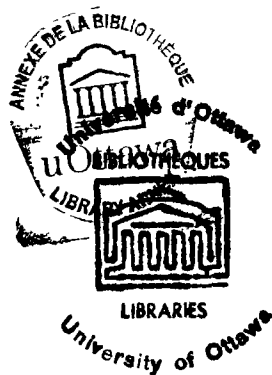


AN EMPIRICAL STUDY OF THE RELATIONSHIPS BETWEEN
ADHERENCE TO FORMAL NORMS, COMPETENCIES IN
FULFILLING FORMAL NORMS AND
LEADERSHIP EFFECTIVENESS

by Thomas Pope

Thesis presented to the School of
Graduate Studies of the University
of Ottawa as partial fulfillment
of the requirements for the degree of
Doctor of Philosophy



Ottawa, Canada, 1976



T. Pope, Ottawa, Canada, 1976

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CURRICULUM STUDIORUM

Thomas Pope was born August 11, 1936, in Newfoundland, Canada. He received a Bachelor of Arts degree in education from Memorial University of Newfoundland in 1960, In 1965, he also received a Bachelor of Arts degree from that same university. He was granted a Master of Education degree from the University of Toronto in 1970.

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INTRODUCTION

This study stemmed from the writer's interest in examining the role of school superintendents.

The study's purpose was to investigate the leadership effectiveness of school superintendents. The research centered about three questions:

1. Is adherence to a role's formal norms related to the leadership effectiveness of superintendents?

2. Are the competencies of superintendents in fulfilling these formal norms related to leadership effectiveness?

3. Do the two variables, adherence to formal norms and competencies in fulfilling these norms, taken together, have a larger association with the leadership effectiveness of school superintendents than does either of the variables taken separately?

The general theory of action of Talcott Parsons provides a theoretical framework in which to examine the questions of leadership effectiveness of superintendents. The theory suggests that within a given social system, with a set of formally defined norms, the superintendent plays a role. The set of formal norms, or role prescriptions, is referred to in this study as the content dimension of the role.

Parsons' theory also states that, emanating from the personality system, there is a second dimension of role referred to in this study as the dynamic dimension of the role. The personality system is viewed as essentially being a capacity for performance. This includes not only personality needs of the superintendent, but also the beliefs, knowledge, skills and understandings that he brings to his role.

Finally, Parsons' theory of action suggests that, although both the social system and the personality separately can contribute to an understanding of behavior, the two come together in the behavioral system where both the content and the dynamic dimensions of role explain the role performance of the incumbent.

This study examines the effectiveness of the school superintendent in his leadership role in light of his adherence to the formal norms prescribed for his role and in light of his competencies in carrying out the various requirements of his role.

The study was carried out in the thirty-three superintendencies of Newfoundland and Labrador. This setting was selected as it is one of the few areas where the responsibilities of school superintendents are described in some detail in the legislation of the Province.

Among the contributions of the study is the development of a slightly modified model of role behavior which has a content and a dynamic dimension. This model may better serve researchers and administrators for some purposes than the more traditional model which contains a role prescription dimension and a personality need-disposition dimension.

The thesis is arranged in four chapters. The theoretical rationale is presented in Chapter I. The experimental design is described in Chapter II. An analysis of the data is given in Chapter III. A discussion of the data along with a summary of the results and the conclusions are contained in Chapter IV. An annotated bibliography, appendices of materials, and an abstract of the thesis are also presented.

CHAPTER I

THEORETICAL RATIONALE

The theoretical background of the study is presented in this chapter. First, Talcott Parsons' general system of action theory is discussed. Secondly, Parsons' social system theory is explicated. Thirdly, the concept of role is examined. This examination is embedded largely in the formulations of Parsons. Fourthly, the theoretical framework is presented. This includes the definitions of major concepts, statements of the relationships which theoretically exist among these concepts, and a statement of the problem. Fifthly, the hypotheses are stated. Sixthly, a number of studies and writings are analyzed. These were selected primarily because of their relevance to the study's three variables: leadership effectiveness, adherence to formal norms, and competencies in fulfilling formal norms.

