EXPLORING FACTORS THAT IMPACT LEADERSHIP ORIENTATIONS OF
PUBLIC SCHOOL PRINCIPALS IN THE STATE OF KANSAS

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Abstract

In this study, the leadership orientations of public school principals in the state of Kansas were examined. An electronic version of the Bolman and Deal leadership orientations survey was sent to all public school principals. Approximately 41% of Kansas principals responded to the survey and over 50% (269) of the principals identified themselves as elementary school principals. This study of leadership orientations of Kansas principals sought to determine if there was a correlation between demographic factors such as the socio-economic status of the students, gender of the principal, classification of the location of the school (urban, rural, suburban), demographic makeup of the students, level (elementary, middle, high school) of school the principal leads, the AYP status of the school in the area of reading, and the AYP status of the school in the area of math. This research has the potential to impact training and hiring of principals in the state of Kansas because it identified a common leadership orientation used by a majority of principals who participated in the study. Additionally, this information could be valuable to administrators to guide them in self-reflecting on their own leadership orientations.

A leadership orientation analysis of the self-ratings of the participating administrators led to following findings: the human resource frame was the dominant leadership orientation used by the participating administrators, the structural leadership orientation also exceeded the expected count, and political and symbolic scored well below the expected count. The predominant use of the human resource leadership orientation by Kansas public school principals is consistent with the research conducted by Bolman and Deal as well as others. This study did not find consistent results with

leadership orientations being situational as have been suggested by theorists such as

Hersey and Blanchard.

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CHAPTER ONE

INTRODUCTION AND RATIONALE

Principals are the driving force behind the success or failure of schools. School administration is a complex and overwhelming undertaking for any individual. A principal, being the instructional leader, must have the knowledge and skills to bring the resources and stakeholders together to create an effective school environment. Researchers (Copland & Knapp, 2006) suggested that the mission of the leader is to support the learning of the individual students and the teaching of individual teachers. Durocher (1996) stated that our communities expect the school administrator to keep the organization operating efficiently and bring about changes in structure and curriculum. Today, schools are measured by whether they achieve Adequate Yearly Progress (AYP), as defined by NCLB (2001), and likewise, principals are judged effective when their schools continue to make AYP.

Problem Statement

Leadership is multifaceted and is subjective in nature because it is not a one-size-fits-all skill. In Kansas, and around the world, principals are leading schools within the confines of the district in which they are employed. Several studies related to student achievement and the characteristics of the school or district leader have been conducted in Kansas over the past five years. Myers (2010) utilized multiple regression analysis to study six school districts' demographic factors and superintendent tenure and experience relative to student achievement on the third Grade Kansas Reading Assessment. The

study revealed that the length of tenure of a superintendent has almost no relative impact on the students' academic achievement. Williams (2009) conducted a case study concerning the influence of teachers' behaviors and perceptions of fourth grade student performance on Kansas Math Assessment revealed three things: the design of the system they used promotes success; the leadership style of the principal promotes success, and the teachers' perceptions and behaviors promote success.

The topic addressed by the researcher warrants further research because it is important to understand the leadership orientations of school principals and whether student achievement is affected by their leadership orientations as defined by Bolman and Deal in the next section.

Background and Conceptual Framework

This section begins with descriptive information related to Kansas and its public schools and students including demographic information and the AYP status of the schools. Following this data, is a brief overview of Bolman and Deal's definitions of the leadership orientations.

Kansas, also known as the Sunflower State, became the 34th state to enter the Union on January 29, 1861. Kansas is 417 miles long by 211 miles wide, encompassing 82,277 square miles. The geographical center of the contiguous United States is located near Lebanon, Kansas (Institute for Policy & Social Research, 2008). Kansas has 627 cities, 36 with populations over 10,000. A little over 63% of the Kansas population lives in four metropolitan areas: Kansas City, Lawrence, Topeka, and Wichita (Institute for Policy & Social Research, 2008). According to the Kansas State Department of

Education Report Card for the 2009-2010 school year, Kansas had 473,097 students attending 1,381 public schools. Of this total, 812 were elementary schools, 181 were middle schools, 41 junior high schools, and 347 high schools (KSDE, 2009).

Kansas is a mostly rural state made up of many small towns and counties. The most populated areas are in the northeast corner of the state, including Johnson County and Wyandotte County. The majority of the students in the state of Kansas are White (see Table 1), the second largest ethnic group is Hispanic, and the third largest ethnic group is African American. The state of Kansas currently has 45.7% of the students considered as economically disadvantaged.

Table 1

2009-2010 Demographic Information for Students in the State of Kansas

	Number of Students	Percent of Population
Ethnicity		
African American	35,625	7.52
Hispanic	74,954	15.82
White	326,454	68.91
Other	36,739	7.75
Socioeconomic Status		
Economically Disadvantaged	216,506	45.70
Not Economically Disadvantaged	257,226	54.30

Note. From the Kansas State Department of Education at www.ksde.org

The demands of the No Child Left Behind Act of 2001 have put all schools on notice of high expectations and strict enforcements to push student achievement to higher levels. Table 2 provides information on the AYP status of the schools and districts in Kansas. During the 2009-2010 school year, 17.5% of public schools and 26.6% of public school districts were not making AYP. There are several ways a school can achieve AYP in the state of Kansas. In order to make AYP, school and districts either meet the standard in both reading and math or reach the standard in either reading or math.

Table 2

2009-2010 AYP Status of 1,445 Kansas Public Schools and 308 Districts

	No. of Schools	No. of Districts
Public Schools	254	
not making AYP in Reading	166	
not making AYP in Math	182	
Public School Districts		82
not making AYP in Reading		61
not making AYP in Math		54

Note. From the Kansas State Department of Education at http://www.ksde.org/ Default.aspx?tabid=36&ctl=Details&mid=1030&ItemID=503

According Bottoms (2003) and the Southern Regional Education Board, principal leadership is the key to a successful school. Kansas principals should be engaged in providing that leadership on a daily basis. The style or orientation of the leadership

employed by principals may be different in successful schools. One method of determining the leadership orientations of Kansas principals is through the administration of the Bolman and Deal's Leadership Orientations survey. Bolman and Deal developed this survey instrument to identify individuals' orientations and place them into four frames: structural, human resource, political, and symbolic. The instrument was originally developed during the late 1970's and early 1980's. Bolman and Deal (2003) defined the four frames of leadership orientations as:

Structural orientation. This frame emphasizes order and hierarchy in organizations. Its core premise highlights clear, well understood roles and relationships with coordination and communication as key elements (Bolman and Deal, 2003).

Human resource orientation. This frame emphasizes "people and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities" (p. 115). This frame focuses on the relationship between the individuals and organizations.

Political orientation. This frame emphasizes "the political frame views organizations as living, screaming, political arenas that host a complex web of individual and group interests" (p. 186). The decision- making in this frame revolves around allocating scarce resources and deciding who gets what.

Symbolic orientation. This frame emphasizes that activity and meaning are loosely coupled. Events can have multiple meanings as people interpret each experience differently. "In the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith" (p. 242).

Bolman and Deal (1990) believed that leaders who understand their own leadership orientations can learn and rely on more than one frame (structural, human resource, political or structural) and the leaders are better equipped to understand and manage the everyday complexity of their organizations. Bolman and Deal created the version of the survey used in this study in 1990 to help leaders determine their leadership styles to become leaders that are more effective.

Significance

This research could provide principals insight into their behavior patterns and how these patterns might affect their leadership styles. Recognizing the leadership styles of principals could also be beneficial to local school districts as they hire principals for the schools in their organization. Recognizing what leadership style is most effective with their population has the potential to have an impact on their hiring practices.

Bolman and Deal (1990) created the Leadership Orientation Survey to identify the leadership orientations of various organizational leaders. No research was found related to the identification of the self-perceived leadership orientations of Kansas principals and the relationship of these orientations with student achievement or any demographic information related to the principals or schools.

Several studies involving schools or districts have been conducted using the Bolman and Deal four frames model or the Leadership Orientations Survey. Eckley (1997) examined the relationship between Pennsylvania teachers' perceptions of empowerment as measured by the School Participant Empowerment Scale, and principal leadership orientations, as measured by Bolman and Deals' Leadership Orientation Scale.

The purpose of Edmund's (2007) study was to examine the leadership preferences of female superintendents in New Jersey using Bolman and Deal's four leadership orientations. Roddy (2010) sought to identify common leadership orientations employed by headmasters of Independent Schools Association of the Southwest (ISAS), Southern Association of Independent Schools (SAIS), and the Association of Independent Schools of Greater Washington (AISGW) member Schools. Doyle (2010) investigated the relationships of the leadership styles of superintendents and the fiscal conditions of local school districts with student performance across Ohio. The researcher found no research conducted in the state of Kansas regarding leadership orientations.

Results from research regarding the leadership orientations of the public school principals in Kansas could be very beneficial to local universities offering educational leadership programs. The study results could provide students and professors with data regarding the perceived orientations of principals across the state of Kansas to use in principal leadership preparation classes. Results may also enable principals to look at their leadership orientations introspectively.

Purpose Statement

The purpose of this study was to identify Kansas school principals' leadership orientations using Bolman and Deal's (1990) leadership orientations survey. Another purpose of this study was to determine whether factors such as the location of the school, socioeconomic status of the school, school ethnicity, school size, gender of the principal, years of administrative experience, or education level of the principal are associated with the leadership orientation of the principal.

Delimitations

Roberts (2004) stated that delimitations are the boundaries of the study that the researcher sets. "It is the way to indicate to the reader how you narrowed your study's scope" (p. 128). The current study was delimited to public school principals in the state of Kansas. This research was conducted during the 2009-2010 school year. The study used the Bolman and Deal Leadership Orientations Survey to provide the researcher with information regarding the factors that impact the leadership orientations of public school principals in the state of Kansas.

Assumptions

"Assumptions are postulates, premises, and propositions that are accepted as operational for the purposes of this study" (Lunenburg and Irby, 2009, p. 135). The first assumption was that the list of Kansas public school principals found on the Kansas State Department of Education Web site was current and accurate. The second assumption was that principals who received an electronic invitation and chose to participate took the survey themselves, and that they honestly and accurately completed the survey, including the background information. The last assumption is that the data was input correctly into the Statistical Package for the Social Sciences IBM SPSS Statistics 18.0 Faculty Pack for Windows (SPSS).

Research Questions

In order to conduct a study, the essential questions that drive the research must be established. Eight research questions guided this study.

1. What are the perceived leadership orientations of school principals?

2. To what extent are school principals' self-perceptions of leadership orientation affected by the socio-economic status of the schools?

3. To what extent are school principals' self-perceptions of leadership orientation affected by principals' gender?

4. To what extent are school principals' self-perceptions of leadership orientation affected by the classification (urban, rural, or suburban) of the schools?

5. To what extent are school principals' self-perceptions of leadership orientation affected by the demographic makeup of the schools?

6. To what extent are school principals' self-perceptions of leadership orientation affected by school level (elementary, middle, high school)?

7. To what extent are school principals' self- perceptions of leadership orientation affected by the AYP status of their schools in Reading?

8. To what extent are school principals' self- perceptions of leadership orientation affected by the AYP status of their schools in Math?

Definitions of Key Terms

Economically Disadvantaged. Economically disadvantaged students are those determined as eligible to participate in the Free Lunch Program under the National School Lunch Act (U.S. Department of Education, 2010).

Demographic makeup. For the purposes of this study, demographic makeup was defined as White, African American, Asian, Hispanic, and Other.

Frames. A frame or lens is a window on the world of leadership and management (Bolman and Deal, 2003 p. 12). The four frames are human resource, political, symbolic, and structural.

Rural area. A rural area is composed of open country and settlements with fewer than 2,500 residents; areas designated as rural can have population densities as high as 999 per square mile or as low as one person per square mile (U.S. Census Bureau, 2000).

Socioeconomic status. The socioeconomic status is an individual's or group's position within a hierarchical social structure. Socioeconomic status depends on a combination of variables, including occupation, education, income, wealth, and place of residence. Sociologists often use socioeconomic status as a means of predicting behavior (http://dictionary.reference.com, December 2010).

Suburban area. A suburban area is an outlying part of a city or town; a smaller community adjacent to or within commuting distance of a city; the residential area on the outskirts of a city or large town (Merriam Webster online, 2011).

Urban area. An Urban area is a core census block groups or blocks that have a population density of at least 1,000 people per square mile and surrounding census blocks that have an overall density of at least 500 people per square (U.S. Census Bureau, 2000).

Overview of Methodology

This study used a non-experimental survey research design, as subjects were neither randomly selected nor were they randomly assigned to research groups or to an

experimental or control group. The instrument used for data collection was the Bolman and Deal Leadership Orientation Survey. An e-mail including a link to the online survey was sent to 1,480 public school principals across the state of Kansas. SPSS was used for data analysis. The chi-square test of equal percentages was used to answer Research Question 1 and Chi-Square tests of independence were used to answer Research Questions 2 through 8.

