December 1980

The Effect of the Ethnic Identification of Teachers With Principals on the Teachers' Perceptions of the Principals' Leadership Behavior

Elena P. Zayas-Bazan
East Tennessee State University

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THE EFFECT OF THE ETHNIC IDENTIFICATION OF TEACHERS WITH PRINCIPALS ON THE TEACHERS' PERCEPTIONS OF THE PRINCIPALS' LEADERSHIP BEHAVIOR

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THE EFFECT OF THE ETHNIC IDENTIFICATION OF TEACHERS
WITH PRINCIPALS ON THE TEACHERS' PERCEPTIONS
OF THE PRINCIPALS' LEADERSHIP BEHAVIOR

A Dissertation
Presented to
the Faculty of the Department of Supervision and Administration
East Tennessee State University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Elena P. Zayas-Bazán
December 1980
APPROVAL

This is to certify that the Advanced Graduate Committee of

ELENA P. ZAYAS-BAZAN

met on the

30th day of July, 1980.

The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the Doctor of Education Degree in Educational Administration.

Chairman, Advanced Graduate Committee

Signed on behalf of the Graduate Council

Dean, School of Graduate Studies
Abstract

THE EFFECT OF THE ETHNIC IDENTIFICATION OF TEACHERS WITH PRINCIPALS ON THE TEACHERS' PERCEPTIONS OF THE PRINCIPALS' LEADERSHIP BEHAVIOR

by

Elena P. Zayas-Bazán

The problem of this study was to determine whether the ethnic identification of teachers with their school principals affected the teachers' perception of the principals' leadership behavior.

This study followed the ex-post-facto design of a co-relational study. Twelve dimensions of the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII) were selected to assess the perception of teachers belonging to three different ethnic groups of the leadership behavior of principals belonging to the three ethnic groups.

The statistical analysis of the data for hypotheses 1 through 7 was intended to determine significant differences in the ratings by white, black, and Spanish language origin (SLO) teachers of the leadership ability of principals from the three ethnic groups.

The differences showing significance in the study warranted the following conclusions.

1. Teachers from different ethnic groups do not perceive a difference in the leadership ability of principals when assessing overall leadership behavior.

2. The perception of teachers of effective leadership behavior is different when assessing the overall leadership ability of principals from different ethnic groups.

3. Teachers from different ethnic groups manifest perceptual differences in their assessment of the overall leadership behavior of principals from different ethnic origins. SLO teachers, particularly, perceive a difference in the leadership ability of their principals, with principals from their own ethnic group being considered more effective leaders (higher leader behavior scores).

4. Teachers, without regard for ethnic group membership, have different perceptions of leadership ability in their principals when twelve dimensions of leadership behavior are considered. Teachers give more consideration to some dimensions (higher leader behavior scores) than others.
5. Teachers from different ethnic groups hold different perceptions of leadership ability in principals, when various dimensions of leadership behavior are considered. The differences perceived by teachers lie in the areas of Tolerance of Uncertainty and Tolerance of Freedom, on which white teachers assess their leaders as more capable, and in Production Emphasis, on which principals are considered more effective by SLO and black teachers.

6. The perception of teachers of effective leadership behavior involving various dimensions of leadership is different when assessing the leadership ability of principals from different ethnic groups. Principals are perceived differently by teachers in Production Emphasis, on which SLO principals are considered more capable; in Predictive Accuracy, on which SLO and white principals are considered to have more ability; and, in Integration and Influence with Superiors, on which SLO principals are assessed as possessing a higher leadership capacity.

7. Teachers from different ethnic groups manifest perceptual differences in their assessment of particular dimensions of the leadership ability of principals from different ethnic origins. White principals are considered by white teachers to be more effective on Tolerance of Uncertainty, Tolerance of Freedom, and Predictive Accuracy. Black teachers perceive SLO principals as more able leaders on Influence with Superiors. SLO teachers assess SLO principals as more effective on Consideration, Predictive Accuracy, Production Emphasis, and Integration.

Ethnicity does affect the perception of teachers of the leadership ability of principals. Teachers from different ethnic groups evaluate leadership behavior differently, and principals belonging to different ethnic groups are assessed differently on their leadership ability.
Institutional Review Board

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project  The Effect of the Ethnic Identification of Teachers with Principals on the Teachers' Perceptions of the Principals' Leadership Behavior

Principal Investigator  Elena P. Zayas-Bazán

Department  Supervision and Administration

Date Submitted  November 17, 1979

Principal Investigator  Elena P. Zayas-Bazán

Institutional Review Board Approval, Chairman

[Signature]
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Chapter 1

INTRODUCTION

W. Lloyd Warner wrote in 1945, that "the future of American ethnic groups seems to be limited; it is likely that they will be quickly absorbed."¹ Warner, like many other eminent sociologists before the civil rights revolution, was unable to foresee the changes that were to take place in American society during the following two decades.

The predicted absolute Americanization did not take place; different ethnic groups were not assimilated into the dominant society and, at the beginning of the last quarter of the century, ethnic diversity was recognized as a salient part of American life. Cultural pluralism is now considered a reality that enriches this nation and provides all citizens with the opportunity to experience other cultures, thus allowing the individual to benefit from the experience.²

Recognition of the existing ethnic plurality of American culture has posed an exciting dilemma to members of our society: to use the strength inherent in the dynamic union of different subcultures or to allow ethnic fragmentation to be a divisive factor in our society. Before any decision can be reached concerning this dilemma, some alternatives should be investigated.

Horace M. Kallen's concept of "unity of diversity" could be considered as one of these alternatives. Kallen did not question the existence of a mainstream American culture but maintained that this dominant culture would benefit from co-existence and constant interaction with the cultures of other ethnic groups.  

The American public school system has been one of the arenas in which the problems caused by ethnic diversity have surfaced. Immigrants from all over the world came to America and education was considered the catalyst where they would be transformed; made American. Mark Krug concluded that while educators may no longer be required to perform the difficult task of acculturating children to the American environment, they are now expected to provide bilingual and multicultural programs and achieve racial integration, besides teaching basic skills and disseminating knowledge.  

Charged with the responsibility of achieving these complex educational and social goals, one of the primary objectives of school administrators should be to strengthen the learning environment by improving the behaviors of teachers. Since researchers investigating the relationship between principal and teacher behaviors have shown the former strongly influences the latter, the leadership ability of principals should be assessed in order to determine its effect on the performance of teachers.

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The perception by teachers of their principal's leadership behavior should also be of concern to educational leaders because of the inter-relation found to exist between perception and human behavior. Alfred R. Lindesmith concluded that the manner in which an individual perceives the behavior of others has a significant effect in shaping his own reaction and behavior. To identify some of these factors that affect principal/teacher interaction should be considered an important step toward the improvement of the educational setting.

The Problem

Statement of the Problem

The problem was to determine whether the ethnic identification of teachers with their school principals affects the teachers' perception of the principals' leadership behavior.

Sub-problems

The sub-problems were (1) to determine if principals from some ethnic groups, compared with principals from other groups, received higher scores on leadership behavior than others, (2) to determine if principals from some ethnic groups, compared to principals from other groups, received higher scores on some dimensions of leadership behavior, and (3) to determine if teachers from some ethnic groups, compared to teachers from other groups, rated principals higher on leadership behavior than others.

Significance of the Study

This study was focused on the relationship between the leadership of the school principal and teacher perception of this behavior, to determine if the teacher's ethnic identification with the principal affected this relationship in a significant manner. This focus was an attempt to investigate one of the many facets of teacher/principal relationship but one considered an integral part of the educational setting, since leader behavior, whether perceived or real, can influence the organizational climate of an institution.  

Limitations

The following were considered to be limitations of the study.

1. The study was limited by the selection of a school system in which the ethnic diversity identified as a desirable variable could be found, thus limiting its generalizability to other school systems in which this specific variable may not be present.

2. The scope was limited by the representation of only three ethnic groups, white, black, and Spanish language origin (SLO) in the sample selection. The inclusion of these ethnic groups was determined by their membership of at least one percent of the total population.

3. The study was limited in scope by considering only those variables of leadership ability included in the twelve dimensions of the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII).

4. The study was limited by the possibility that the teachers'  

---

perception of the principal's role would be influenced by factors other than ethnic identification.

5. The educational researcher, as many other social scientists, has to face the problem of not being able to maintain direct control of an ex-post-facto research design. This lack of control was, therefore, considered a limitation of the study.

6. The study was limited by the requirement that research subjects sign a consent form, which could be considered a threat to their anonymity.

Assumptions

The following assumptions were considered basic to the conduct of the study.

1. The ethnic composition of the school staff creates a particular cultural setting that would affect the teaching/learning environment.

2. The ethnic group affiliation of school principals influences their leadership behavior and would, therefore, affect the behavior of teachers and students.

3. The respondents would react to the measuring instrument in an honest manner; therefore, their answers should be considered as effective indicators of their perceptions.

4. Any differences in the findings represent differences in leader behavior or teacher perception influenced by ethnic identification rather than being a reflection of error in the data gathering procedures.

Definitions of Terms

Throughout the study, the following terms have been interpreted according to the given definitions.
Ethnic Categories

White (non-Hispanic) classification. A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian sub-continent.  

Black (non-Hispanic) classification. A person having origins in any of the original peoples of sub-Saharan Africa.  

Spanish language origin classification. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Ethnic Identification

An awareness of ethnic group membership [based] on an individual's relationship with others and also on his own self-conception.

Leader Behavior Description

Questionnaire, Form 12 (LBDQ-XII)

An evaluation instrument composed of one hundred items and designed to measure twelve dimensions of leader behavior.

---

8 Personnel Office Memorandum, "Designation of Sex and Racial/Ethnic Classification of New Employees and Rehires" (Miami: Dade County Public Schools, 1976). (Mimeographed.)

9 Personnel Office Memorandum.

10 Personnel Office Memorandum.


Leadership

The behavior of an individual when he is directing the activities of a group toward a shared goal. ¹³

Perception

An immediate or intuitive cognition or judgment, often implying nice observation or subtle discrimination. ¹⁴

Hypotheses

Given the statement of the problem and tentative conclusions drawn from the review of related literature, the following hypotheses were formulated.

1. Teachers of one particular ethnic group will rate the leadership behavior of principals significantly higher than will teachers belonging to other ethnic groups.

2. Teachers will rate the leadership behavior of principals belonging to one particular ethnic group significantly higher than they will rate principals of other ethnic groups.

3. Principals of one particular ethnic group will receive a significantly higher score on leadership behavior from teachers of the same ethnic origin as the principals than from teachers belonging to other ethnic groups.


4. Without regard for ethnic group membership, teachers will rate principals significantly higher on some dimensions of leadership behavior than on others.

5. Teachers of one particular ethnic group will rate principals significantly higher on some dimensions of leadership behavior than will teachers belonging to other ethnic groups.

6. Teachers will rate principals belonging to one particular ethnic group significantly higher on some dimensions of leadership behavior than they will rate principals of other ethnic groups.

7. Principals of one particular ethnic group will receive a significantly higher score on particular dimensions of leadership behavior from teachers of the same ethnic origin as the principals than from teachers belonging to other ethnic groups.

A diagram depicting the interrelationships of the hypotheses is shown in Figure 1. The block areas represent the dimensions of human characteristics and behaviors considered in the above hypotheses while the circles and arrows illustrate the relationships that were examined in the study.

Organization of the Study

The study was organized into five chapters. An introduction to the study, the statement of the problem, the significance, limitations, and assumptions of the study, definitions of terms, research hypotheses, and organization of the study are presented in Chapter 1.

A review of related literature is presented in Chapter 2.

The methods and procedures used in developing the study are described in Chapter 3.
Leadership Behavior of School Principal as Determined by the LBDQ-XII

Hypothesis No. 1

Hypothesis No. 2

Hypothesis No. 3

Ethnic Group Membership of Teachers (White, Black, or SLO)

Ethnic Group Membership of Principals (White, Black, or SLO)

Hypothesis No. 5

Hypothesis No. 6

Hypothesis No. 7

Leadership Behavior of School Principal as Determined by Particular Dimensions of the LBDQ-XII

Figure 1

Interrelationships of Hypotheses
Chapter 4 is an analysis of the findings of the study.

The summary, conclusions, implications, and recommendations of the study are included in Chapter 5.
Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

A review of related literature was conducted to identify prior studies dealing primarily with two important aspects of human phenomena—ethnic identification and leadership. There was also an attempt to determine the relationships existing between these two dimensions of human totality.

The literature review dealing with ethnic identification was focused on the rise of the concept of ethnicity as a vital force in human beings. A historical overview of American ethnic groups and the present status of ethnic relations in America were presented in order to understand the complexity of ethnicity. Ethnic group dynamics were analyzed in an effort to explain the forces involved in their interaction. The desegregation process that has taken place in American education during the past twenty-five years was reviewed because of its impact on ethnic relations in the school and other social settings.

In the section of the literature review pertaining to leadership, the major thrust was in describing some of the significant theories developed on the concept of leadership. The particular problems faced by ethnic groups in their search for effective leadership were reviewed in an attempt to assess the strengths and weaknesses of ethnic leadership styles. The topic of leadership in the educational setting was also addressed in order to achieve a better understanding of the role of leaders within the educational system.
Ethnic Identification

The concept of ethnic identification as a factor in determining human behavior had not been duly recognized in the behavioral sciences until recently. It was the emergence of the civil rights movement, after World War II, that brought to the forefront the plight of racial or ethnic minority groups in their struggle for recognition as equal members of our society and the significance of ethnicity as a dynamic social force.

Ethnicity, according to Marjorie P. K. Weiser, does "count"; it does play an important part in the social structure. First, membership in a particular group has been an integral component of self-identity, the answer to the question of belonging. Ethnicity can determine what foods should be consumed, which holidays should be celebrated, the neighborhoods where to live.¹

Ethnicity counts in other ways as well. It has become a focus for political organization in the United States and in countries throughout the world. In Northern Ireland, as in other lands, ethnicity has literally been a matter of life and death. Less extreme, in our own country, ethnicity can be a matter of pressure groups, career opportunity, and school curriculum changes.²

America has experienced, during the past three decades, a strong manifestation of ethnic awareness. Minority group members were often

²Weiser, pp. 3-4.
accorded less than equal treatment, but in recent years, ethnic groups have tended to respond to discrimination by a militant self-awareness. Never before have so many Americans asserted their distinctive group affiliations, explored the meanings of their diverse origins, and put forward their claims on the public consciousness.