1. General Theory of Social Action.

Parsons divides the human action system, the totality of human life, into four highly general subsystems.

These subsystems are as follows: cultural, social, personality, and behavioral organisms^{1,2,3}.

It is Parsons' view that each of these four subsystems has distinct properties of its own and thus cannot be explained in terms of the other levels of existence. At the same time, he emphasizes that the four subsystems interpenetrate each other thoroughly⁴.

Parsons distinguishes the four subsystems from each other on the basis of the major type of function each performs within the human action system^{5,6}. The cultural subsystem centers around the function of pattern-maintenance or maintaining the major values of human existence. The social subsystem focuses on the task of integration or creating order in social life. The personality subsystem

1 Talcott Parsons, The System of Modern Societies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971, p. 4-28.

2 Talcott Parsons, Societies: Evolutionary and Comparative Perspectives, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1966, p. 5-26.

3 Talcott Parsons, The Social System, New York, The Free Press, 1951, p. 3-58.

4 Parsons, Op. Cit., 1971, p. 6.

5 Ibid., p. 3-23.

6 Talcott Parsons, "An Outline of the Social System", in Theories of Society, Talcott Parsons et al., (eds.), New York, The Free Press, 1961, p. 30-79.

concerns primarily goal attainment or achieving goals in the social environment. The behavioral organisms deal with adaptation or adapting human life to the natural world.

Beyond the four subsystems of human action, Parsons locates two environments. These environments exist above and below the four subsystems. The above is "Ultimate Reality"⁷. This environment is positioned above the cultural subsystem. As such it is independent of the physical environment and the action system itself. He describes ultimate reality as being concerned with the problems of meaning for human action. This reality is mediated into action chiefly by the cultural system's structuring of meaningful orientations. Thus, there is a continual downward flow of information and decisions from ultimate reality which Parsons terms the "hierarchy of controlling factors"⁸. Ultimate reality is thus the final source of all cybernetic control in human activities.

The below environment is "Physical-Organic"^{9,10}. Parsons describes this environment as the source of all

7 Parsons, Op. Cit., 1966, p. 28.

8 Ibid.

9 Ibid.

10 Parsons, Op. Cit., 1971, p. 5.

energy for human activities. Relations between this environment and human action are mediated through the behavioral organisms¹¹. As a result, there is a continual upward flow of energy or more broadly speaking of resources from the natural environment. These resources, Parsons calls the "hierarchy of conditioning factors"¹².

Parsons maintains that the social subsystem of the human action system must always rely on the lower levels, specifically, the personality and behavioral organisms and ultimately the natural environment for a constant supply of energy. At the same time, he notes that the social subsystem is always controlled in a cybernetic sense by the cultural subsystem. His conception of a social system illustrates this reliance and control:

A social system consists in a plurality of individual actors interacting with each other in a situation which has at least physical or environmental aspects ... and whose relations to their situations, including each other, is defined and mediated in terms of a system of culturally structured and shared symbols.¹³

11 Ibid.

12 Parsons, Op. Cit., 1966, p. 28.

13 Parsons, Op. Cit., 1951, p. 5-6.

2. Social System Theory.

In accordance with his four-function scheme for analyzing human action in general, Parsons also differentiates a social system into four primary subsystems.

Vertical differentiation of a social system produces the four subsystems:

1. The pattern-maintenance subsystem is composed of values from the controlling cultural system that define the system's goals. This subsystem is concerned particularly with the relations of the social system to the cultural system. The structural component of the pattern-maintenance subsystem is values. Parsons defines values as special forms of "... collective representations that define the desirable types of social action"¹⁴. In more specific terms he sees values as cultural standards that indicate the general goals deemed desirable for organized social life. They provide the ultimate meaning and legitimacy for social arrangements and social behavior. Thus, values stand in a definite relation to norms by legitimizing and giving meaning to them.