Organization of the Study

This clinical research study is divided into five chapters. Chapter one included the introduction, problem statement, background/conceptual framework, significance, purpose statement, delimitations, assumptions, research questions, definition of terms, overview of methods, and the organization of the study. Chapter two provides a review of the literature definitions of leadership, leadership theories, leadership styles, Bolman and Deal's four frames of leadership orientations, and studies using Bolman and Deal's Leadership Orientations Survey. Chapter three includes the research design, population and sample, instrumentation, measurement, validity and reliability, data collection procedures, data analysis and hypothesis tests, limitations, and a summary. Chapter four presents the findings of the research study, including descriptive statistics and the results of the hypothesis testing. Chapter five includes a study summary, the findings related to the literature review, implications for action, recommendations for future study, and concluding remarks.

CHAPTER TWO

LITERATURE REVIEW

Leadership in schools is vitally important to the culture of the school, student

achievement, and the relationship that is fostered between the school and the community.

This chapter contains reviews of existing research related to the study of leadership. The

reviews are divided into three sections: (a) definitions of leadership, (b) leadership

theories, (c) leadership styles, (d) Bolman and Deal's four frames of leadership

orientations: human resource orientation; political frame orientation; symbolic frame

orientation; and structural frame orientation; and (e), studies using Bolman and Deal's

Leadership Orientations Survey.

Definitions of Leadership

Leadership has been defined in terms of individual traits, behavior, influence over

other people, interaction patterns, role relationship, an administrative position, and

perception of others regarding legitimacy of influence (Yukl, 1989). This section

provides varying opinions and views on the definition of leadership.

 In 1957, Hemphill and Coons defined leadership as the behavior of individuals

when they are directing a group toward a shared goal. Leadership is "interpersonal

influence, exercised in a situation, and directed, through the communication process,

toward the attainment of a specified goal or goals" (Tannenbaum, Weshler & Massarik,

1961, p. 24). School leaders display influence over the entire school community working

towards the specific goal of student achievement and the betterment of all students in the

school. Every day in schools, principals lead teachers and students toward the shared goal of high academic achievement. James Burns (1978) defined leadership as "leaders that induce followers to achieve certain goals that represent values and motivation of the leaders and followers."

The principal must initiate new structures in schools at times to meet the needs of all students and staff members. According to Lipham, Rankin, & Hoeh (1985) leadership is the behavior of an individual that initiates a new structure in interaction within a social system by changing the goals, procedures, inputs, processes, or outputs of the system. Schools have different social systems and the principal is expected to adapt to these systems and change whatever is necessary to make the system successful.

Depree (1989) believes the leader must become a servant leader. "The art of leadership requires us to think about the leader-as-steward in terms of relationships: of assets and legacy, of momentum and effectiveness, of civility and values" (p.10). Depree understands leadership as a service to others and considers one of the signs of a great leader is how their followers behave.

Leadership has several definitions created by many different theorists. Burns (1978), Gardner (1990), and Leithwood (1992) characterized leadership as an act of imparting purpose to an organization as well as motivating and sustaining those efforts. John Gardner (1990) defines leadership as "the process of persuasion by example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers" (p.17). In any group, each individual has a specific role they play to make the organization a success or

consequently, a failure. Gardner believes it is the duty of the leader to persuade his or her employees.

Fullan (2001) purports that the "litmus test for all leadership is whether it mobilizes people's commitment to putting energy into actions designed to improve things… individual commitment, but it is above all collective mobilization" (p.9). Along with this belief, Fullan also states that collective action by itself is not enough, as it does not lead to a deep sense of internal purpose. The school principal exercises much influence over the school community with the decisions impacting all students in the school community. The relationship the leader builds with the staff, students, and parents has an enormous influence over the legitimacy of the leader.

Leadership is defined in many different ways, by multiple different experts, but all of the definitions have similar tones to them that revolve around setting goals, motivating others, and influencing others. Northouse (2007) described leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p.3). He contends that leadership is a process, not a trait or characteristic that resides in the leader, but an event that occurs between the leader and his or her followers.

Leadership Theories

This section includes many different leadership theories. The theories discussed in this section include the "great man theory," traits and skills critical to leaders, trait theorists, contingency or situational theory, behavior theory, participative theory, management or transactional theory, relationship or transformational theory, and the four frames of leadership theory.

Great Man Theory

Bass (1990) stated that the turn of the 20th century began with a belief that history was being shaped by exceptional individuals, hence; the "great man theory" was born. Northouse noted that the theories were called "great man" theories because they focused on identifying the innate qualities and characteristics possessed by great social, political, and military leaders (e.g. Mohandas Gandhi, Abraham Lincoln, and Napoleon).

Stogdill (1948) purported that "a person does not become a leader by virtue of the possession of some combination of traits." He indicated that there are traits and skills that are critical to leaders (see Table 3) if they are to be successful. Northouse (2007) stated that Stogdill's survey of the literature indicated that an individual does not become a leader because he or she possesses certain traits. The leader must be able to function in many different situations. True leadership is derived from working relationships between the leader and their group members. Stogdill's research ultimately led to a new approach to leadership research that focused on leadership behaviors and leadership situations.

Table 3

Traits and Skills Critical to Leaders

Traits	Skills
Adaptable to situations	Clever (intelligent)
Alert to social environment	Conceptually skilled
Ambitious and achievement-orientated	Creative
Assertive	Diplomatic and tactful
Cooperative	Fluent in speaking
Decisive	Knowledgeable about group task
Dependable	Organized (administrative ability)
Dominant (desire to influence others)	Persuasive
Energetic (high activity level)	Socially skilled
Persistent	
Self-confident	
Tolerant of stress	
Willing to assume responsibility	

Note: Adapted from Stogdill's *Handbook of leadership: A survey of the literature*, New York: Free Press (1974)

McCall and Lombardo (1983) researched both success and failure and identified four primary traits by which leaders could succeed or derail: emotional stability and composure (calm, confident and predictable, particularly when under stress); admitting error (owning up to mistakes, rather than putting energy into covering up); good interpersonal skills (able to communicate and persuade others without resort to negative

or coercive tactics); intellectual breadth (able to understand a wide range of areas, rather than having a narrow area of expertise). Trait theorists inherently believe that if leadership qualities can be found in anyone, they can become a leader. The leadership Orientations Survey (1990) used in this study looks at four different leadership orientations that have been found to be effective traits for leaders.

Contingency or Situational Theory

Situational theory indicates that leaders should choose the best course of action depending on the given situation. This theory also indicates that different styles of leadership are more appropriate for certain decisions that need to be made. Some factors that affect situational decisions include the motivation and capability of the followers. The relationship between followers and the leader may be another factor that affects the behavior of the leader and likewise, the behavior of the follower. Yukl (1989) believed the perception of the leader regarding the follower and the situation affects what they do more than the truth. Stress and mood changes the perception of the leader toward themselves. Northouse (2007) stated that situational leadership stresses that leadership has directive and supportive dimensions and each is appropriate in different situations.

Contingency theory is the idea that each situation calls for a different leadership style. The success of the leader depends on the leadership style used as well as the qualities (abilities, personality types, etc…) of the followers. Fiedler (1964) developed the contingency theory of leadership after he realized that leaders could function well if they changed their styles of leadership in each particular situation. Fiedler (1964) conducted several studies of effective and ineffective leaders. He defined situation

variable as the aspect of the organization that can allow leaders to influence others within their team. The three situational variables he defined were task structure, leader to member relationships, and position power. Task structures may be defined as the level of job specificity among subordinates. The leader-member structure is defined as the level of acceptance team players have towards their leader. Lastly, position power is described as the level of authority attributed to a leader as result of his position within the organization (Fiedler, 1964). Afterwards, Fiedler (1964) concluded that leaders would be much more successful if they would match their leadership styles to the organizational settings. Northouse (2007) believes "it is called contingency because it suggests that a leader's effectiveness depends on how well the leader's style fits the context. To understand the performance of leaders, it is essential to understand the situations in which they lead" (p.113). No two days are alike for school principals. Each day brings new challenges to the forefront that require principals to display their leadership capabilities. These challenges are distinctive to each school setting. Each school is unique and every school has its own situations.

Behavioral Theory

Behavioral theories focus less on the personal characteristics of effective leaders and more on the way leaders did their work. The main premise of this theory is that a person can learn to be a leader through proper training. Three studies of classic behavioral theory were conducted to gain more insight into the theory. The first study was conducted at the University of Iowa. The results of the Iowa study revealed that subordinates prefer the democratic style of leadership; subordinates preferred the laissez-

faire method over the authoritarian style, even chaos was more preferable than rigidity;

authoritarian leaders elicited either aggressive or apathetic behavior from subordinates;

apathetic behavior changed to aggressive behavior when the leadership style changed

from authoritarian to laissez- faire; and productivity was slightly higher under the

authoritarian leader than under democratic leader and was the lowest under laissez- faire

(Lunenburg & Ornstein, 2008).

The second study was conducted at Ohio State University. During the research

study, they developed and used the Leader Behavior Description Questionnaire (LBDQ)

to study leadership in different types of groups and situations. From this research, two

dimensions that characterized the behavior of leaders in groups and situations arose:

initiating structure and consideration. Initiating structure refers to the degree to which a

leader focuses directly on organizational performance goals, organizes and defines tasks,

established communication, and evaluates work group performance. Consideration refers

to the degree which a leader exhibits trust, respect, warmth, support, and concern for their

subordinates (Lunenburg & Ornstein, 2008).

The last of three studies was conducted at Michigan State University. This study

used an approach to identify leaders who were rated as either effective or ineffective.

The behaviors of these leaders were then studied to attempt to develop patterns of

behavior that differentiate effective and ineffective leaders. This study identified two

leadership behaviors: the production-centered leadership and the employee- centered

leadership. Production- centered leadership emphasizes employee tasks and the methods

used to accomplish them. Employee-centered leadership emphasizes the personal needs

of the employee and the personal development of the employee (Lunenburg & Ornstein, 2008).

Many leaders struggle with the concern for the people versus the concern for the organization and its productivity. Blake and Mouton (1961) developed a managerial grid to explain how much attention is paid to the people or the organization. Their managerial grid depicts the human aspect of management versus the production side of management (see Figure 1).

Impoverished management falls into the low category on the concern for production and the concern for people, meaning minimum effort was put into getting the work done (see Figure 1). This approach avoids as much work as possible (Blake and Mouton, 1961).

Produce or perish falls into the high category for concern for production and the low category for concern for people (see Figure 1). This leader has a strong focus on task with little concern for people (Blake and Mouton, 1961). According to Northouse (2007), "in this style of leadership, communicating with subordinates is not emphasized except for the purpose of giving instructions about the task" (p.73).

The Country club style falls into the highest category for concern for people and the low category for concern for production (see Figure 1). In this style of management, the leader has a lot of care and concern for the people, which fosters a very friendly working environment but often produces questionable results (Blake and Mouton, 1961). Northouse (2007) affirms, "They (the leader) try to create a positive climate by being agreeable, eager to help, comforting, and uncontroversial" (p.73-74).

The middle of the road style of management falls into the medium category for concern for people and concern for production (see Figure 1). This style is a weak balance that often is just enough to get things done, but does not push the boundaries to see what may be possible (Blake and Mouton, 1961). Northouse (2007) states that the compromising styles of middle of the road managers gives up some of the focus for production and some of the attention the employee needs while trying to find balance between the two. "This type of leader often is described as one who is expedient, prefers the middle ground, soft-petals disagreement, and swallows convictions in the interest of 'progress'" (p.75).
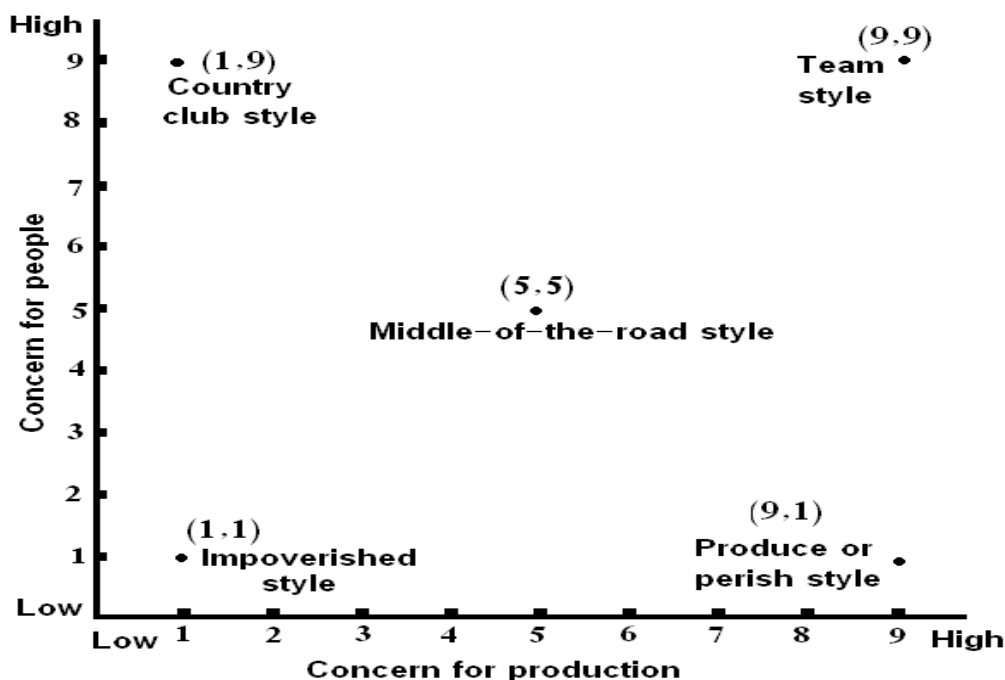
Figure 1. Blake and Mouton's 9x9 Managerial Grid

Note: Figure taken from www.wikipedia.org/managerial_grid_model

Team management falls into the high category for concern for people and concern for production (see Figure 1). The people that work with a leader with this style are

committed to the task and to the success of each other (Blake and Mouton, 1961).

