwood disclosed that results of a national survey of school board members and school superintendents revealed that the greatest disagreement between the two groups pertained to personnel matters.[56] The survey conducted by the American School Board Journal in conjunction with Virginia Institute of Technology indicates that school board members want more authority on virtually every issue broached- personnel, curriculum and instruction, and financial management. The report substantiates what many school superintendents are acknowledging, that local school boards are assuming an increasingly activist role as related to school system operations.[57] This division of opinion as to operational authority further underscores the need for school superintendents to employ leadership behaviors that will address board of education demands for more control of the system.

An early effort by Mann and Gross (1953) to define school executive role expectation indicated that their attempts to study the social role aspects of school executives revealed that what may have been sociologically viewed as single role expectations defined by historical consensus of rights and duties based on positional status, was in actuality composed of a number of possibilities regarding how "expectations are learned and who defines them." Findings reported by Mason and Gross indicated the following possibilities related to defining role expectations: (1) that the "superintendent defines what most of the expectations regarding rights and duties should and will be and the school board accepts [his] definitions ," (2) that the "school board does most of the defining and the superintendent accepts these definitions," (3) that the "superintendent and the school board each define and accept some behavior segments of the positional role," (4) neither superintendent or school board "have well-defined expectations and they may be eventually worked out through a process of trial and error or jockeying

back and forth," and (5) "expectations may be partially learned before position incumbency."[59] These findings underscore the presence of the long-term problems of defining superintendent role expectations and operational authority.

Bartz studied the role that evaluation feedback had upon superintendents' perceived behaviors. Principals and school board members evaluated superintendents' effectiveness through pre and posttests using The Administrator Image Questionnaire (AIQ), as adapated by the researcher. Behaviors rated were items which included interpersonal skills, competence, communication skills, performance under stress, decision-making, leadership and managerial skills. Bartz found that, for the most part, a superintendent's perceived behaviors did not change following feedback from the evaluations.[60]

Articles related to the superintendent-school board relationship can regularly be found within the content of The American School Board Journal. Many of the articles are centered upon how to find, hire, evaluate, and fire the school superintendent. Examples of the importance placed upon this relationship by the journal are Wynn's "Follow These Ten Commandments When You Search for a New Superintendent,"[61] Carey's, "Take The Guesswork Out of Hiring A Superintendent,"[62] Zakariyn's "How Not to Ax the Superintendent,"[63] Krajewski's "The Anguish of Losing A Superintendency,"[64] Shannon's "Superintendent Evaluation Requires A Sophisticated Step-by-Step Plan,"[65] and an editorial, "Reprise: In 1935, Superintendents Stayed Put."[66] The authors of these articles acknowledged the sensitivity of the relationship between the superintendent and school board, but primarily emphasized behaviors and/or skills that boards and superintendents should manifest for effective leadership of the school system.

In a study of conflict factors between superintendents and school board members Hentges reported findings indicating that conflict between the two entities are centered

mainly on matters relating to control over internal and external policy issues.[67] Hentges pointed out that superintendents and school boards share the balance of power with conflict at a low level when school boards permit the superintendent to dominate governance of internal policy decisions and superintendents respond to board suggestions. avoid taking frequent stands unacceptable to the community. and exhibit respect for the values and expectations of the board as related to external policy issues such as school consolidation. closing and building of facilities.[68]Hentges concluded that in order for superintendents to function effectively they must confirm "the political impact of community interaction in school governance...develop political acumen and expertise in interpersonal communications."[69]

In describing the nature of conflict within the superintendency. Cuban reported that turnover among superintendents. the most readily observable measure of conflict. was 8% during the 1950s. 12% during the 1960s. and 16% during the 1970s.[70] Cuban argued that the superintendent must be politician. manager and teacher simultaneously in order to survive in the position. He pointed out that. historically. the issues are basically the same. organizational politics over governance. personnel. business practices. and school-related matters: but that effective superintendents shift among the three roles and less agile superintendents continue to leave the superintendency today as they did in the past.[71] Cuban's position contributes support to the need for educational administrators to have knowledge based upon the unique behaviors within the functional realm of the political. managerial. and instructional aspects of the school superintendency.

Tenure

Tenure is defined by Castetter as "a system designed to provide educators with

continued employment during efficient service, and establishes an orderly procedure to be followed before their services are terminated."[72] Zerkel and Gluckman pointed out that tenure is not a guarantee of employment for educators, but is a guarantee of procedural protections during the termination process.[73]

Court decisions of the 1970s have held that employees have property interests through actual or de facto expectation of tenure whether by tenure law, continuing contract law, a contract of a stated period of time, or an implied promise of continued employment. Courts have assured that state laws are considered in employment practices.[74]

Tenure laws have been developed to protect the interests of educational personnel and unless the statutes expressly provide that the superintendent of schools achieves tenure status while in that position, courts have held that tenure is not positional and applies only as an employee of the district.[75]

Grieder, Pierce and Jordan reported that one-half of the states provide some protection for superintendents through tenure or continuing contract laws and approximately one-third of the states provide a maximum term of appointment fixed by statute.[76] These authors also advised that six to seven years is the typical term of appointment for superintendents with shorter terms for the younger and longer terms for the older in age.[77] Grieder, Pierce and Jordan projected a generally poor picture for superintendents ' length of service and opined that most terms are too short to effect substantial, long-range improvements for the school district.

The election and term of office for West Virginia county superintendents is governed by School Laws of West Virginia, §18-4-1 and specifies that "The superintendent shall be elected by the board to serve for a term of not less than one, nor more than four years."[78] Provision is made for reelection of the superintendent or automatic status as a teacher if

not reelected. The superintendent receives all benefits accrued as a teacher. but does not receive tenure in the position of superintendent. State law §18-1-1 defines teacher as. . . . teacher. supervisor. principal. superintendent. . . [79] thereby extending all privileges of employment to the superintendent that are not specifically excluded in other sections of the State Code. Zakariya observed that even though most school superintendents do not have substantive due process protection because of lack of tenure laws. school boards should check state laws for procedural requirements and the superintendent's constitutional rights.[80]

Tenure may be defined in state codes to meet specific legal requirements. but fo many employees the words "power. rank [and] job security" encompass the functional boundaries of the word. For example. Etzioni identified three major ranks of professionals as (1) those in training. (2) pre-tenure professionals. and (3) tenured professionals. for the purpose of describing how tenure affects organizational operations.[81] He explained that rank is power and it may be gained through tenure.[thus] rank gained through tenure controls positions of lower ranks. i.e.. tenure has power. e.g.. ". . . the holders of the power positions. the department chairmen in universities and division heads in hospitals. are as a rule recruited from these ranks. They control access to the administration and the allocation of major rewards and facilities in the organization."[82]

Perrow pointed out that "tenure." originally given to meritorious employees to protect them from corruptive political patronage in the late nineteenth century. now may have little to do with merit or competence. [83] Perrow explained that in the bureaucratic model of organizations. an employee is expected to pursue a career in the organization. therefore if the skill demanded changes without the assigned employee changing. the organization should maintain employment. hence "tenure." This "job

security" ostensibly promotes and protects the large personal investment required of employees in the mastery of new skills; tenure serves as an inducement for competency aquisition and as a necessary protection against arbitrary rulers.[84]

Zeigler addressed tenure of superintendents in The Political Power of Professionalism: A Study of School Superintendents and City Managers thusly:

> Ask school administrators to estimate how long the average tenure of a superintendent is and you will be told some horror stories. The kamikase image of superintendents is one of the great myths of the 1980s. Beleagured superintendents stand bravely before once subservient boards, refuse to compromise their professional standards and are fired. The code phrase is "superintendents burn out." As one superintendent stated, "About the only person whose job is less secure than an urban superintendent's is the manager of the New York Yankees. . . It's not surprising that big city school superintendents end up getting fired with alarming regularity." Why so? Because "a superintendent has to take on battles or turn into a jellyfish. If that happens, then the kids go down the drain." . . . These accounts sound more like the memoirs of front line commanders in Viet Nam than descriptions of the superintendency. And, fortunately they are not accurate descriptions of the population of school superintendents, either for our sample or for the national sample surveyed recently by AASA (1982). Superintendents enjoy an average job tenure of just under eight years.[85]

Zeigler obviously questioned the "beleagured" image of the superintendent which is projected through many professional publications. Articles such as, "How Administrators Cope With Stress,"[86] and "What Stresses School Administrators,"[87] effectively communicate the message of superintendents struggling to retain their positions under pressure. Zeigler's reported findings indicated that when superintendents leave a position, it is for a step up; that superintendents are upwardly mobile.[88] He attributes this upward mobility to the fact that there are "nearly 16,000 school districts requiring a superintendent,"[89] and suggests that turnover figures may

not be as negative for superintendents as is believed.

Chand disclosed that nationally, 1,030 superintendency positions were advertised from 1980-1983 in national journals and career bulletins.[90] Depending upon personal philosophy, the figures related to vacancies may mean either abundant opportunity or a high rate of turnover in superintendencies. The number of openings may generate reason for concern by incumbent superintendents as related to job security, but may also justify the need for knowledge about leadership behavioral characateristics that are manifested by superintendents with lengthy tenure.

The American School Superintendency 1982: A Summary Report indicated that th median number of years in the superintendency for 1982 nationally was 7.6 years, down from the 9.3 reported in 1971, and that the median years of a superintendent's contract in 1982 was 2.6 years.[91]

Figures available for 1984, "Education Vital Signs," Executive Educator, indicated that the average term as superintendent was 10.4 years in 1984 as compared with 11.6 years in the 1970 data supplied to the research commission by the American Association of School Administrators (AASA)[92] The 1984 figure of 10.4 years is down compared with 1970, but up when compared with the 7.6 reported by AASA in 1982. The national figures revealed that superintendents' tenure improved by 2.8 years between 1982 and 1984. The data were compiled from information available from the National Center for Education Statistics and the Educational Leaders Consortium, a group of seventeen national education organizations. The data also indicated that improvement has been recorded nationally in the number of years in the contract term for superintendents. In 1970, 37.4% of the superintendents had one-year contracts, and in 1984, 40.4% had three-year contracts.[93]

West Virginia data from 1978 to 1984 revealed an improvement in tenure of local school superintendents. Data reported by Martin[94] in 1978, show that 89 percent

(42/47) of West Virginia's superintendents had been in their respective positions for less that seven years. In 1983-84, data reported by Martin [95] indicate that 75 percent (33/44) of the superintendents occupied their current positions for less that seven years. These data show a 14 percent improvement between the years of 1978 to 1984 in the success rate of superintendents as related to tenure. In 1978, only 11 percent (5/47) of the superintendents retained their positions for seven years or more, while in 1984, 25 percent (11/44) retained their positions for seven years or more. This information was developed using Martin's assumptions that six years of service in a county constituted success in that position, seven years in a county was a marked success, and ten years in one county equated to career status.[96]

Martin further reported that the trend to shorter tenure of superintendents was reversed citing an improvement in mean years of tenure from 3.8 in 1978 to 4.5 in 1983.[97] This information revealed a West Virginia trend similar to, but weaker than, national figures relative to tenure which showed 2.8 years of improvement over a two-year period covering 1982 - 1984.[98]

Conclusion

The literature reviewed in this chapter clearly established that leadership was a vital issue as related to the superintendency. Although leadership had been extensively studied, the bulk of the research has focused on the leader characteristics or skills necessary to interact successfully to situational factors. It was noted that the terms "characteristics" and "behaviors" were used synonymously in much of the literature. The literature has been overwhelming in its support of the concept that competent leadership is essential to uniting group members toward a common purpose.

The premise that leadership behaviors could be identified and learned was strongly noted in the literature. West and Armstrong pointed out, however, that although researchers have identified important aspects of leadership, the behavioral qualities

that mark the performances of those who possess the magnetic qualities that inspire followers have not been captured. Prominent among suggestions was that superintendents needed to improve leadership performance in order to increase tenure in their positions. Zeigler was virtually the only researcher who suggested that superintendents were not as threatened relative to job security as is postulated by professional organizations and publications.

The literature on tenure indicated that the number of years superintendents are in their existing position is on the increase, however the instability of the position was well noted in most of the material reviewed. The literature relative to tenure of West Virginia superintendents was unpromising because of the very small improvement recorded in West Virginia when compared with the greater increase being noted nationally.