2. The societal community subsystem is constituted by clusters of norms which pertain to a functionally

¹⁴ Parsons, Op. Cit., 1971, p. 9.

specialized but fairly broad sphere of social activities. Parsons defines a societal community as a "... patterned normative order through which the life of a population is collectively organized"¹⁵. The primary function of the societal community is integration. The structural component of this subsystem is norms. He defines a norm as a statement "... of a desired mode of behavior"¹⁶. Norms function primarily to integrate the social system. Parsons emphasizes that norms include not only value components but also specific modes of orientation for acting under the functional and situational conditions of particular collectivities and roles.

3. The polity subsystem is made up of concrete collectivities, or bounded patterns of relationships among role actors. The primary function of this subsystem is goal attainment. The main concern of the subsystem is the relations of the polity to the personalities of individual members. The structural component of this subsystem is collectivities. Parsons defines a collectivity as "... a system of concretely interactive specific roles"¹⁷.

15 Parsons, Op. Cit., 1966, p. 10.

16 Talcott Parsons, The Structure of Social Action, Glencoe, Illinois, The Free Press, 1949, p. 75.

17 Parsons, Op. Cit., 1971, p. 12.

In accord with this definition, he states that two specific criteria must be met before a collectivity can exist.

First, there must be definite statuses of membership so that a useful distinction between members and nonmembers can generally be drawn. Secondly, there must be some differentiation among members in relation to their statuses and functions within the collectivity¹⁸.

4. The economy subsystem comprises social roles or sets of roles that individuals enact as they participate in social life. This subsystem pertains to the relations of the economy to the behavioral organisms and through it the physical world. The primary function of this subsystem is adaptation. The structural component, role, Parsons describes as "... that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process ..."¹⁹. Accordingly, Parsons sees a role as a type of structural component that has primacy in the adaptive function. A role comprises the main "zones of interpenetration"²⁰ between the social system and the personality of the individual.

18 Ibid., p. 7.

19 Talcott Parsons et al., "Some Fundamental Categories of the Theory of Action A General Statement", in Towards a General Theory of Action, Talcott Parsons and Edward A. Shils, (eds.), Cambridge, Massachusetts, Harvard University Press, 1962, p. 23.

20 Parsons, Op. Cit., 1971, p. 7.

Parsons observes that the reality of a social system may involve the independent variability of each of the four structural components: values, norms, collectivities, roles. A generalized value-pattern does not, for example, legitimize the same norms, collectivities, or roles under all conditions. Similarly, many norms regulate the action of indefinite numbers of collectivities and roles, but only specific sectors of their action. A collectivity functions generally under the control of a large number of particular norms. Moreover, it always involves a plurality of roles. At the same time, any major category of role is performed in a plurality of particular collectivities. Any real social system is always a combination of all four structural components: values, norms, collectivities, and roles. To be institutionalized in a stable fashion, collectivities and roles are governed by specific values and norms, whereas values and norms are themselves institutionalized only insofar as they are implemented by particular collectivities and roles.

Horizontal differentiation of a social system into the four functional subsystems which also follows Parsons' scheme occurs at each of the four structural levels. These functions are as follows:

1. Pattern Maintenance. This function pertains to perserving and perpetuating the basic values of the total social system as derived from the overriding cultural system.

2. Goal Attainment. This function focuses on the polity as the institution through which personalities achieve goals. In Parsons' terms, the concept political includes not only the primary functions of government in its relation to a societal community but also the corresponding aspects of any collectivity. He treats a phenomenon as political insofar as it involves the organization and mobilization of resources for the attainment of goals by a particular collectivity. Parsons maintains that no large and complex social system can endure unless compliance with large parts of its normative order is binding.