Northouse (2007) states that this style of leadership "stimulates participation, acts

determined, gets issues into the open, makes priorities clear, follows through, behaves

open-mindedly, and enjoys working" (p.75).

Participative Theory

Consideration of the input from others is the basis of participative theory. These

leaders encourage participation and contribution based on the belief that many minds

come to a better decision than a single mind does. Vroom and Yetton (1973) created a

model of participative decision making for individual problems. An example would be if

a principal's report was done wrong, it would only affect that one person. Northouse

affirms that participative leadership works best when a task is ambiguous because it gives

the participants greater clarity to how certain paths lead to certain goals. Northouse

believes it gives subordinates a greater understanding of why leaders make certain

decisions. Often in schools, the principal has to make decisions that teachers do not

understand. By giving the teachers input and participation in the decision-making, it will

give them a greater understanding of why and how decisions are made. Not all decisions

affect the entire team. Some affect only one subordinate and are termed individual

problems (Vroom and Jago, 1988).

Although an advocate of both participation and group interaction, Likert (1961)

recognized the fact that there were some matters in which the leader and a single

subordinate should make decisions together. The leader strengthens the group and group

processes by seeing that all problems, which involve the group are dealt with by the

group. He never handles such problems outside of the group nor with individual members of the group. While the leader is careful to see that the whole group handles all matters that involve and affect the whole group, he is equally alert not to undertake in a group meeting agenda items or tasks, which do not concern the group.

Vroom and Jago (1988) created a decision making model to be used by leaders to help them determine if they should make the decision by themselves or involve others in the decision making process. The five key processes are as follows: Autocratic 1 (Al) - the leader, the decision maker, uses the information available to make the decision by themselves and Autocratic ll (A2) - the leader requests information from members of his or her team. The leader neither defines the situation, alternatives or final choice; Consultative l (Cl) - the leader explains the situation to the individual members of the group but they do not get together as a group. The leader makes the final decision; Consultative ll (C2) - there is group discussion where the leader explains the situation and gathers ideas and suggestions. Again, the leader is responsible for the final decision-making; Group ll (G2) - the group as a whole make the decision. The leader presents the situation and the group defines alternatives and reaches a consensus decision. The leader acts more as a facilitator in this process and allows the group to agree on the final choice. These five areas are looked at as a scale of participation or power sharing (Vroom and Jago, 1988). "As one moves from AI through GII, there is a progressive increase in the opportunities provided for subordinates to influence the decision. GII, with its emphasis on consensus among subordinates, is most participative; AI is least participative (Vroom and Jago 1988, p. 32).

Management or Transactional Theory

Transactional leadership was first described by Max Weber in 1947, and again by Bernard M. Bass in 1981. Weber (1947) alleged that charisma had a role in management. He also believed that certain characteristics of one's personality can give him/her almost super-human power and results in that person being treated as a leader. Bass believed that followers are motivated through a system of rewards and punishments. The management theory or transactional theory is based upon the role of supervision and the performance of the group. Proponents of this theory believe that if the employees are successful, the employee is rewarded; if the employee fails, they are reprimanded. Transactional leadership is responsive and works within the organizational culture. Kuhnert (1994) contends, "Transactional leadership differs from transformational leadership in that the transactional leader does not individualize the needs of subordinates or focus on their personal development.

Relationship or Transformational Theory

Transformational leadership is concerned with emotions, values, ethics, standards, and long-term goals. Northouse (2007) concluded that transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. Often, this leadership style incorporates charismatic and visionary leadership.

Kenneth Leithwood (1994) developed the transformational model of school leadership. Northouse (2007) states there are "Four I's in transformational leadership: individual consideration; intellectual stimulation; inspirational motivation; and idealized

influence" (p. 15). Leithwood stated that instructional leadership is no longer what is

absolutely necessary in schools. Instructional leadership used to be the main form of

leadership for school principals. Leithwood believes that school leaders will have to

become transformational leaders to be successful in schools. Transformational

organizations and schools emphasize participative decision-making. These leaders are

consensual and facilitative in nature, they form power manifested through other people,

not over other people (Leithwood, 1994).

Four Frames of Leadership Orientations Theory

Each approach to leadership is depicted by Bolman and Deal (2003) as a frame;

that is to say, a framework within which organizational reality can be interpreted. Each

frame of the four leadership orientations has its advantages and disadvantages.

Therefore, Bolman and Deal recommended leaders take a broad view of organizations

and form a number of perspectives. Bolman and Deal (2003) write of reframing the

leadership orientations as a way to get beyond narrow and oversimplified views of

leadership. For each, skills and processes are examined and rules of thumb are proposed

for successful leadership practice.

Bolman and Deal (2003) purport that any one of the frames of leadership used by

itself to address organizational existence would be inadequate. "Each of the four frames

offers a distinctive image of the leadership process… but none is right for all times and

all seasons" (pg. 348). Table 4 depicts descriptions of reframing effective leadership.

Table 4

Reframing Effective Leadership

Frame	Leader Is:	Leadership Process Is:
Structural	analyst, architect	analysis, design
Human Resource	catalyst, servant	support, empowerment
Political	advocate, negotiator	advocacy, coalition building
Symbolic	prophet, poet	inspiration, leadership experience

Note: Adapted from Reframing Organizations: Artistry, Choice, and Leadership (p. 349) by L.G. Bolman and T. E. Deal, 2003, San Francisco, CA: Jossey-Bass.

Goldman and Smith (1991) stated that Bolman and Deal's four frames of leadership is most appropriate for defining school leaders, as all four frames appear in the school context. Schools are inherently people oriented places of business and as a result, schools are the epitome of the human resource frame. Goldman and Smith (1991), also point out that the diversity of school populations (students, parents, community, and staff) highlight the symbolic frame and its importance in the school setting.

Human Resource

The human resource frame generates the most controversy for supervisors. This frame provokes the concept of an organization being "like an extended family, complete with needs, feelings, prejudices, skills, and limitations" (Bolman & Deal, 2003, p. 14). The leader operating from the human resource frame is usually either interpreted as a "catalyst or a wimp" (Bolman & Deal, 2003, p. 354). The assumptions that accompany the Human Resource frame are: organizations exist to serve human needs rather than the

reverse; people and organizations need each other; organizations need ideas, energy, and talent; people need careers, salaries, and opportunities; when the fit between individual and system is poor, one or both suffer**;** individuals are exploited or exploit the organization - or both become victims; a good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed (p. 115).

Political Frame

Bolman and Deal called the political frame of an organization similar to a jungle (2003, p. 433). This form of leadership has limitations. In contrast to the predominately human resource leader who feels compelled to put the needs of an individual over the organization's limitations, a political leader recognizes the reality of the situation and its limitations and negotiates an agreement within his/her leadership capacities without offending or creating illusions or false promises. Political leaders are aware of the limitations of their power and the scarce resources available. In principal leadership, the political goal is to balance the scarce resources against "divergent interests" of individuals in relation to the needs of the masses (Bolman & Deal, 2003, p. 197). The assumptions that accompany the Political frame are: organizations are coalitions of diverse individuals and interest groups; there are enduring differences among coalition members in values, beliefs, information, interests, and perceptions of reality; most important decisions involve allocating scarce resources- who gets what; scarce resources and enduring differences make conflict central to organizational dynamics and underline

power as the most important asset; goals and decisions emerge from bargaining, negotiation, and jockeying for position among competing stakeholders (p. 186).

Symbolic Frame

"The metaphor associated with this frame is characterized by the idea that organizations are like theatres" (Bolman & Deal, 2003, p. 15). The symbolic leader seeks to interpret and illuminate basic issues of meaning and belief that make symbols so powerful. The symbolic frame sees life as more serendipitous than linear. Bolman and Deal (2003) stated, "Organizations function like complex, constantly changing, organic pinball machines" (p. 243). The assumptions that accompany the Symbolic frame are: what is most important is not what happens but what it means; activity and meaning are loosely coupled; events have multiple meanings because people interpret experiences differently; in the face of widespread uncertainty and ambiguity, people create symbols to resolve confusion, increase predictability, find direction, and anchor hope and faith; many events and processes are more important for what is expressed than what is produced. Events often form a cultural tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories that help people find purpose and passion in their personal and work lives; culture is the glue that holds an organization together and unites people around the shared values and beliefs (p. 243).

Structural Frame

Often described as the "factory" or "machine," the structural frame of any organization needs to exist for effective operations (Bolman & Deal, 2003, p. 400). The

assumptions that accompany the Structural frame are: organizations exist to achieve established goals and objectives; organizations increase efficiency and enhance performance through specialization and a clear division of labor; appropriate forms of coordination and control ensure that diverse efforts of individuals and units mesh; organizations work best when rationality prevails over personal preferences and extraneous pressures; structures must be designed to fit an organization's circumstances (including its goals, technology, workforce, and environment); problems and performance gaps arise from structural deficiencies and can be remedied through analysis and restructuring (p. 45).

<div align="center">Leadership Styles</div>

This section describes Likert's four main styles of leadership: exploitive authoritative, benevolent authoritative, consultative, and participative. This section also describes the six emotional styles of leadership: visionary leadership, coaching leadership, affiliative leadership, democratic leadership, pace-setting leadership, and commanding leadership.

Rensis Likert (1967) identified four main styles of leadership. These four main styles are the exploitive authoritative, benevolent authoritative, consultative, and participative. These styles of leadership were mainly based around the decision making of the leader and the degree to which other people are involved in the decision making process.

The Exploitive Authoritative is a style in which the leader has very low concern for people and uses threat as a method or other fear-based methods to achieve

conformity. The leader communicates downwards to all people. Some of the underlying motivations of this type of leaders are physical security, economic security, and some use of the desire for status (Likert, 1967).

Benevolent Authoritative is a style in which the leader uses rewards to encourage appropriate performance. The leader listens more to the concerns of others beneath him. The leader delegates some decision-making but all major decisions are still made by the leaders (Likert, 1967).

Consultative is a style in which the leader is making some genuine efforts to listen to others' ideas. This type of leader has an underlying motive of economics, ego, and a desire for new experience. The motives are used for rewards, occasional punishment, and some involvement. The leader still makes all major decisions (Likert, 1967).

Participative is a style in which the leader usually engages all people in the decision-making process. With this style, economic reward can be based on a compensation system developed through the participation of all people. Group participation and involvement in setting goals, improving methods, and appraising progress toward goals can be beneficial to all staff members. The organization functions more as a team when they work together at all levels (Likert, 1967).

These four styles of leadership range from low concern for people to high concern for people. The exploitive leader exercises fear based leadership, and on the opposite side of the spectrum, participative leaders motivate with economic awards. These four styles focus around the decision making model utilized by the leaders.

Six Emotional Styles of Leadership

Goleman, Boyatzis, and McKee (2004) described six emotional styles of leadership in *Primal Leadership*. They are visionary leader, coaching leader, affiliative leader, democratic leader, pace-setting leader, and commanding leader. Each has a different effect on the emotions of the followers.

The visionary leader moves people towards a shared vision. This type of leader must have a clear vision of the future of their organization. The visionary leader openly shares information with others, therefore giving knowledge and power to others. Goleman, Boyatzis, and McKee believe this style of leadership is best when a new direction is needed. "The compelling nature of the vision touched the experiences of followers and pulled them into supporting the organization" (Northouse, 2007. p. 187).

The coaching leader connects the wants of the leader to the goals of the organization. Oftentimes long conversations are held reaching beyond the workplace into personal lives. This style of leadership is best used when leaders need to build long-term relationships with co-workers (Goleman, Boyatzis, and McKee, 2004, p.55). The coaching method of leadership can have a very high impact on the climate of the school. Affirming Goleman, Boyatzis, and McKee, Northouse stated that coaching leadership is a "high-directive, high- supportive style" (p.93). This style of leadership requires the leader to involve himself or herself with subordinates by encouraging them and asking for their input (Northouse, 2007).