In preserving its distinctiveness, an ethnic group becomes a noticeable minority group. Minority-group identity or self-awareness is intensified by the shared characteristics and by the discrimination that results from them.  

The Immigrant Heritage
of the United States

John F. Kennedy defined the United States as a nation of immigrants. With the exception of the American Indian, whose forebears migrated from Asia thousands of years earlier, all Americans are descended from foreigners who arrived on these shores within the past four centuries. In his classic study of immigration, The Uprooted, Oscar Handlin wrote: "Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants were American history."  

Since 1607, when the first English settlers reached Jamestown, over forty-four million people have migrated to the United States. Most immigrants came from peasant stock. Many were fleeing intolerable conditions at home, such as religious persecution or famine, but most were lured by the opportunities available in a new and rapidly growing

---

3 Weiser, p. 15.
4 Oscar Handlin, The Uprooted (Boston: Little, Brown, 1952), p. 3.
nation, by the limitless horizons of the American frontier, by the
infinite bounty to be reaped in this new promised land.\(^5\)

Beginning around 1820, the Irish led the first of the migratory
waves that flooded America. Rejected by "native" Americans, largely
because of their Catholic religion, the Irish took refuge in the big
cities even though they had been mostly country folk in their own land.
The immigration from Germany, that started about 1830, paralleled and
overlapped that of the Irish. Although poor, they had more resources
than the destitute Irish and were able to disperse more widely. Another
immigrant group that came to America during the nineteenth century, was
from Scandinavia. Primarily rural people, the Scandinavians, especially
the Swedes, settled mainly in areas where soil and climatic conditions
were similar to those of their homelands.\(^6\)

By 1855, nativist fears had increased and an anti-immigration
movement developed. Chinese immigration, a source of cheap labor,
became unpopular, and the Know-Nothing Party called for its end. As
non-white, non-Christian, and non-Western immigrants, the Chinese
frightened many Americans. The Chinese, according to James Stuart Olson,
were considered as a backward people who were cruel, dishonest, immoral,
and superstitious; an alien group that would never assimilate. Demands
for immigration restrictions grew more intense and discrimination more
common.\(^7\)

The last great migratory wave of the nineteenth century, from 1890

\(^5\) Weiser, p. 15. 
\(^6\) Weiser, pp. 17-18.
\(^7\) James Stuart Olson, The Ethnic Dimension in American History (New
to 1914, came almost entirely from eastern and southern Europe, most of them peasants displaced from their land. These rural people were condemned to be packed into the tenements of the great cities of the Northeast and Midwest. By 1905, 75 percent of the immigrants came from Mediterranean and Slavic stock and their cultural patterns were unacceptable to the descendants of former immigrants, now fully established citizens. 8

The two world conflagrations of this century led to further ethnic animosity for Americans. Germans and Japanese were viewed as traitors, and even the learning of German as a foreign language was considered un-American.

Suspicion of foreigners increased and immigration decreased proportionately. Quotas were established in an attempt to restrict the flow of newcomers. These immigration laws were intended to limit the influx of those considered racially or culturally inferior. 9

The Immigration Act of 1965 removed national quotas and allowed persons to enter the country without regard for nationality. Overall quotas were set up for the western and eastern hemispheres. Persons possessing special labor skills, with relatives in the United States, or in need of political asylum were given preference. 10 Since the law became effective, immigration has undergone a striking change. Arrivals from Greece, Italy, India, and the Philippines have multiplied. 11

President Carter recently signed a bill that would nearly triple the

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8 Weiser, pp. 18-19. 9 Olson, p. 159.
number of refugees allowed into the United States. The Refugee Act of 1980 allows for an increase from 17,400 to 50,000 refugees to enter this country annually and also makes provisions for the President to increase this number if conditions warrant this step. While this new migratory wave may not approach the immigration flow from around the turn of the century, this enlarged immigration seems destined to reinforce the establishment of ethnic communities throughout the nation and continue to enlarge American cultural diversity.

Newcomers to America generally found hostility awaiting them instead of the expected utopia. Despite this obstacle, the "ethnic miracle," described by Andrew M. Greeley took place. The American success story was repeated time and again, an accomplishment of the "system" in spite of itself. This process offers valuable insight into how American society works. Along with economic success and material wealth, ethnic pluralism can be considered one of the organizing principles of American history.

Ethnicity and Ethnic Relations

Olson contended that Americans have been led to believe that the United States is more beset by ethnic conflicts than other countries. While America is set apart by its ethnic diversity since within its boundaries nearly every major racial, religious, nationality, and language group on the planet has tried to achieve economic success and social order, the United States is clearly not the only country with

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ethnic problems. America is distinct in the ways that Americans have tried to cope with the heterogeneity of their society; in trying to fulfill egalitarian ideals while preventing ethnic conflict.\textsuperscript{14}

Olson identified several approaches used in dealing with the cultural diversity of America. The traditional and most rigid mode was "Anglo-conformity," the conviction that minorities should adopt the values and customs of white Protestants. By rejecting and then forgetting their backgrounds, new immigrants would blend into the larger society and ethnic conflict would disappear.\textsuperscript{15}

After World War I, the "Americanization" movement sought to divest immigrants of their cultural heritage. Throughout the Southwest, teachers prohibited Mexican-American children from speaking Spanish in school with harsh penalties imposed for disobedience. But the minorities resented demands that they give up their ethnic identities. Had they done so, the surrender of language, religion, and culture would have left them "naked" in a strange environment, unable to interpret or adapt to their surroundings. Today, Anglo-conformity, with its implied derogation of other cultures, has fallen into disrepute.\textsuperscript{16}

A second view of cultural diversity was that America would act as a vast "melting pot" and a new culture would emerge from the amalgamation of minority groups. Israel Zangwill, in his 1909 play, The Melting Pot, described this expected product:

America is God's Crucible, the great Melting Pot where all the races of Europe are melting and reforming.

\textsuperscript{14} Olson, p. XVII. \textsuperscript{15} Olson, p. XVII. \textsuperscript{16} Olson, p. XVII.
... The real American has not yet arrived. He is only in the crucible, I tell you, he will be the fusion of all the races, the coming superman.  

By embracing all groups and envisioning a new culture, the melting-pot process was more generous than the Anglo-conformity ideology, but its objectives were the same, cultural fusion and social stability. The melting pot did not produce a single culture shared by all Americans; the anticipated amalgamation did not occur. For immigrants, acculturation to American society took place over several generations.  

Recognition of this reality gave rise to the concept of cultural pluralism, the right to a special heritage and the indefinite survival of ethnic subcultures. "Cultural pluralism rejects the assimilation or separatism of ethnic groups as an ultimate goal, and affirms the understanding and appreciation of differences that exist among the nation's citizens."  

E. K. Francis indicated that membership in a society implied the assignment of a definite status; lack of status can preclude membership. There can be, however, degrees of membership in a society. Regular or charter members can enjoy full membership while additions are granted membership that is at first qualified and eventually becomes full membership. The new members' integration proceeds as the limited status assigned to them is replaced by a more comprehensive one, until finally it becomes

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18 Olson, pp. XVII-XVIII.
undistinguishable from the status of full members or "natives." Francis stated that ethnic groups differ from the national core and have been traditionally assigned a qualified membership status in society. The transformation of individual ethnics into full members of the social structure occurs when ethnic differences become either socially irrelevant or forgotten in the distribution of social rewards. The maintenance of an ethnic group within a society depends on its ability to satisfy the cognitive, emotional, and instrumental needs of its members without having to recourse to the host society.

Olson contended that the survival of ethnic subcultures has been inevitably accompanied by prejudice and discrimination. He defined prejudice as the state of mind in which a person will negatively stereotype the people of other groups, using his own background as the point of reference. Discrimination was considered by the author to be action triggered by emotional fears of those that are different.

Discrimination has assumed many forms in American society. One form has been verbal abuse and violence; avoidance has been another conscious or unconscious discriminatory practice. Discrimination has also been manifest in unfair treatment of others, through private or legal means. Informal restrictive practices, still quite common, have involved the exclusion of certain ethnic groups from clubs, churches, and other civic

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21 Francis, pp. 297-98.

or social institutions. Formal discriminative practices that included "Jim Crow" laws in schools, jobs, and housing, have been abolished by our legal system. Yet, federal courts are still trying to decide where the right of one person to exclude others stops and the right of the "others" to join begins. Olson concluded that this question will continue to be a matter of controversy for years.\(^{23}\)

The sources of prejudice in the American social structure are varied. Color has been critically important and for the darkest-skinned people the road to success has been strewn with obstacles.

Cultural differences have also contributed to prejudice. Shared cultural values have guaranteed more tolerance for certain ethnic groups than others.

Economic interests have been another source of prejudice. When one group has been economically dependent upon the exploitation of a minority, the interest in maintaining different social statuses has increased. Economic reality therefore has reinforced prejudice.

Robin M. Williams admitted that an increase in the economic status of ethnic minorities has taken place during the last thirty years. He attributed this rise to increased motivation, rising levels of education, and increased political participation and influence of ethnic group members. Williams did question, though, the use of statistical analysis to measure the influence of economics on prejudice. Median or mean income figures are too severely affected by extreme values to be considered accurate indications of change in deeply rooted attitudes.\(^{24}\)

\(^{23}\) Olson, p. XXI.

Finally, social problems have also intensified discrimination. Wars, depressions, or vast social upheavals can create unusual tensions and unable to solve them, people try to affix blame, usually on the marginal members of the society.  

The study of ethnicity and ethnic relations has largely been focused upon dominant group prejudices and discriminatory behavior against minorities. Much less attention has been given to the orientation of minority group members toward members of dominant groups. Perhaps the use of a single conceptual model to analyze all parties in interethnic relationships could lead to a theoretical framework applicable to the analysis of the orientations of minority and dominant group members.  

Ethnic Group Dynamics  

Intra-ethnic group cohesion, according to J. T. Borhek, reflects a plethora of concepts related to the problem of the viability of group structure and culture. Borhek preferred to define the problem of maintenance of the integrity of group boundaries as the problem of cohesion, and to the process by which the boundaries of ethnic groups are broken down as one of assimilation.  

Ethnic groups first lose cohesiveness and finally their entire identity in two ways:  

1. The appearance of attitudes unfavorable to the group—cohesion is lowered when group members dispute the basic tenets of group beliefs

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25 Olson, p. XXIV.  
and customs.

2. The penetration of outside institutions by group members and the consequent formation of intimate personal relations outside the group—the group structure is weakened by persons with close relationships outside the group that are less committed and more likely to defect.27

The more attractive a group can remain to its members, the greater the degree of cohesiveness that can be maintained. Increasing social differentiation leads to a decrease in cohesiveness. Increasing differentiation in status, in the number and types of positions members occupy, in the division of labor, and in religious affiliation all lead to decreases in consensus, aspirations, and norms and eventually to the dissolution of the group.28

Borhek asserted that education was the necessary precondition that prepares a community for the other effects of social differentiation. Increasing education eventually will lead to the destruction of ethnic communities since only in the presence of higher formal education do other aspects of social differentiation lead to decreasing ethnic loyalties and involvement. The second most important source of assimilationist attitudes identified by Borhek, was residence in an ethnically heterogenicous community. Residence in such a community breaks down the isolation from other cultural groups and the defection rate from the mother culture increases.29

28 Borhek, pp. 34-35.
29 Borhek, p. 44.
Another factor that affects assimilation, according to Daniel Glaser, is ideological conversion. Glaser defined ideological conversion as a change in a subject's entire ethnic identification pattern, and postulated that it can occur when persuasive communication is employed. Even though Glaser found evidence on the reduction of prejudice by classroom or other communication to be inconclusive, he continued to presume that some ideological change in some persons is achieved by some teachers, ministers and others.  

Research findings indicate, though, that if a person's ideas about a particular group change, favorably or unfavorably, his association preferences also change. Further research findings have indicated that change in ideological conception of an ethnic group evokes anticipatory feelings, that is, a favorable or unfavorable affective set at the initiation of contact with members of the group, thus changing the identification pattern. A dominant group youth, ideologically convinced that he should radically oppose segregating practices with respect to a minority group, may still experience uneasiness in contact with the minority group members.

Ideologies are a part of one's cultural heritage yet the ethnic ideologies of most persons are not uniform. The words used to express ideologies increase the complexity of interethnic communication. M. Estellie Smith recognized the multiplicity of messages that can be conveyed even using the same language. She concluded that many attempts to communicate with other ethnic groups not only fail to increase

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30 Glaser, pp. 32-33.  
31 Glaser, p. 32.
understanding, they lead to divisive and, sometimes hostile behavior.  

Interethnic communication emphasizes the similarities and the differences among ethnic groups. E. Lamar Ross reached this conclusion when he realized that "the signals one individual sends must pass through a culturally conditioned and constructed barrier before they get to the other individual."  

Ross was one, among many authors, to stress the importance of interethnic communication as a legitimate area of study. He agreed with other researchers that communication, whether on an intra- or interethnic context, was essential to the study of human social interaction.  

School Desegregation and Racial or Ethnic Conflict  

In 1954 Supreme Court Chief Justice Warren delivered the opinion of the Court on the Brown v. Board of Education case. This decision was to have a profound effect on the American educational system. In 1896 the Plessy v. Ferguson case had determined that equality of treatment could be accorded even though the facilities be separate. It was this "separate but equal" doctrine that was rendered unconstitutional by the Brown v. Board of Education decision.  