The investigation proposed by this researcher will contribute to the existing literature by providing descriptive data regarding the behavioral characteristics of currently employed superintendents in West Virginia. The data will be analyzed based on the length of tenure, thereby reflecting the types of behavioral characteristics existent as related to years of service in the superintendency by the respondents. The study will contribute to the development of a profile of West Virginia county superintendents and thereby create base-line data for future research.

FOOTNOTES

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CHAPTER III

Design of Study

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Design of the Study

The American public school superintendency has, for over sixty years, received close scrutiny from researchers. The importance of the position to the success of educational systems has been well-chronicled. The superintendent's leadership behaviors have been extensively researched, but the problem emerging from the studies is that there is little established information based upon self-assessment by school superintendents.

Because of the importance of the school superintendency in terms of organizational leadership and effectiveness, a behavioral profile of superintendents as assessed by administrators themselves, would provide important descriptive information. The behavioral sciences have taught us that there is a thing called the behavioral profile and the researcher wants to see what it is for local public school superintendents.

The major purpose of this study was to develop descriptive data for a behavioral profile of county superintendents in West Virginia. This study will update available information and explore the domain of the school superintendency in West Virginia in order to create the base-line descriptive information necessary for developing a profile which reflects superintendents' self-assessed behavioral characteristics. To this end, the researcher proposed the following questions:

1. How are leadership styles of current West Virginia county school superintendents described in collected data of self-assessed behavioral characteristics.

2. Does analysis of collected data indicate similarities in leadership behavioral characteristics of county school superintendents when compared with longevity in office?
3. Which factors are present in a comparison of county superintendent leadership behavioral characteristics with selected demographic data, namely, county size, superintendent level of training, age, place of birth, parental education, and geographic location of current employment?
4. Are there definable implications for this kind of data that point to a relationship of self-perceived leadership behavioral characteristics and the role of the superintendency?

The information necessary to complete this study was primarily descriptive in nature and was confined to the superintendents of the 55 school districts in West Virginia. The data was secured through use of the survey research approach. The fundamental research was based on material from Leadership Styles: A Behavioral Matrix.[1] developed in the Rural Education Program of the Northwest Regional Educational Laboratory through extensive process facilitation and training as part of their work to help participants identify their own basic behavioral styles.[2] The rationale for developing Leadership Styles: A Behavioral Matrix was to assist in moving to a greater understanding of how to structure positive, productive environments, how to predict and manage conflict, and how to motivate people.[3]

Leadership Styles: A Behavioral Matrix traces its development to the following three major historical research efforts related to behavioral typing: (1) Carl Jung in the early

20th Century who identified personality characteristics based on introvert-extrovert and categorized them according to thinking, feeling, sensing, and intuiting; (2) Myers and Briggs of the mid-20th Century who developed instrumentation that identified 16 personality types, and (3) Blake and Mouton who developed the Managerial Grid in the 1960s which makes it possible to map 81 leadership styles within two dimensions - concern for production and concern for people.[4]

This study used the "Behavioral Characteristics Rating Form" (Appendix A) from Leadership Styles: A Behavioral Matrix to collect data from the superintendents. The instrument is based upon the belief that it is impossible to describe a person as having a specific, unalterable behavior style, but that some opposite behavior patterns can be recognized. These operate on "a vertical continuum of informal and formal and on a horizontal dimension of dominant and easy-going."[5] Participant responses are used to locate the individual in quadrants representing four broad categories of behavior styles: the promoter, supporter, controller, and analyzer. The following is a brief description of the four styles:

> The Promotional Style: get involved with people in active rapidly changing situations . . . appear as socially outgoing and friendly, imaginative and vigorous . . can be perceived as egotistical. In a work situation, can get things going, but may settle for less in order to get on to something else. . . can generate creative ideas; enthusiastic group leader, but has little concern for details; . . . highly competitive and may need to learn to work with others in a collaborative manner.
>
> The Supporting Style: value interpersonal relations. . .try to minimize conflict and promote happiness of everybody . . accomodating and friendly but may be viewed as wishy-washy and 'nice.' In a work situation, they find it difficult to say 'no' . . . frequently are overcommitted. . .will do what pleases others. . . .are people oriented and non-aggressive . . .will rely on others to give direction about how to get tasks done.
>
> The Controlling Style: . . .want results, love to run things and have the job done in their own way, . . . can manage their time to the minute. . . . businesslike and efficient but may be viewed as threatening and unfeeling. In a work situation, they will

> make sure the job gets done. . . . get impatient with long discussions. . . . are confident in their ability. takes risks. and pushes forward.
>
> The Analyzing Style: . . . problem solvers. . . . like to get all the data before making a decision. . . . thorough. but may be viewed as slow. . . . frequently quiet and prefer to work alone. In a work situation they bring valuable conceptual skills. ask important questions . . . may seem aloof and cool . . . may miss deadlines but will have reasons to support the delay.
>
> A Combination of Styles: . . . having a variety of behavioral response patterns depending on the situation.[6]

The second aspect of the study involved collection of demographic information from the participants. The information sought was from four areas, namely, Personal Data, Educational Data, Experience Data, and Organizational Data, and was in the form of a questionnaire, Survey of West Virginia Public School Superintendents (Appendix B). This survey recalls prior collection of demographic information of West Virginia administrators by Martin and Andes in The Supply and Demand of Public School Administrators in West Virginia.

Information from the behavioral matrix and the demographic survey was collected, analyzed and reported as related to the research questions posed by the researcher.

PROCEDURES

Each county public school superintendent received a letter from the committee chair, William G. Monahan, and this researcher inviting their participation in the study. The invitation included the survey instrument and demographic questionnaire. Data collection was based on school superintendent responses as plotted on the "Behavioral Characteristics Rating Form" and as taken from the "Survey of West Virginia County Superintendents" which provided demographic information

pertinent to the study. Participation in the study was "blind" in as much as respondents were not be asked to provide personal identification.

On the basis of the data. from respondents to the instrument and survey. an analysis was conducted for the purpose of explaining whether or not there were definitive typologies of behavior styles present. The statistical analysis was based on tests of correlation of generated patterns of behavioral styles and selected demographic variables contained in the self-administered questionnaire. The bulk of the data generated by this study was reported as percentages based on the various categories in the demographic data. Graphic representations were used to summarize the statistical information.

This study was not designed so much to test hypotheses as it was to generate them and for this reason it is characterized as a descriptive-exploratory investigation. As stated in Chapter One. the purpose of this study was to provide empirical information on the relationship between self-assessed personal behavioral style and role in the specific context of chief administrator in local school districts in West Virginia.

FOOTNOTES

[1]Susan Sayers, Leadership Styles: A Behavioral Matrix, Rural Education Program, Northwest Regional Educational Laboratory, (ERIC Document Reproduction Service ED 208 598, 1978), p 3.

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[4]Sayers, pp. 5-7.

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CHAPTER 1V

Analysis of Data

CHAPTER IV

Analysis of Data

Introduction

The purpose of this study was to develop descriptive data for a behavioral profile of county superintendents in West Virginia. The data were collected through use of the survey research approach. The population surveyed in this study consisted of all county public school superintendents in West Virginia. Data were collected from superintendent responses on two instruments. the "Behavioral Characteristics Rating Form" from Leadership Styles: A Behavioral Matrix (Appendix A) developed in the Rural Education Program of the Northwest Regional Education Laboratory. and the "Survey of West Virginia County Superintendents" (Appendix B). a demographic questionnaire developed by researcher. The behavioral rating form utilized self-assessment by respondents to locate participants on a matrix that has a vertical continuum of Informal«-»Formal and a horizontal dimension of Dominant«-»Easy Going which intersect to form quadrants representing four broad categories of behavior styles: Promoter, Supporter. Controller. and Analyzer. The demographic questionnaire collected data from four areas. namely. Personal. Education. Experience. and Organizations.

Demographic Information

Each of the fifty-five West Virginia county public school superintendents was invited to participate in the study by means of a cover letter which explained the purpose of the study and included the data collection instruments. The total number of subjects participating in the study were forty-eight (48) of the fifty-five superintendents or 87.3%. Superintendent responses were coded and processed using the Statistical Analysis System (SAS) available through computer services of West Virginia University and

Marshall University. Frequency counts. distribution analyses. and Product-moment. chi-square. and canonical correlations were calculated for the study's variables. In an effort to determine the existence of any significant relationships in the data. the researcher pursued analysis further and conducted a stepwise regression. Because the accumulated data represented the opinions of respondents. a factor analysis was completed using the principal axis method in an effort to discover any clustering of data which might reveal additional dimensions for consideration. Attention focused on identifying definitive typologies of behavior styles present.

Findings

Frequency counts and distribution analysis of responses to the demographic questionnaire and behavioral rating scale provided data reflective of the characteristics

TABLE 1

SUPERINTENDENT SURVEY
(n-48)
SUMMARY STUDENT POPULATION OF STUDY

COUNTY ENROLLMENT RANGES	NUMBER OF WV COUNTIES	PERCENT OF TOTAL	NUMBER OF RESPONSES	PERCENT OF RESPONSES
0 - 3.000.....	19	34.5	16	33.3
3.001 - 6.000.....	15	27.3	12	25.0
6.001 - 9.000.....	8	14.5	8	16.7
9.000 - 12.000.....	7	12.7	7	14.6
12.000 - 15.000.....	2	3.6	2	4.2
15.000+.....	4	7.2	3	6.2
TOTALS	55	100.0	48	100.0

present in the population of the study. The superintendents of West Virginia administer school districts with a cumulative state enrollment totaling over 340,000 students. Listed in Table 1 are the student population ranges represented in the state and the number of county districts within each range. The 48 respondents to this study administered school districts representing about 85% of the total state student population.

It is noted from the data in Table 1. that about 25% (12) of the respondents led county systems that had 44% of the students in the state in counties with 9,000 to 15,000+ in enrollment. One-third of the superintendents were administrators of systems with enrollments of 3,000 students or less which constituted about 9% of the total state student population. This information is supported by superintendent assessments of their respective district settings with 76.7% indicating highly rural settings of less than

TABLE 2

SUPERINTENDENT SURVEY
PERSONAL DATA
(n-48)
SUMMARY OF SELECTED CHARACTERISTICS

CHARACTERISTIC	NUMBER	PERCENT
A. SEX		
MALE	45	93.7
FEMALE	3	6.3
B. MARITAL STATUS		
MARRIED	42	97.7
DIVORCED	1	2.3
NO RESPONSE	5	
C. STATE OF BIRTH		
WEST VIRGINIA	40	83.3
NON-WEST VIRGINIA	8	16.7
D. HIGH SCHOOL		
WEST VIRGINIA	43	89.6
NON-WEST VIRGINIA	5	10.4

50,000 in population. In The American Superintendency 1982.[1] Cunningham and Hentges reported that although there was some increase in the number of superintendents from suburban and large cities, superintendents continue to be from small rural communities.

The accumulated personal data indicated that the mean age of West Virginia superintendents was 48.5 years. As reported on Table 2, the preponderance of superintendents were male (93.7%), married (97.7%) and native to West Virginia (83.3%).

TABLE 3

SUPERINTENDENT SURVEY
PERSONAL DATA
(n-48)

SUMMARY OF PARENTAL EDUCATION

	MOTHER		FATHER	
LEVELS OF PARENTAL EDUCATION	NUMBER	PERCENT	NUMBER	PERCENT
HIGH SCHOOL GRADUATE	24	50.0	20	41.7
POST HIGH SCHOOL	10	20.8	11	22.9
COLLEGE GRADUATE*	12	25.0	13	27.0
DEGREES EARNED				
BACHELORS	4	8.3	7	14.5
MASTERS	2	4.2	4	8.3
ED.D	0	0	1	2.1
AA/TWO YR.*	6	12.5	0	0

*Standard Normal
Teachers College
Business School, etc.

This information appears to be supported by state and national patterns reported in prior studies. Martin[2] reported the following mean ages of West Virginia Superintendents: 45 years in 1977, and 47 years in 1983. In the same study Martin[3] also reported that in 1977 and 1983 100% of the county superintendents were males. Cunningham and Hentges in The American Superintendency 1982[4] reported that the mean age of superintendents nationally was 48.5 years and that 91.9% were married.