The affiliative leader creates people connections and peace within the organization. This style of leadership is highly collaborative and focuses more on emotional needs rather than the needs of the workplace. Goleman, Boyatzis, and McKee

believe the affiliative style of leadership is best used for healing bad relationships or getting through stressful situations. Fullan (2001) states that affiliative leaders believe that "people come first" (p.35). Leaders with this style are caring individuals. Leaders with this style of leadership are generally trying to heal rifts or helping their staff get through stressful situations (Goleman, Boyatzis, and McKee, 2004, p.55).

The democratic leader values inputs and communication through participation in the decision making process. Goleman, Boyatzis, and McKee believe this style of leader is one who values input from teachers and other staff members in the school. Fullan (2001) believes that this style of leader always asks, "What do you think?" (p. 35). This style of leadership can look ineffective if not implemented correctly. Principals who are democratic leaders display a very cooperative style of leadership with much input from teachers and staff. Leaders with this style are generally using it to gain buy-in or gather staff input (Goleman, Boyatzis, and McKee, 2004, p.55).

The pace-setting leader builds interesting and exciting goals for people. This leader expects excellence and usually exhibits excellence themselves. Leaders with this style identify low performers and require more of them and if they do not get the results they desire, they will often resolve the situation themselves Pace-Setting leaders expect people to know what to do and do not offer any guidance. This style of leadership lacks emotion. Leaders with this style are very involved in the day-to-day activities of what is happening in the school. A leader using this style of leadership is generally trying to get results from a motivated and knowledgeable team (Goleman, Boyatzis, and McKee, 2004, p.55).

The commanding leader relieves fear and gives clear directions by commanding full compliance. These leaders can seem very cold and distant. This style is best used in times of catastrophe or with difficult employees who do not respond to any other type of leadership. The commanding leader expects immediate compliance with orders and does not provide reasons for them. Praise is fairly uncommon in this type of leadership (Goleman, Boyatzis, and McKee, 2004, p.55).

Studies Using Leadership Orientations Survey

Several studies have been conducted using the Bolman and Deal Leadership Orientations Survey (1990). Johns (2002) conducted a study to provide information about the relationship of principals' uses of Bolman and Deal's (1991) four orientations model of leadership and student achievement. The collection and analysis of student Florida Comprehensive Assessment Testing (FCAT) data over a 2-year period served as a measure that indicated whether an increase in reading achievement occurred from 2004 to 2005. Principals in this study were surveyed concerning their use of the structural, human resource, political and symbolic orientations. The participating principals had to be at the same school during the 2004 and 2005 school years. This study found that the human resource orientation was used most often (p. 103). The self-reported data indicated no difference in effectiveness as a leader or as a manager, unlike previous data, which indicated that leaders and managers worked from different leadership orientations to effect organizational policies. The analysis of data also indicated that there was no difference in leadership orientations between elementary and secondary principals. The data indicated no relationship between the principals' frame usage and student

achievement as measured by increases in FCAT Reading mean scale scores for the years 2004 and 2005. It might also be perceived from the data, which indicated no relationship between principals' frame usage and student achievement that leadership might begin to foster awareness of how successful principals' operate (Johns, 2002).

King (2006) conducted a study that compared the extent to which the leadership behavior of principals differs in schools at risk for reconstitution and in schools judged as meeting state standards, and to determine the extent to which principals in these schools use the four frames of leadership designed by Bolman and Deal. The school district's Division of Research, Evaluation, Assessment, and Accountability randomly selected the sample population. Ten schools were selected to participate in the study: five schools labeled "at risk" and five schools "making adequate progress." Data collection was performed in 2006. The Leadership Orientation Survey designed by Bolman and Deal (1990) was distributed to principals, immediate supervisors of the principals, teachers, parents, and community representatives who serve on the School Improvement Team in each school. The survey measured the extent to which leaders use the four frames of leadership: structural, human resource, political, and symbolic. Inter - scale correlations were computed for schools making adequate progress and for schools at risk. The correlations for teachers, parents, and community representatives for both school groups were strong and statistically significant, most in the .75 to .95 range (p.54). For principals and supervisors, the results of the correlational analysis were mixed. This may be due primarily to the small number of principals in the study, four in each group of schools. The same limitation was true for supervisors, where there were five in each group of schools. The results of the statistical analysis of the three research questions

using independent t-tests indicated that for principals, supervisors, teachers, parents, and community representatives, there were almost no statistically significant differences in the use of the four frames for the schools making adequate progress or for the schools at risk. All of the means indicated that the principals often used the different frames. The only exception was the human resource frame, where there was a statistically significant difference favoring principals in the schools making adequate progress. The demographics information indicated that the most qualified professionals were found in the schools making adequate progress (p.73).

Poniatowski (2006) conducted a study that sought to assess the leadership practices, preferences, preparedness, and performance of public school principals in urban Iowa. Bolman and Deal's Leadership Orientations (Self) Survey (1990) was distributed to 240 elementary and secondary principals working within the Urban Education Network of Iowa in April of 2002. The following conclusions were drawn based on the results of this study: (a) the human resource frame was the frame of choice among the respondents in this study; (b) the structural frame was the second frame of choice among a majority of the respondents in this study; (c) the political frame and the symbolic frame were used less often than the human resource frame and the structural frame; (d) less than one half (40.5%) of the respondents in this study reported themselves to be using a "multiple perspective" approach to leadership; (e) gender, age, experience, and level did not significantly influence frame use among the respondents in this study; (f) although correlations between the score on the leadership effectiveness self-rating, the managerial effectiveness self-rating, and frame use were found to be statistically significant, little or no practical significance could be found within the data; and (g) the

respondents in this study reported themselves to be more effective as managers rather than leaders (Poniatowski, 2006). Overall, the findings in this study of Iowa's urban principals were consistent with the research of Bolman and Deal.

Kosch (2007) conducted a study to learn more about the leadership practices of high school principals whose schools have sustained academic growth. The study examined the leadership approaches of principals of California comprehensive high schools that have sustained API growth for three consecutive years: 2000, 2001, and 2002. This study focused on leadership approaches and management functions (Bolman & Deal, 1997) used by principals of high performing high schools as perceived by stakeholders. Data were collected from 13 principals, 19 assistant principals, 19 department heads, 10 assistant superintendents, and 5 superintendents. Quantitative and qualitative data were analyzed in this study. Among the findings from the survey was the perception that principals in high performing schools use a combination of structural and human resource leadership approaches while sustaining academic improvement. This is in contrast to previous findings of Bolman and Deal (1997) who found the human resource approach to be the dominant choice among principals.

Charles (2008) conducted a study that explored the impact of a National Distinguished Principal's leadership style on staff and students of a Vanguard school in Connecticut. The data confirmed the principals use all four frames of leadership. The results of the data analysis indicated the human resource frame and symbolic frame were used regularly.

Penix (2009) conducted a study to identify differences in leadership styles of principals in both high and low performing West Virginia elementary schools.

Perceptions of teachers in these schools were determined using the Bolman and Deal (other) Leadership Orientations Survey. There were four major findings regarding principals' frame utilization. Principals who lead high performing schools are more likely to use all four frames much more than a principal from a low performing school; female principals use the human resource frame significantly more than male principals; rural principals use the political frame much more often than a principal from an urban school; and principals in small schools use the human resource frame much more than principals from medium sized schools. The principals that tended to use the multi-frame approach tended to be female principals with 0-5 years of administrative experience in small, rural schools (p.84).

Leadership orientations of school district superintendents in Alabama, Florida, and Mississippi were studied by Landry (2009). This population was selected because the three states elect or appoint the school district superintendents. The purpose of the study was to determine if superintendents that are elected use a different frame than superintendents who were appointed. Surveys were sent out to all elected and appointed superintendents in Alabama, Florida, and Mississippi. Surveys were completed by 89 appointed superintendents and 56 elected superintendents. Elected superintendents displayed a much higher mean score for the human resource frame than the appointed superintendents did.

Torres (2009) examined the perceptions of public school middle school principals in the state of Michigan regarding leadership, communication climate, and school climate. The analysis discovered a significant difference in two of the four frames of leadership (political and symbolic) between schools with positive and negative school

climate respectively. The comparison of human resource as a framework of leadership between principals in schools with negative school climate and those in schools with positive school climate was statistically significant. The difference in political leadership as a framework between principals in schools with negative school climate and principals in schools with positive school climate was statistically significant. Results of the comparison of symbolic leadership as a framework between principals in schools with negative school climate and those in schools with positive school climate were statistically significant. Principals in schools with positive school climate tended to be more positive about the four frameworks of leadership than principals in schools with negative school climate did. There was not a significant difference in the communication climate between schools with positive and negative school climates. There were also no significant differences in the four frames of leadership related to the size or location of the school.

Roddy (2010) studied the self- perceived common leadership orientations employed by headmasters of Independent Schools Association of Southwest, Southern Association of Independent Schools, and the Association of Independent Schools of Greater Washington member schools. Roddy found that all four frames were used by the headmasters and most headmasters reported using more than one frame. The data analysis suggested specific relationships exist between headmasters' self-reported frame use and their perceived effectiveness as managers and as leaders.

Davis (2012) conducted a study that examined the relationship between the principal's leadership styles and its impact on student achievement as determined by school performance scores. Bolman and Deal's (1984; 2003) four leadership frames

model (structural, human, political, and symbolic) were utilized to identify principals' leadership styles. The sample for this study consisted of 15 principals from low socioeconomic status (SES) schools and 17 principals from high SES schools located in north and middle Louisiana. All schools in selected parishes in north and middle Louisiana were ranked from highest to lowest according to their SES and the top 17 and the lowest 15 in these rankings were chosen. The dependent variable analyzed was school performance scores. The school performance scores were based on results from the statewide testing programs, LEAP, iLEAP, and LAA (Louisiana Alternate Assessment). The independent variables were school enrollments, socio-economic status, and the number of years of experience of the principals. The findings of the study indicated that of the three independent variables analyzed, a significant relationship existed between the years of experience for principals and school performance scores for principals having the Human Resource Frame as their preferred leadership style. In addition, analysis of the data revealed that a significant relationship existed between school performance scores and socio- economic status for principals having the Structural Frame as their leadership style. Davis (2012) concluded that a principal's knowledge of the frames they use could be useful in creating structures that can help to overcome barriers to student achievement presented by demographic variables.

Summary

This chapter began with a focus on the many definitions of leadership. The chapter then moved into the leadership styles and theories including the four frames of leadership orientations survey: the human resource orientation, the political frame

orientation, the symbolic frame orientation, and the structural frame orientation and the research that surrounds these orientations. The next section of this chapter focused on leadership styles and the last section focused on studies used the Bolman and Deal Leadership Orientations survey. Chapter three includes the research design, population and sample, sampling procedures, instrumentation, measurement, validity and reliability, data collection procedures, data analysis and hypothesis testing, and limitations of the study.

CHAPTER THREE

METHODS

This research study was designed to determine the leadership orientations of K - 12 public school principals in the state of Kansas. Additionally, this study was intended to determine whether particular demographic factors related to schools or principals are associated with the leadership styles of principals. This chapter includes the research design, population and sample, sampling procedures, instrumentation, measurement, validity and reliability, data collection procedures, data analysis and hypothesis testing, and the limitations of this study.

Research Design

This non-experimental, descriptive study was designed to utilize quantitative research methods. This study used a survey research design, as subjects were neither randomly selected nor were they randomly assigned to research groups or to an experimental or control group. This study specifically examined the self-perceived leadership orientations of principals, the dependent variable, and whether the orientations were affected by independent variables, which included principal gender, student socio-economic status, school location, student ethnicity, school level, and AYP status in reading and in math.

Population and Sample

The population chosen for this study was K-12 public school principals who were listed in the *2009-2010 Kansas Educational Directory (KSDE).* Surveys were distributed to 1,480 public school principals in the state of Kansas. The sample for this survey was the principals who agreed to participate in this study by completing the online survey.

Instrumentation

An instrument developed by Bolman and Deal (1990), the Leadership Orientations Survey, was used to measure the leadership orientations of public school principals in the state of Kansas. The first section of the survey contains 32 statements with a 5-point Likert-type response scale consisting of *1 = never, 2 = occasionally, 3 = sometimes, 4 = often, and 5 = always*. The respondents were asked to indicate how often each of the statements is true for them.