The Court's decision was that "segregation of children in public

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34 Ross, p. 2.

schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities." In the decision, Warren also stated that when forced to attend segregated schools, children might well develop "a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." 36

The 1954 decision made it illegal for schools to practice de jure segregation but did not address the issue of de facto segregation, which existed in many communities, particularly in large northern cities, and was caused by the socio-economic status of minority groups. In the Civil Rights Act of 1964, which stated that racial discrimination must end in all programs receiving federal financial assistance, an attempt was made to stimulate the desegregation of American public schools. 37

The provisions of the Act specified that all school districts seeking federal aid must comply with this requirement by any one of the following means: (1) by filing an "Assurance of Compliance" form, declaring that no discrimination whatsoever is practiced within the school district; (2) by showing that there has been a final federal court order directing the complete racial integration of the school system by 1967; or (3) by submitting approved plans for the integration of the school. 38

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36 Brown v. Board of Education.
38 Johnson, p. 128.
James A. Johnson and other writers, agreed that the impact of these two pieces of legislation on the American educational system is too recent and complex for it to be objectively evaluated at the present time. The changes that have taken place in order to achieve racial balance in the schools are still being felt throughout the country. Some methods that have been used to promote desegregation in the schools are as follows:

1. Redistricting of school districts and attendance zones to eliminate de facto segregation patterns.

2. Implementing racial quotas to correct previously segregated systems.

3. Using transportation facilities to correct state-enforced racial school segregation.\(^{39}\)

Gary Orfield expressed concern over many of the assumptions upon which research on desegregation is based. He stated that "we set up such Utopian standards for evaluation—it is not surprising that someone can look at the results and say that they are not everything we expected."\(^{40}\)

Orfield contended that we cannot overlook research findings such as the Health, Education and Welfare Department study entitled "Southern Schools," which looked at fifty schools, most of them located in five deep-south states. The researchers found that two-fifths of the whites and more than half of the blacks comprising the research population

\(^{39}\) Johnson, p. 234.  

reported that one of their best friends was from the other race. 41

Another encouraging finding, according to Orfield, was the tremendous variation from one school to another in terms of how well the process worked. This seemed to indicate that things which were in the power of the school administrators to control, could make a significant difference in terms of the effectiveness of the desegregation process. 42

Mandated desegregation has not only impacted students in the schools, teachers and administrators have also been affected. Everett E. Abney indicated that closing all-black schools was one way to accomplish desegregation but that the consequences of this action were that black teachers and particularly black administrators were plagued with employment difficulties. 43

Samuel Fridle pointed out other problems besides the employment one that black educators encountered. Fridle stated that racial desegregation of public schools caused change in employment policies and altered perceptions of roles and role relationships at all levels of professional employment. ... Black teachers working under white administrators were subjected to unethical requests, assignments, and even discharges because of race difference. 44

Black administrators also were affected by federal desegregation laws. Black educators were not considered for employment in many educational positions of responsibility for reason of race. The state of

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41 Orfield, p. 128. 42 Orfield, p. 128.
Florida did attempt to provide employment for displaced black administrators and the majority of black principals ended up administering schools with a predominantly black student body.45

Arthur O. White presented a school desegregation model provided by the state of Florida desegregation program. This plan included not just the integration of the black and white races, but of a multitude of ethnic groups that comprised its population. Along Florida's urbanized southern coasts, where many northern migrants had settled, prejudices against other ethnic groups were not deeply ingrained. But in rural middle and northern Florida, where native southerners had lived for generations with a majority of the state's black population, a staunch conservatism prevailed. Reluctantly, school districts yielded to "creeping integration." In 1965, Florida's school boards made an unprecedented effort to dismantle the dual school system.46

In order to solve the problem of displaced black teachers because of desegregation of faculties or elimination of schools, a four-man "Displaced Teacher Task Force" was established. The Task Force, which set a national precedent, was the impulse behind the scandal that broke out when it was discovered that Florida used the National Teacher Examination (NTE) to dismiss or demote many black teachers in districts undergoing racial consolidation.47

Desegregation also threatened to become a factor in Florida's

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45 Abney, p. 7.
47 White, p. 35.
politically volatile crisis over teacher militancy. The merger of the Florida Education Association (white) and the Florida Teachers Association (black), in 1967, became the release valve in this explosive situation since the two groups had been in radical opposition before the alleged NTE abuse.\footnote{White, p. 36.}

The Dade County Public Schools System's desegregation problems were compounded by the constant expansion of its multiethnic groups. The population of the Dade County Public Schools system was, and remains, rapidly changing in terms of ethnic composition, educational background and socio-economic factors. Parts of the county (which includes the city of Miami among others) were extremely segmented on a socio-economic level and in terms of the three major ethnic groups: black, Cuban, and white. In a 1970 study, Carolyn Ralston and Ann Lewis indicated that this combination of the different communities and the variety of socio-economic groups resulted in a series of small contrasts and consequent adjustments encountered in all the schools comprising the system.\footnote{Carolyn Ralston and Ann Lewis, \textit{Special Field Reports on School Desegregation Projects: Hartford, Forrest City, Bernalillo, Dade County} (New York: Columbia University National Center for Research and Information on Equal Educational Opportunity, 1971), p. 11.}

A large segment of the Cuban and black populations contributed to the high mobility of the Dade County population, which greatly affected the milieu of certain schools within the system. The black population was not centered in one ghetto but was scattered throughout all but one district of the city. There was a Cuban ghetto of sorts developed when those Cubans who were recent arrivals settled in the southwest section
of the city. Before the court order to desegregate, the composition of
the schools' population reflected the same ethnic breakdown of the
different districts. The language barrier that existed between teachers
and students complicated the integration process.⁵⁰

While student desegregation was taking place, in July 1969, the
school system's superintendent was notified by the Department of Health,
Education and Welfare officials that it was not in full compliance with
Title IV of the Civil Rights Act. The request was to assure staff
desegregation. Staff assigned to schools to work directly with children
had to be assigned so that the ratio of black/white be essentially the
same as the ratio in the entire school system.⁵¹

One of the conclusions reached by Ralston and Lewis in their report
was that, while it was too early to make other than conjectural comments
on the effectiveness of the Dade County Public Schools' desegregation
plan, the lack of severe confrontations could be considered as a qualified
measure of success. They credited this outcome to the efforts of school
administrators to provide for staff development in order to improve
working relationships and understandings between individuals and groups.
"Human relations as a relevant component of the educational effort appeared
to be accepted and welcomed by the majority of staff members in Dade County
and by those students who were involved in any human relations activi-
ties."⁵²

⁵⁰Ralston and Lewis, p. 12.
⁵¹Administrative Research Department, Desegregation—December 1970
⁵²Administrative Research Department, p. 6.
Gertrude Noar proposed an alternative to the desegregation dilemma by suggesting that the goal to strive for should be integration rather than desegregation. According to Noar, desegregation is merely the physical placement of people while integration is a state of being which exists when people of all races accept themselves and others, recognize the value of their differences, and know the contributions all have and should be enabled to make to the common good.  

Leadership

Concern with leadership is as old as recorded history. The fascination with leadership began when the first group of people working together, realized the need for someone to be in command, to control others, to get people to cooperate on a common task toward a common goal.

The topic of effective leadership has been extensively covered in literature. Advice given to leaders has ranged from such homilies as being honest, good, and fair to the more cynical guidelines laid down by Niccolo Machiavelli in The Prince.

To lead others for the purpose of achieving a shared objective has always been both a necessary and a desirable skill. The need for this ability has mounted as the complexity of tasks in our civilization has increased to the point where relatively few jobs can be accomplished by the individual working alone.

Evolution of the Leadership Concept

Researchers have tried to assess leadership from many different points of view. Leadership as a concept has dissolved into small and discrete meanings. James MacGregor Burns pointed out that a study turned up 130 definitions of the word and an immense reservoir of data and theories on leadership.\(^54\)

Definitions of leadership have changed because perspectives of writers differ. As writers have attempted to dissect the leadership phenomenon, three basic elements seem to be emphasized either singly or in combination: people, processes, and systems.

E. Mark Hanson postulated that each of these basic elements possess important variations that define leadership:

1. The presence of unique psychological traits or behavioral characteristics (people).
2. The art of compelling or inducing compliance (process).
3. The presence of formal structure, differential problem situations, or the external organizational environment (systems).\(^55\)

One of the first empirical investigations of leadership was published in 1904 and since then, an overwhelming part of leadership research has been conducted in the United States. According to Fred E. Fiedler and Martin M. Chemers, one basic reason for the interest in leadership in this nation, has been its democratic tradition. The idea that leadership


\(^55\) E. Mark Hanson, Educational Administration and Organizational Behavior (Boston: Allyn and Bacon, 1979), p. 228.
positions are to be awarded on the basis of merit rather than birth, political affiliation, or race may be preposterous in some parts of the non-Western world, but not in the United States, where selection and recruitment of leaders is part of the political and social heritage.  

During the decades prior to World War II, research on leadership was based on the assumption that a leader's skills could be explained by the identification of psychological and, at times, even physiological traits that manifested themselves in superior managerial abilities. In 1935 Ordway Tead referred to such ideas as the "born leader" and "self-constituted leader" and listed the qualities that were considered desirable for a leader to possess. Personal characteristics such as sincerity, intellectuality, and creativity were measured as attributes that contributed to effective leadership. Efforts were made to find empirical evidence supporting the hypotheses that leaders were born, or self-constituted. Even height, appearance, and health were investigated to test their validity as indicators of leader ability.

A number of investigators were concerned that this type of approach was not adequate. According to Ralph M. Stogdill, the major flaws of the trait approach were that personality traits demanded in a leader varied from one situation to another; that, under certain conditions, any

individual could assume leadership. The trait approach also ignored the interaction that takes place between the leader and the followers.  

Robert Tannenbaum, Irving R. Weschler, and Fred Massarik were among the first to point out that early leadership research focused on the leader only, to the exclusion of other variables.

"It was assumed that leadership effectiveness could be explained by isolating psychological and physical characteristics or traits, which were presumed to differentiate the leader from other members of his group."

Due to the fruitless efforts of the personality trait approach, the thrust of leadership studies was focused on the behavior of the leader. This involved an attempt to describe the individual's behavior while he acted as leader of a group or organization.

Research into leader behavior continued to grow. In 1945 the Ohio State Leadership Studies were organized with the intent of describing different aspects of leader behavior. A list of descriptive statements was developed and after much refinement and revision, the first form of the Leader Behavior Description Questionnaire was developed.

John A. Ramseyer found that the descriptive items in this form of the Leader Behavior Description Questionnaire collapsed into two categories of behavior—consideration and initiation of structure. A leader

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61 Stogdill, p. 128. 62 Stogdill, p. 128.
possessing the qualities of consideration regarded the comfort, well-being, and contributions of subordinates, while a leader noted for initiating structure clearly defined his own role and let followers know what was expected of them.63

These two subscales of consideration and initiation of structure have been used extensively in research since 1955. During the 1960's and early 1970's, research conclusions from many situations indicated that leaders who were rated as more effective received high scores in both consideration and initiation of structure. There were indications of a distinct correlation between successful leadership and high scores in both areas of leadership ability.64 After further examination of leader behavior studies, Stogdill was not satisfied that leader behavior could be adequately described with only two dimensions. Using a new theory of role differentiation and group achievement as a basis, Stogdill hypothesized that twelve variables operate in the differentiation of roles in social groups and developed twelve subscales to measure each of the variables. Thus, in the early 1960's, a new instrument, the Leader Behavior Description Questionnaire - Form 12 (LBDQ-XII) was developed to incorporate the twelve variables identified by Stogdill.65

The behavioral approach provided new insight into the nature of leadership. It showed that the leader/follower relation is a mix of personal and situational elements which do not operate singly but in

64Stogdill, p. 140.
65Stogdill, p. 143.
patterns and clusters and that the perceptions of clusters and patterns by leaders and followers can be different.

Another focus in the analysis of leader behavior was on the investigation of leadership styles. The classic studies by Kurt Lewin and Ronald Lippitt on the effect of democratic, autocratic, and laissez-faire leadership styles had a far-reaching impact on the field.

Lewin and Lippitt questioned the degree to which the leader should take major responsibility for the direction and administration of the group versus the degree to which the leader should be concerned, primarily, with personal relations. Their research also dealt with the degree to which the leader should permit and encourage participation by members of his group, and how associates should share in the planning and decision-making processes.66

Because the words democratic, autocratic, and laissez-faire developed desirable or undesirable connotations, J. W. Getzels and E. G. Guba proposed another group of terms to describe leadership styles. The terms suggested were nomothetic, idiographic, and transactional. Getzels and Guba described these leadership styles as follows:

1. The nomothetic leader stresses requirements of the institution and conformity of role behavior to expectations, even at the expense of individual personality and needs.

2. The idiographic leader is more concerned with the ego or personality of himself or of other members of the institution than he is with institutional demands.

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3. The transactional leader is a representative compromise between the nomothetic and the idiographic leadership styles. He appreciates the need to achieve institutional goals, but at the same time hopes that the pursuit of institutional goals can result in fulfillment of individual personality drives.67

The transition from total investigative concentration on the leader as an individual to the leader in a situational context was accomplished. Francis Griffith described the latter approach as a sociological one, in which researchers, while not denying the importance of personality traits, sought an explanation of leadership in how it emerges.

Griffith described the sociological approach as follows:

Leadership cannot be studied apart from the group in which it is exercised. It is found in a group. Robinson Crusoe was not a leader until Friday came along. Traits cannot be studied in isolation but only in relation to other traits and to the situation in which they appear. Leadership is a group phenomenon which varies from situation to situation and even within the same situation at different times. Individual leaders emerge because their peers respect their insights and judgment.68

The contingency model of leadership, developed by Fiedler after more than fifteen years of research, explained the most effective leadership style in terms of the following variables in descending order of importance:

1. Relations between the leader and group members: This relationship is based on trust and loyalty.


2. Nature of the task to be accomplished—whether structured or unstructured: The task is either clearly spelled out or ambiguous, and progress measures are vaguely defined.

3. Position power of the leader: The formal organizational role lends the leader certain powers such as to reward or punish.

Another version of the contingency theory of leadership that received attention recently was the path-goal theory. This approach can be considered as an expectancy theory of motivation. Its basic tenet is that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. The implication for leadership is that subordinate behavior is motivated by leader behavior to the extent that the leader influences the expectancies of subordinates in a positive way and is helpful in assisting subordinates in accomplishing goals.

Robert House and Gary Dessler advanced the path-goal theory by presenting four different types of leadership styles:

1. Directive leadership: The leader gives structure to the work situation by establishing specific expectations for the subordinates.

2. Supportive leadership: The leader has friendly relationships and shows concern for the well-being and needs of subordinates.

3. Achievement-oriented leadership: The leader expects high levels of productivity from subordinates and exhibits the confidence that

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70 E. Mark Hanson, Educational Administration and Organizational Behavior (Boston: Allyn and Bacon, 1979), p. 254.
subordinates can achieve these high levels.

4. Participative leadership: The leader consults with subordinates and considers seriously their views before a decision is made.71

Research in the theme of leadership has continued to grow. The need for studies dealing with leader behavior and the resultant effects of leader behavior on subordinates was stressed by Walter A. Hill:

Students of leadership have examined this concept from the standpoints of traits, functions, styles, and situations; they have viewed it anthropologically, psychologically, and sociologically, as well as from the vantage points of political power and past experience. Despite the scope and magnitude of these efforts, we know little about what makes a supervisor effective or why a supervisor is effective in one situation but not in another.72

Leadership in Ethnic Groups

The ethnic group in American society was considered by Nathan Glazer, to be an amorphous entity. It is not defined by law, except for the special case of the American Indian. Its "leadership" is not defined either, whether formally or publicly, as for society in general. Glazer contended that when considering leadership for society in general, the firm structure of political organization is the main consideration. Presidents, governors, and legislators are all clearly arranged in hierarchies. In approaching the question of leadership in ethnic groups,


ambiguity tends to confound the issue.  