Table 3 summarizes respondent information relative to levels of parental education. The parents of West Virginia superintendents appear to be well-educated when compared with similar national data. Fifty percent of the mothers and 41.7% of the fathers graduated from high school; 25% of the mothers and 27% of the fathers graduated from college- these responses included schools other than four-year programs, such as Standard Normal, Teachers' College, and business schools. Bachelor of Arts degrees were earned by 8.3% of the mothers and 14.5% of the fathers; 4.2% of mothers and 8.3% of fathers earned Master of Arts degrees and one father (2.1%) earned a doctorate of education. National data in 1982 reported that 28.8% of the mothers and 17.3% of the fathers graduated high school, while 12.8% of the mothers and 13.9% of the fathers graduated from college, graduate schools, technical or trade schools.[5] Based on the data, parents of West Virginia respondents had higher levels of education when compared with national information.

Analysis of the educational data from the demographic questionnaire provided the results reported in Table 4. Thirty-three respondents (68.8%) reported that their highest degree attained was Master of Arts + 30 and fifteen (31.2%) reported that they attained doctorates, Ed.D and Ph.D. Educational Administration was reported by 84.4% of the superintendents as their major and 11.5% reported it as their minor area of study in pursuit of their highest degree. Sixty percent of the respondents received their highest degrees from West Virginia institutions with 44.7% citing West Virginia University as the institution granting their highest degree. Social Studies was cited by 17% as their

TABLE 4

SUPERINTENDENT SURVEY
EDUCATIONAL DATA
(n-48)
SUMMARY OF UNDERGRADUATE AND GRADUATE
EDUCATIONAL DATA AND STYLE

CHARACTERISTIC	NUMBER	PERCENT	SUPERINTENDENT STYLE (n-39) PROMOTER #	PROMOTER %	CONTROLLER #	CONTROLLER %
A. UNDERGRADUATE STATE/INSTITUTION						
WEST VIRGINIA	40	83.3	15	38.5	18	46.2
(MARSHALL UNIVERSITY)	(7)	(15.2)	-	-	-	-
(WEST VIRGINIA UNIVERSITY)	(6)	(13.0)	-	-	-	-
(SHEPHERD COLLEGE)	(5)	(10.9)	-	-	-	-
NON WEST VIRGINIA	8	16.7	5	12.8	1	2.6
B. UNDERGRADUATE MAJOR						
SOCIAL STUDIES	8	17.0	2	5.1	4	21.0
ELEMENTARY EDUCATION	7	14.9	2	5.1	2	5.1
BIOLOGY	6	12.8	2	5.1	3	7.7
PHYSICAL EDUCATION	4	8.5	2	5.1	2	5.1
SECONDARY EDUCATION	4	8.5	3	7.7	1	2.5
OTHER	19	38.8	-	-	-	-
C. UNDERGRADUATE MINOR						
SOCIAL STUDIES	9	23.7	5	15.6	3	9.4
ENGLISH	6	15.8	5	15.6	1	3.1
PHYSICAL EDUCATION	6	15.8	1	3.1	4	12.5
SCIENCE	4	10.5	3	9.4	1	3.1
OTHER	13	34.2	-	-	-	-
D. HIGHEST DEGREE STATE/INSTITUTION						
WEST VIRGINIA	29	60.4	10	25.6	15	38.5
(WEST VIRGINIA UNIVERSITY)	(21)	(44.7)	6	15.8	11	28.9
(MARSHALL UNIVERSITY)	(7)	(14.9)	3	7.8	4	10.5
NON WEST VIRGINIA	19	39.6	10	25.6	4	10.3
E. HIGHEST DEGREE EARNED						
MASTERS DEGREE + 30	33	68.8	13	33.3	13	33.3
ED.D/PH.D	15	31.3	7	17.9	6	15.4
F. HIGHEST DEGREE MAJOR						
EDUCATION ADMINISTRATION	38	84.4	15	40.5	17	45.9
GUIDANCE/COUNSELING	2	4.4	2	5.4	0	0
VOCATIONAL EDUCATION	2	4.4	2	5.4	0	0
OTHER	3	6.6	1	2.7	0	0
G. HIGHEST DEGREE MINOR						
EDUCATION ADMINISTRATION	3	11.5	1	5.6	1	5.6
COUNSELING/GUIDANCE	2	7.7	2	11.1	0	0
CURRICULUM/INSTRUCTION	2	7.7	0	0	1	5.6
ENGLISH	2	7.7	1	5.6	0	0
PRINCIPALSHIP	2	7.7	1	5.6	0	0
OTHER	15	57.0	-	-	-	-

undergraduate major and 23.7% reported it to be their minor area of study. Eighty-three percent (83%) of the superintendents graduated from West Virginia colleges at the undergraduate level. The data clearly established that West Virginia superintendents were being trained by the graduate institutions in the state. In 1983-84, Martin[6] reported that 12 superintendents had terminal degrees, 5 had Certificates of Advanced Study, 26 had Masters+30, and one had Masters+15. Data from the 1982 national study of superintendents reported that 65.1% of the superintendents attained Masters plus and 33.4% gained Doctorate plus levels.[7]

Analysis of experience data provided by superintendent respondents is provided in Table 5. Approximately 45% (21) of the superintendents served on the superintendent team as an assistant superintendent in the central office immediately prior to attaining the chief school slot; 19% (9) had served as superintendent elsewhere, 14.9% (7) were high school principals, and 12.8% (6) were at the director/coordinator level. The path to the position of county superintendent in West Virginia appears to be starting as a

TABLE 5

SUPERINTENDENT SURVEY
(n=48)
SUMMARY OF EXPERIENCE DATA AND DISTRICT SETTING

POSITION TITLE/ SEQUENCE OF EXPERIENCE	PERCENT RESPONSE	NUMBER YEARS MEAN	HIGHLY URBAN (1 mill+)	URBAN (100thou)	TOWN/ RURAL (50thou+)	HIGHLY RURAL (-50thou)
			PERCENT OF RESPONSES			
1. SUPERINTENDENT	(93.8%)	4.70		6.7%	17.8%	75.6%
2. ASSISTANT SUPT. TEAM	(44.7%)	5.67	4.7%	7.0%	25.6%	62.8%
3. HIGH SCHOOL PRINCIPAL	(27.7%)	5.61	4.7%	9.3%	23.3%	62.8%
4. TEACHER HIGH SCHOOL PRINCIPAL	(31.0%) (19.0%)	4.39	10.5%	18.4%	15.8%	55.3%
5. TEACHER HIGH SCHOOL PRINCIPAL ASSISTANT SUPT. TEAM	(44.8%) (10.3%) (10.3%)	3.62	7.7%	11.5%	19.2%	61.5%

teacher, serving as a high school principal and then being on the superintendent's central office team. In comparing these data with prior national superintendent career pattern information, it is noted that in 1982, 30.2% reported experience as teacher, principal and central office, and 37.2% reported teacher and principal experience prior to assuming district superintendency positions

The experience data represented in Table 5 also indicated that the path to the position of county superintendent took approximately twenty years (19.3years) in time to attain. The mean years in the position of superintendency at the time of this study was reported to be 4.57 years with 62.5% of the respondents at or below the mean and 37.5% above the mean years. West Virginia was the site in which the majority of the respondents gained experience in all positions on the way to the superintendency. The size of the school districts which provided the training ground were classed by the respondents as highly rural having populations of less than 50,000. Superintendents reported that 75.6% serve in districts with populations of less than 50,000; 17.8% were in districts of 50,000-100,000; 6.7% were in districts of more than 100,000 in population. This information was similar to that reported in the 1982 study of the American superintendency which indicated that 4.4% superintendents administer districts of 50,000-199,999; 24.4% were in counties or districts without a central city of 50,000 or more, and 70.1% served in nonurban/suburban districts.[9]

Analysis of organizational data indicated that West Virginia superintendents supported professional organizations with 58.3% reporting membership in the American Association of School Administrators (AASA), 90.7 % in the West Virginia Association of School Administrators (WVASA), and 32.9% in the Association for Supervision and Curriculum Development (ASCD). Membership in civic groups included Lions Clubs (35.1%), Rotary Club (29.7%) and Kiwanis (10.8%). Social memberships were scattered throughout a variety of interests, e.g., Elks, Country Club, YMCA; fraternal memberships

TABLE 6

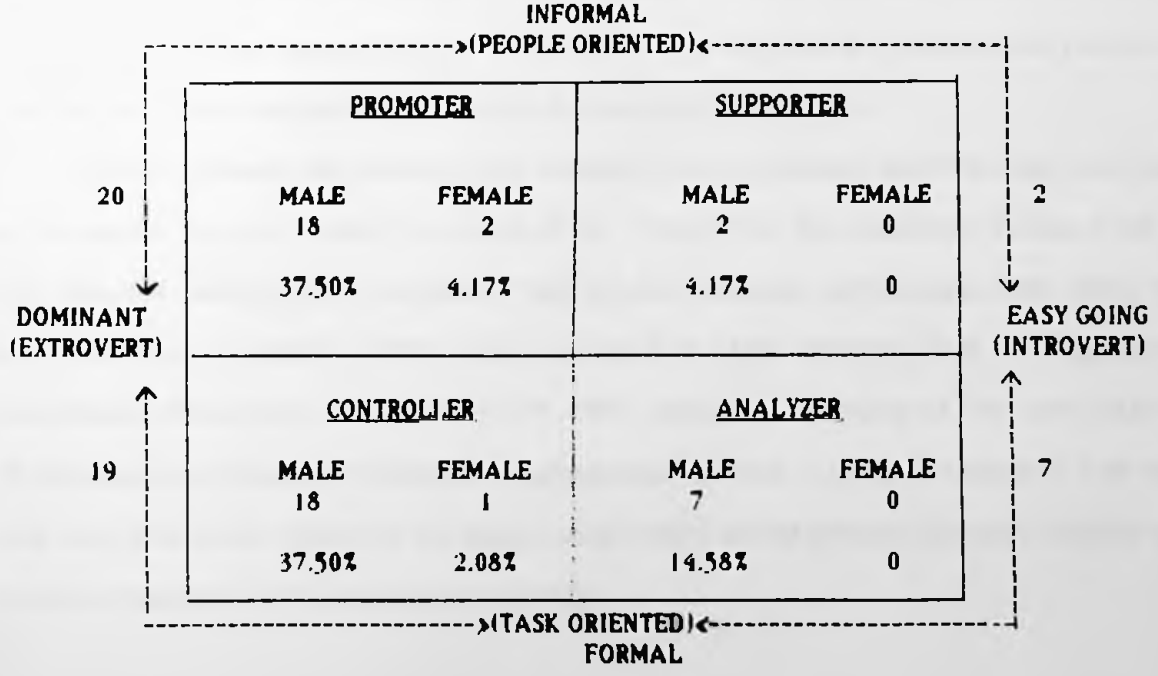
SUPERINTENDENT SURVEY
(n-48)
SUMMARY OF BEHAVIORAL STYLE DATA
BEHAVIORAL MATRIX

SUPT. STYLE BY NUMBER/PERCENT	SUPT. SEX MALE	SUPT. SEX FEMALE	PARENTAL EDUCATION M - MOTHER F - FATHER HS GRAD	POST HS	COLL GR.	BA	MA	ED.D	OTHR*
SUPPORTER	2/4.2	0 / 0	M-1/2.2	0/0	0/0	0	0	0	0
			F- 1/2.1	0/0	1/4.7	0	1/7.7	0	0
PROMOTER	18/37.5	2/4.2	M-13/28.9	5/18.5	7/29.2	1/7.1	1/7.1	0	3/12.5
			F- 11/23.9	6/23.1	7/29.2	2/15.8	3/23.1	0	0
CONTROLLER	18/37.5	1/2.0	M-9/20.0	5/18.5	3/12.5	1/7.14	0	0	2/14.3
			F- 8/17.4	5/19.2	5/20.8	5/38.3	0	1/7.9	0
ANALYZER	7/14.6	0 / 0	M-1/2.2	0	2/8.3	2/14.2	0	0	0
			F- 0	0	0	0	0	0	0

*OTHER- AA/Two Year
Standard Normal
Teachers College
Business

BEHAVIORAL MATRIX

STYLE
NUMBER AND SEX OF RESPONDENTS
PERCENT OF RESPONDENTS



cited were Masonic Lodge (33.33%). Reserve Officers (22.2%) and Elks (11.1%). Other interests reported were Methodist Church (25%) and Baptist Church (12.59%).