3. Adaptive. This function centers on the economy as the institution through which acting organisms obtain the necessary resources from the natural environment. Parsons notes that the actions of an individual or a collectivity are disapproved if they are unnecessarily wasteful or careless. Commitment to a job involves an obligation to work effectively within the legitimate conditions of employment. Deviation from practical

rationality is disapproved. This rationality is regulated mainly by institutional norms.

4. Integration. According to Parsons, the most general function of a societal community is to articulate a system of norms within a collective organization that has unity and cohesiveness. He defines an organization as "... a system of cooperative relationships"²¹. He refers to the normative aspect of the system as the legitimate order. Societal order requires, on the one hand, integration of normative coherence, and on the other hand, societal harmony and coordination. Moreover, normatively defined obligations must on the whole be accepted.

As in the larger system, Parsons designates the cultural, polity, and economy subsystems as the intra-social environments of the societal community. Similarly, he emphasizes that the societal community carries on processes of "input-output interchange"²² and shared zones of interpenetration with these environments. At the same time, he states that the cultural, personality and behavioral organisms subsystems of action generally constitute the extra-social environments of the entire societal community.

21 Parsons, Op. Cit., 1966, p. 29.

22 Ibid., p. 29.

In summary, Parsons' theory explains the functioning and overall unity of all social systems. The theory first assumes a set of common values contained within a cultural system. The basic meanings of these values are determined by perceptions of ultimate reality.

These values held in common by most or all members of a given society (cultural component) are extremely broad and non-specific, but they serve to legitimize various clusters of norms (the social component). These legitimate norms in turn control the activities of the concrete collectivities within each social system, through the process of institutionalization. Individual role actors are guided and controlled by the societal norms.

Parsons views common values as shaping and controlling all social life as they are expressed through norms, which are institutionalized in collectivities. The social system is made up of the actions of individuals. The actions which constitute the social system are also the same actions which make up the personality systems of the individual actors. The individual actor as a concrete system of action, is not, however, the most important unit

of a social system. "For most purposes the conceptual unit of the social system is the role"²³.

3. The Concept of Role.

The term role receives a multitude of definitions. One review of the literature claims to have found the term used in more than a dozen different ways²⁴. In general, however, there seems to be three distinct categories or role usage:

1. With relation to personality development, the child is spoken of as learning certain roles or aspects of roles²⁵.

2. In connection with society as a whole, role is regarded as synonymous with patterns of observed behavior²⁶.

3. In respect to specific groups or institutions in a social system, role is thought of as the structural or

23 Talcott Parsons, Edward A. Shils with the assistance of James Olds, "The Social System", in Toward a General Theory of Action, Talcott Parsons and Edward A. Shils, (eds.), Cambridge, Massachusetts, Harvard University Press, 1962, p. 190.

24 L. J. Neirman and J. W. Hughes, "The Problem of the Concept of Role: A Re-Survey of the Literature", in Social Forces, 30, December 1951, p. 141-149.

25 Parsons, Op. Cit., 1951, p. 207-226.

26 Kingsley Davis, Human Society, New York, Macmillan Limited, 1949, p. 90.

normative element defining the behavior expected of the incumbents²⁷. In this sense, role is what is supposed to be done in order to carry out the purposes of the system rather than what is actually done²⁸. Thus conceived, role has a number of characteristics, the most notable is expectations which Getzels describes as job prescriptions²⁹.

Parsons states that "... expectations concern and set standards for the behavior ..." ³⁰ of an incumbent. Parsons and Shils describe expectations as "patterns of evaluation"³¹ applied to the incumbent of a particular role. In keeping with this and Getzels' description, role expectations have specific characteristics of their own:

1. They define what an incumbent should or should not do while occupying a particular role in a social system³².

27 Parsons, Op. Cit., 1962, p. 23.

28 Jacob W. Getzels, James Lipham and Roald F. Campbell, Educational Administration As a Social Process: Theory, Research, Practice, New York, Harper and Row, 1968, p. 60.