*S*tructural orientation was measured using the following statements:

1. Think very clearly and logically.

5. Strongly emphasizes careful planning and clear time lines.

9. Approach problems through logical analysis and careful thinking.

13. Develop and implement clear, logical policies and procedures.

17. Approach problems with facts and logic.

21. Set specific, measurable goals and hold people accountable for results.

25. Have extraordinary attention to detail.

29. Strongly believes in clear structure and a chain of command.

The human resource orientation was measure using the following statements:

2. Show high levels of support and concern for others.

6. Build trust through open and collaborative relationships.

10. Show high sensitivity and concern for others' needs and feelings.

14. Foster high levels of participation and involvement in decisions.

18. Am consistently helpful and responsive to others.

22. Listen well and am unusually receptive to other people's ideas and input.

26. Give personal recognition for work well done.

30. Am a highly participative manager.

The political orientation was measured using the following statements:

3. Have exceptional ability to mobilize people and resources to get things done.

7. Am a very skillful and shrewd negotiator.

11. Am unusually persuasive and influential.

15. Anticipate and deal adroitly with organizational conflict.

19. Am very effective in getting support from people with influence and power.

23. Am politically very sensitive and skillful.

27. Develop alliances to build a strong base of support.

31. Succeed in the face of conflict and opposition.

The symbolic orientation was measured using the following statements:

4. Inspire others to do their best.

8. Am highly charismatic.

12. Am able to be an inspiration to others.

16. Am highly imaginative and creative.

20. Communicate a strong and challenging sense of vision and mission.

24. See beyond current realities to generate exciting new opportunities.

28. Generate loyalty and enthusiasm.

32. Serve as an influential model of organizational aspirations and values.

The second section contains six statements with four forced-choice options. The options under each statement are arranged in the same sequence as section one: structural, human resource, political, symbolic. This brief form of the self-rating leadership orientations survey allows participants to rank their leadership orientations in terms of the four frames.

A researcher-designed background information page was the third section of the survey. This section included the following demographic questions: gender, years in current position, total years as an administrator, highest degree completed, school location, socioeconomic status of student population, ethnic makeup of student population, total school population, age range, AYP status in reading and math. The entire Bolman and Deal Leadership Orientations Survey can be found in Appendix A along with the researcher -designed demographic section.

Validity

Bordens and Abbott (2011) define validity as "the extent to which a measuring instrument measures what it was designed to measure" (p. G-12). Additionally, they state, "a test has construct validity if the measured values of the construct predict behavior has expected from a theory" (p. G-2). In 1992, Bolman and Deal conducted a principal components analysis using survey responses from 681 higher education administrators. The analysis, which involved a varimax rotation of all factors with eigen-

values greater than 1.0 and item loadings above .50, produced four factors. Each factor

represented one of the four frames (structural, human resource, political, and symbolic).

Bolman and Deal (1992) reported that factors aligning with the conceptual definitions of

the frames have emerged in other similar populations.

Reliability

Reliability, as defined by Bordens and Abbott (2011), is "whether a measure or

questionnaire produces the same or similar responses with multiple administrations of the

same or similar instrument" (p. G-10). Johnson and Christensen (2008) indicate that "a

popular rule of thumb is that the size of coefficient alpha should generally be, at a

minimum, greater than or equal to .70 for research purposes and somewhat greater than

that value (.90) for clinical testing purposes" (p. 149). Bolman and Deal (1990) pilot

tested the Self-Perceived Leadership Orientations Survey on students and managers to

assess the internal reliability of each scale. Reliability statistics were based on a sample

of 1,300 students' and managers' ratings of managers in business and education posted

on Dr. Bolman's website (2010). Cronbach's alpha coefficients for the four frame

measures were reported as structural $a = .920$, human resource $a = .931$, political $a = .913$,

and symbolic $a = .931$ (Bolman, 2010). Bolman and Deal (2010) stated the reliability of

the instrument increases by expanding the number of items on the survey.

Data Collection Procedures

This study began with an application to the Institutional Review Board of Baker

University (see Appendix B) to conduct the study and survey public school principals in

the state of Kansas. The application included an email granting permission from Dr.

Bolman to use the Bolman and Deal Leadership Orientations Survey (see Appendix C).

Professors in the Graduate School of Education at Baker University granted permission to

add the Background Information portion of the survey. After IRB approval (see

Appendix D), the Kansas Educational Directory was used to obtain the e-mail addresses

of the principals. The researcher downloaded all of the e-mail addresses into an Excel

spreadsheet and uploaded them into Survey Monkey, an online survey company. The

Leadership Orientations Survey and the demographic questions were input into Survey

Monkey manually by the researcher. A link to the Leadership Orientations survey as

well as to the background information questionnaire was sent electronically to each

principal through Survey Monkey. A copy of the informed consent letter is included in

Appendix E. A reminder e-mail and link to the survey were sent two weeks later to those

who had not completed the questionnaire (see Appendix E). The researcher used the

Survey Monkey utilities to download the data after the survey closed.

The researcher administered the first and second sections of the Bolman and Deal

(1990) survey. The following describes the scoring of the first and second sections and

how participants were categorized into the structural (ST), human resource (HR),

political (PL), or symbolic (SY) leadership categories.

Section I. This section was scored by adding up the scores to the items as follows:

Structural = 1 + 5 + 9 + 13 + 17 + 21 + 25 + 29

Human Resource = 2 + 6 + 10 + 14 + 18 + 22 + 26 + 30

Political = 3 + 7 + 11 + 15 + 1 + 23 + 27 + 31

Symbolic = 4 + 8 + 12 + 16 + 20 + 24 + 28 + 32

(See instrumentation section for specific statements). The participant is most closely associated with the frame with the highest score. This instrument is a representation of the results and could be used to give further explanation to a participant who completed the survey.

Section II. This section asks participants to describe their leadership orientation. For each item, participants give the number "4" to the phrase that best describes them, "3" to the phrase that is next best, and on down to "1" for the phrase that is least like them. Each frame was tallied by summing the scores under each of the four categories. This section also categorizes participants into one of the four categories. This is a quicker version of section one or it can be used to validate the results of section one (Bolman, 2010).

The scoring includes a graphic on which an individual's score can be charted. If appropriate marks are made, the dots can be connected and a kite-shaped figure provides a visual representation of how the participants rated themselves (see Figure 2).
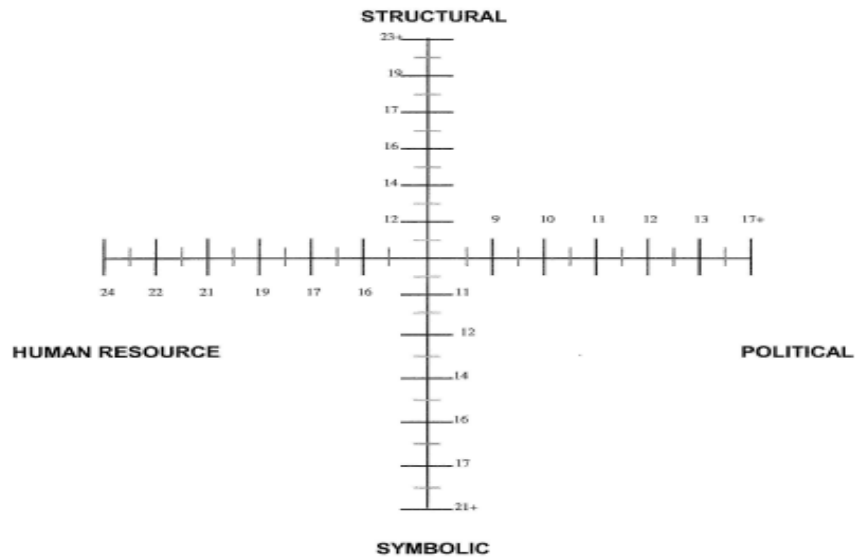
Figure 2. Scoring Axis for the Four Frames of Leadership Orientations

Note: From www.leebolman.com

The largest section of the "kite" indicates the participants' highest category. The scores were summed as follows:

ST = 1a + 2a + 3a + 4a + 5a + 6a

HR = 1b + 2b + 3b + 4b + 5b + 6b

PL = 1c + 2c + 3c +4c +5c +6c

SY = 1d + 2d + 3d + 4d + 5d + 6d

Section III. This is the researcher-created background information section of the survey, which was created for descriptive and hypothesis testing purposes. Table 5 contains the background information questions and the purpose for asking each of the questions.

Table 5

Purposes for Collection of Background Information (Section 3) on Survey

Background Questions	Hypothesis Testing	Descriptive Purposes
1. Are you male or female?	√	
2. How many years have you been in your current job?		√
3. How many years of total experience do you have as a school principal?		√
4. What is your highest degree completed?		√
5. Is your school considered to be urban, rural, or suburban?	√	
6. What is the percentage of students at your school receiving free/ reduced lunch services?	√	
7. What is the ethnic makeup of your school?		√
8. What is the total student population at your school?		√
9. Which age range best describes you?		√
10. Did your school make AYP in reading during the 2008-2009 school year?	√	
11. Did your school make AYP in math during the 2008-2009 school year?	√	

Data Analysis and Hypothesis Testing

All data were input into IBM SPSS Statistics 18.0 Faculty Pack for Windows. The chi-square test of equal percentages allowed the researcher to determine if what is observed is what should be expected to occur by chance or if the response frequency distribution indicated particular response tendencies. This was used to address Research Question 1. The chi-square test of independence was used to address Research Question 2 through Research Question 8. "The chi-square test always tests what scientists call the null hypothesis, which states that there is no significant difference between the expected and observed result" (Fisher & Yates, 1996, n.p.).

Eight research questions guided this study. Each is presented followed by the associated hypothesis statement and the methods utilized to test each hypothesis.

RQ1: What are the perceived leadership orientations of school principals?

H1: Principals in the state of Kansas have a dominant leadership orientation. The perceived leadership orientation of the principal was measured by classifying the principal into one of Bolman and Deal's (1990) four leadership orientations. A chi - square test of equal percentages was used to test the hypothesis.

RQ2: To what extent are school principals' self-perceptions of leadership orientation affected by the socio-economic status of the school?

H2: The socioeconomic status of a school is related to the leadership orientations of the principal.

The socio-economic status of the schools was cross-tabulated with the perceived orientations of the principal. A chi-square test of independence was used to test for a relationship between orientation and the socio-economic status of the students in the school.

RQ3: To what extent are school principals' self-perceptions of leadership orientation affected by the principal's gender?

    H3: The gender of a principal is related to their leadership orientations.

    The gender of the principal was compared to their perceived leadership orientations. A chi-square test of independence was used to test for a relationship between orientation and the principal's gender for the third hypothesis.

RQ4: To what extent are school principals' self-perceptions of leadership orientation affected by the classification (urban, rural, or suburban) of their school?

    H4: The urban, rural, or suburban classification of the school is related to the leadership orientations of the principal.

The perceived leadership orientation of the principal was cross-tabulated with the urban, rural, or suburban classification of the school they led. A chi-square test of independence was used to test for a relationship between orientation and the urban, rural, or suburban classification of the school for the fourth hypothesis.

RQ5: To what extent are school principals' self-perceptions of leadership orientation affected by the demographic makeup of his/her school?

H5: The demographic makeup of the school is related to the leadership

orientations of the principal.

The demographic makeup of the school was cross-tabulated with the perceived leadership

orientations of the principals. A chi-square test of independence was used to test for a

relationship between orientation and the demographic makeup of the school for the fifth

hypothesis.

RQ6: To what extent are school principals' self-perceptions of leadership orientation

affected by school level (elementary, middle, high school)?

H6: The level of the school is related to the leadership orientations of the

principal.

The school level (elementary, middle, high school) was cross-tabulated with the

perceived leadership orientations of the principals. The chi square test of independence

was used to test for a relationship between orientation and the school level for the sixth

hypothesis.

RQ7: To what extent are school principals' self-perceptions of leadership orientation

affected by the AYP status of their school in Reading?

H7: The AYP status of the school in the area of reading is related to leadership

orientations of the principal.

The AYP status of the school in the area of reading was cross-tabulated with the

perceived leadership orientations of the principals. The chi square test of independence

was used to test for a relationship between orientation and the AYP status of the school in the area of reading for the seventh hypothesis.

RQ8: To what extent are school principals' self-perceptions of leadership orientation affected by the AYP status of their school in Math?

      H8: The AYP status of the school in the area of math is related to leadership orientations of the principal.

The AYP status of the school in the area of math was cross-tabulated with the perceived leadership orientations of the principals. The chi square test of independence was used to test for a relationship between orientation and the AYP status of the school in the area of math for the eighth hypothesis.

<div align="center">Limitations</div>

According to Lunenburg and Irby (2008), "Limitations of a study are not under the control of the researcher. Limitations are factors that may have an effect on the interpretation of the findings or the generalizability of the results" (p. 133). In every study, the researcher encounters unavoidable constraints and limitations. The current research study had limitations, as well. The research was limited potentially by the response rate of the sample as well as the response rate on individual questions. Other potential limitations were the respondents' understanding of the survey, and the respondents' ability to follow the directions on the survey.