Behavioral Style Information

Analysis of information from the "Behavioral Characteristcs Rating Form" (Appendix A) indicated that West Virginia superintendent respondents grouped themselves into two categories of behavioral style- Promoter and Controller. Table 6 provides results of the analysis of responses and a behavioral matrix with respondent data entered. As a group, twenty superintendents (41.67%) rated themselves as Promoter, nineteen (39.58%) as Controller, seven (14.58%) as Analyzer, and two (4.17%) as Supporter. The three female members of the respondent group rated themselves as follows: two as Promoter and one as Controller. It was noted that the two major style categories of West Virginia superintendents are on the Dominant side of the horizontal continuum of Dominant«-»Easy Going. The difference between the two style categories on the vertical continuum was that Promoter is in the Informal dimension while Controller is in the Formal sector. The Informal designation was defined as "People Oriented" while Formal was noted as "Task Oriented." Table 7 presents means, standard deviations and value ranges for each of the twenty-six behavioral characteristic ratings, the two continuum categories, and selected demographic variables.

Table 8 presents data derived from Pearson Product-Moment correlational analysis of responses using the twenty-six items of the "Behavioral Characteristics Rating Form" and selected demographic variables. The product-moment coefficients from Table 8 indicated that a positive relationship appeared to exist between Item 1 (1=Appears Confident«-»Reserved=4) r= .65678, P >|R| =.0001, mean item response of 1.85 , and Item 8 (1=Communicates Readily«-»Hesitant Communicator=4) with a mean response of 1.69 on the item. The mean responses for Items 1 and 8 were scaled toward response choices of Appears Confident and Communicates Readily.

TABLE 7

STATISTICAL DATA
MEANS, STANDARD DEVIATIONS
MINIMUM AND MAXIMUM VALUES

SAS

VARIABLE	N	MEAN	STANDARD DEVIATION	MINIMUM VALUE	MAXIMUM VALUE	RANGE	STD ERROR OF MEAN
I1	48	1.85	0.74	1.00	4.00	3.00	0.11
I2	48	3.00	0.74	1.00	4.00	3.00	0.11
I3	48	2.52	0.95	1.00	4.00	3.00	0.14
I4	48	2.50	0.68	1.00	4.00	3.00	0.10
I5	48	1.73	0.71	0.00	3.00	3.00	0.10
I6	48	2.54	0.77	1.00	4.00	3.00	0.11
I7	48	2.04	0.74	1.00	4.00	3.00	0.11
I8	48	1.69	0.78	1.00	4.00	3.00	0.11
I9	48	2.67	0.78	1.00	4.00	3.00	0.11
I10	48	3.02	0.79	1.00	4.00	3.00	0.11
I11	48	2.31	0.90	1.00	4.00	3.00	0.13
I12	48	2.15	0.71	1.00	3.00	2.00	0.10
I13	48	2.69	0.72	1.00	4.00	3.00	0.10
I14	48	2.69	0.72	1.00	4.00	3.00	0.10
I15	48	2.46	0.85	1.00	4.00	3.00	0.12
I16	48	2.58	0.74	1.00	4.00	3.00	0.11
I17	48	2.56	0.94	1.00	4.00	3.00	0.14
I18	48	2.65	0.86	1.00	4.00	3.00	0.12
I19	48	2.88	0.70	1.00	4.00	3.00	0.10
I20	48	2.38	0.73	1.00	4.00	3.00	0.11
I21	47	2.17	0.60	1.00	3.00	2.00	0.09
I22	48	1.92	0.61	1.00	3.00	2.00	0.09
I23	48	2.79	0.71	1.00	4.00	3.00	0.10
I24	48	2.83	0.69	2.00	4.00	2.00	0.10
I25	48	2.15	0.77	1.00	4.00	3.00	0.11
I26	48	2.67	0.78	1.00	4.00	3.00	0.11
DEASY	48	2.28	0.36	1.50	3.19	1.69	0.05
FINF	48	2.49	0.35	1.60	3.20	1.60	0.05
AGE	48	48.54	5.99	35.00	58.00	23.00	0.86
MYR	16	8.63	1.45	6.00	11.00	5.00	0.36
FYR	22	7.41	2.20	3.00	11.00	8.00	0.47
NYR	46	4.70	4.11	0.00	15.00	15.00	0.61
NYR2	46	5.67	4.09	1.00	19.00	18.00	0.60
NYR3	46	5.61	4.44	1.00	18.00	17.00	0.66
NYR4	42	4.38	2.92	1.00	14.00	13.00	0.45
NYR5	29	3.62	3.14	1.00	14.00	13.00	0.58
YRCUR	47	4.57	4.18	0.00	15.00	15.00	0.61
ENRL	47	6570.40	6037.74	1047.00	36405.00	35358.00	880.69

Data from Table 8 indicate a positive relationship appeared to exist between the behavior characteristic Dominant«-»Easy Going on the horizontal continuum and Item 1 (1=Appears Confident«-»Reserved=4) r= .63218, P > |R| =.0001, response mean 1.85, and Item 5 (1=Takes Charge«-»Goes Along=4) r= .63979, P > |R| = .0001, response mean 1.73. The response means for Items 1 and 5 are scaled toward the choices Appears Confident, and Takes Charge, placing them on the Donimant end of the horizontal continuum.

A slight positive relationship appeared to be evidenced between demographic data for mother's years of education and Item 2 (1=Passive«-»Agressive=4) r =. 554155, P > |R| = .0259, mean = 3.00. A similar slight positive relationship also was noted between father's years of education and Item 2 r= .56632, P > |R| =.0006. The mean response of 3.00 for Item 2 is scaled toward the choice Aggressive. It should be recalled that results of the demographic survey indicated that parents of respondent superintendents appear to be well-educated and exceeded available national percentages relating to high school and college graduation figures.

From data presented in Table 8, a positive relationship appeared to exist between Item 8 (1=Communicates Readily«-»Hesitant Communicator=4) r= .68173, P > |R| = .0001, response mean=1.69, and Item 25 (1=States Information«-»Saves Information=4) with a response mean of 2.15. A negative relationship appeared to be present between Item 26 (1= Quiet«-»Talkative =4)r= -.60192, P >|R| =.0001, and the Dominant«-»Easy Going horizontal continuum. With a response mean of 2.67, Item 26 was .17 from the intersect point toward the Easy-Going end of the horizontal continuum.

Table 8 figures also indicated that a negative relationship appeared to exist between the behavioral characteristic Formal«-»Informal on the vertical continuum and Item 18 (1=Relationship Oriented«-»Task Oriented=4) r= -.65067, P > |R| = .0001. The response mean of 2.65 for Item 18 was .15 from the intersect point toward the Informal end of the vertical continuum.

TABLE 8

SUPERINTENDENT SURVEY
(n=48)
SUMMARY OF PEARSON CORRELATION ANALYSIS*
SELECTED BEHAVIORAL AND DEMOGRAPHIC VARIABLES

VARIABLES	Dominant«-» Easy-Going	Mother Educ.	Father Educ.	Formal«-» Informal	Item 8: Comm.Readily«-» Hesitant Communicator
Item 1: Appears Confident«-» Reserved	.63218 .0001 48				.65678 0001 48
Item 2: Passive«-» Aggressive		.55415 0259 48	.56632 .0060 48		
Item 5: Takes Charge«-»Goes Along	.63979 0001 48				
Item 18: Relationshp. Oriented«-»Task Oriented				-.65067 .0001 48	
Item 25: States Inf.«-» Saves Information					.68173 .0001 48
Item 26: Quiet«-» Talkative	-.60192 .0001 48				

*Pearson Correlation Coefficients
Prob »|R| Under HO: RHO=0
Number of Observations

Additional statistical tests were conducted using chi-square calculations to determine any existing levels of significance. Numerous chi-squares were calculated using all possible variables from the demographic data on style, tenure, county size, Dominant«-»Easy Going, and Formal«-»Informal variables. This effort was not productive. Some pairings had values at the .10 level, but none were at .05 level of significance. In some instances where .05 level was indicated, the lack of sufficient cell counts invalidated obtained results. Where appropriate data were collapsed and calculated again, but values were still not increased to those required for levels of significance.

TABLE 9

SUPERINTENDENT SURVEY
(n-48)
SELECTED VARIABLES
SUMMARY OF VALUES
CONTINGENCY COEFFICIENT AND CRAMER'S PHI

CHARACTERISTICS	CONTINGENCY COEFFICIENT	CRAMER'S PHI
STYLE X MOTHER'S DEGREE	0.552	0.661
STYLE X FATHER'S DEGREE	0.548	0.665
TENURE X MOTHER'S DEGREE	0.542	0.645
TENURE X SUPT. HIGHEST DEGREE MINOR	0.646	0.847
TENURE X SUPT. UNDERGRADUATE MAJOR	0.502	0.581
TENURE X SUPT. UNDERGRADUATE MINOR	0.536	0.635
COUNTY SIZE X FATHER-POST HIGH SCHOOL	0.592	0.735
COUNTY SIZE X MOTHER'S DEGREE	0.801	1.337
COUNTY SIZE X FATHER'S DEGREE	0.773	1.220
COUNTY SIZE X SUPT.UNDERGRAD. MINOR	0.815	0.736
STYLE X CIVIC ORGANIZATIONS	0.593	0.736
TENURE X CIVIC ORGANIZATIONS	0.618	0.786

Two statistical values. Cramer's Phi and Contingency Coefficient. derived from chi-square calculations were studied to determine if any association of note existed between the variables tested. Areas which emerged were level of parental education. respondents' educational majors/minors. and civic organization membership. The data from these values as presented in Table 9 indicate that moderate to strong relationships appeared to exist between Mother's Degree by Style and by County Size of superintendency. and Father's post high school by County Size of superintendency. Moderate to strong associations appeared to be in existence between respondents' Highest Degree Minor. Undergraduate Major and Minor by Tenure. and County Size of superintendency by Undergraduate Minor. Moderate to strong association was also indicated between Civic Organization membership by Style and by Tenure. The variables of parental educational levels emerged in prior correlational tests as related to items from the behavioral rating scale.

Disappointment with lack of significant findings was a great motivator. In an effort to further pursue the discovery of a significant relationship between any of the variables and tenure. a stepwise regression was calculated. Based upon the fact that prior processes yielded no findings of statistical significance. researcher did not expect to find much within the stepwise process.

However. one variable. Item 7 (1=Disciplined«->Spontaneous=4) from the behavioral rating form emerged as significantly related to tenure from the demographic instrument. Analysis of the item indicated that the smaller the value on a scale of 1-4 the more disciplined the behavior. the larger the value. the more spontaneous the behavior. The mean response value of Item 7 was 2.4 which is .10 from the midpoint intersect to the Disciplined sector of the choices on the rating scale. The stepwise regression calculations as presented in Table 10 indicated the probability of getting a value greater

TABLE 10

STEPWISE REGRESSION

SAS

STEPWISE REGRESSION PROCEDURE FOR DEPENDENT VARIABLE YRCUR

WARNING: 2 OBSERVATIONS DELETED DUE TO MISSING VALUES.

NOTE: SLENTRY AND SLSTAY HAVE BEEN SET TO .15 FOR THE STEPWISE TECHNIQUE.

STEP 1 VARIABLE I7 ENTERED R SQUARE = 0.18951878 C(P) = 9.11247388

	DF	SUM OF SQUARES	MEAN SQUARE	F	PROB>F
REGRESSION	1	149.80223227	149.80223227	10.29	0.0025
ERROR	44	640.63255034	14.55983069		
TOTAL	45	790.43478261			

	B VALUE	STD ERROR	TYPE II SS	F	PROB>F
INTERCEPT	9.56543624				
I7	-2.40436242	0.74958166	149.80223227	10.29	0.0025

BOUNDS ON CONDITION NUMBER: 1, 1

STEP 2 VARIABLE I16 ENTERED R SQUARE = 0.23619718 C(P) = 8.16873025

	DF	SUM OF SQUARES	MEAN SQUARE	F	PROB>F
REGRESSION	2	186.69847002	93.34923501	6.65	0.0030
ERROR	43	603.73631259	14.04037936		
TOTAL	45	790.43478261			

	B VALUE	STD ERROR	TYPE II SS	F	PROB>F
INTERCEPT	12.81422555				
I7	-2.45928872	0.73686821	156.39333305	11.14	0.0018
I16	-1.21244736	0.74793055	36.89623775	2.63	0.1123

BOUNDS ON CONDITION NUMBER: 1.002119, 4.008475

NO OTHER VARIABLES MET THE 0.1500 SIGNIFICANCE LEVEL FOR ENTRY INTO THE MODEL.