29 Ibid., p. 70.

30 Parsons, Op. Cit., 1951, p. 38.

31 Parsons and Shils, Op. Cit., 1951, p. 38.

32 Getzels, Lipham and Campbell, Op. Cit., p. 61.

2. They are ordinarily formulated before the actors who serve as incumbents are known. The expectations can be misperceived or can serve as points of departure for any particular incumbent. Their crucial significance as blueprints for what should be done is, however, not thereby nullified³³.

3. The range of expectations that is involved in a given role relationship is defined with reference to two types of interaction: functionally diffuse and functionally specific. In functionally diffuse interaction, the role incumbents are intimately bound in such a way that the rights and obligations of the participants are taken for granted and in a sense are limitless. In functionally specific interaction, the rights and obligations are restricted to those elements in the relationship that are defined by the technical competence and the institutional status of the participants³⁴. Most relationships in formal organizations, at least as defined by the institution, are set up in functionally specific terms.

33 Ibid., p. 62.

34 Parsons and Shils, Op. Cit., p. 57-58.

4. An expectation is placed somewhere on a continuum ranging from the permissive, through the preferential, to the mandatory³⁵.

One can distinguish between what an incumbent of a position should do and what characteristics the incumbent should have. Parsons makes this distinction:

In orienting to an actor as object ... primacy may be given ... to his attributes or qualities, independently of specific expected performance, or ... to his performances, completed, in process, or expected in the future.³⁶

The above discussion of role has shown that in social systems, individuals do not behave in a random manner. Instead, they act with reference to role expectations³⁷. Consequently, adherence to a large part of a role's normative order is essential in any formula assessing effective social behavior³⁸.

Social action, however, is not only a function of an organizational mandate, but also of the characteristics of the individual who fulfills that mandate. Thus, in order

35 Ibid., p. 24.

36 Parsons, Op. Cit., 1951, p. 88.

37 Neal Gross, Ward S. Mason, Alexander M. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, John Wiley and Sons, Inc., 1958, p. 61.

38 Parsons, Op. Cit., 1971, p. 15.

to understand social behavior, the zone of interpenetration between the social system and the personality system has to be considered.

Despite its common usage in the literature, the term personality has a variety of meanings. Allport³⁹ reports finding some fifty different definitions. In terms of this discussion, personality is defined as "... the dynamic organization within the individual of those need-dispositions and capacities that determine his unique interaction with the environment"⁴⁰.

In Parsons and Shils' terms, the conjoined word need-dispositions has a double connotation⁴¹. On the one hand it refers to the "gratificational aspect"⁴², that is, the tendency to fulfill some requirement of the organism. On the other hand, it refers to the "orientational aspect"⁴³, that is, the disposition to do something with an object designed to accomplish this requirement. More specifically, this second connotation implies the "how" of

39 Gordon W. Allport, Personality, New York, Holt, Rinehart and Winston, 1937, p. 50.

40 Getzels et al., Op. Cit., p. 69.

41 Parsons and Shils, Op. Cit., p. 115.

42 Parsons, Op. Cit., 1951, p. 321.

43 Ibid.

an individual's relation with his object world, the patterns or ways in which his relations to it are organized⁴⁴.

In accordance with the above definitions, Parsons and Shils posit the following observations with respect to need-dispositions:

1. Need-dispositions are forces within the individual. Every human being has a characteristic style of life. Not only is he a creature of his biological drives or animal necessities, but he strives to fulfill wants having no apparent relationship to the maintenance of merely physiological well-being. He seeks to know, to discover, to create, to master, to achieve, to affiliate, to dominate and to comply beyond what is needed to remain alive.

2. Need-dispositions are goal-oriented. They refer to tendencies to achieve some end state.

3. Need-dispositions are determinants of cognitive and perceptual as well as other forms of behavior. They influence not only the goals an individual tries to attain in a particular environment but also the way he perceives and cognizes the environment itself.