The roles played by leaders in the history of America's ethnic groups are difficult to place in a proper perspective according to John Higham. He acknowledged that ethnicity feeds on traditions and ethnic leaders cannot abandon their heritage with its accompanying values and customs. Yet, in order to sustain a viable leadership in modern society, leaders must cope with great mobility, progress, and change. This dichotomy, to face the future while preserving the past, is the dilemma that Higham believed ethnic leaders have to resolve.

Kurt Lewin addressed the issue of ethnic leadership and provided valuable insight on the predicament of ethnic groups in their quest for effective leadership. Lewin indicated a tendency for ethnic leaders in America to be "marginal" to their own groups and therefore unreliable as strategists and spokesmen. A group that is underprivileged, Lewin pointed out, is likely to choose leaders whose economic success or professional attainments make them relatively acceptable outside the group. Such persons "may, under a thin cover of loyalty, be fundamentally eager to leave the group." Against the weak or divided allegiance of these "leaders from the periphery," Lewin set a more positive and dynamic leadership behavior oriented toward the center of the group.

Lewin's distinction between center and periphery of an ethnic group

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has not been clearly addressed in ethnic studies. Where is the "center" of an ethnic group found? Sociologists are far from consensus on whether it lies in the traditional, unreconstructed elements, or in the advanced and innovative strata.

Lewin's polarity suggested another position to Higham. He observed that the periphery of a group does not always set the outer limit of its leadership. Under some conditions, ethnic groups may be led by persons located beyond the periphery outside of the group altogether. Higham illustrated this position by referring to the white leadership imposed by slavery on the mass of southern blacks before the Civil War, and postulated that the heritage of dependence on, and resentment toward white leaders left a long-lasting impact on the subsequent development of Afro-American leadership.\(^\text{76}\)

Gunnar Myrdal in his book, *An American Dilemma*, made a significant contribution to the topic of leadership within an ethnic context. In his study of the American Negro problem, Myrdal identified alternative leadership strategies for dealing with the host society. His typology of leadership was based upon two extreme policies of behavior on behalf of blacks as a subordinated caste: accommodation and protest.\(^\text{77}\)

Myrdal considered the first attitude as mainly static; accommodation was historically the "natural" or "normal" behavior of Negroes. Blacks felt dependent on white leaders or on white-appointed Negro leaders. As Myrdal stated, "leadership conferred upon a Negro by whites raises his

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\(^{76}\) Higham, p. 2.

class status in the Negro community." Accommodating leadership implied that whites still had the power and that the base of any authority or power that a Negro leader had was granted by whites.  

The leaders associated with open protest were the apostles or martyrs of an interracial reform movement. Tactics of confrontation and direct action were used to end white hegemony. Protest leaders rose, according to Myrdal, "against overwhelming odds" and often succumbed with their followers. Negro protest leadership during the past three decades, has been more clearly thought out and overtly expressed in social, economic, and political terms. The black power base has expanded within the social structure, with the assistance of civil rights legislation.  

Glazer agreed with Myrdal's thesis of black leadership types and applied the concept to all ethnic groups in America. Glazer added that the two styles are more or less implied by the position of any ethnic group in American society: "they are in it, but not wholly of it." His conclusion was that ethnic leadership styles are shaped by the realities of the American polity, a society in which any group might alternate between protest and accommodation in trying to further its interests. 

Among the obstacles to be considered in the rise of leaders of any group, but particularly of those within the confines of ethnicity, was the stratification of our social system. Upward or downward mobility is a distinct element of American society. Norbert F. Wiley cautioned

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78 Myrdal, p. 727.  
79 Myrdal, p. 736.  
80 Glazer, p. 20.
ethnic groups' members against being caught in mobility traps. He defined a mobility trap as "a structural condition in which the means for moving up within the stratum are contrary to those for moving up to the next higher stratum."^81

Wiley regarded the "in-group career" as the classic ethnic trap. It is attractive and emotionally rewarding, yet it usually has a low ceiling, and there is no easy way out into the world at large. His use of metaphor to illustrate his thesis was enlightening: social strata are visualized as a straight ladder where no rungs are missing yet Wiley contended that stratification is more like a tree than the "ladder of success." To the mobile person the trap is the limb, especially if it is long and low. Mobility comes not only from persistent climbing, but also from the ability to distinguish the limbs from the trunk. Limbs might represent temporary security for ethnic group leaders but it is often used as a mechanism of deliberate suppression by majority group leaders.82

Modernization is another aspect of our social structure that must be dealt with when investigating the leadership phenomenon. Higham contended that modernization lessened the distinctiveness and visibility of ethnic leaders. Modernization called for increasing technical knowledge and specialization and leaders became submerged in their organizations. It has greatly weakened the ethnic group as a locus of individuals' associations and interests, and has given rise to an increasingly differentiated,

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^82 Wiley, pp. 401-03.
professional, and bureaucratic type of leadership, which works to contain modernization within the ethnic structure.\textsuperscript{83}

Higham was troubled by the fact that even though the stress on ethnic leadership is both illuminating and called for, it may tend to distract from concentrating on the real issue of ethnicity--what it is and how it comes to be. Ethnic leadership is not isolated; it is dependent upon the social setting from which it emerges.

Ethnic leadership is not only a matter of who gets how much of what, and by which means, but also of understanding certain, sometimes grudgingly acknowledged, prejudices that seem to mark us off as a society too often egalitarian in pronouncement and racist in fact.\textsuperscript{84}

\textbf{Leadership in the Educational Setting}

Educational institutions, like other social entities, have required structure, an organizational framework from which to direct energy and resources toward the achievement of expected goals. Generally, superintendents of schools and building principals have been recognized as the administrative officers of educational affairs and, therefore, expected to manifest educational leadership. Terms such as "management" or "direction" seem inadequate indexes of the major activities, the basic knowledge, and personal attributes required of those who fill administrative posts in the field of education.\textsuperscript{85}

Willard Lane and others theorized that educational leadership cannot be understood apart from its complex environment. Simply holding the

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\textsuperscript{83} Higham, p. 11. \textsuperscript{84} Higham, p. 205.

formal leadership role is not enough to ensure that the collectivity of human involvement will be responsible to the initiatives of the leader. One must also establish a base of power and trust that will ensure followership.  

The educational leader, instead of being the person in direct control of the school or the school district, is considered the person in the middle who must somehow perform acts to satisfy a multitude of complex and often conflicting demands. According to E. Mark Hanson, these demands for action generally do not surface one at a time, they come like a stampede and strike out in every direction.

The problem of leadership in education is further complicated by the presence of what Lane described as

the rise and decline of pressures generated by deadlines and by close supervision . . . the school principal will sense that he has more authority, greater responsibility for the school, and more obedience from subordinates when the school is being "inspected" by the superintendent or visited by a parent group.

William W. Wayson expressed concern over the confusion that surrounds the concept of educational leadership. He contended that much of what we know about leadership has been learned from studies conducted within military units, and that these studies clearly show that the authority that comes with an appointment is only half what an officer needs if he

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87 E. Mark Hanson, Educational Administration and Organizational Behavior (Boston: Allyn and Bacon, 1979), p. 235.

88 Lane, Corwin, and Monahan, p. 304.
is to exercise leadership. 89

Francis Griffith was troubled by the emphasis in educational administration textbooks on techniques and procedures. His contention was that the "how-to-do-it" approach has been proven of dubious value. He welcomes the current emphasis on the theoretical aspects since he believes that it is concepts that give meaning to practice and generate new procedures. 90

As the diversity of opinions presented indicate, the topic of educational leadership has been extremely controversial. The school setting is sensitive and quite vulnerable to shifts in its immediate environment. Therefore, school administrators must exercise organizational leadership that extends through the organization upward and outward into the external environment, controlling some systems when appropriate and being controlled by others at times.

Hanson proposed that the educational process be controlled by a management team that works within a planned framework established by the chief executive. The management-team approach is a problem-solving, program-developing, leadership unit. The chief executive's main function is to build the management team through training and selection and his effectiveness would be evaluated by the management team he built. 91

Other writers have not been as extreme as Hanson and have adhered to

91 Hanson, p. 266.
a more traditional approach to educational administration. Wayson admonished school principals on their lack of leadership and their false assumption that they become leaders when they are named principals. 92

Educational leaders have been accused of excessively borrowing leadership and administrative theories from other disciplines far removed from the processes and goals of education. Attempts at building a distinct body of educational administrative theory have met with limited success but among the theories that have prevailed is Paul R. Mort's theory of "balanced judgment."

The fundamental principle of the theory advanced by Mort was for leaders to achieve balanced judgment by seizing each situation and considering it as an opportunity to exercise resources in finding applications of various principles. The principles identified by Mort were "a unique series of considerations without which any overall treatment of school administration will fall short of the mark." 93

The rationale of Mort's theory was clearly stated in the foreword of his book:

(1) culture has a series of definable sanctions,
(2) those sanctions have reasonable bases and when stated as principles are dimensions of goodness in action,
(3) these principles can be a series of tests to decide whether or not a proposed act will be a wise action, and
(4) such principles can have specific application in illuminating and making rational the subject matter of professional training for school administration. 94

92 Wayson, p. 15.
94 Mort and Ross, p. 27.
To Mort the four terms—value concepts, cultural sanctions, criteria, and principles—were synonymous, and he considered "common sense" to be the source of them all. Since some principles can be contradictory, therein lies the strength of using balanced judgment in finding solutions to different dilemmas. 95

Another theory that has received the attention of educational leaders was proposed by Jesse B. Sears, who maintained that the administrative function derived its nature of the services it directs. Sears indicated that he had been strongly influenced in his thinking by some classic theorists in the field of business and governmental administration, including Taylor, Fayol, Gulick and Urwick. He attempted to integrate the writings of these men with his own knowledge of the field of education.

Sears developed his theory from the assumption that the ways of organizing, directing, and performing all the functions of administration are accomplished by applying authority according to principles that are derived from a study of administration itself. He considered this conception of administration as insurance against the opposite concept, autocracy, wherein administration is a system or a force self-powered and responsible to itself only. 96

Whether in generalized theories of leadership or specialized administrative theories in the field of education, the tactics of leadership presented do not offer an easy panacea. Perhaps it is

95 Mort and Ross, p. 249.
important to underscore the point that social scientists still have not produced a comprehensive theory of leadership and that much work remains to be done to make leaders and the organizations where they perform more effective. 97

Summary

The literature reviewed in this chapter dealt primarily with the concepts of ethnicity and leadership. Both topics were researched within the framework determined as relevant to the study.

In the review of literature pertaining to ethnicity, emphasis was placed on the multiplicity of ethnic groups that comprised the American heritage. This concept, as researchers indicated, has not been internalized by many Americans.

The importance of ethnic identification for individuals was also reviewed. The body of research in this area, supported the idea that ethnic group membership is an integral component of an individual's self-identity that cannot and should not be suppressed.

The school desegregation process was also investigated. Most of the literature supported the idea that while efforts toward desegregation have been somewhat effective, even greater efforts must be made, particularly in the area of attitudinal change, in order to achieve a total integration.

As has been pointed out, the study of leadership went through an evolution from concentrating on personality traits; through a period

97Hanson, p. 278.
which emphasized the actual behavior of the leader; and, finally, focused on the situational setting that included leader/group interaction. While researchers generally agreed on the need for leadership they were not in accordance as to what constituted effective leadership.

The topic of leadership in the educational setting was also analyzed. Findings revealed that educators are most concerned with leadership in the schools and are constantly searching for increased effectiveness by their administrators.

Authors cited in the review of literature indicated that it was essential to try to establish a relationship between ethnicity and leadership. They did, however, indicate that the efforts to establish this relationship were quite incomplete—that little research had been done on the subject. Findings of educators, social scientists, and other writers on the subject did not introduce conclusive evidence of the existence of the relationship between the two factors.
Chapter 3

RESEARCH METHODOLOGY

The components of this chapter are the research design, selection of the sample, procedures followed in gathering the data, and a description of the instruments used in the study. In addition, an explanation is included of the techniques followed in the statistical analysis of the data.

Research Design

The design followed was the ex-post-facto design of a co-relational study, defined by Fred N. Kerlinger as follows:

Ex-post-facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables.¹

Before utilizing the ex-post-facto design, it is vital to understand that one cannot always assume a causal relation between independent and dependent variables. If the predicted relationship is observed, it does not necessarily mean the variables were causally related.²

These considerations should not deter the serious investigator from


engaging in ex-post-facto research. According to Kerlinger, the study of relations between existing sets of variables is best accomplished through this research design since established variables, such as personality characteristics and attitudes, change when manipulated in an experimental setting. Many other researchers have also encouraged the continuation of ex-post-facto research because a number of important social, psychological, and educational problems lend themselves to controlled inquiry of this kind.

Selection of the Sample

The nature of the study was such, that only a school system which included members of more than two ethnic groups would lend itself to adequate analysis. The Dade County Public Schools System, Florida, was selected because of the unique ethnic composition of the student body, teaching personnel, and building administrators of the system.

Ethnic group membership, identified as the independent variable in the study, depended on an adequate proportion of subjects determined to be at least one percent of the total population. Only three ethnic groups met this requirement: white, black, and SLO, therefore, these ethnic groups were the ones included in the research project.

The technique used in selecting the schools consisted of a stratified quota sampling of all schools within the system. Quota sampling is used to classify a total population by pertinent properties in order to

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3 Kerlinger, pp. 383-84.  
4 Kerlinger, p. 392.  
determine adequate representation from each group.\textsuperscript{6}

Two hundred and forty-eight schools, comprising the elementary and secondary education levels of the system, were classified according to the ethnic membership of the principals, and the ethnic majority of students and faculty in each of the schools.\textsuperscript{7} The selecting process produced the following nine categories:

1. Schools with white principals, a majority of white students and teachers, and an adequate representation established for the study of the two other ethnic groups in the student body and faculty.

2. Schools with white principals, a majority of black students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

3. Schools with white principals, a majority of SLO students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

4. Schools with black principals, a majority of black students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

5. Schools with black principals, a majority of white students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

6. Schools with black principals, a majority of SLO students and teachers, and an adequate representation established for the study of


\textsuperscript{7}Ackoff, p. 125.
each of the three ethnic groups in the student body and faculty.