SUMMARY OF STEPWISE REGRESSION PROCEDURE FOR DEPENDENT VARIABLE YRCUR

STEP	VARIABLE ENTERED	VARIABLE REMOVED	NUMBER IN	PARTIAL R**2	MODEL R**2	C(P)	F	PROB>F
1	I7		1	0.1895	0.1895	9.11247	10.2887	0.0025
2	I16		2	0.0467	0.2362	8.16873	2.6279	0.1123

than F = 10.29 was at .0025 suggesting that Item 7 (1=Disciplined«-»Spontaneous=4) was a strong predictor of tenure. Item 16 (1=Relaxed«-»Assertive=4) mean response 2.58, met the significance level of .15 for entry into the mode, but the magnitude of its variation at P/F= .1123 was too excessive for consideration as a predictor of tenure, yet these two items are logically similar in meaning.

Further Analytic Exploration

At this point of data analysis, a pattern of behavior was being established by researcher- each time results were meager statistically, the data were subjected to further study. Because the accumulated data from the behavioral characteristics instrument were subjectively based on the part of the superintendent respondents, it was reasoned that a factor analysis would be a promising statistical procedure for determining if the items as rated on the instrument were clustered to reveal any definitive typologies or dimensions which could be considered significant.

The first run of the factor analysis resulted in seven factors being retained. Study of these caused elimination of factors 5-7 because the loadings for each were inadequate as to number of variables per loading. An orthogonal rotation was performed using the maximum number of variables possible on as few factors as possible (Table 11). The result of the rotation was a matrix of four factors. The scree plot (Table 11) showing the bend at the 5th eigenvalue reinforced the conclusion that there were four factors present in the data. Factor loadings with values of + and - .4 or more were then extracted from each factor column and studied to determine if any relationships were present between the items. Analysis of the characteristics measured by the items was made by plotting the mean response score of each item on a horizontal continuum of values from 1-4 and comparing content of each item with descriptors used in Leadership

TABLE 11

FACTOR ANALYSIS

INITIAL FACTOR METHOD: ITERATED PRINCIPAL FACTOR ANALYSIS

SAS

PRIOR COMMUNALITY ESTIMATES: ONE

PRELIMINARY EIGENVALUES: TOTAL = 26 AVERAGE = 1

	1	2	3	4	5	6	7	8	9
EIGENVALUE	5.848976	3.841614	2.810562	2.044484	1.471095	1.199676	1.100109	0.999254	0.904534
DIFFERENCE	2.007362	1.031053	0.766077	0.573389	0.271419	0.099568	0.100855	0.094720	0.127473
PROPORTION	0.2250	0.1478	0.1081	0.0786	0.0566	0.0461	0.0423	0.0384	0.0348
CUMULATIVE	0.2250	0.3727	0.4808	0.5594	0.6160	0.6622	0.7045	0.7429	0.7777

	10	11	12	13	14	15	16	17	18
EIGENVALUE	0.777062	0.721480	0.654913	0.587765	0.461904	0.435667	0.419697	0.371106	0.350705
DIFFERENCE	0.055582	0.066567	0.087147	0.105861	0.026237	0.015971	0.048591	0.020401	0.068567
PROPORTION	0.0299	0.0277	0.0252	0.0218	0.0178	0.0168	0.0161	0.0143	0.0135
CUMULATIVE	0.8076	0.8353	0.8605	0.8824	0.9001	0.9169	0.9330	0.9473	0.9608

	19	20	21	22	23	24	25	26
EIGENVALUE	0.282138	0.228194	0.145427	0.120386	0.094282	0.076385	0.040261	0.032314
DIFFERENCE	0.053943	0.082767	0.025031	0.026114	0.017897	0.036124	0.007947	
PROPORTION	0.0109	0.0088	0.0056	0.0046	0.0036	0.0029	0.0015	0.0012
CUMULATIVE	0.9716	0.9804	0.9860	0.9906	0.9943	0.9972	0.9988	1.0000

4 FACTORS WILL BE RETAINED BY THE NFACTOR CRITERION

SCREE PLOT OF EIGENVALUES

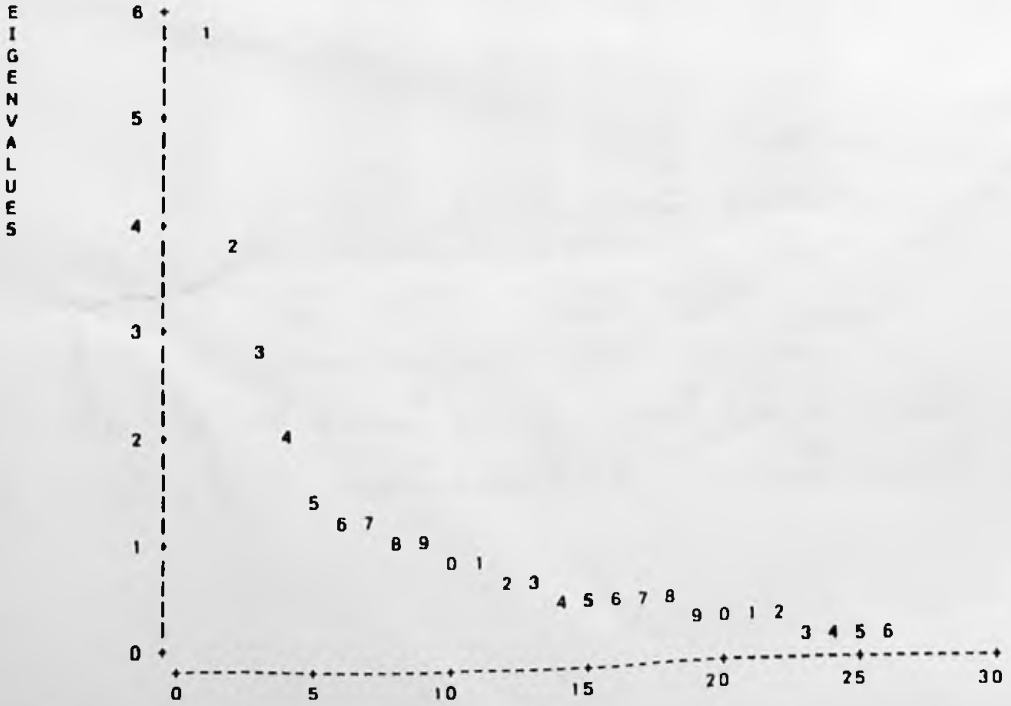


TABLE 11

FACTOR ANALYSIS

SAS

INITIAL FACTOR METHOD: ITERATED PRINCIPAL FACTOR ANALYSIS

FACTOR PATTERN

	FACTOR1	FACTOR2	FACTOR3	FACTOR4
I1	0.70118	0.11116	0.14656	0.06599
I2	-0.40120	0.47305	0.00948	0.10047
I3	0.42026	-0.11442	-0.35108	-0.01572
I4	-0.36163	0.61055	0.06606	0.13842
I5	0.61018	-0.17712	0.20518	-0.05571
I6	0.42823	-0.10951	0.53867	-0.08901
I7	0.25356	0.03452	0.63177	0.21762
I8	0.70096	0.31655	0.15634	-0.00395
I9	-0.23505	0.60496	-0.05273	-0.20814
I10	-0.39480	0.14038	-0.28501	0.24189
I11	0.57843	0.15380	0.17784	0.19825
I12	0.30904	0.07100	0.19074	-0.15935
I13	0.30143	-0.25674	-0.14611	0.66755
I14	-0.50667	-0.34393	0.26516	-0.20634
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
I16	-0.34014	0.46745	0.03660	0.28224
I17	-0.57207	0.01095	0.19864	0.13726
I18	0.05263	0.64302	-0.36627	0.25753
I19	0.19635	-0.66883	-0.14763	0.50504
I20	-0.20789	-0.00602	0.51422	0.42095
I21	0.70411	-0.08323	-0.21774	0.18431
I22	0.34406	0.52927	0.37572	-0.06556
I23	-0.14883	0.45989	0.02257	0.38655
I24	-0.38273	-0.58894	-0.04689	0.05215
I25	0.64941	0.17178	0.18552	-0.10177
I26	-0.59108	-0.14100	0.42146	-0.04279

VARIANCE EXPLAINED BY EACH FACTOR

FACTOR1	FACTOR2	FACTOR3	FACTOR4
5.340111	3.372671	2.309911	1.589142

FINAL COMMUNALITY ESTIMATES: TOTAL = 12.611835

I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I
0.529847	0.394918	0.313221	0.527073	0.448881	0.493454	0.511973	0.616007	0.467337	0.315314	0.428311	0.162324	0.6237
I14	I15	I16	I17	I18	I19	I20	I21	I22	I23	I24	I25	I
0.487889	0.572519	0.415199	0.384893	0.616725	0.762742	0.484878	0.584085	0.543967	0.383580	0.498228	0.496010	0.5487

TABLE 11

FACTOR ANALYSIS

SAS

ROTATION METHOD: VARIMAX

ORTHOGONAL TRANSFORMATION MATRIX

	1	2	3	4
1	0.75398	-0.55016	-0.24282	0.26433
2	0.29188	-0.17850	0.82886	-0.44264
3	0.58640	0.79651	-0.09159	-0.10472
4	-0.00998	0.17618	0.49562	0.85043

ROTATED FACTOR PATTERN

	FACTOR1	FACTOR2	FACTOR3	FACTOR4
I1	0.64670	-0.27724	-0.05885	0.17692
I2	-0.15985	0.18154	0.53844	-0.23100
I3	0.07706	-0.49320	-0.17252	0.18514
I4	-0.05697	0.16698	0.65643	-0.25505
I5	0.52964	-0.15048	-0.34138	0.17083
I6	0.60875	0.19733	-0.28821	0.02956
I7	0.57082	0.39589	0.01703	0.17065
I8	0.71294	-0.31831	0.07589	0.02543
I9	-0.02960	-0.05734	0.46018	-0.50140
I10	-0.42681	0.00775	0.35821	0.08906
I11	0.58359	-0.16961	0.06802	0.23312
I12	0.36756	-0.05884	-0.11264	-0.10523
I13	0.05970	-0.11877	0.05823	0.77633
I14	-0.32433	0.51499	-0.28859	-0.18494
I15	0.07018	-0.74879	-0.01058	-0.08245
I16	-0.10130	0.18257	0.60657	-0.06063
I17	-0.31380	0.49358	0.19801	-0.05993
I18	0.00928	-0.39010	0.68138	-0.01335
I19	-0.13908	-0.01725	-0.33822	0.79291
I20	0.13987	0.59919	0.20702	0.25185
I21	0.37664	-0.51348	-0.12867	0.40251
I22	0.63563	0.00395	0.28823	-0.23843
I23	0.03144	0.08586	0.60684	0.08348
I24	-0.48846	0.28769	-0.36509	0.20878
I25	0.64995	-0.25810	-0.08274	-0.01035
I26	-0.23840	0.67851	-0.03315	-0.17435

VARIANCE EXPLAINED BY EACH FACTOR

FACTOR1	FACTOR2	FACTOR3	FACTOR4
4.123023	3.238558	3.041666	2.208588

FINAL COMMUNALITY ESTIMATES: TOTAL = 12.611835

I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I
0.529847	0.394918	0.313221	0.527073	0.448881	0.493454	0.511973	0.616007	0.467337	0.315314	0.428311	0.162324	0.6237

I14	I15	I16	I17	I18	I19	I20	I21	I22	I23	I24	I25	I
0.487889	0.572519	0.415199	0.384893	0.616725	0.762742	0.484878	0.584085	0.543967	0.383580	0.498228	0.496010	0.5487

Styles A Behavioral Matrix (Appendix A). Table 11 provides the outcomes of the factor analysis calculated.