Summary

This study used sections one and two of the Leadership Orientation Survey instrument developed by Bolman and Deal (1990). Section three of the survey was generated by the researcher to gather further information from those individuals participating in the survey. The data were collected using the online survey company, Survey Monkey, through e-mail distribution. A link to the Bolman and Deal Leadership Orientation Survey was sent to public school principals in the state of Kansas. Descriptive data were analyzed and hypothesis one was tested using the chi square test of equal percentages. Hypotheses two through eight were tested using the chi-square test of independence. Chapter four provides results of the hypothesis testing.

CHAPTER FOUR

RESULTS

This study examined the leadership orientations of public school principals in the state of Kansas to establish if particular variables had an impact on the principal leadership styles. Chapter four presents the results of the analysis of the responses to the self-perceived leadership orientations survey was administered to all public school principals in Kansas. The Bolman and Deal Leadership Orientations survey was used to determine the leadership orientations based on the conceptual framework of Bolman and Deal's (1990) four -frame leadership model (human resource, structural, symbolic, and political). The self-perceived leadership orientations of principals were cross-tabulated to determine if leadership orientations are situation specific in the following demographic areas: gender of the school principal, how many years the principal has been in their current position, total years of experience the principal has as an administrator, highest degree completed, and age range of principal. The first section of this chapter outlines the statistics that describe the characteristics of the principals who participated in the survey. The second section focuses on the results of the hypothesis testing used to answer the eight research questions. The last section summarizes the chapter and the results of the study.

Descriptive Statistics

A Survey Monkey link to the Bolman and Deal (1990) Leadership Orientations Survey was originally sent to 1,480 principals in Kansas. A total of 260 email addresses

were filtered out by the school servers or were no longer valid email addresses, leaving 1,220 possible respondents of which 499 responded to the survey, providing a response rate of 40.90%. The response rate would have been higher but some principals chose not to answer all of the questions, therefore, 20 surveys were eliminated from the total, as those respondents did not fill out an adequate amount of the survey that could be used for analysis purposes. The school levels of the principals who responded are depicted in Table 6. Over 50% of the principals who responded (269) were elementary principals; the second highest were high school principals at 102 respondents; and only 1 principal responded in each of the categories of grades 4 - 12, grades 5 - 6, and Cyber - school.

Table 6

Principal Respondents by Level

Level	Number of Respondents	Percentage of Respondents
Grades 4 -12	1	.2
Grades 5 - 6	1	.2
Grades K - 8	5	1.0
Grades K - 12	9	1.8
Early Childhood	2	.4
Elementary	269	53.9
Elementary- Middle School	2	.4
Middle School	81	16.2
Middle School- High School	26	5.2
High School	102	20.4
Cyber	1	.2
Total	499	99.9

Table 7 illustrates the respondents' age ranges. The most frequent responses were principals who classified themselves in the 51 - 60 year old category at 185 respondents. The next largest number of respondents at 171 was the 41 - 50 year old category; the third largest category was the 31 - 40 year old category with 98 respondents; and the fewest were in the 70+ and 21 - 30 year old categories with 3 respondents in each. Five principals did not respond to this question.

Table 7

Age Range of Principal Respondents

Age Ranges	Number of Respondents	Percentage of Respondents
21 - 30	3	.6
31 - 40	98	19.8
41 - 50	171	34.6
51 - 60	185	37.4
61 - 70	34	6.9
70 +	3	.6
Total	494	100.00

Table 8 includes the years in current position of the principal respondents. Two hundred ninety eight principals had 1 - 5 years in their current position; 106 principals had 6 - 10 years in their current position; 63 principals had 11 - 15 years in their current position; 17 principals had 16 - 20 years in their current position; and 15 principals had

21+ years in their current position. Principals responding to the survey varied in the years of experience in their current position. The majority of principals identified that they were in the 1 – 5 years of experience level. Table 8 includes the number of principals reporting years of experience in each range and the percent each range represented of all respondents.

Table 8

Principal Respondents' Years in Current Position

Years in Current Position	Number of Respondents	Percentage of Respondents
1-5 years	298	59.7
6-10 years	106	21.2
11-15 years	63	12.6
16-20 years	17	3.4
21+ years	15	3.1
Total	499	100.0

A total of 498 principals responded to the question regarding total years of experience as an administrator (see Table 9). One administrator did not respond to the question. The largest group of principals who responded to this statement were administrators for 6 - 10 years; the next highest category was 111 principals who responded they have been administrators for 1 - 5 years; the third highest category was 104 principals who responded they have been administrators for 11 - 15 years.

Table 9

Principal Respondents' Total Years of Experience as a School Administrator

Total Years	Number of Respondents	Percentage of Respondents
1 - 5 years	111	22.3
6 - 10 years	136	27.3
11 - 15 years	104	20.9
16 - 20 years	69	13.9
21 - 25 years	41	8.2
26 - 30 years	23	4.6
31 + years	14	2.8
Total	498	100.0

Table 10 illustrates the highest level of degree completed by the respondents. Approximately 80% of the principal respondents have their Master's degree while fewer than 9% hold their Doctoral degrees. One principal did not respond to this question.

Table 10

Highest Level of Degree Completed by Principal Respondents

Degree Completed	Number of Respondents	Percentage of Respondents
Master's Degree	405	81.3
Specialist Degree	50	10.0
Doctoral Degree	43	8.6
Total	498	100.0

A total of 499 principals responded to the statement regarding the gender of the principal (see Table 11). Three hundred fourteen principals were males, while 185 principals responded they were female.

Table 11

Gender of Principal Respondents

Gender of the principal	Number of Respondents	Percentage of Respondents
Male	314	62.9
Female	185	37.1
Total	499	100.0

The principals were asked the approximate percentage of students who receive free/ reduced lunch at their schools. Table 12 depicts the approximate percentage of students that received free/ reduced lunch status in the respondents' schools. The highest percentage of responses stated at 30.9% that approximately 21 - 40% of their students

receive free or reduced lunch. The lowest response at 11.6% came from the highest

approximation (81 - 100%) of students receiving free/ reduced lunch.

Table 12

Students Receiving Free/Reduced Lunch in Respondents' Schools

Range	Number of Respondents	Percentage of Respondents
1 - 20%	72	14.4
21 - 40%	154	30.9
41 - 60%	145	29.1
61 - 80%	70	14.0
81 - 100%	58	11.6
Total	499	100.0

Table 13 displays the location of the school and the number of respondents for

each location. Two hundred fifty -four principals who responded were from a rural

district. The second highest number of responses was 138 responses from suburban

principals, followed by 105 urban principals responded to the survey.

Table 13

Respondents' School District Type

District Type	Number of Respondents	Percentage of Respondents
Rural	254	51.1
Urban	105	21.1
Suburban	138	27.8
Total	497	100.0

Table 14 presents the approximate percentages of each ethnicity as answered by the respondents. The principals who responded were given each of the five demographic areas listed: White, African American, Hispanic, Asian, and Other. The respondents were asked to approximate the percentage of students they had in each of the areas. The majority of the students for the schools of the principals who responded in are white.

Table 14

Percent of Students in Each Ethnicity Range

Student Ethnicity Range	White	African American	Hispanic	Asian	Other
0 - 9%	3.2	70.7	61.1	66.1	42.9
10 - 20%	4.2	9.4	12.4	2.8	2.2
21 - 30%	1.8	4.6	5.2	.2	.8
31 - 40%	2.6	1.0	3.2	.4	.2
41 - 50%	4.4	1.2	2.2	0	.2
51 - 60%	5.6	1.0	1.0	0	0
61 - 70%	8.0	1.0	2.4	0	0
71 - 80%	12.0	.6	.8	0	0
81 - 90%	20.6	.2	2.0	0	0
91 - 100%	36.9	.2	.2	0	0

This section provided the descriptive statistics for the principal respondents by school level, the age range of the principal respondents', the principal respondents' years in current position, principal respondents' total years of experience as a school administrator, highest level of degree completed by principal respondents, and the gender of principal respondents. This section also provided descriptive statistics for students receiving free/ reduced lunch in respondents' schools, respondents' school district type, and student ethnicity percentage range in principal respondents' schools. A total of 499

principals responded to the survey. In some cases, less than that number answered a particular question in the demographics section.

Hypothesis Testing

This section presents the findings for the eight hypotheses that were tested. The significance level of .05 was used for all statistical testing.

Question 1: What are the self- perceived leadership orientations of school principals?

H1: Principals in the state of Kansas have a dominant self-perceived leadership orientation. The chi square test of equal percentages revealed that the differences between the observed and expected frequencies were statistically significant ($X^2 =$ 578.224, $df = 4$, $p = .000$). Table 15 displays that more principals' survey responses aligned with the Human Resource Orientation (297) than was expected by chance (99.8). More principals' survey responses associated them with the Structural Orientation (122) than was expected by chance (99.8)

Table 15

Leadership Orientations of Kansas Principals

Leadership Orientations	Observed	Expected
Structural	132	99.8
Human Resource	297	99.8
Political	17	99.8
Symbolic	17	99.8
Tie Between Two Scores	36	99.8

Table 16 presents the collapsed frequencies for the leadership orientations. The principals with a human resource orientation made up 59.5% of the sample, therefore, the researcher conducted the rest of the hypothesis tests with the collapsed version of leadership orientations when testing for a relationship between orientation (HR or Other-PO, SY, ST) was related to any of the school and principal demographics. Principals who had ties between two orientations were not used during the remaining analyses.

Table 16

Leadership Orientations in Collapsed Form

Leadership Orientation	Number of Respondents	Percentage of Respondents
HR	297	59.5
PO, SY, ST	166	33.3
Tie between two	36	7.2
Total	499	100.0

Note. HR = Human Resource, PO = Political Orientation, SY = Symbolic Orientation, ST = Structural Orientation

Question 2: To what extent are school principals' self-perceptions of leadership orientation affected by the socio-economic status of the students at the school?

H2: The socioeconomic status of the students at the school is related to the leadership orientations of the principal.

Table 17 includes the cross-tabulation of orientation by socio-economic status or percentage of students eligible for free/reduced lunch. A chi square test of independence was conducted to address research question two. The results of the test did not support the hypothesis that a principal's perceived leadership orientation is affected by the SES status of the school ($X^2 = 2.836$, $df = 4$, $p = .586$). The p value was not less than .05

Table 17

Principal Leadership Orientations by Ranges of Free/Reduced Lunch

	Percent Free/Reduced Lunch					
Orientations	1 - 20	21 - 40	41 - 60	61 - 80	81 - 100	Total
HR	41	97	92	35	32	297
PO, SY, & ST	27	47	46	26	20	166
Total	68	144	138	61	52	463

Note. HR = Human Resource, PO = Political Orientation, SY = Symbolic Orientation, ST = Structural Orientation

Question 3: To what extent are school principals' self-perceptions of leadership orientation affected by the principals' gender?

H3: The gender of the principal is related to his or her leadership orientations.

Table 18 displays the cross-tabulation of leadership orientations and the gender of the school principal. A chi square test of independence was conducted to address research question three. The results of the test did not support the hypothesis that a principal's perceived leadership orientation is affected by the gender of the principal ($X^2 = 1.431$, $df = 1$, $p = .232$). The p value was not less than .05.

Table 18

Gender impact on Principal Leadership Orientations

Leadership Orientation	Male	Female	Total Responses
HR	182	115	297
PO, SY, & ST	111	55	166
Total	293	170	463

Note. HR = Human Resource, PO = Political Orientation, SY = Symbolic Orientation, ST = Structural

Orientation

Question 4: To what extent are school principals' self-perceptions of leadership

orientation affected by the classification (urban, rural, or suburban) of the school?

H4: The urban, rural, or suburban classification of the school is related to the

leadership orientations of the principal.

Table 19 provides the cross-tabulation of leadership orientations and the school

classification of rural, urban, or suburban. A chi square test of independence was

conducted to address research question four. The results of the test did not support the

hypothesis that a principal's perceived leadership orientation is affected by the location of

the school ($X^2 = 2.015$, $df = 2$, $p = .365$). The p value was not less than .05.

Table 19

Location impact on Principal Leadership Orientations

Orientation	Rural	Urban	Suburban	Total
HR	146	60	89	295
PO, SY, & ST	91	35	40	166
Total	237	95	129	461

Note. HR = Human Resource, PO = Political Orientation, SY = Symbolic Orientation, ST = Structural

Orientation

Question 5: To what extent are school principals' self-perceptions of leadership

orientation affected by the demographic makeup of the school?

H5: The demographic makeup of the school is related to the leadership

orientations of the principal.

Table 20 includes the cross-tabulation of by leadership orientations and the

demographic makeup (student ethnicity). A chi square test of independence was

conducted to address research question five. The results of the test did not support the

hypothesis that a principal's perceived leadership orientation is affected by the

demographic makeup (student ethnicity) ($X^2 = .490$, $df = 2$, $p = .783$). The p value was

not less than .05.