7. Schools with SLO principals, a majority of SLO students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

8. Schools with SLO principals, a majority of white students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

9. Schools with SLO principals, a majority of black students and teachers, and an adequate representation established for the study of each of the three ethnic groups in the student body and faculty.

Since some of the categories of identified schools did not have as ample representation as others in the sample, the selection was then ratioed to insure the inclusion of a proportionate number of schools that were a representative sample of the total population. Fifteen schools were selected following these established guidelines, which also included, when possible, stratification by elementary, junior high, and secondary levels.

A total of 210 research subjects were selected from the representative schools. The breakdown of the sample included four teachers from each ethnic group (white, black and SLO), for a total of twelve teachers from each school. The selection process followed appropriate statistical procedures, including the use of a table of random numbers within each ethnic classification as determined by the schools' staff roster.

Data Collection

Approval for the conduct of the research project was required by the Dade County Public Schools Educational Research Committee and the East
Tennessee State University (ETSU) Institutional Review Board. After these approvals were received, the investigation was continued (see Appendix A).

Initial contact was made with the selected school principals in each of the twenty schools comprising the sample population. An explanation of the nature and intent of the study was made to each principal along with a request for permission to conduct the research project in his school (see Appendix B).

The participation of certain schools was essential to assure a proportionate number of research subjects from the nine categories identified by the stratification procedure, therefore, special efforts, which included follow-up letters and telephone communication, were made in order to achieve the cooperation of selected principals.

Permission was received from each principal for himself and selected members of his staff to participate in the study. A thorough explanation was given to the principals that in the reported findings, no school, principal, or teacher would be identified by name. Anonymity would be preserved by the use of numeric-alpha designators to differentiate the data.

A meeting was held with the randomly selected teachers in each school for them to complete the LBDQ-XII. The following topics were covered during the meeting: (1) purpose of the study, (2) anonymity of responses, and (3) instructions on how to complete the questionnaire.

Principals were asked not to attend the meetings so that their presence would not inhibit the teachers while completing the evaluating instrument. Since a consent form requested by the ETSU Institutional
Review Board had to be signed by the respondents, provisions were made for these forms to be gathered separately from the completed LBDQ-XIIs so that the anonymity of the respondents could be maintained (see Appendix C). Following the orientation session, ample time was allowed for each teacher to complete the instrument.

**Instrument**

The *Leader Behavior Description Questionnaire, Form 12* (LBDQ-XII) (see Appendix D), as developed by staff members of the Ohio State Leadership Studies and revised by the Bureau of Business Research, The Ohio State University, was administered to selected teachers to measure their perception of the leadership behavior of their own school principals.

The LBDQ-XII consisted of one hundred items which measured twelve dimensions of leader behavior with each arranged on a continuum. A high score on any one subtest indicated that the respondent (teacher) perceived that particular dimension of behavior to be high in the principal being described, while a low score indicated that the respondent perceived it to be low or absent in the principal being evaluated.

The twelve dimensions of leader behavior as identified by the LBDQ-XII were as follows:

- **Representation** - speaks and acts as representative of the group.
- **Demand Reconciliation** - reconciles conflicting organizational demands and reduces disorder to the system.
- **Tolerance of Uncertainty** - is able to tolerate uncertainty and postponements without anxiety or upset.

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Persuasiveness - uses persuasion and argument effectively; exhibits strong conviction.

Initiation of Structure - clearly defines own role, and lets followers know what is expected.

Tolerance of Freedom - allows followers scope for initiative, decision, and action.

Role Retention - actively exercises leadership role rather than surrendering leadership to others.

Consideration - regards the comfort, well-being, status, and contributions of followers.

Production Emphasis - applies pressure for productive output.

Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately.

Integration - maintains a closely knit organization; resolves intermember conflicts.

Influence with Superiors - maintains cordial relations with superiors; has influence with them; is striving for higher status.  

Reliability

Reliability was defined by Kerlinger as the accuracy or precision of a measuring instrument. 10 The internal consistency of a test was another interpretation of reliability. 11 An analysis of subscales intercorrelations of the LBDQ-XII was conducted by the staff of the Ohio State Leadership Studies. This staff determined that each factor of the LBDQ-XII was strongly dominated by a single subscale and thereby established reliability for the LBDQ-XII. 12

Validity

Validity, as defined by Kerlinger, represented the degree to which


12 Stogdill, Handbook of Leadership, p. 145.
a scale measured what it was designed to measure.\textsuperscript{13} Stogdill tested the validity of the LBDQ-XII and concluded that the twelve scales measured what they were intended to measure.\textsuperscript{14}

**Statistical Analysis**

The hypotheses of the study were stated in the declarative form, however, for the purpose of statistical treatment, the null form for each hypothesis was tested. The use of the null hypothesis is a succinct way to test data against chance expectation since this type of hypothesis asserts that there is no significant difference between population means.

The two-factor analysis of variance design with repeated measures on one factor and the Newman-Keuls procedure were the statistical techniques utilized in analyzing and interpreting the data. The minimum acceptable level for determining significant difference was .05.

The two-factor design is basically a combination of the factorial design and the treatment-by-subjects design. This analysis of variance test allows for examination of two factors in combination with each other and the effects of this interaction.\textsuperscript{15}

The utilization of the two-factor design was determined by the fact that this statistical procedure permits the study of two independent variables (ethnic membership of teachers and the ethnic affiliation of principals) on the dependent variable (perceived principals' leadership ability), as well as the interaction effects among the independent and

\textsuperscript{13}Kerlinger, p. 457. \textsuperscript{14}Stogdill, *Handbook of Leadership*, p. 144.

dependent variables. Where significant effects were found, the Newman-Keuls procedure was used to determine which mean differences were significant.

The Newman-Keuls procedure was used to determine specifically where the significant differences between means existed. Rather than computing only the difference between the two extreme means, the Newman-Keuls procedure permitted the study of other significant differences between sample means.  

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Chapter 4

DATA ANALYSIS AND INTERPRETATION

Introduction

Findings of the results obtained from the data of this study are reported in this chapter. Data were gathered and treated to test the hypotheses set forth in Chapter 1. These hypotheses were tested to determine the effects of the ethnic origin of teachers and principals on how teachers would rate principals on leadership ability.

The general procedures for the statistical treatment of the data were outlined in Chapter 3. Further elaboration on the procedures will be necessary in this chapter to clarify the output produced.

The two-factor analysis of variance with repeated measures on one factor was used to examine the effects of variables in combination with each other. The Newman-Keuls procedure was then used to determine the significance of differences found between the repeated measures for the three ethnic groups.

The data analysis and interpretation for hypotheses 1 through 7 are presented in Tables 1 through 6. Figures 2 through 7 are used to further illustrate the differences found by the statistical treatment. The data were analyzed and interpreted as they pertained to each of the hypotheses developed for the study.
Presentation of Data

Hypothesis 1. Ratings of Teachers from Three Ethnic Groups of Principals' Leadership Behavior

Teachers from three ethnic groups—white, black, and Spanish language origin (SLO)—rated principals in their schools on the principals' leadership behavior using the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII), to determine if teachers of one particular ethnic group would rate principals significantly higher on all twelve leadership dimensions considered together than would teachers belonging to other ethnic groups. The results of teacher ratings are shown in Table 1.

Table 1

Differences of Ratings on the Leadership Behavior of Principals by White, Black, and SLO Teachers

<table>
<thead>
<tr>
<th>Teacher Ethnic Group</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (N=76)</td>
<td>39.09</td>
<td></td>
</tr>
<tr>
<td>Black (N=73)</td>
<td>37.31</td>
<td></td>
</tr>
<tr>
<td>SLO (N=61)</td>
<td>38.90</td>
<td></td>
</tr>
</tbody>
</table>

There was no significant difference shown by the analysis of variance procedure in the ratings of principals by teachers from the three ethnic groups—white, black, and SLO. The mean scores generated by the ratings were in the following order: 39.09 for white teachers, 38.90 for SLO teachers, and 37.31 for black teachers. The level of significance obtained was .09. While the difference in scores was not statistically significant, it indicates a trend toward higher ratings by
white teachers than by black or SLO teachers.

The null hypothesis that there would be no significant difference in teacher ratings was accepted. Teachers of one particular ethnic group did not rate the leadership behavior of principals significantly higher than teachers belonging to other ethnic groups.

Hypothesis 2. Teacher Ratings of the Leadership Behavior of Principals from Three Ethnic Groups

Teachers rated white, black, or SLO principals on their leadership behavior to determine if principals of a particular ethnic group would receive a significantly higher score on all twelve leadership dimensions taken together. Results of their ratings are illustrated in Table 2.

Table 2

Differences of Teacher Ratings on the Leadership Behavior of White, Black, or SLO Principals

<table>
<thead>
<tr>
<th>Principal Ethnic Group</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>38.18</td>
<td>37.85</td>
</tr>
</tbody>
</table>

* p ≤ .05

There was a significant difference revealed by the analysis of variance of the teacher ratings of principals from the three ethnic groups—white, black, and SLO. The mean scores of the teacher ratings, arranged in a descending order, were: 39.87 for SLO principals; 38.18 for white principals; and 37.85 for black principals. The probability
level was .05, which was within the acceptance level for the study. SLO principals were those rated higher by teachers.

The null hypothesis that teachers would not rate the leadership behavior of principals belonging to one particular ethnic group significantly higher than principals of other ethnic groups was not acceptable. There was a significant difference in the ratings by teachers of white, black, or SLO principals.

**Hypothesis 3. Ratings by Teachers from Three Ethnic Groups of the Leadership Behavior of Principals from the Three Ethnic Groups**

Results of tests where teachers of three ethnic groups—white, black, and SLO—rated principals from the three ethnic groups on leadership are shown in Table 3. The data presented in this table were tested to determine if teachers would rate principals of their own ethnic group higher on leadership than they would rate principals of ethnic groups different from their own. These ratings reflect the teachers' perception of the principals' leadership ability when all twelve leadership dimensions are considered together.

Neither white nor black teachers rated principals significantly different on leadership when all twelve dimensions of leadership used for this study were considered together. White teachers did rate white principals slightly higher on leadership than they rated principals from the other two ethnic groups but not at an acceptable .05 significance level.

Black teachers did not rate black principals significantly higher than they rated principals from the other two ethnic groups. In fact,
Table 3

Differences of White, Black, and SLO Teacher Ratings of the Leadership Behavior of Black, White, or SLO Principals

<table>
<thead>
<tr>
<th>Teacher Ethnic Group</th>
<th>Mean Scores, N, F Ratio, and Level of Significance of Teacher Ratings of Principals by Principal Ethnic Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal Ethnic Group</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td>White</td>
<td>39.87</td>
</tr>
<tr>
<td>Black</td>
<td>35.45</td>
</tr>
<tr>
<td>SLO</td>
<td>37.52</td>
</tr>
</tbody>
</table>

* p ≤ .05
they rated SLO principals highest on leadership and black principals only slightly higher on leadership than they rated whites.

SLO teachers, on the other hand, did rate principals significantly different on leadership; their scores were significant at the .01 level. SLO principals were the ones rated higher than principals from the other two ethnic groups.

The null hypothesis, therefore, that principals of one particular ethnic group would not receive a significantly higher score on leadership behavior from teachers of the same ethnic group than would the principals from teachers belonging to other ethnic groups was accepted as it applied to ratings of white and black teachers, and was not accepted as it applied to ratings by SLO teachers. The SLO teachers did rate principals significantly different, with principals of their own ethnic group rated higher.

**Hypothesis 4. Teacher Ratings of the Leadership Behavior of Principals Disregarding Ethnic Group Membership**

Teachers rated principals, without regard for ethnic membership of either group, on twelve dimensions of leadership behavior to determine if some leadership dimensions were rated significantly higher than others. Results of the ratings are illustrated in Figure 2.

Figure 2 is a graphic representation of the differences generated by the ratings given to principals on the twelve dimensions of leadership behavior by teachers, disregarding ethnic group affiliation. The highest mean score was on the **Representation** dimension, the second highest was on the **Initiation of Structure**. The third highest mean was for **Role Retention**.
Comparison of Teacher Ratings on Twelve Dimensions of Leadership Behavior of Principals, Disregarding Ethnic Membership of Teachers and Principals
The lowest score was for the Tolerance of Uncertainty dimension, followed by the Production Emphasis. Although there were other fluctuations in the scores, they were not as discernible as the ones mentioned above. For the first seven dimensions tested, the mean scores differed greatly, while the means for the last five dimensions were more stable.

The null hypothesis that there would not be significant differences in leadership dimensions' scores of principals by teachers, without regard for ethnic membership of either group, was not accepted. There were significant differences in the mean scores on the twelve dimensions of leadership behavior, which were statistically significant well beyond the .001 level.

Hypothesis 5. Ratings by Teachers from Three Ethnic Groups of Principals on Twelve Dimensions of Leadership Behavior

White, black, and SLO teachers rated principals on twelve dimensions of leadership behavior to determine if teachers of one particular ethnic group rated some leadership dimensions significantly higher than others. Results of the ratings are shown in Table 4.

There were significant differences in the scores of some dimensions of leadership behavior generated by the Newman-Keuls statistical analysis of the ratings of principals by teachers from the three ethnic groups—white, black, and SLO. The Tolerance of Uncertainty, Tolerance of Freedom, and Production Emphasis dimensions of leadership showed significant differences beyond the .001 probability level.

On the Tolerance of Uncertainty and Tolerance of Freedom dimensions, white teachers' ratings of principals were significantly higher than those
of black and SLO teachers. On Production Emphasis, SLO and black teachers rated their principals significantly higher than did white teachers. With the exception of the Role Retention and Production Emphasis dimensions, black teachers' mean scores of principals were lower than those of white and SLO teachers.