Factor 1. Table 11. had the highest number of positive loadings. Analysis associated the expressed coefficients with descriptors of the Promoter Style. e.g.. Item 8 Communicates Readily«-»Hesitant Communicator =.712. Item 25 States Information«-» Saves Information =.649. Item 1 Appears Confident«-»Reserved =.646. Item 22 Warm«-»Cool =.635. and Item 6 Formal«-»Informal =.608.

Analyzer Style descriptors constituted the positive loadings in Factor 2. e.g.. Item 15 Appears Active«-»Appears Thoughtful =.748. Item 26 Quiet«-»Talkative =.678. Item 20 Discriminating«-»Impulsive =.599.

Factor 3 's positive loadings were related to descriptors of the Controller Style. e.g.. Item 18 Relationship Oriented«-»Task Oriented =.681. Item 4 Easy Going«-»Dominant =.656. Item 16 Relaxed«-»Assertive =.606. Item 23 Subtle«-»Direct =.606. Item 2 Passive«-»Aggressive =.538.

Factor 4 coefficients were associated with descriptors from the Supporter Style. e.g.. Item 19 Pushy«-»Gentle=.792. Item 13 Overbearing«-»Shy=.776. Item 9 Accepting«-» Challenging =-.501. Item 21 Extrovert«-»Introvert =.402.

In a final effort to establish the existence of any relationship within selected variables of this study. a canonical correlation analysis was calculated. Table 12 presents the data derived from this analysis. Two sets of variables were entered into the program: VAR= number of years current and number of years (tenure). and WITH= age. mother's years education. father's years education. enrollment(county size). Dominant«-»Easy. Formal«-»Informal. The canonical correlation coefficient produced indicated that the variables had a strong positive value of .869303. F approximations were not significant. but PR > F = .8753 indicated a high probability of getting a greater F value. The second canonical correlation produced a moderately positive associative value of .499455.

TABLE 12

CANONICAL CORRELATION

SAS

CANONICAL CORRELATION ANALYSIS

10 OBSERVATIONS
2 'VAR' VARIABLES
6 'WITH' VARIABLES

	CANONICAL CORRELATION	ADJUSTED CANONICAL CORRELATION	APPROX STANDARD ERROR	SQUARED CANONICAL CORRELATION	EIGENVALUES OF INV(E)*H = CANRSQ/(1-CANRSQ) EIGENVALUE	DIFFERENCE	PROPORTION	CUMULATIVE
1	0.869303	0.783662	0.081437	0.755688	3.0931	2.7608	0.9030	0.9030
2	0.499455	0.206442	0.250182	0.249455	0.3324	.	0.0970	1.0000

TESTS OF HO: THE CANONICAL CORRELATION IN THE CURRENT ROW AND ALL THAT FOLLOW ARE ZERO

	LIKELIHOOD RATIO	F	NUM DF	DEN DF	PR > F
1	0.18336697	0.4451	12	4	0.8753
2	0.75054502	0.1994	5	3	0.9426

MULTIVARIATE TEST STATISTICS AND F APPROXIMATIONS
S=2 M=1.5 N=0.5

STATISTIC	VALUE	F	NUM DF	DEN DF	PR > F
WILKS' LAMBDA	0.183367	0.445	12	4	0.8753
PILLAI'S TRACE	1.005143	0.505	12	6	0.8521
HOTELLING-LAWLEY TRACE	3.425496	0.285	12	2	0.9367
ROY'S GREATEST ROOT	3.093131	1.547	6	3	0.3869

NOTE: F STATISTIC FOR ROY'S GREATEST ROOT IS AN UPPER BOUND
F STATISTIC FOR WILKS' LAMBDA IS EXACT

RAW CANONICAL COEFFICIENTS FOR THE 'VAR' VARIABLES

	V1	V2
VRCUR	0.0693531534	-.2881473670
NYR	0.1577425811	0.1944044569

RAW CANONICAL COEFFICIENTS FOR THE 'WITH' VARIABLES

	W1	W2
AGE	-0.148959866	0.090320373
DEASV	-1.626503011	-0.294619105
FINF	1.030385083	1.351391798
MVR	-0.734970313	-0.078647803
FYR	0.444456050	0.202738213
ENRL	-3.02437E-05	9.08321E-05

TABLE 12

CANONICAL CORRELATION

SAS

CANONICAL STRUCTURE

CORRELATIONS BETWEEN THE 'VAR' VARIABLES AND THEIR CANONICAL VARIABLES

	V1	V2
VRCUR	0.7765	-0.6301
NVR	0.9722	0.2340

CORRELATIONS BETWEEN THE 'WITH' VARIABLES AND THEIR CANONICAL VARIABLES

	W1	W2
AGE	-0.0419	0.8979
DEASY	-0.3961	-0.3852
FINF	-0.2320	0.6280
MVR	-0.1327	-0.0142
FVR	0.4697	0.2500
ENRL	-0.6478	0.1074

CORRELATIONS BETWEEN THE 'VAR' VARIABLES AND THE CANONICAL VARIABLES OF THE 'WITH' VARIABLES

	W1	W2
VRCUR	0.6750	-0.3147
NVR	0.8452	0.1169

CORRELATIONS BETWEEN THE 'WITH' VARIABLES AND THE CANONICAL VARIABLES OF THE 'VAR' VARIABLES

	V1	V2
AGE	-0.0364	0.4485
DEASY	-0.3444	-0.1924
FINF	-0.2017	0.3137
MVR	-0.1153	-0.0071
FVR	0.4083	0.1248
ENRL	-0.5631	0.0536

Correlation of the individual VAR variables "years current" and "number of years" with the two sets of canonical variables produced by the analysis indicated that the first set (V1). VAR possessed a very strong positive association with values of .7765 and .9722 respectively. The second set (V2) relationship values were a weak .2340 for "number of years" and a strong negative -.6301 for "years current."

Correlation of the WITH variables, with the two sets of canonical variables produced by the analysis indicated the following relationship values for the first set (W1). "father's years education" .4083 moderately positive, and "county size" -.5631 moderately negative. Correlation of the second set (W2) of canonical variables and WITH variables produced the following relationship values. "age"=.8979 very strong positive, and Formal«-»Informal = .6280 strong positive.

Correlation between VAR and the canonical WITH variables resulted in strong positive values expressed for "years current" .6750 and "number years" .8452. The canonical WITH (W2) correlated negatively with tenure variables in the VAR set.

When WITH was correlated with the canonical VAR variables in set V1, a moderately positive association was found with "father's years education"=.4083 and a negative relationship with "county size"= -.5631. Correlation between WITH and the second set of VAR variables (V2) produced a moderately positive value of .4485 with "age," and a low positive value of .3127 with Formal«-»Informal.

The final set of canonical correlations between the variables established four WITH variables that could be explored further as related to the tenure variables of VAR. The moderately and strong positive correlations expressed between the tenure variables and "father's years education," "county size," "age," and "Formal«-» Informal" bear consideration.

FOOTNOTES

[1]Luvern L Cunningham and Joseph T Hentges. The American School Superintendent. 1982 A Summary Report American Association of School Administrators. (1982), p 16

[2]James A. Martin. Supply and Demand of Public School Administrators in West Virginia 1983-1985. West Virginia University, Morgantown, WV (1985), p. 8.

[3]Martin, p. 8.

[4]Cunningham and Hentges, p. 16.

[5]Cunningham and Hentges, p. 17

[6]Martin, p. 16

[7]Cunningham and Hentges, p. 39.

[8]Cunningham and Hentges, p. 22.

[9]Cunningham and Hentges, p. 46.

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CHAPTER V

Summary of Findings, Conclusions

and

Recommendations

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This investigation was conducted for the purposes of developing descriptive data, updating information, and exploring self-assessed behavioral characteristics related to the local school superintendency as it currently exists in the state of West Virginia. It was the researcher's belief that because of the importance of the school superintendency in terms of organizational leadership and effectiveness, a behavioral profile of practicing superintendents would provide important descriptive information.

Review of Limitations

This investigation was subject to the following limitations:

1. Only currently employed county superintendents of the fifty-five counties of West Virginia were included in the study.
2. Only data relative to behavioral characteristics collected from a self-assessment by county superintendents using the Leadership Styles Behavioral Characteristics Scale were used in the study.
3. Findings from the collected data were not generalized to other states and/or executive/administrative positions.
4. Findings from the collected data were limited by the subjectivity and integrity of the responses received from the self-assessment as completed by the responding superintendents.

An additional limitation which should be here noted was the size of the sample. Forty-eight county superintendents were in the sample. This number constituted 87.3%

of the population of superintendents in West Virginia. Notwithstanding the adminstrative benefits and efficiency derived from West Virginia's excellent organizational structure of the county unit system for governing schools, the size of the superintendent population did not provide the distribution necessary to develop mathematical characteristics which could contribute to ease of significant statistical research. The county unit system, however, contributed greatly to the collection of data. Researcher was able to have ready access to the superintendents and the percentage of returns to the invitation to participate attests to their willing cooperation.

Review of Findings

Demographic Data

The high response of West Virginia superintendents to this study produced comprehensive data for descriptive use. Since one of the purposes of this investigation was to develop a descriptive profile of the West Virginia superintendency the extensive amount of information provides this opportunity. Using demographic data accumulated from the study, a profile of a hypothetical "average" superintendent in West Virginia was depicted in the following terms.

> West Virginia's "average" superintendent is a forty-eight year old married male who was born and educated in West Virginia. His parents are fairly well-educated having probably graduated from high school and perhaps from college. The superintendent most likely graduated from Marshall or West Virginia University with an undergraduate major in Social Studies and a minor in Physical Education or English. His graduate work was completed at West Virginia University and he now holds a

Masters Degree +30 in Educational Administration. It won't be long however until he has a doctorate as do over thirty percent of his peers.

The superintendent is probably serving as chief school officer in a rural area of less than 50,000 in population with a school district enrollment of around 6,500 students. He has been superintendent for 4.57 years and has been in the field of education for about twenty-four years. The superintendent attained his position by moving through a clear well-established pipeline that many of his peers have also used. His last position was assistant superintendent at the central office. before that he was a high school principal. His first job as an educator was as a classroom teacher.

The superintendent is highly involved in his profession and is an active member of AASA, WVASA and ASCD. He is a responsible member of the community and belongs to a variety of service organizations such as Lions. Rotary. Kiwanis. Chamber of Commerce. Socially active. the superintendent belongs to the country club. dance groups and the YMCA. Fraternally. he is a member of the Masonic Lodge and the Reserve Officers. He is also active in a church.

The demographic information collected by the study clearly indicated that West Virginia's local school district superintendents have many characteristics in common. namely. sex. marital status. native state. state of high school and college educations. educational level attained. and experience path to the superintendency. The results of this study indicated that in educational attainment. West Virginia superintendents exceeded national figures at the masters level and were slightly under in doctorate

figures. One notable change which has occurred in the West Virginia superintendency was the entry of females into the ranks. Granted, there are only three, but in view of the fact that in 1983 there were none, this information bears mentioning. The data also made it reasonably clear that there was a path to follow to the office of the county superintendency in West Virginia -- from teacher to high school principal, to assistant superintendent, to superintendent.

Behavioral Data

West Virginia county superintendents grouped themselves into two categories of behavior styles -- Promoter and Controller. Of the 48 respondents, 20 rated themselves as Promoter, 19 as Controller, 7 as Analyzer and 2 as Supporter.

Promoters were identified in Leadership Styles: A Behavioral Matrix (Appendix A) as being at the Informal (People Oriented) end of a vertical continuum, while controllers were at the Formal (Task Oriented) end. Promoters and Controllers were each at the Dominant half of a horizontal continuum with Easy-Going at the opposite half. Both categories, Promoters and Controllers, were classed as Dominant with Promoters being "people oriented" while Controllers were "task oriented." The accumulated data appear to indicate that for the most part, individuals in West Virginia attaining the position of superintendency fall into people oriented or task oriented behavioral leadership styles.