Table 20

Student Ethnicity and its impact on Principal Leadership Orientations

| | Percent White Students | | | |
Orientation	1 - 70%	71 - 90%	91 - 100%	Total
HR	88	96	111	295
PO, SY, & ST	47	59	59	165
Total	135	155	170	461

Note. HR= Human Resource, PO= Political Orientation, SY=Symbolic Orientation, ST= Structural

Orientation

Question 6: To what extent are school principals' self-perceptions of leadership

orientation affected by school level (elementary, middle, high school)?

H6. The level of the school is related to the leadership orientations of the

principal.

Table 21 displays the cross-tabulation of leadership orientations and the school

level. A chi square test of independence was conducted to address research question six.

The results of the test did not support the hypothesis that a principal's perceived

leadership orientation is affected by the school level (elementary, middle, high school)

($X^2 = 5.132$, $df = 3$, $p = .162$). The *p* value was not less than .05.

Table 21

School Level and its impact on Principal Leadership Orientations

		School Level			
Orientations	Elementary	Middle	Elem-Middle	High	Total
HR	167	41	59	13	280
PO, SY, & ST	83	26	36	10	165
Total	269	82	102	25	478

Note. HR= Human Resource, PO= Political Orientation, SY= Symbolic Orientation, ST= Structural

Orientation. Elementary (K-5), Middle (6-8), Elem-Middle (K-8), High School (9-12)

Question 7: To what extent are school principals' self- perceptions of leadership

orientation affected by the AYP status of their schools in Reading?

H7: The AYP status of the school in the subject of reading is related to the

leadership orientations of the principal.

Table 22 displays the cross-tabulation of leadership orientations and the AYP

status in the area of reading. A chi square test of independence was conducted to address

research question seven. The results of the test did not support the hypothesis that a

principal's perceived leadership orientation is affected by the AYP status of the school in

the area of reading ($X^2 = 3.396$, $df = 2$, $p = .183$). The p value was not less than .05.

Table 22

School AYP Status in Reading and Corresponding Leadership Orientations

Orientations	AYP Status			
	Made	Did Not Make	Safe Harbor	Total
HR	257	23	14	294
PO, SY, & ST	140	11	15	166
Total Responses	397	34	29	460

Note. HR = Human Resource, PO = Political Orientation, SY =Symbolic Orientation, ST = Structural Orientation. Safe Harbor is a lower percentage designated by the state in order to make AYP; the school shows a 10% increase in students meeting standards from previous year.

Question 8: To what extent are school principals' self- perceptions of leadership orientation affected by the AYP status of their schools in Math?

H8: The AYP status of the school in the subject of math is related to the leadership orientations of the principal.

The cross – tabulation by leadership orientations and AYP status in the area of math are presented in Table 23. A chi square test of independence was conducted to address research question eight. The results of the test did not support the hypothesis that a principal's perceived leadership orientation is affected by the AYP status in the area of math ($X^2 = 3.612$, $df = 2$, $p = .164$). The p value was not less than .05.

Table 23

School AYP Status in Math and Corresponding Leadership Orientations

Orientations	AYP Status			
	Made	Did Not Make	Safe Harbor	Total
HR	259	17	19	295
PO, SY, & ST	135	14	17	166
Total Responses	394	31	36	461

Note. HR = Human Resource, PO = Political Orientation, SY =Symbolic Orientation, ST = Structural Orientation

Summary

Chapter four presented the descriptive statistics related to the study, reviewed the research questions, and included the results of the data analysis. Chapter five reviews the results from the study by providing an overview of the problem, purpose statement, methods, and major findings. Additionally, the chapter includes findings related to the literature, implications for action, recommendations for future research, and concluding remarks.

CHAPTER FIVE

INTERPRETATIONS AND RECOMMENDATIONS

Chapter Four presented the results from the study by addressing each of the eight research questions. Chapter Five reviews the results from the study by providing an overview of the problem, purpose statement, review of methods, and major findings. The chapter also includes implications for action, recommendations for future research, and concluding remarks.

Study Summary

The purpose of this study was to identify Kansas school principals' leadership orientations using Bolman and Deal's (1991) leadership orientations survey for understanding organization and leadership. Another purpose of this study was to determine whether factors such as location of the school, socioeconomic status of the students, student ethnicity, school size, gender of the principal, years of administrative experience, and education level of the principal is associated with the leadership orientations of the principal.

Eight research questions guided this study. The first research question asked the leadership orientations of the school principals. The other seven questions were asked to determine if there was a relationship between the leadership orientations of the principals and any of the following factors: socio-economic status of the students in the school; the gender of the principal, the classification of the school (urban, rural, or suburban), the demographic makeup of the school, the school level (elementary, middle, high school),

the AYP status of the school in the area of reading, and the AYP status of the school in the area of math.

The researcher sent an email with a link to the Bolman and Deal (1990) Leadership Orientations survey to all K-12 public school principals listed in the 2009-2010 Kansas Educational Directory. Data was collected and analyzed in the area of age, gender, years in current position, years as school administrator, and by school level. In order to answer the eight research questions, the demographic factors were compared with the leadership orientations of the principals to determine if these factors impacted their leadership orientations.

The Chi-Square test of equal percentages analysis allowed the researcher to determine if what is observed in a distribution of frequencies would be what is expected to occur by chance or if the response distribution of frequencies indicated particular response tendencies. This form of analysis was used to answer research question one. The Chi-Square test of independence was used to test the hypotheses for research questions two thru eight.

The majority of principals in Kansas scored highest in the Human Resource Orientation. The next highest category for leadership orientations was Structural Orientation; Political and Symbolic Orientation tied as the lowest two orientations. More principals' survey responses associated them with the Human Resource Orientation than expected by chance. More principals' survey responses associated them with the Structural Orientation than expected by chance. The results of the eight Chi- Square tests of independence revealed that none of the factors had a significant impact on the principal leadership orientations.

Findings Related to the Literature

This section outlines the findings related to the literature including findings that the current study supports as well as findings that the current study does not support. Depree (1989) believes the first responsibility of the leader is to define reality. The leader must "become a servant and a debtor" (p.9). Depree understands leadership as a service to others and states one of the" signs of outstanding leadership appear primarily among the followers" (p.10). The results of the current study concur with Dupree, as the majority of public school principals in the state of Kansas identified with the human resource orientation. The human resource leader understands the importance of relationships and being a servant leader. Depree stated that a friend of his defines leaders as someone who does not inflict pain; but bears the pain. "The art of leadership requires us to think about the leader-as-steward in terms of relationships: of assets and legacy, of momentum and effectiveness, of civility and values" (p.10). Relationships are very important to the human resource leader.

Yukl (1989) believed the perception of the leader regarding the follower and the situation affects what they do more than the truth. The current study did not find the principal self-perceptions of their leadership orientations to support the situational theory. This section outlined the findings related to the literature including findings that the current study supports as well as findings that the current study does not support.

The current study also supports Fullan's belief that individual commitment is key to collective mobilization. Likewise, the human resource orientation, which the majority (59.5%) of principals in Kansas identified with most closely, also believes that putting energy into the system and the employees reaps the biggest benefits. Fullan (2001)

believes the "litmus test for all leadership is whether it mobilizes people's commitment to putting energy into actions designed to improve things… individual commitment, but it is above all collective mobilization" (p.9).

In a study conducted by Johns (2002), results indicated that the human resource orientation was used most often. The current study also found human resource to be the dominant leadership orientation of Kansas principals. The data from Johns (2002) indicated no relationship between the principals' frame usage and student achievement as measured by increases in FCAT Reading mean scale scores for the years 2004 and 2005. The analysis of data indicated that there was no difference in leadership orientations between elementary and secondary principals. The current study also did not find a significant relationship between student achievement and the principal leadership orientations.

King (2006) organized a study that compared the extent to which the leadership behavior of principals differs in schools at risk for reconstitution and in schools judged as meeting state standards, and to determine the extent to which principals in these schools employ leadership orientation strategies for school improvement as designed by Bolman and Deal (1990). For principals and supervisors, the results of the correlational analysis were mixed. The results of the statistical analysis of the three research questions indicated that for principals, supervisors, teachers, parents, and community representatives, there were almost no statistically significant differences in the use of the four frames between the schools making adequate progress and for the schools at risk. The only exception was the human resource frame, where there was a statistically significant difference favoring principals in the schools making adequate progress. The

current study also did not find a significant difference in principal leadership orientations for principals in high and low achieving schools. The current study found the human resource orientation to be dominant in the state of Kansas among the principals who were surveyed.

A study that assessed the leadership practices, preferences, preparedness, and performance of public school principals in urban Iowa was conducted by Poniatowski (2006). Bolman and Deal's Leadership Orientations (Self) Survey (1990) was used for this study. The following conclusions were drawn based on the results of this study: the human resource orientation was the frame of choice among the respondents in this study; the structural orientation was the second frame of choice among a majority of the respondents in this study; the political orientation and the symbolic frame were used less often than the human resource frame and the structural frame. The study found that gender, age, experience, and school level did not significantly influence frame use among the respondents in this study; and the respondents in this study reported themselves to be more effective as managers rather than leaders. The current study found many of the same results. The majority of respondents in the current study also chose human resource as their leadership orientation of choice and structural orientation came in second. The current study also found that gender, age, experience, and school level did not have a significant influence on the principal leadership orientations.

Kosch (2007) conducted a study to learn more about the leadership practices of high school principals whose schools have sustained academic growth. The study examined the leadership approaches of principals of California comprehensive high schools that have sustained API growth for three consecutive years: 2000, 2001 and

2002. This study focused on leadership orientations (Bolman & Deal, 1990) used by principals of high performing high schools as perceived by stakeholders. Among the findings from the survey was the perception that principals in high performing schools use a combination of structural and human resource leadership orientations while sustaining academic improvement. The current study did not examine sustained academic success, but did find a significant numbers of Kansas principals who identified themselves as Human Resource or Structural leaders. The current study did not find a statistically significant correlation between student achievement and principal leadership orientations.

In a study conducted by Charles (2008), results indicated that the human resource and symbolic frames were regularly used. The study Charles conducted took place in Connecticut at the Vanguard school. The current study found that the human resource frame and structural frame were used most often. Both studies used the Bolman and Deal Leadership Orientations Survey. The results of this study both support and contrast with Charles (2008).

Penix (2009) conducted a study that sought to identify differences in leadership orientations of principals of high and low performing West Virginia elementary schools. Perceptions of teachers in these schools were determined using the Bolman and Deal (other) Leadership Orientations Survey. There were four major findings regarding principals' frame utilization. Principals that lead high performing schools are more likely to use all four frames significantly more than a principal from a low performing school, female principals use the human resource frame much more than male principals, rural principals use the political frame much more often than a principal from an urban school,

and principals in small schools use the human resource frame much more than a principal from a medium sized school. The results of this study do not support Penix's findings. The results of this study indicated the majority of principals in the state of Kansas identify with the Human Resource orientation and subsequently the results did not indicate any of the factors (socio-economic status of the schools, gender of the school principal, classification of the school location (urban, rural, suburban), demographic makeup of the schools, school levels (elementary, middle school, high school), the AYP status of the schools in the area of reading, and the AYP status of the schools in the area of math) to be of consequence to the principal leadership orientations.

The leadership orientations of elected and appointed superintendents in the state of Florida was the subject of a study conducted by Landry (2009). The Landry study found that the majority of elected superintendents had a much higher mean score for the human resource frame. The current study found that the majority of principals also self-identified themselves as a human resource leader.

Davis (2012) found that the three independent variables that were analyzed discovered a significant relationship existed between the years of experience for principals and school performance scores for principals having the Human Resource Frame as their preferred leadership style. In addition, analysis of the data revealed that a significant relationship existed between school performance scores and socio- economic status for principals having the Structural Frame as their leadership style. The current study did not support these results. Davis (2012) concluded that a principal's knowledge of the frames they use could be useful in creating structures that can help to overcome barriers to student achievement presented by demographic variables.

The current study confirmed much of the research that has been done regarding principal leadership styles. Johns (2002), King (2006), Poniatowski (2006), Landry (2009) all reported a statistically significant number of leaders in the Human Resource orientation in comparison to the other leadership orientations. The current study also supported Torres (2009) in that a size and location did not make a statistically significant impact on the principal leadership orientations. However, the current study did not support the findings by Davis (2012) that found significant relationships existed between school performance scores and socio- economic status for principals having the Structural Frame as their leadership style.

Conclusions

This section outlines the implications for action, recommendations for future research, and concluding remarks. The majority of principals responding to the Bolman and Deal Leadership Orientations Survey fell into the Human Resource Orientation. The next highest leadership style used by Kansas administrators was the Structural Orientation; Political and Symbolic Orientation tied in 3rd place. The results of the hypothesis testing did not support that a principal's perceived leadership orientation was affected by the SES of the school, the gender of the principal, the classification (urban, rural, or suburban) of the school, demographic makeup of the school, the school level, the AYP status of the school in reading, and the AYP status of the school in math.