Table 4

Differences of White, Black, and SLO Teacher Ratings of Principals on Twelve Dimensions of Leadership Behavior

<table>
<thead>
<tr>
<th>Leadership Dimensions</th>
<th>Teacher Ethnic Group</th>
<th>N, Mean Scores, F Ratio, and Level of Significance of Teacher Ratings by Teacher Ethnic Group</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White (N=76)</td>
<td>Black (N=73)</td>
<td>SLO (N=61)</td>
<td></td>
</tr>
<tr>
<td>1. Representation</td>
<td>42.16</td>
<td>40.98</td>
<td>42.98</td>
<td>1.74</td>
</tr>
<tr>
<td>2. Demand Reconciliation</td>
<td>39.88</td>
<td>37.05</td>
<td>38.51</td>
<td>2.51</td>
</tr>
<tr>
<td>3. Tolerance of Uncertainty</td>
<td>36.43</td>
<td>32.89</td>
<td>33.04</td>
<td>8.54</td>
</tr>
<tr>
<td>4. Persuasiveness</td>
<td>38.71</td>
<td>37.14</td>
<td>39.78</td>
<td>2.42</td>
</tr>
<tr>
<td>5. Initiation of Structure</td>
<td>41.82</td>
<td>41.05</td>
<td>42.73</td>
<td>1.30</td>
</tr>
<tr>
<td>6. Tolerance of Freedom</td>
<td>40.84</td>
<td>35.70</td>
<td>37.38</td>
<td>10.76</td>
</tr>
<tr>
<td>7. Role Retention</td>
<td>39.72</td>
<td>39.81</td>
<td>41.93</td>
<td>2.73</td>
</tr>
<tr>
<td>8. Consideration</td>
<td>38.46</td>
<td>36.25</td>
<td>37.11</td>
<td>1.63</td>
</tr>
<tr>
<td>9. Production Emphasis</td>
<td>34.91</td>
<td>36.30</td>
<td>38.65</td>
<td>8.30</td>
</tr>
<tr>
<td>10. Predictive Accuracy</td>
<td>37.71</td>
<td>36.04</td>
<td>36.69</td>
<td>1.38</td>
</tr>
<tr>
<td>11. Integration</td>
<td>38.96</td>
<td>35.72</td>
<td>38.80</td>
<td>2.67</td>
</tr>
<tr>
<td>12. Influence with Superiors</td>
<td>39.45</td>
<td>38.11</td>
<td>39.15</td>
<td>1.43</td>
</tr>
</tbody>
</table>

* p ≤ .05

The null hypothesis that there would not be significant differences in leadership dimensions' scores of principals by teachers from different
ethnic groups was, therefore, accepted for nine of the twelve dimensions. However, the null hypothesis was not accepted for three of the leadership dimensions. There were significant differences in the ratings on the Tolerance of Uncertainty and Tolerance of Freedom dimensions, in which white teachers scored principals significantly higher, and on Production Emphasis, in which SLO teachers scored their principals significantly higher.

In Figure 3, the differences in ratings on twelve dimensions of the leadership behavior of principals by white, black, and SLO teachers are graphically illustrated.

Figure 3 depicts the fluctuation of the mean scores given principals on the twelve dimensions of leadership behavior by white, black, and SLO teachers. There are certain trends in the high and low mean scores which, irregardless of whether they obtained statistical significance, are noticeable. The highest mean was on the Representation dimension by SLO teachers. White teachers' scores on this dimension were also the highest, while for black teachers, this mean score was the second highest one.

The lowest mean was the black teachers' one on Tolerance of Uncertainty. This was also the lowest mean for SLO teachers, and the second lowest for white teachers. Even though there appears to be some consistency in the high and low scores given to principals by teachers from the three ethnic groups, particularly on the first eight dimensions, the ratings for the other four dimensions are not as consistent. The differences between mean dimension scores were significant beyond .001.
Comparison of Ratings on Twelve Dimensions of Leadership Behavior of Principals by White, Black, and SLO Teachers
Hypothesis 6. Teacher Ratings of Principals from Three Ethnic Groups on Twelve Dimensions of Leadership Behavior

Teachers rated white, black or SLO principals on twelve dimensions of leadership behavior to determine if principals of different ethnic groups were rated significantly higher on some leadership dimensions than others. Results of the ratings are presented in Table 5.

Table 5
Differences of Teacher Ratings of White, Black, or SLO Principals on Twelve Dimensions of Leadership Behavior

<table>
<thead>
<tr>
<th>Leadership Dimensions</th>
<th>N, Mean Scores, F Ratio, and Level of Significance of Teacher Ratings by Principal Ethnic Group (N=210)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal Ethnic Group</td>
</tr>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td>1. Representation</td>
<td>41.89</td>
</tr>
<tr>
<td>2. Demand Reconciliation</td>
<td>38.13</td>
</tr>
<tr>
<td>3. Tolerance of Uncertainty</td>
<td>35.07</td>
</tr>
<tr>
<td>4. Persuasiveness</td>
<td>38.89</td>
</tr>
<tr>
<td>5. Initiation of Structure</td>
<td>41.28</td>
</tr>
<tr>
<td>6. Tolerance of Freedom</td>
<td>37.21</td>
</tr>
<tr>
<td>7. Role Retention</td>
<td>40.34</td>
</tr>
<tr>
<td>8. Consideration</td>
<td>36.21</td>
</tr>
<tr>
<td>9. Production Emphasis</td>
<td>35.42</td>
</tr>
<tr>
<td>10. Predictive Accuracy</td>
<td>37.55</td>
</tr>
<tr>
<td>11. Integration</td>
<td>36.32</td>
</tr>
<tr>
<td>12. Influence with Superiors</td>
<td>38.47</td>
</tr>
</tbody>
</table>

* p ≤ .05
There were significant differences in the scores on some dimensions of leadership behavior generated by the Newman-Keuls statistical analysis of teacher ratings of white, black, or SLO principals. The following dimensions met the minimum acceptance level of probability: **Production Emphasis**, $p < .05$; **Predictive Accuracy**, $p < .02$; **Integration**, $p < .01$; and, **Influence with Superiors**, $p < .01$.

The mean score obtained by the ratings of SLO principals on the **Production Emphasis** dimension was significantly higher than the one received by white principals. The difference in the rating of black principals was not statistically significant from the mean scores for SLO and white principals. On the **Predictive Accuracy** dimension, ratings of SLO and white principals were significantly higher than those of black principals. **Integration** and **Influence with Superiors** were two dimensions on which SLO principals were rated significantly higher than white and black principals. On the remaining eight dimensions, with the exception of **Role Retention**, the highest mean scores, even though not statistically significant, were achieved by SLO principals.

The null hypothesis that there would not be significant differences in the teacher ratings of principals belonging to different ethnic groups on some leadership dimensions was, therefore, accepted for eight of the twelve dimensions of leadership behavior. However, for four of the twelve dimensions, the null hypothesis was not accepted. These four dimensions of leadership produced statistically significant differences in the teacher ratings of principals from three ethnic groups. On the **Production Emphasis** dimension, SLO principals were rated significantly higher than white principals. SLO and white principals were rated
significantly higher than black principals on Predictive Accuracy. The ratings of SLO principals on Integration and Influence with Superiors were significantly higher than those of white and black principals.

In Figure 4, teacher ratings on the twelve dimensions of leadership behavior of principals from the three ethnic groups—white, black, and SLO—are depicted.

Figure 4 is a graphic illustration of the differences in the ratings given to white, black, or SLO principals on twelve dimensions of leadership behavior by their teachers. There are certain trends in the high and low mean scores which, irregardless of whether they were statistically significant, are conspicuous. The highest mean was on the Representation dimension for SLO principals. The white principals' mean on this dimension was also their highest, while for black principals this mean was the second highest one. The lowest mean was for black principals on the Tolerance of Uncertainty dimension, and the means on this dimension were also the lowest ones for white and SLO principals. Even though there appears to be some consistency in the high and low scores given by teachers to principals from the three ethnic groups, particularly on the first seven dimensions, the similarity in ratings is not as distinct for the other five dimensions. Differences between mean dimension scores were significant beyond .001.

Hypothesis 7. Ratings by Teachers from Three Ethnic Groups of Principals from the Three Ethnic Groups on Twelve Dimensions of Leadership Behavior

Results of tests of differences of teachers' perceptions of principals' leadership abilities on twelve different dimensions are included in Table 6. The data presented in this table were tested to determine if white,
Comparison of Teacher Ratings on Twelve Dimensions of Leadership Behavior of Black, White, or SLO Principals

Legend:
- White Principals
- Black Principals
- SLO Principals

Leadership Dimensions

Figure 4
Table 6

Differences of White, Black, or SLO Principal Ratings by Teachers of the Same Ethnic Groups on Twelve Dimensions of Leadership Behavior

<table>
<thead>
<tr>
<th>Leadership Dimensions</th>
<th>Teacher Ethnic Group</th>
<th>White (N=76)</th>
<th>F</th>
<th>p</th>
<th>Black (N=73)</th>
<th>F</th>
<th>p</th>
<th>SLO (N=61)</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Principal Ethnic Group</td>
<td></td>
<td></td>
<td></td>
<td>Principal Ethnic Group</td>
<td></td>
<td></td>
<td>Principal Ethnic Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>Black</td>
<td>SLO</td>
<td></td>
<td>White</td>
<td>Black</td>
<td>SLO</td>
<td></td>
<td>White</td>
<td>Black</td>
</tr>
<tr>
<td>1. Representation</td>
<td>42.79</td>
<td>41.41</td>
<td>42.23</td>
<td>0.60</td>
<td>.55</td>
<td>40.53</td>
<td>40.19</td>
<td>42.47</td>
<td>0.59</td>
<td>.56</td>
</tr>
<tr>
<td>2. Demand</td>
<td>41.37</td>
<td>38.71</td>
<td>39.31</td>
<td>1.76</td>
<td>.18</td>
<td>33.37</td>
<td>38.76</td>
<td>39.06</td>
<td>2.20</td>
<td>.12</td>
</tr>
<tr>
<td>3. Reconciliation</td>
<td>37.97</td>
<td>34.35</td>
<td>36.88</td>
<td>4.40</td>
<td>.01*</td>
<td>32.58</td>
<td>32.43</td>
<td>32.82</td>
<td>0.25</td>
<td>.78</td>
</tr>
<tr>
<td>4. Tolerance of Uncertainty</td>
<td>40.13</td>
<td>36.85</td>
<td>39.12</td>
<td>2.85</td>
<td>.06</td>
<td>35.32</td>
<td>37.57</td>
<td>38.53</td>
<td>0.85</td>
<td>.43</td>
</tr>
<tr>
<td>5. Persuasiveness</td>
<td>42.32</td>
<td>41.18</td>
<td>41.92</td>
<td>0.44</td>
<td>.65</td>
<td>38.89</td>
<td>41.47</td>
<td>42.94</td>
<td>1.76</td>
<td>.18</td>
</tr>
<tr>
<td>6. Initiation of Structure</td>
<td>42.13</td>
<td>38.68</td>
<td>41.77</td>
<td>3.07</td>
<td>.05*</td>
<td>34.00</td>
<td>35.43</td>
<td>37.94</td>
<td>0.86</td>
<td>.43</td>
</tr>
<tr>
<td>7. Role Retention</td>
<td>40.50</td>
<td>39.56</td>
<td>38.81</td>
<td>0.58</td>
<td>.56</td>
<td>39.37</td>
<td>40.50</td>
<td>38.94</td>
<td>0.47</td>
<td>.63</td>
</tr>
<tr>
<td>8. Consideration</td>
<td>38.84</td>
<td>37.12</td>
<td>39.65</td>
<td>0.94</td>
<td>.34</td>
<td>33.05</td>
<td>38.00</td>
<td>37.65</td>
<td>1.86</td>
<td>.17</td>
</tr>
<tr>
<td>9. Freedom of Emphasis</td>
<td>34.37</td>
<td>35.44</td>
<td>35.00</td>
<td>0.34</td>
<td>.71</td>
<td>35.58</td>
<td>36.67</td>
<td>38.78</td>
<td>1.21</td>
<td>.31</td>
</tr>
<tr>
<td>10. Predictive Accuracy</td>
<td>39.42</td>
<td>35.76</td>
<td>37.77</td>
<td>3.71</td>
<td>.03*</td>
<td>34.95</td>
<td>35.90</td>
<td>37.41</td>
<td>0.48</td>
<td>.62</td>
</tr>
<tr>
<td>11. Integration</td>
<td>38.74</td>
<td>37.88</td>
<td>40.69</td>
<td>0.88</td>
<td>.42</td>
<td>31.79</td>
<td>38.56</td>
<td>38.71</td>
<td>1.90</td>
<td>.16</td>
</tr>
<tr>
<td>12. Influence with Superiors</td>
<td>39.89</td>
<td>38.12</td>
<td>40.54</td>
<td>1.51</td>
<td>.23</td>
<td>36.00</td>
<td>37.95</td>
<td>40.65</td>
<td>3.34</td>
<td>.04*</td>
</tr>
</tbody>
</table>

* p < .05
black, and SLO teachers would rate principals of their same ethnic origin significantly higher than they would rate principals of ethnic groups different from their own on each of the twelve dimensions.

Teachers from the three ethnic groups did rate principals significantly different on some of the leadership dimensions. This happened more often with SLO and white teachers than with the black teachers' group. White teachers rated white principals significantly higher than they rated black principals, in three of the twelve areas of leadership. They rated them significantly higher on Tolerance of Uncertainty, Tolerance of Freedom, and Predictive Accuracy. In each of these cases SLO principals were rated second highest, and black teachers lowest by white teachers.

Black teachers rated SLO principals significantly higher than white principals on Influence with Superiors, with their ratings of black principals being the second highest. Furthermore, they did not rate principals from their own ethnic group significantly higher on any dimension.

SLO teachers rated SLO principals significantly higher in leadership qualities on four leadership dimensions. They rated principals from their own ethnic group significantly higher than whites on Consideration. On Predictive Accuracy SLO principals were rated significantly higher than black principals; and, on the Production Emphasis and Integration dimensions, SLO teachers rated principals from their own ethnic group significantly higher than white and black principals.

Null hypothesis 7, therefore, that principals of a particular ethnic group would not receive significantly higher scores on particular
dimensions of leadership from teachers of their same ethnic origin than from teachers belonging to other ethnic groups was not accepted for the following dimensions: Tolerance of Uncertainty, Tolerance of Freedom, and Predictive Accuracy by white teachers rating white principals; and, Consideration, Production Emphasis, Predictive Accuracy, and Integration by SLO teachers rating SLO principals. The null hypothesis was accepted for ratings of white and SLO teachers of their respective principals from each of their own ethnic groups on the other leadership dimensions measured by the LBDQ-XII.

There were several other dimensions where ratings showed strong trends of differences on some of the dimensions, which were not high enough to meet the .05 significance level for the study. For example, the significance level of difference for white principals on Persuasiveness was .06. Similarly, the significance level of difference for SLO principals on Representation, Tolerance of Freedom, and Influence with Superiors was .06; on Initiation of Structure, it was .07.