The Pearson correlational analysis of the responses of items from the "Behavioral Characteristics Rating Form" and selected demographic variables indicated that positive relationships appeared to exist between items from the behavioral rating form. The items were related to categorizing respondents as Dominant or Easy-Going. These relationships reinforced the strength of the items as discriminators on the Dominant«--» Easy Going continuum scale.

Two relationships that were only slightly positive but interesting were those noted between Item 2 (Passive«--»Aggressive) and mother's education, father's education. The responses appear to indicate that parental education may have some influence on the passive-aggressive rating by superintendents.

The chi-square tests did not provide results which indicated statistical levels of significance between any of the variables, but Cramer's Phi and Contingency Coefficient values indicated that some associations appeared to exist between style, tenure, county size and levels of parental education, educational majors/minors and civic organization memberships.

The stepwise regression analysis indicated that Item 7 (Disciplined«--»Spontaneous) from the behavioral rating form was significantly related to tenure P>F=.0025. Analysis of this data revealed that the behavioral rating Disciplined indicated greater tenure of the superintendent.

A factor analysis of items used in the "Behavioral Characteristics Rating Form" resulted in a matrix of four factors. Analysis of the factor loadings indicated that the positive loadings of each of the four factor listings correlated with one of the styles from the behavioral matrix, thereby supporting the discriminatory power of the rating form. This information gave verification to the process used by this study as related to style identification based on respondents' ratings.

The canonical correlational analysis gave strong support for additional study of variables related to tenure with variables on age, parental education, county size, and ranking on the vertical and horizontal continuums of the behavioral matrix. The moderate to strong positive correlational coefficients expressed give support to their further consideration.

Conclusions

This study of county superintendency in West Virginia was engaged in for the purpose of learning more about them - demographically and behaviorally. At the outset of the study the researcher proposed several questions that it was hoped would be answered by the respondents who participated in this study. In response to those questions, the researcher has reviewed the accumulated data and arrived at the following conclusions.

Question 1. How are leadership styles of current West Virginia county school superintendents described in collected data of self-assessed behavioral characteristics?

The data were conclusive in their description of West Virginia superintendents. From the group of forty-eight participants, twenty categorized themselves as Promoters and nineteen as Controllers; of the remaining number, seven assessed themselves as Analyzers and two as Supporters. In analyzing the major style categories established by the data by using the Leadership Styles: A Behavioral Matrix (Appendix A), it appears that 81.3% of West Virginia superintendents have the following behavioral characteristics.[1]

PROMOTER: Asks who? (Person oriented questions)

--Decisions easily made and changed
--Warm, friendly
--Flexible
--Persuasive
--Imaginative and creative
--Insightful
--Out front, forceful
--Communicates well
--Enthusiastic

Will excell in situations where
--People are involved, i.e., committee work
--New possibilities need to be brainstormed
--There is a defined structure with boundaries
--Follow thru is forced by someone else
--Inspirations are allowed and encouraged
--There is a lot of attention (includes negative put-downs)
--They can talk about what is learned; i.e., lots of discussion
--There is action-oriented activity
--Environment is optimistic, changing
--They are surrounded by friendliness and warmth

Will feel stifled and have difficulty in situations where
--Physical activity is restrainead
--Tasks are analytical, systematic and/or too disciplined
--There are many detailed, logical presentations; they want the bottom line
--There is only routine with no room for adventure and action-oriented activities
--They are allowed to go any which way on a project without understood boundaries and direction

May cause the following conflicts
--Others may feel steamrolled
--Rapid change causes others to see action as shotgunning and unstable
--Excitement seen as egotism
--Forceful, aggressive, up front nature may cause others to see trait as manipulative
--Impatience can result in arguments

CONTROLLER: Asks what? (Results oriented questions)
--Decisions made easily and rapidly
--Strong-willed
--Performs to capacity
--Quickly responds
--Competitive
--Persistently thorough
--Eagerly abmitious
--Uses time well
--Likes workable and logical solutions

Will excell in situations where
--Organized information abounds and is valued
--They are allowed to take responsibility and leadership
--The pace is fast moving and challenging
--There is a chance to assume a leadership role
--Competition abounds
--There is freedom to accomplish tasks their own way
--There is an established authority to respect
--Academic achievement is highly valued

Will feel stifled and have difficulty in situations where
--The situation is not under their control
--Their goals are thwarted
--It is not fast moving
--Leaders "wing it"
--There are many distractions
--No one appears to be "in charge"

May cause the following conflicts.
--May run over others trying to get tasks accomplished.
--Through "organizing" the situation will include any idle bystander
--Will get "backed-up" when others tell them what and how to get the task done.
--Anger and impatience moves quickly when distracted by the promoter's spontaneity.
--Through the critical and judgmental eye, will create distance with others.

The remaining superintendent respondents who categorized themselves as Analyzers and Supporters have the following behavioral characteristics.[2]

ANALYZER: Asks how? (Technical, analytical questions)
--Hesitant decision maker
--Thrives on data: facts and concepts
--Systematic, orderly and methodical
--Quiet, non-threatening
--Allows others to initiate
--Problem-solver
--Goal oriented, but slowly and careully
--Persistent
--Serious
--Practical
--Steadfast

Will excell in situations where
--They can work alone
--It is unemotional, factual, practical
--There is freedom to ponder
--There is a systematic, structured framework
--Routine is the watchword
--There is a lack of pressure, low-key
--Much attention given for task results
--Value is placed on accumulation of facts
--They can save face even when they may be wrong
--There are rules for dealing with others

Will feel stifled and have difficulty in situations where
--Little organization exists
--Nobody reaches out to them
--Inconsistency is routine
--Pressure abounds
--Loud, multi-stimulating activity exists
--The leader is dominating, controlling
--Decisions are not based on facts

May cause the following conflicts
--Serious, orderly manner draws impatience from others
--Critical and judgmental eye causes distancing by others
--Indecisions create confusion and impatience
--When cornered, pressure builds quickly
--Allowing others to initiate, builds resentment
--States position bluntly, projecting lack of concern or feeling for others
--Compulsive behavior creates hostility
--Projects rejection unless group is willing to draw data and warmth out

SUPPORTER: Asks why? (Personal, non-goal questions)
--Decisions are agreeable to others
--Good listener
--Friendly
--Non-competitive
--Values close, lasting friendships
--Allows others to initiate
--Puts others at ease
--Willing to take direction
--Likes a human angle

Will excell in situations where
--They can please others
--Harmony, respect and good feelings exist
--Research and learning is on "people" facts
--Structure, supervision and guidance is available
--There is much reassurance, support and personal attention
--Ideas can be developed that will benefit others
--Relationship skills can be applied to get the job done: i.e., committee work
--They can give, and give and give
--It is idealistic
--Their loyalty is valued

Will feel stifled and have difficulty in situations where
--Left to their own direction
--Task achievement is the dominant goal
--Socializing is not allowed
--Conflict is normal

May cause the following conflicts
--Creates impatience with analyzers and controllers: unmoved by logic
--Resents tactlessness of others out of their sensitivity: assumes others are sensitive, too
--Values harmony over anything else and prefers to agree
--Subordinates own interests to those of others
--Withholds unpleasant information

These behavioral style findings were of importance when consideration is given to the level of influence style may have in the governing of county school systems because over 80% of West Virginia's superintendents assessed themselves as either Promoters or Controllers. A clear division existed as related to how respondents administer the thirty-nine systems which constituted these categories; 41.6% perceived themselves as Promoters- people oriented, supportive, open, flexible, forceful, aggressive, spontaneous; 39.5% ranked themselves as Controllers-task oriented, competitive, result oriented, strong-willed, persistent, disciplined. What influence does this have on staffing? Does a Promoter superintendent select "promoter" administrators? Does a Controller superintendent handle reduction- in force more effectively? What kind of behavioral style does the superintendent have in a county with high student achievement scores? Does a Controller or a Promoter get multi-year contracts? Pure speculation generates questions such as, "Is there something about ascending to the chief executive role that subdues the other behaviors in favor of Dominance, i.e., Promoter or Controller?" "Were Controller superintendents Analyzers before they moved into the superintendency?" The researcher had no problem concluding from the data that West Virginia had Promoters and Controllers as chief school leaders, but the next question was "What does this mean to students, to parents, to staff, to the community?"

Question 2. Does analysis of collected data indicate similarities in leadership behavioral characteristics of county school superintendents when compared with longevity in office?

Data analysis established that only the behavior choice Disciplined as compared with Spontaneous was significantly related to longevity in office. The data indicated that superintendents with greater tenure rated themselves as Disciplined. This conclusion has implications when viewed in relationship to the categories of style, Promoter and Controller, which emerged from the self-assessment. Since "discipline" is one of the descriptors of the category, does this mean that "Controllers" have opportunity for greater tenure than Promoters? The data indicated that ten of the Controllers were above the mean of 4.57 years as superintendent, while only 5 of the Promoters were above the mean. Of course, the mean of 4.57 years as a superintendent may not, at first glance be impressive, but the maximum value of the range of responses was 15 years which does have meaning.

It may be suggested that "Disciplined" was a significant factor as related to longevity in office because superintendents have been socialized by the conservative culture of West Virginia into a relatively cautious leadership style. Consideration should also be given to the orientations implied by the behavioral ratings of Promoter and Controller. Promoter suggests external orientation which may be equated to change. Controller suggests internal orientation thereby implying maintaining the status quo. Since the "Disciplined«-->Spontaneous" behavior was the only one with significant influence, the implied orientation may be important as related to possible management and communication styles of the superintendent. Could it mean that our systems will lose "change agent" types of leaders if style influences tenure?

Question 3. Which factors are present in a comparison of county superintendent leadership behavioral characteristics with selected demographic data, namely, county size, superintendent level of training, age, place of birth, parental education, and geographic location of employment?

The leadership behavioral styles of county superintendents in this study were compared with selected demographic factors (Tables 4 and 6). It has already been noted that Controllers outnumber Promoters two to one when tenure in office is the factor. When county size was reviewed, the styles were nearly equal until student populations reached 12,000 - 15,000+, then Controllers were administrators in the two counties of 12,001-15,0000. For three counties with student populations of 15,000+, two had Promoters as superintendents and one had a Controller.

When analyzing superintendents' level of training there was an equal division of 13 Promoters and Controllers who had attained the Masters+30 level; at the Ed.D level there were 7 Promoters and 6 Controllers. There were also more older Controllers than Promoters; thirteen Controllers ranked above the mean age of 48.5 years as compared with eleven Promoters. About 80 percent of the respondents were native to West Virginia.

Parental education appeared throughout the study on a variety of measures as indicating a level of associability with variables related to style. Promoters had a greater number of parents who were high school graduates than did Controllers, 24-17; more parents of Promoters had post-high school experience 11-10, and more parents of Promoters had gained college degrees 9-6. The parents of Promoters appear to be more highly educated which leads to the question, "Do highly educated parents establish environmental factors which lead offspring to develop Promoter behavioral characteristics?"

As related to district geographic setting, the only factors present of any note were that two Promoters ranked their districts as urban while one Controller did so, and 5 Promoters ranked their districts as town/rural to 3 Controllers. This may indicate that Promoters were more often selected as superintendents in counties with town to urban settings than Controllers.

The demographic information provided by the respondents generated some questions relative to the background of the superintendents. What does the information relative to parental education mean? Are there family typologies present here that generate attitudes for or contribute to the need to achieve? Are superintendents from a select group? Could the fact that so many superintendents are educated in and remain in state mean they are returning something to the community of their birth? What keeps them in West Virginia? Or is there a message here for the community--i.e., invest in the educational system and our own people because they will return the investment?

The data led the researcher to conclude that because of tenure and age, Controllers had well-developed power bases that would provide opportunity for influence in school governance issues locally and statewide. The combination of tenure, age and positional influence would provide the superintendent with a powerful predominant level of control over system resources and communication channels thereby assuring the development of a trust relationship with board of education members and continued stability in the position. Promoters outnumbered Controllers by one superintendent in this study. Their youth, parental influence, and positions of leadership in the large school districts and communities of the state provide opportunity for developing a power base to organize and utilize system resources to meet expectations of board of education members, thereby gaining continuity in the position of superintendent.

Question 4. Are there definable implications for this kind ofdata that point to a relationship of self-perceived leadership behavioral characteristics and the role of the superintendency?