Implications for Action

There are numerous principal preparation programs throughout the state of Kansas. The results of this study indicated that two leadership styles (human resources and structural) are dominant in the state of Kansas and therefore, these principal preparation programs can prepare future principal candidates to understand all of the leadership orientations (styles) and how they can be used effectively in different situations. Principals could use the understanding of their leadership orientations to reflect on how to better provide leadership for their schools. Local school districts can use this information in their hiring practices to determine what types of leaders they want in their particular districts. School districts can require an annual assessment of their principals using the Bolman and Deal Leadership Orientations survey (self) and (others). The (others) information could be filled out by the principals direct supervisor to guide the principal in gaining a deeper understanding of their strengths and weaknesses and to shed light on areas where improvement is needed. This information can also be used by local universities and colleges to aid them in preparing their curriculums in educational leadership programs.

Recommendations for Future Research

As stated in chapter one, it is important for leaders to know and understand their own leadership styles as well as the best and most effective leadership styles for principals that are in similar positions . No Child Left Behind has put a great burden of responsibility on the principals to be the most effective leader they can be in supporting

the students and the teachers. The following are possible recommendations for future research:

- to replicate this study in a state different from Kansas with different variables more related to student achievement and meeting the guidelines of NCLB

- To conduct a study using the (others) leadership orientations survey to have teachers complete the survey regarding their perceptions of leadership orientations of the principals in their buildings.

- To conduct a study having the Executive Directors, who directly supervise the principals, complete the survey and compare those perceptions to the self-perceptions of the principals.

- To conduct a study at institutions of higher learning in the state of Kansas to determine the leadership orientations of higher education leaders.

Concluding Remarks

The researcher believes this study was valuable to principals across the state of Kansas and can be replicated in other states. The information obtained can be used for multiple purposes through school districts and collegiate level education programs across the state of Kansas. The researcher found the data analysis interesting as it revealed different results than the researcher expected. The differing results are yet another indication of the complexity of educational leadership.

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APPENDICES

APPENDIX A: LEADERSHIP ORIENTATION SURVEY

Name_____

LEADERSHIP ORIENTATIONS (SELF)

This questionnaire asks you to describe your leadership and management style.

    I.   **Behaviors**

1	2	3	4	5
Never	Occasionally	Sometimes	Often	Always

So, you would answer '1' for an item that is never true of you, '2' for one that is occasionally true, '3' for one that is sometimes true of you, and so on.

Be discriminating. Your results will be more helpful if you think about each item and distinguish the things that you really do all the time from the things that you do seldom or never.

1. _____ *Think very clearly and logically.*

2. _____ *Show high levels of support and concern for others.*

3. _____ *Have exceptional ability to mobilize people and resources to get things done.*

4. _____ *Inspire others to do their best.*

5. _____ *Strongly emphasizes careful planning and clear time lines.*

6. _____ *Build trust through open and collaborative relationships.*

7. _____ *Am a very skillful and shrewd negotiator.*

8. _____ *Am highly charismatic.*

9. _____ *Approach problems through logical analysis and careful thinking.*

10. _____ *Show high sensitivity and concern for others' needs and feelings.*

11. _____ *Am unusually persuasive and influential.*

12. _____ *Am able to be an inspiration to others.*

13. _____ *Develop and implement clear, logical policies and procedures.*

14. _____ *Foster high levels of participation and involvement in decisions.*

15. _____ *Anticipate and deal adroitly with organizational conflict.*

16. _____ *Am highly imaginative and creative.*

17. _____ *Approach problems with facts and logic.*

18. _____ *Am consistently helpful and responsive to others.*

19. _____ *Am very effective in getting support from people with influence and power.*

20. _____ *Communicate a strong and challenging sense of vision and mission.*

21. _____ *Set specific, measurable goals and hold people accountable for results.*

22. _____ *Listen well and am unusually receptive to other people's ideas and input.*

23. _____ *Am politically very sensitive and skillful.*

24. _____ *See beyond current realities to generate exciting new opportunities.*

25. _____ *Have extraordinary attention to detail.*

26. _____ *Give personal recognition for work well done.*

27. _____ *Develop alliances to build a strong base of support.*

28. _____ *Generate loyalty and enthusiasm.*

29. _____ *Strongly believes in clear structure and a chain of command.*

30. _____ *Am a highly participative manager.*

31. _____ *Succeed in the face of conflict and opposition.*

32. _____ *Serve as an influential model of organizational aspirations and values.*

II. **Leadership Style**

This section asks you to describe your leadership style. For each item, give the number "4" to the phrase that best describes you, "3" to the item that is next best, and on down to "1" for the item that is least like you.

1. My strongest skills are:

_____ a. *Analytic skills*

_____ b. *Interpersonal skills*

_____ c. *Political skills*

_____ d. *Ability to excite and motivate*

2. The best way to describe me is:

_____ a. *Technical expert*

_____ b. *Good listener*

_____ c. *Skilled negotiator*

_____ d. *Inspirational leader*

3. What has helped me the most to be successful is my ability to:

_____ a. *Make good decisions*

_____ b. *Coach and develop people*

_____ c. *Build strong alliances and a power base*

_____ d. *Energize and inspire others*

4. What people are most likely to notice about me is my:

_____ a. *Attention to detail*

_____ b. *Concern for people*

_____ c. *Ability to succeed, in the face of conflict and opposition*

_____ d. *Charisma*

5. My most important leadership trait is:

_____ a. *Clear, logical thinking*

_____ b. *Caring and support for others*

_____ c. *Toughness and aggressiveness*

_____ d. *Imagination and creativity*

6. I am best described as:

_____ a. *An analyst*

_____ b. *A humanist*

_____ c. *A politician*

_____ d. *A visionary*

III. **Background Information**

1. Are you: ____Male ____Female

2. How many years have you been in your current job? _____

3. How many total years of experience do you have as a school administrator? _____

4. What is your highest degree completed? Master's___ Specialist___ Doctorate___

5. What is your school considered to be? Rural____ Suburban____ Urban

6. What is the percentage of free/reduced lunch at your school? _____

7. What is the demographic make-up of your school? (In approx. percentages please)

     White_____

     African American_____

     Asian_____

     Hispanic_____

     Other_____

8. What is the total student population at your school? _____

9. Which age range best describes you?

     22-32 years _____

     33-43 years _____

     44 -55 years _____

     56 and older _____

10. Did your school make AYP in reading during the 2008-2009 school years?

11. Did your school make AYP in math during 2008-2009 school years?

APPENDIX B: IRB REQUEST

Research Investigator(s) (Students must list faculty sponsor first)

Department(s)   **School of Education Graduate Department**

        Name   Signature

1. Dr. Susan Rogers   _____   ☐ (check if faculty sponsor)

2. Dr. Amy Wintermantel

3. Dr. Thomas Peard

4. Sister Frances Juliano, Ed.D.

Principal investigator:

Bobbie Beverlin   _____
15322 W. 156th Street
Olathe, KS 66062
Phone: 913-839-1488
Email: bobbiebeverlin@yahoo.com

Faculty sponsor:
Dr. Susan Rogers
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8001 College Blvd., Suite 100
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Email: srogers@bakeru.edu

Expected Category of Review: ___Exempt __X__Expedited ___Full

Protocol Title

The relationship between student diversity and the leadership styles of elementary, middle, and high school principals in the state of Kansas.

I.   Summary

The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

In a sentence or two, please describe the background and purpose of the research.

The purpose of this study is to gather information regarding the effect of student diversity on the leadership styles of principals in the state of Kansas as determined by the Leadership Orientations Survey. In this study "student diversity" will be characterized by 1) the number of students in the free/reduced lunch program 2) student gender 3) the race/ethnicity of the students. All Kansas principals will be asked to respond to questions related to their particular leadership style. The researcher will try to determine the extent to which differences exist between principals' leadership styles with regard to the diversity of the students in their respective schools. This study will seek to determine what, if any, role student diversity plays in these leadership differences. This study will provide information and data that could assist local universities in the development and implementation of leadership programs that are designed to assist in the preparation of future principals.

Briefly describe each condition or manipulation to be included within the study.

Each participant will be asked to fill out the Leadership Orientations Self Survey and general demographic information.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

The leadership orientations survey was written by Dr. Lee Bolman, a professor at the University of Missouri- Kansas City. Permission was granted by Dr. Bolman through e-mail. The letter of permission is attached.

Will the subjects encounter the risk of psychological, social, physical or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

The subjects will not encounter any psychological, social, physical, or legal risk.

Will any stress to subjects be involved? If so, please describe.

There will be no stress to subjects involved.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

The subjects will not be deceived or misled in any way.

Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

No personal or sensitive information will be requested from the participants.

Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

The participants will not be presented with materials which might be considered to be offensive, threatening, or degrading.

Approximately how much time will be demanded of each subject?

The survey will take between 10-20 minutes to complete.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

The subjects of this study will be all elementary, middle, and high school principals in the state of Kansas. They will be solicited through e-mail with a request for them to go to the attached link to fill out the survey electronically through the use of Survey Monkey.

While steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

The subjects will be sent an e-mail asking for their participation in the survey. Participation is voluntary. No inducements will be offered to the participants.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

No written consent form is necessary. Participation in the survey verifies consent.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

No aspect of the data will be made a part of a permanent record that will potentially identify the subject.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

Subject participation will not be made part of any permanent record.

What steps will be taken to insure the confidentiality of the data?

The names of subjects or their schools will not be included in this study; therefore, confidentiality of the subjects will be protected.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There are no risks involved in the study.

Will any data from files or archival data be used? If so, please describe.

No archived data from files will be used in this study.

APPENDIX C: PERMISSION TO USE THE LEADERSHIP ORIENTATIONS
SURVEY

Dr. Bolman,

```
I am a doctoral student at Baker University in Overland Park, Kansas. I
would like to request permission to use the Leadership Orientation
Survey for my dissertation. Thank you for your time and consideration
Sincerely,
Bobbie Beverlin
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```
Bobbie,
We'll be happy to give you permission to use the instrument if you
agree to our conditions for its use, which you can find at:
http://www.leebolman.com/leadership_research.htm
Lee G. Bolman
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Dr. Bolman,
I agree to your conditions for use of the instrument. Thank you.
Bobbie Beverlin
```

Bobbie,

In that case, we're happy to give you permission to use the instrument for your dissertation research.

Best wishes.

Lee Bolman

APPENDIX D: IRB APPROVAL LETTER

10 October 2007

Bobbie Beverlin
15322 W. 156th Street
Olathe, KS 66062

Dear Ms. Beverlin:

The Baker University IRB has reviewed your research project application (M-0046-1007-1010-G) and approved this project under Expedited Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

The Baker University IRB requires that your consent form must include the date of approval and expiration date (one year from today). Please be aware of the following:

1. At designated intervals (usually annually) until the project is completed, a Project Status Report must be returned to the IRB.
2. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
3. Notify the OIR about any new investigators not named in original application.
4. Any injury to a subject because of the research procedure must be reported to the IRB Chair or representative immediately.
5. When signed consent documents are required, the primary investigator must retain the signed consent documents for at least three years past completion of the research activity. If you use a signed consent form, provide a copy of the consent form to subjects at the time of consent.
6. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.

Please inform Office of Institutional Research (OIR) or myself when this project is terminated. As noted above, you must also provide OIR with an annual status report and receive approval for maintaining your status. If your project receives funding which requests an annual update approval, you must request this from the IRB one month prior to the annual update. Thanks for your cooperation. If you have any questions, please contact me.

Sincerely,

Marc L Carter, PhD
Chair, Baker University IRB
CC: Susan Rogers

APPENDIX E: INFORMED CONSENT LETTER

10 October 2007

Dear Principal:

My name is Bobbie Beverlin and I am a doctoral student attending Baker University. My research focuses on Kansas public school principals' leadership styles as measured by the Leadership Orientations Survey created by Dr. Lee Bolman. I plan to determine whether certain factors affect the principal's leadership style. These factors include the characteristics of the principal and the school.

I am asking all principals in the state of Kansas to participate in my research study. The total time needed from you is about 10-15 minutes. I hope you will take the time to assist me with my research.

If you agree to participate, please follow the link to the Leadership Orientations Survey. Your completion of this survey will demonstrate willingness to participate anonymously in this study.

It is important for you to understand that I will preserve the anonymity of every school and principal participating in this study. No names will be reported in this study which is investigating leadership styles, not individual schools.

If you would like additional information about the study, please let me know by sending an e-mail to bobbiebeverlin@yahoo.com.

The success of this study rests on the help of administrators like you.
Thanks in advance for your help.

Sincerely,

Bobbie Beverlin
Principal
Eugene Ware Elementary School
Kansas City, KS 66102
Email: bobbiebeverlin@yahoo.com

Dr. Susan Rogers
Research Advisor
Baker University

Please note: If you do not wish to receive further emails, please click the link below, and you will be automatically removed from the mailing list.