There was quite a difference in the ranges of the levels of significance found in the ratings by the teachers from the three ethnic groups of principals from each ethnic group. The significance levels on the twelve leadership dimensions of all three principals' groups by white teachers were from .01 to .71 with white principals rated highest by white teachers on eight of the twelve dimensions. The significance levels of ratings of principals by black teachers ranged from .04 to .78 with black principals rated highest by black teachers on only two of the twelve dimensions. The significance levels of the ratings of principals by SLO teachers had a much smaller range than did the other
two groups of ratings. SLO ratings showed a range of significance from .01 to .21 with eight of the twelve significance levels falling below .10. SLO teachers rated SLO principals higher than principals from the other two ethnic groups on eleven of twelve leadership dimensions.

With only one exception, significant differences in ratings were on different leadership dimensions for each of the ethnic groups. Whites and SLOs rated their respective principals significantly higher on Predictive Accuracy. All other significant differences were found in different dimensions for different ethnic groups. Only white principals were rated significantly higher on the leadership dimensions of Tolerance of Uncertainty and Tolerance of Freedom. Blacks rated SLO principals significantly higher than they rated principals from the other ethnic groups on Influence with Superiors. SLO principals were rated higher by teachers from their respective ethnic group on the leadership dimensions of Consideration, Production Emphasis, and Predictive Accuracy.

Following are graphs of mean scores of ratings of white, black, or SLO principals given by teachers from each of the three ethnic groups. Figure 5 illustrates the ratings by white teachers of their perception of leadership ability of principals from the three ethnic groups.

Figure 5 is a graphic representation of the rather consistent ratings of leadership behavior by white teachers of white, black, or SLO principals. White teachers did rate, in most cases, white principals higher on the twelve leadership dimensions than they rated principals from other ethnic groups, although, these differences were not significant except in the dimensions cited earlier. The statistical treatment by analysis of variance produced a significant difference in the ratings
Legend:
White Principals
Black Principals
SLO Principals

Comparison of Ratings by White Teachers of the Leadership Dimensions of White, Black, or SLO Principals

Figure 5
that principals received from white teachers. There were significantly higher differences in ratings between groups than there were within groups at a significance level well beyond .0001.

Figure 6 depicts in graphic form the mean ratings of black teachers of their perception of leadership, on twelve different areas, of white, black, or SLO principals.

Figure 6 illustrates that black teachers did rate black principals higher on two dimensions of leadership than they rated principals of other ethnic groups. Neither of these ratings met the acceptable significance level. On the other ten dimensions, blacks rated principals from their own ethnic group lower than they rated principals belonging to other ethnic groups.

The analysis of variance treatment of the data showed that there was a significant difference in the ratings by black teachers of principals from each of the three ethnic groups on the twelve leadership dimensions. Blacks rated principals significantly higher on some dimensions than others, obtaining a significance level well beyond .001 in ratings between groups.

Figure 7 shows the mean ratings of SLO teachers of their perception of leadership, on twelve different dimensions of white, black, or SLO principals.

Figure 7 shows, in pictorial form, that SLO teachers did rate SLO principals higher, on all but one of the twelve leadership dimensions, than they rated principals of other ethnic groups. These principals were rated significantly higher on four dimensions. SLO principals were also rated higher than principals of other ethnic groups on seven other
Legend:
- White Principals
- Black Principals
- SLO Principals

Comparison of Ratings by Black Teachers of the Leadership Dimensions of White, Black, or SLO Principals
Figure 7
Comparison of Ratings by SLO Teachers of the Leadership Dimensions of White, Black, or SLO Principals
measures, but not at an acceptable level of significance.

The statistical analysis of the data by analysis of variance produced a significant difference in the ratings that SLO teachers gave principals on the twelve dimensions of leadership. SLO teachers rated principals significantly higher on some dimensions than others, achieving a probability level well beyond .0001 in ratings on dimensions.
Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The problem of this study was to determine whether the ethnic identification of teachers with their school principals affected the teachers' perception of the principals' leadership behavior.

Twelve dimensions of the Leader Behavior Description Questionnaire, Form 12 (LBDQ-XII)—Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance of Freedom, Role Retention, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Influence with Superiors were selected to assess the leadership behavior of school principals. The assessment was made by teachers from three ethnic groups—white, black, and Spanish language origin (SLO). Principals were also classified according to their ethnic group membership.

The data were collected in fifteen schools, selected by using a stratified quota sampling technique. This procedure insured a proportionate number of teachers and principals from the three ethnic groups. Six elementary schools, six junior high schools, and three senior high schools were included in the sample population. From these schools a total of 210 teachers were randomly selected and were the ones to complete the LBDQ-XII. The ethnic breakdown of the selected teachers was as follows: seventy-six were white, seventy-three were black, and sixty-one were SLO. The principals rated by the teachers included six
white principals, five black, and four SLO ones.

Findings

From the results of the data analysis and interpretation, the following findings are presented. Findings are reported as they pertain to each of the hypotheses originally formulated.

For hypothesis 1, teachers from three ethnic groups—white, black, and SLO—rated principals on their leadership behavior. There was no significant difference in the ratings of principals by teachers of the three ethnic groups when all dimensions of leadership were taken into consideration.

For hypothesis 2, teachers rated white, black, or SLO principals on their leadership behavior. This hypothesis was supported by the significant difference found in teacher ratings of principals from the three ethnic groups when all dimensions of leadership were taken together. SLO principals were rated highest and black principals were rated lowest by the teachers.

To satisfy hypothesis 3, white, black, and SLO teachers rated the leadership behavior of principals from the three ethnic groups. Neither white nor black teachers rated principals significantly different when all twelve dimensions of leadership were considered together. SLO teachers did rate principals significantly different on leadership with SLO principals receiving the highest ratings by the teachers.

Hypothesis 4 dealt with teacher ratings of principals on twelve dimensions of leadership behavior, disregarding ethnic group membership. There were significant differences found in the mean scores on these twelve dimensions of leadership. The Representation dimension of the
principals' leadership behavior was rated highest by the teachers while **Tolerance of Uncertainty** received the lowest ratings.

For hypothesis 5, white, black, and SLO teachers rated principals on twelve dimensions of leadership behavior. Significant differences were found in the mean scores on three of the twelve dimensions of the leadership behavior of principals. **Tolerance of Uncertainty, Tolerance of Freedom, and Production Emphasis** were the dimensions significantly different. White teachers rated principals significantly higher on **Tolerance of Uncertainty** and **Tolerance of Freedom**. SLO and black teachers rated principals significantly higher on **Production Emphasis**.

To satisfy hypothesis 6, teachers rated white, black, or SLO principals on twelve dimensions of leadership behavior. There were significant differences in the teacher ratings on four of the twelve dimensions of leadership behavior of principals from the three ethnic groups. The following dimensions met the acceptable level of significance: SLO principals were rated significantly higher on **Production Emphasis** than were white principals; on **Predictive Accuracy**, SLO and white principals' ratings were significantly higher than those of black principals; **Integration** and **Influence with Superiors** were two areas in which SLO principals were rated significantly higher than white and black principals.

For hypothesis 7, white, black, and SLO teachers rated principals belonging to the three ethnic groups significantly different on some dimensions of leadership behavior. Significant differences were found in the mean dimension scores of principals by teachers from the three ethnic groups. White teachers rated white principals significantly
different on three dimensions: Tolerance of Uncertainty, Tolerance of Freedom, and Predictive Accuracy. In these three cases, white principals were rated significantly higher than black principals. Black teachers rated principals significantly different on the Influence with Superiors dimension, with SLO principals receiving a significantly higher rating than white principals. SLO teachers rated SLO principals significantly higher on four leadership dimensions: On Consideration, SLO principals' ratings were significantly higher than the ratings of white principals; on Predictive Accuracy, SLO principals were rated significantly higher than black principals; and, on Production Emphasis and Integration, SLO principals' ratings were significantly higher than those of white and black principals.

Conclusions

The conclusions which follow were drawn from the results of this research project. The sample was limited to fifteen randomly selected schools, which met established criteria such as, a proportionate number of teachers and principals from three different ethnic groups. Therefore, the conclusions are applicable to a public school population which meets the same criteria.

1. Teachers from different ethnic groups do not perceive a difference in the leadership ability of principals when assessing overall leadership behavior.

2. The perception by teachers of effective leadership behavior is different when assessing the overall leadership ability of principals from different ethnic groups.
3. Teachers from different ethnic groups manifest perceptual differences in their assessment of the overall leadership behavior of principals from different ethnic origins. SLO teachers, particularly, perceive a difference in the leadership ability of their principals, with principals from their own ethnic group being considered more effective leaders (higher leader behavior scores).

4. Teachers, without regard for ethnic group membership, have different perceptions of leadership ability in their principals when twelve dimensions of leadership behavior are considered. Teachers give more consideration to some dimensions (higher leader behavior scores) than others.

5. Teachers from different ethnic groups hold different perceptions of leadership ability in principals, when various dimensions of leadership behavior are considered. The differences perceived by teachers lie in the areas of Tolerance of Uncertainty and Tolerance of Freedom, on which white teachers assess their leaders as more capable, and in Production Emphasis, on which principals are considered more effective by SLO and black teachers.

6. The perception of teachers of effective leadership behavior involving various dimensions of leadership is different when assessing the leadership ability of principals from different ethnic groups. Principals are perceived differently by teachers in Production Emphasis, on which SLO principals are considered more capable; in Predictive Accuracy, on which SLO and white principals are considered to have more ability; and, in Integration and Influence with Superiors, on which SLO principals are assessed as possessing a higher leadership capacity.
7. Teachers from different ethnic groups manifest perceptual differences in their assessment of particular dimensions of the leadership ability of principals from different ethnic origins. White principals are considered by white teachers to be more effective on Tolerance of Uncertainty, Tolerance of Freedom, and Predictive Accuracy. Black teachers perceive SLO principals as more able leaders on Influence with Superiors. SLO teachers assess SLO principals as more effective on Consideration, Predictive Accuracy, Production Emphasis, and Integration.

Ethnicity does affect the perception of teachers of the leadership ability of principals. Teachers from different ethnic groups evaluate leadership behavior differently, and principals belonging to different ethnic groups are assessed differently on their leadership ability.

Implications

The findings of this study provided several implications for school administrators and teachers. Foremost, the concern for ethnicity which is relatively new to American society in all settings, including the educational one, appears to be a significant force in shaping individual perception of the behavior of others, at least for some segments of our society. Educators should take notice of this human condition and use it as a means to improve the working relationships within the educational institution.

The findings that resulted from the data provided by SLO teachers and principals seem to imply that, there is a strong sense of identification among members of this ethnic group. Hispanics consistently gave
and received very high scores. In the review of literature some factors surfaced that may account for this occurrence. Hispanics are among the most recent immigrants to the United States, therefore, assimilation into the dominant culture is just beginning. Another factor to consider when examining this ethnic phenomenon is the upward mobility trend of this segment of the population. Presently, SLOs are probably "trying harder" to achieve recognition than other, more established ethnic groups.

Another implication from the results of this study is that black ethnic group identification is not very strong. Blacks consistently rated and were rated lower. Again, the literature might provide some insight into this negative relationship. After centuries of suppression, the time span during which a more positive self concept and consciousness of their heritage could emerge has not been long enough. More time is needed for this awareness to be internalized by members of the black ethnic group.

The findings concerning white teachers and principals indicate a more stable perception of leaders and their capabilities. This result may imply that members of the white ethnic group perceive themselves as more secure in their social status, a condition that is verified by the literature. Perhaps this was the only ethnic group that truly assessed leadership ability rather than their own sense of ethnic identification.

**Recommendations**

One of the first recommendations is that educators devote more attention to the ethnic factor that affects the attitudes and behaviors of both peers and subordinates. This additional attention should manifest
itself in increased concern in daily human interactions. Actions should be initiated to allow principals the opportunity to understand more about their teachers and the problems created by their ethnicity.

Further research is recommended to identify other variables that may have an impact on the relationships between educational leaders and members of their own and different ethnic groups. Additional investigation is warranted since neither of these two complex human dimensions, ethnic identification and leadership behavior, have been explored in their totality.

The results of this study should be taken into consideration when providing for staff development of principals. These data should be used as a basis for planning programs that would help principals increase their leadership abilities, especially in those dimensions of leadership on which they received low ratings from teachers.

A further recommendation is that, for future studies of this nature, data be collected using different research techniques:

1. Replication of the study in other areas of the country where the ethnic composition of the population is different, in order to increase the generalizability of the results.

2. Longitudinal studies, where situational factors would not be the same, so as to ascertain the reliability of the findings.

3. Different research methodology such as the use of another evaluating instrument, or the selection of another population sample outside the educational setting, in order to check the validity of the conclusions.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. Books


B. Periodicals


C. Other Sources


Personnel Office Memorandum. "Designation of Sex and Racial/Ethnic Classification of New Employees and Rehires." Miami: Dade County Public Schools, 1976. (Mimeographed.)

APPENDICES
Ms. Elena P. Zayas-Bazan
1419 Meadowbrook Drive
Johnson City, Tennessee 37601

Dear Ms. Zayas-Bazan:

The Educational Research Committee has approved your request to conduct the following research project within the Dade County Public Schools:

"The Effect on Ethnic Identification of Teachers on Their Perception of Principals"

Approval to conduct such a research project is subject to the condition that confidentiality of information for individual subjects must be maintained. Individual-identifying information must be destroyed at the conclusion of the study and must not be disclosed to a third party.

Participation by all subjects, of course, must be on a strictly voluntary basis.

As with all Educational Research Committee actions, approval of your research study does not constitute endorsement by the school system. In addition, the decision concerning whether an individual school will participate or not is totally at the discretion of the school principal.

I wish you every success in your research endeavor.

Sincerely yours,

Horace L. Martin, Chairman
Educational Research Committee
APPENDIX B

CORRESPONDENCE WITH SCHOOL PRINCIPALS WHO
PARTICIPATED IN THE STUDY
This letter is to request your support for a research project which I am presently conducting, and that will furnish the data for my doctoral dissertation. Your assistance will consist of (1) providing me with a roster of your faculty, and (2) allowing twelve of your teachers, randomly selected from this list, to complete the Leadership Behavior Description Questionnaire, Form XII (LBDQ-XII).

The purpose of this investigation is to determine if the ethnic membership of teachers affects their perception of principals, so your staff roster should include their ethnic classification. Mrs. Piedad Bucholtz, Public Relations Director for the system, suggested that you furnish this document since you have these records and they would be more current than any she could provide.

The questionnaire takes approximately forty minutes to complete so it should not be a great inconvenience for your teachers. Their response will be absolutely confidential. The data, once collected, will be converted into symbols, so that the anonymity of the research subjects is assured.