The researcher has concluded that several implications which point to a relationship of personal perceptions and role implementation by the superintendent were suggested by the data accumulated for this study.

The first implication of the study's data is that self-perception on the part of a superintendent may have major influence on the delivery of educational programs. As a superintendent perceives him/herself to be--whether a Promoter, Controller, Supporter, or Analyzer-- may have profound effect upon the manner in which the goals of a system are articulated and managed. This orientation will directly and/or indirectly impact upon an extensive number of system factors, such as, staffing patterns, staff role identification and performance, perception and acceptance of system values by staff, students, community and society at large, effectiveness of communication, goal attainment, and others. Each of these will ultimately affect the delivery of educational programs, but are initially under the influence of the superintendent and the leadership behaviors manifested.

Data does not support implication

The second implication is that knowledge of "self" would give respondents an opportunity to analyze the self-perceptions they have and capitalize on style behaviors that enhance their role performance. Each of us gathers psychological habits as we work our way through the tapestry of our lives and these characteristics are evidenced in the behaviors we display. But, all habits can be changed and successful people capitalize on the knowledge gained. Since this was a blind study as related to participant identification, the implication is that, as a group, superintendents would be able to gain

insight by knowing and understanding the characteristics manifested by the two major behavior styles which emerged from the study. Knowledge can transform individuals to the extent that they will permit and since thirty-nine of the forty-eight respondents have categorized themselves as Promoters and Controllers, an increased awareness of the options that exist within these styles may affect their leadership and/or participant behaviors as they administer school districts.

The third implication of the study is related to professional preparation programs and continuing staff development for persons in educational administrative positions. It would appear from the accumulated information that administrators would benefit from experiences and knowledge which could provide a basis for considering alternative behavioral premises for job performance, communication skills, human relations skills, conflict resolution, decision-making, and other administrative activities.

A final implication of this research is related to awareness by county boards of education of the impact various types of leadership behaviors have upon school system operations. Understanding of the four behavioral styles in this study and the characteristics manifested within each would provide to boards a basis for decision-making as related not only to employment of a superintendent, but in development of system goals as they work with school administrators.

Recommendations

As established in Chapter III, this study was exploratory in nature. Its purpose was to find out more about public school superintendents in West Virginia and thereby provide information for future exploration.

It is recommended that this study be replicated on a regional basis and perhaps by partitioning through use of a geographical pattern, e.g., Ohio, Virginia, Pennsylvania, Kentucky, a large enough sample of superintendents would be obtained to provide data to meet more versatile statistical analyses for significance. Additionally, the demographic instrument should be adapted to provide collection of data relative to cultural differences indigenous to the region.

It is also recommended that this study be replicated with principals in West Virginia for the purpose of determining whether these administrators have the same Promoter, Controller orientations as do superintendents. Since one might expect that a principal, by virtue of positional responsibilities, is more oriented toward being a Controller, this type of follow-up study would be informative as well as interesting. Comparison between these typologies and those of others who have examined principal leadership styles -- for example, the work of Hall et al.,[3] at Texas, would be empirically fruitful.

A final recommendation is that this study be replicated through use of a split/half analysis of county superintendents with a researcher selecting ten of the top and ten of the bottom counties based upon rank as to predetermined criteria, e.g., student achievement, student enrollment, tenure. The study should be expanded to include a focused interview with the superintendent of each county selected for study. The replication should seek responses to questions emerging from this study, e.g., What kind

of behavioral style do the superintendents have in counties with high achieving students? Which superintendents get multi-year contracts - Promoters or Controllers? What differences, if any, are there in staff turn-over as related to superintendent behavioral styles? What influence does parental education have, if any, as related to behavioral characteristics measured on the rating scale such as Passive«-»Aggressive? What relationship exists, if any, between tenure and parental education?

FOOTNOTES

[1]Susan Sayers. Leadership Styles: A Behavioral Matriax. Rural Education Program. Northwest Educational Laboratory. (ERIC Document Reporduction Service ED 208 598, 1978). pp. 13-25

[2]Sayers. pp. 13-15

[3]C. Hall. W. Rutherford. S. Hord. L. Huling, "Effects of Three Principal Styles on School Improvement." Educational Leadership, 41, No. 5, February (1984). pp. 22-29.

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APPENDIX A

LEADERSHIP STYLES: Behavioral Characteristics

SELF-RATING FORM

Directions: Circle one of the numbers for each item to indicate how you see yourself.
For example:

Dominant 1 2 (3) 4 Easy-going

The rater here decided that he was more easy-going than dominant, but not easy-going enough to rate a 4.

1. Appears confident	1	2	3	4	Reserved
2. Passive	1	2	3	4	Aggressive
3. Responsive	1	2	3	4	Self-controlled
4. Easy-going	1	2	3	4	Dominant
5. Takes charge	1	2	3	4	Goes along
6. Formal	1	2	3	4	Informal
7. Disciplined	1	2	3	4	Spontaneous
8. Communicates readily	1	2	3	4	Hesitant communicator
9. Accepting	1	2	3	4	Challenging
10. Appears unorganized	1	2	3	4	Appears organized
11. Initiates social contact	1	2	3	4	Lets others inititate
12. Asks questions	1	2	3	4	Makes statements
13. Overbearing	1	2	3	4	Shy
14. Reserved	1	2	3	4	Fun loving
15. Appears active	1	2	3	4	Appears thoughtful
16. Relaxed	1	2	3	4	Assertive
17. Withholds feeling	1	2	3	4	Expresses feeling
18. Relationship oriented	1	2	3	4	Task oriented
19. Pushy	1	2	3	4	Gentle
20. Discriminating	1	2	3	4	Impulsive
21. Extrovert	1	2	3	4	Introvert
22. Warm	1	2	3	4	Cool
23. Subtle	1	2	3	4	Direct
24. Distant	1	2	3	4	Close
25. States information	1	2	3	4	Saves information
26. Quiet	1	2	3	4	Talkative

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BEHAVIORAL CHARACTERISTICS

SCORE SHEET

To locate the person on the *Dominant/Easy-Going* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

1.	____	2.	____
5.	____	4.	____
8.	____	9.	____
11.	____	12.	____
13.	____	16.	____
15.	____	23.	____
19.	____	26.	____
21.	____		
25.	____	Sum #2	____
Sum #1	____		

(Sum #1) + 35 - (Sum #2) = ____ divided by 16 = ____

Place an X on the following scale corresponding to the score above:

DOMINANT EASY-GOING

1 2 3 4

Move the X down this scale

1.0 1.75 2.5 3.25 4.0

To locate the person on the *Formal/Informal* Scale: place the ratings from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

6.	____	3.	____
7.	____	10.	____
14.	____	18.	____
17.	____	22.	____
20.	____		
24.	____	Sum #2	____
Sum #1	____		

(Sum #1) + 20 - (Sum #2) = ____ divided by 10 = ____

Place an X on the following scale corresponding to the score above.

FORMAL INFORMAL

1 2 3 4

Move the X down this scale

1.0 1.75 2.5 3.25 4.0

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APPENDIX B

WEST VIRGINIA
SURVEY OF COUNTY SUPERINTENDENTS

In order to provide data for development of a descriptive profile of county superintendents currently serving in West Virginia, your responses to the following inquiries are gratefully solicited. Please complete each area.

I. PERSONAL DATA

(1)AGE_____ (2)PLACE OF BIRTH:_____(3)_____
(STATE) (COUNTY)

PLEASE CHECK APPROPRIATE RESPONSE:

(4)MALE_____ (5)FEMALE_____

(6)MARRIED_____ (7)SINGLE_____ (8)DIVORCED_____ (9)WIDOW(ER)_____

•EDUCATIONAL LEVEL OF PARENTS: PLEASE CHECK APPROPRIATE RESPONSE

	MOTHER	FATHER
HIGH SCHOOL GRAD:	(10)YES_____(11)NO_____	(12)YES_____(13)NO_____
IF "NO" INDICATE YEARS COMPLETED	(14)_____	(15)_____
POST HIGH SCHOOL:	(16)YES_____(17)NO_____	(18)YES_____(19)NO_____
COLLEGE:	(20)YES_____(21)NO_____	(22)YES_____(23)NO_____
IF "YES" INDICATE YEARS COMPLETED OR DEGREE(S) EARNED	(24)_____	(25)_____

II. EDUCATIONAL DATA

HIGH SCHOOL GRADUATE: (26)COUNTY_____STATE_____

HIGHEST DEGREE ATTAINED: CHECK APPROPRIATE BOX

(27)Ed.D/Ph.D_____ (28)C.A.S_____ (29)M.A+30_____ (30)M.A.+15_____

(31) M.A_____ (32)B.X./B.A.+_____ (33) B.S./B.A_____

PLEASE PROVIDE INFORMATION FOR THE FOLLOWING:

HIGHEST DEGREE (34)MAJOR_____(35)MINOR_____

HIGHEST DEGREE (36)INSTITUTION_____STATE_____

UNDERGRAD. DEGREE (37)MAJOR_____(38)MINOR_____

UNDERGRAD. DEGREE (39)INSTITUTION_____STATE_____

III EXPERIENCE DATA

• PROFESSIONAL EXPERIENCE: PLEASE PROVIDE INFORMATION FOR THE FOLLOWING BY LISTING EDUCATIONAL POSITIONS HELD BEGINNING WITH YOUR CURRENT POSITION

(40) POSITION TITLE	(41) NO. YRS.	(42) STATE/ COUNTY	DISTRICT SETTING (PLEASE CHECK RESPONSE) (43) HIGHLY URBAN (1mill.+)	(44) URBAN (100thou - 1mill.)	(45) TOWN/ RURAL (50thou+)	(46) HIGHLY RURAL (-50thou)

(47) TOTAL NUMBER OF YEARS IN CURRENT SUPERINTENDENCY_____

DISTRICT ENROLLMENT_____

IV ORGANIZATIONAL DATA

PLEASE PROVIDE INFORMATION FOR THE FOLLOWING BY LISTING REQUESTED INFORMATION

MEMBERSHIPS	NAMES AND/OR INITIALS
(48) PROFESSIONAL:	
(49) CIVIC	
(50) SOCIAL:	
(51) FRATERNAL:	
(52) OTHER:	

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LEADERSHIP STYLE ANALYSIS
WEST VIRGINIA SUPERINTENDENTS

Jennie Stanar Bechtold

ABSTRACT

A study of 48 West Virginia public school superintendents for the purpose of learning more about them demographically and behaviorally. The data were collected through use of two instruments, the "Behavioral Characteristics Rating Form" from Leadership Styles: A Behavioral Matrix, and the "Survey of West Virginia County Superintendents" questionnaire.

The behavioral rating form utilized self-assessment to locate participants on a matrix with a vertical continuum of Informal«-»Formal and a horizontal continuum of Dominant«-»Easy-Going which intersected to form quadrants representing four behavioral styles, Promoter, Supporter, Controller, and Analyzer. The demographic questionnaire collected data from four areas: Personal, Education, Experience, Organizations.

The profile emerging from demographic data indicated that West Virginia's "average" superintendent is a forty-eight year old married male, born and educated in West Virginia, has a Masters+30 hours and fairly well-educated parents. This superintendent administers a system in an area of less than 50,000 in population with school district enrollment of about 6,500 students. The superintendency was attained by moving through a well-established pipeline from teacher to principal to assistant superintendent to superintendent and took about twenty years; average tenure for superintendent is 4.57 years.

Behavioral data indicate that West Virginia county superintendents grouped themselves into the following style categories: 41.6% as Promoter, 39.58% as Controller, 14.58% as Analyzer, and 4.17% as Supporter. Findings indicated that a behavioral rating of Disciplined was significantly related to superintendent tenure. Respondents rated as Controllers outnumbered Promoters two to one in tenure as superintendent. Analysis suggested possible associations between tenure and parental education, county size, and behavioral characteristics Dominant on the horizontal scale and Formal/Informal on the vertical scale.

Implications of the study are: need for superintendents to have knowledge of their leadership style and its manifest characteristics so they may capitalize on alternative behaviors to enhance role performance; need for professional preparation programs in educational administration to provide students with basis for considering alternative behavioral premises for job performance; and need for county boards of education to be aware of the impact various types of leadership behaviors have upon school system operations.