I am planning to go to Miami to administer the questionnaire and perhaps you can advise me on the feasibility of holding a meeting for the selected teachers to fill out the questionnaire as a group. This procedure, if possible, would increase the validity of the instrument.

I already have the approval and encouragement of the system's Educational Research Committee. Their approval is based on the belief that the findings of the study should provide valuable insight into the unique ethnic situation existing in the Dade County Public Schools System. Since your school is one of only twenty that meets the criteria established for the study, your cooperation and assistance are extremely important to the completion of this project.
Please fill out the enclosed form, include a roster of your staff as aforementioned, and send them to me in the stamped, self-addressed envelope provided for your convenience.

Let me reiterate my appreciation for your cooperation. A high response rate is essential to the success of this investigation and your participation will certainly contribute to insure this outcome.

If you need additional information concerning this project, do not hesitate to contact me. I look forward to hearing from you.

Sincerely,

Elena F. Zayas-Bazán

Enclosures
PRINCIPAL'S CONSENT FORM

SCHOOL __________________________ PRINCIPAL __________________________

YES _____ NO _____ Randomly selected teachers on my staff may participate in the research project conducted by Elena P. Zayas-Bazán.

YES _____ NO _____ Staff members' roster with their ethnic classification is included.

YES _____ NO _____ It would be possible to schedule a meeting for the teachers to complete the LBDQ-XII.

Time when meeting could possibly be scheduled: _______________________

COMMENTS ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_________________________________________  __________________________
Date                                               Signature
APPENDIX C

INFORMED CONSENT FORM
East Tennessee State University
Institutional Review Board

Informed Consent Form

PRINCIPAL INVESTIGATOR: Elena P. Zayas-Bazán

TITLE OF PROJECT: The Effect of the Ethnic Identification of Teachers with Principals on the Teachers' Perceptions of the Principals' Leadership Behavior

1) Indicated below are the (a) purpose of this study, (b) the procedures to be followed and (c) the approximate duration of this study:
   (a) To determine if the ethnic identification of teachers affects their perception of principals and their leadership ability.
   (b) Selection of schools that meet criteria identified as pertinent to the research project. Random selection of teachers in these schools to complete questionnaire. Analysis and report of data collected.
   (c) June 1979 through June 1980 (prospectus already approved).

2) Discomforts, inconveniences and/or risks that can be reasonably expected are:
   Approximately 45 minutes of time will be required for the respondents to complete the questionnaire. Their anonymity will be assured since the data, once collected, will be converted into symbols.

3) I understand the procedures to be used in this study and the possible risks involved. All my questions have been answered. I also understand that while my rights and privacy will be maintained, the Secretary of the Department of Health, Education and Welfare does have free access to any information obtained in this study should it become necessary and I freely and voluntarily choose to participate. I understand that I may withdraw at any time without prejudice to me. I also understand that while East Tennessee State University does not provide compensation for medical treatment other than emergency first aid, for any physical injury which may occur as a result of my participation as a subject in this study, claims arising against ETSU or any of its agents or employees may be submitted to the Tennessee State Board of Claims for disposition to the extent allowable as provided under TCA Section 9-812. Further information concerning this may be obtained from the chairman of the Institutional Review Board.

__________________________  _______________________
Date                  Signature of Volunteer
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<tr>
<th>Date</th>
<th>Signature of Parents or Guardian (when applicable)</th>
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<tr>
<td>Date</td>
<td>Signature of Investigator</td>
</tr>
<tr>
<td>Date</td>
<td>Signature of Witness (if applicable)</td>
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APPENDIX D

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE, FORM 12
STATEMENT OF POLICY

Concerning the Leader Behavior Description Question and Related Forms

Permission is granted without formal request to use the Leader Behavior Description Questionnaire and other related forms developed at The Ohio State University, subject to the following conditions:

1. **Use:** The forms may be used in research projects. They may not be used for promotional activities or for producing income on behalf of individuals or organizations other than The Ohio State University.

2. **Adaptation and Revision:** The directions and the form of the items may be adapted to specific situations when such steps are considered desirable.

3. **Duplication:** Sufficient copies for a specific research project may be duplicated.

4. **Inclusion in dissertations:** Copies of the questionnaire may be included in theses and dissertations. Permission is granted for the duplication of such dissertations when filed with the University Microfilms Service at Ann Arbor, Michigan 48106 U.S.A.

5. **Copyright:** In granting permission to modify or duplicate the questionnaire, we do not surrender our copyright. Duplicated questionnaires and all adaptations should contain the notation "Copyright, 19--, by The Ohio State University."

6. **Inquiries:** Communications should be addressed to:

   Center for Business and Economic Research
   The Ohio State University
   1775 College Road
   Columbus, Ohio 43210 U.S.A.
LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE—Form XII

Originated by staff members of
The Ohio State Leadership Studies
and revised by the
Bureau of Business Research

Purpose of the Questionnaire

On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, but does not ask you to judge whether the behavior is desirable or undesirable. Although some items may appear similar, they express differences that are important in the description of leadership. Each item should be considered as a separate description. This is not a test of ability or consistency in making answers. Its only purpose is to make it possible for you to describe, as accurately as you can, the behavior of your supervisor.

Note: The term "group," as employed in the following items, refers to a department, division, or other unit of organization that is supervised by the person being described.

The term "members," refers to all the people in the unit of organization that is supervised by the person being described.

Published by
College of Administrative Science
The Ohio State University
Columbus, Ohio

Copyright 1963, The Ohio State University
DIRECTIONS:

a. READ each item carefully.

b. THINK about how frequently the leader engages in the behavior described by the item.

c. DECIDE whether he/she (A) always, (B) often, (C) occasionally, (D) seldom or (E) never acts as described by the item.

d. DRAW A CIRCLE around one of the five letters (A B C D E) following the item to show the answer you have selected.

   A = Always
   B = Often
   C = Occasionally
   D = Seldom
   E = Never

e. MARK your answers as shown in the examples below.

Example: Often acts as described .......................... A B C D E
Example: Never acts as described .......................... A B C D E
Example: Occasionally acts as described ................. A B C D E

1. Acts as the spokesperson of the group .................. A B C D E
2. Waits patiently for the results of a decision ........... A B C D E
3. Makes pep talks to stimulate the group ................ A B C D E
4. Lets group members know what is expected of them ...... A B C D E
5. Allows the members complete freedom in their work .... A B C D E
6. Is hesitant about taking initiative in the group ......... A B C D E
7. Is friendly and approachable ................................ A B C D E
8. Encourages overtime work .................................. A B C D E
9. Makes accurate decisions ................................... A B C D E
10. Gets along well with the people above him/her ......... A B C D E
11. Publicizes the activities of the group .................. A B C D E
12. Becomes anxious when he/she cannot find out what is coming next .... A B C D E
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<tbody>
<tr>
<td>13. His/her arguments are convincing</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>14. Encourages the use of uniform procedures</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>15. Permits the members to use their own judgment in solving problems</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>16. Fails to take necessary action</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>17. Does little things to make it pleasant to be a member of the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>18. Stresses being ahead of competing groups</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>19. Keeps the group working together as a team</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>20. Keeps the group in good standing with higher authority</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>21. Speaks as the representative of the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>22. Accepts defeat in stride</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>23. Argues persuasively for his/her point of view</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>24. Tries out his/her ideas in the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>25. Encourages initiative in the group members</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>26. Lets other persons take away his/her leadership in the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>27. Puts suggestions made by the group into operation</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>28. Needle members for greater effort</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>29. Seems able to predict what is coming next</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>30. Is working hard for a promotion</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>31. Speaks for the group when visitors are present</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>32. Accepts delays without becoming upset</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>33. Is a very persuasive talker</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>34. Makes his/her attitudes clear to the group</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>35. Lets the members do their work the way they think best</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>36. Lets some members take advantage of him/her</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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<tr>
<td>37.</td>
<td>Treats all group members as his/her equals</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Keeps the work moving at a rapid pace</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>39.</td>
<td>Settles conflicts when they occur in the group</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>40.</td>
<td>His/her superiors act favorably on most of his/her suggestions</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>41.</td>
<td>Represents the group at outside meetings</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>42.</td>
<td>Becomes anxious when waiting for new developments</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>43.</td>
<td>Is very skillful in an argument</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>44.</td>
<td>Decides what shall be done and how it shall be done</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>45.</td>
<td>Assigns a task, then lets the members handle it</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>46.</td>
<td>Is the leader of the group in name only</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>47.</td>
<td>Gives advance notice of changes</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>48.</td>
<td>Pushes for increased production</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>49.</td>
<td>Things usually turn out as he/she predicts</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>50.</td>
<td>Enjoys the privileges of his/her position</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
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<tr>
<td>51.</td>
<td>Handles complex problems efficiently</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>52.</td>
<td>Is able to tolerate postponement and uncertainty</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>53.</td>
<td>Is not a very convincing talker</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>54.</td>
<td>Assigns group members to particular tasks</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
</tr>
<tr>
<td>55.</td>
<td>Turns the members loose on a job, and lets them go to it</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>56.</td>
<td>Backs down when he/she ought to stand firm</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>57.</td>
<td>Keeps to himself/herself</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
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<tr>
<td>58.</td>
<td>Asks the members to work harder</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
<td></td>
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<tr>
<td>59.</td>
<td>Is accurate in predicting the trend of events</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
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<tr>
<td>60.</td>
<td>Gets his/her superiors to act for the welfare of the group members</td>
<td>Always</td>
<td>Often</td>
<td>Occasionally</td>
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<td>A</td>
<td>Always</td>
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<td>B</td>
<td>Often</td>
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<td>C</td>
<td>Occasionally</td>
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<td>D</td>
<td>Seldom</td>
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<td>E</td>
<td>Never</td>
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<tr>
<td>61. Gets swamped by details</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>62. Can wait just so long, then blows up</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>63. Speaks from a strong inner conviction</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>64. Makes sure that his/her part in the group is understood by the group members</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>65. Is reluctant to allow the members any freedom of action</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>66. Lets some members have authority that he/she should keep</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>67. Looks out for the personal welfare of group members</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>68. Permits the members to take it easy in their work</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>69. Sees to it that the work of the group is coordinated</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>70. His/her word carries weight with superiors</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>71. Gets things all tangled up</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>72. Remains calm when uncertain about coming events</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>73. Is an inspiring talker</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>74. Schedules the work to be done</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>75. Allows the group a high degree of initiative</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>76. Takes full charge when emergencies arise</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>77. Is willing to make changes</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>78. Drives hard when there is a job to be done</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>79. Helps group members settle their differences</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>80. Gets what he/she asks for from his/her superiors</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>81. Can reduce a madhouse to system and order</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>82. Is able to delay action until the proper time occurs</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>83. Persuades others that his/her ideas are to their advantage</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>
A = Always
B = Often
C = Occasionally
D = Seldom
E = Never

84. Maintains definite standards of performance ................. A B C D E
85. Trusts members to exercise good judgment ................ A B C D E
86. Overcomes attempts made to challenge his/her leadership .......... A B C D E
87. Refuses to explain his/her actions ................................ A B C D E
88. Urges the group to beat its previous record ................... A B C D E
89. Anticipates problems and plans for them ........................ A B C D E
90. Is working his/her way to the top ................................ A B C D E
91. Gets confused when too many demands are made of him/her .... A B C D E
92. Worries about the outcome of any new procedure ............ A B C D E
93. Can inspire enthusiasm for a project ............................ A B C D E
94. Asks that group members follow standard rules and regulations A B C D E
95. Permits the group to set its own pace ............................ A B C D E
96. Is easily recognized as the leader of the group ................ A B C D E
97. Acts without consulting the group ................................ A B C D E
98. Keeps the group working up to capacity ........................ A B C D E
99. Maintains a closely knit group ................................... A B C D E
100. Maintains cordial relations with superiors ........................ A B C D E
VITA

ELENA P. ZAYAS-BAZÁN

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PERSONAL
Born: 9 April 1940 (Havana, Cuba)
Citizenship: U.S.; Married: Eduardo Zayas-Bazán
(Chairman - Department of Languages, ETSU)
Children: Eddy (19) Elena (17)
Religious Affiliation: Roman Catholic
Health: Excellent; Physical Impairments: None
Social Security Number: 261-72-6941

WORK EXPERIENCES

Sacred Heart Academy
Havana, Cuba
English Instructor
Elementary Level
1957-1959

North Junior High School
Johnson City, Tenn.
Spanish Instructor
Grades 7-9
1969-1972

East Tennessee State U.
Spanish Instructor
ETSU's Summer Program in Spain, 1974

East Tennessee State U.
Graduate Assistant
Supervisor of Instructional Communication Stockroom
1974-1976

East Tennessee State U.
Johnson City, Tenn.
Doctoral Fellow
Teacher and supervisor of students during their field experience
Department of Education
1976-1979

Upper East Tennessee Educational Cooperative
Johnson City, Tenn.
Safety Education Program Director
1979-

EDUCATION

Sacred Heart Academy
Havana, Cuba
High School Diploma
1957

East Tennessee State U.
Johnson City, Tenn.
B.S. Degree
1973
East Tennessee State U. M.A. Degree
Johnson City, Tenn. 1976

East Tennessee State U. Ed.D. Degree
Johnson City, Tenn. 1980

PROFESSIONAL MEMBERSHIPS
Phi Delta Kappa
Kappa Delta Pi
Sigma Delta Pi
Tennessee Foreign Language Teaching Association
American Association of Teachers of Spanish and Portuguese

HONORS AND AWARDS
B.S. Summa Cum Laude
Phi Delta Kappa
Kappa Delta Pi
Sigma Delta Pi
Phi Kappa Phi
Doctoral Fellowship
East Tennessee State University 1976-1979

PUBLICATIONS
"The Spanish Corner." Echo, TFLTA Newsletter, September, 1974

"Instructional Media in the Total Language Picture."
International Journal of Instructional Media, Vol. 5, 1977-78

"Socialization and Kinesics." The Communicator,
The Graduate School of East Tennessee State University,
Winter, 1978

"Educational Jargon: Words to Fool Most of the People Most of the Time." Accepted for publication in the next issue of The Educational Catalyst.

PROFESSIONAL EXPERIENCES
Chairman, AATSP's session on "Programs Abroad: Problems to Expect and Possible Solutions," San Diego, CA, 28 December 1978

Consultant to Clinch-Powell Educational Cooperative for their Home-Based Programs, 1979


LANGUAGES
English and Spanish spoken fluently
French-speaking ability