4. Need-dispositions vary in specificity. Just as role expectations vary in functional specificity or

44 Ibid.

diffusion, so need-dispositions vary in the specificity or generality of objects through which they find expression.

5. Need-dispositions are patterned and interrelated. Needs are organized to give personality a structure not explicable by the mere listing of the separate need attributes. The significance of this interaction for understanding the flux of behavior in a social system is that the relationship between the individual and the institution, that is, between the personality and the role is not static but dynamic⁴⁵.

In summary, the need-disposition dimension of role behavior shows clearly that each incumbent stamps the particular role he occupies with the unique style of his own characteristic pattern of expressive behavior. To understand the performance and relations of specific incumbents in social systems, both role expectations and need-dispositions have to be taken into account. The proportion of role and personality factors at least potentially determining behavior varies with the system, the role and the personality involved.

The preceding discussion dealt in some detail with the component aspects of a) the normative dimension of behavior and b) the personal dimension of behavior. Social

⁴⁵ Parsons and Shils, Op. Cit., 1962.

behavior was explained as deriving simultaneously from the normative and the personal dimensions; and performance in a social system was interpreted as a function of the interpenetration between role and personality. That is to say, a social act could be understood as resulting from the individual's attempt to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own pattern of needs and dispositions.

4. Theoretical Framework.

Parsons' general theory of action provides a framework for analyzing some of the variables linked with effective role behavior. Theoretically, it seems that effective role behavior implies an incumbent pursuing defined goals, investing a certain amount of energy to achieve these goals, and whose acts are governed by certain standards of conduct which are deemed to be appropriate in a given situation⁴⁶.

The concept of role is pivotal to this theoretical framework.

⁴⁶ Parsons and Shils, Op. Cit., p. 53.

The two independent variables of the present study are the two dimensions of role — content⁴⁷ and dynamic⁴⁸.

Content means a set of formal norms⁴⁹ defined as official role prescriptions. As such, formal norms, like expectations, are clearly "rights and duties" and "evaluative standards".

The dynamic dimension refers to the capacities or personal equipment of an incumbent. Specifically, dynamic refers to an incumbent's competencies, namely, his skills, knowledges, beliefs, and understandings.

The study's dependent variable is effective leadership, meaning a pattern of behavior which differentiates between effective and ineffective leadership.

The problem is to determine the relationships between the leadership effectiveness of school superintendents and their adherence to their roles' formal norms and their competencies in fulfilling these norms.

The problem presents three questions. First, is adherence to formal norms associated with leadership effectiveness? Secondly, are competencies in fulfilling

47 Parsons and Shils, Op. Cit., p. 208-218.

48 Ibid., p. 223-230.

49 Newfoundland, "Duties of Superintendents", The Schools Act, Section 19, 1970, Chapter 346, p. 4733-4735.

these formal norms linked with leadership effectiveness? Thirdly, is there a larger association between leadership effectiveness and the two variables, adherence to formal norms and competencies in fulfilling these norms, than between leadership effectiveness and either of the other two variables?

In accord with the theory, the role is perceived to be determined by the social system and its inherent value system. According to Parsonian theory, societal values legitimize and hence ultimately shape the clusters of norms which constitute various institutional areas like education. The particular norms of each institution in turn give authority to collectivities to take common action for the attainment of goals in the public interest. Each collectivity then authorizes the incumbents of its component roles to make decisions and otherwise act for the whole collectivity. The normative aspect, particularly the formal norms, associated with each role become the role prescriptions and behavior is evaluated accordingly. Assuming a rational model, the more fully an incumbent adheres to the formal norms, that is, the content dimension of his role, the more effective his overall behavior will be.

The dynamic dimension of role provides for the interpenetration of the personality system with the social system. It relates to the incumbent's abilities and

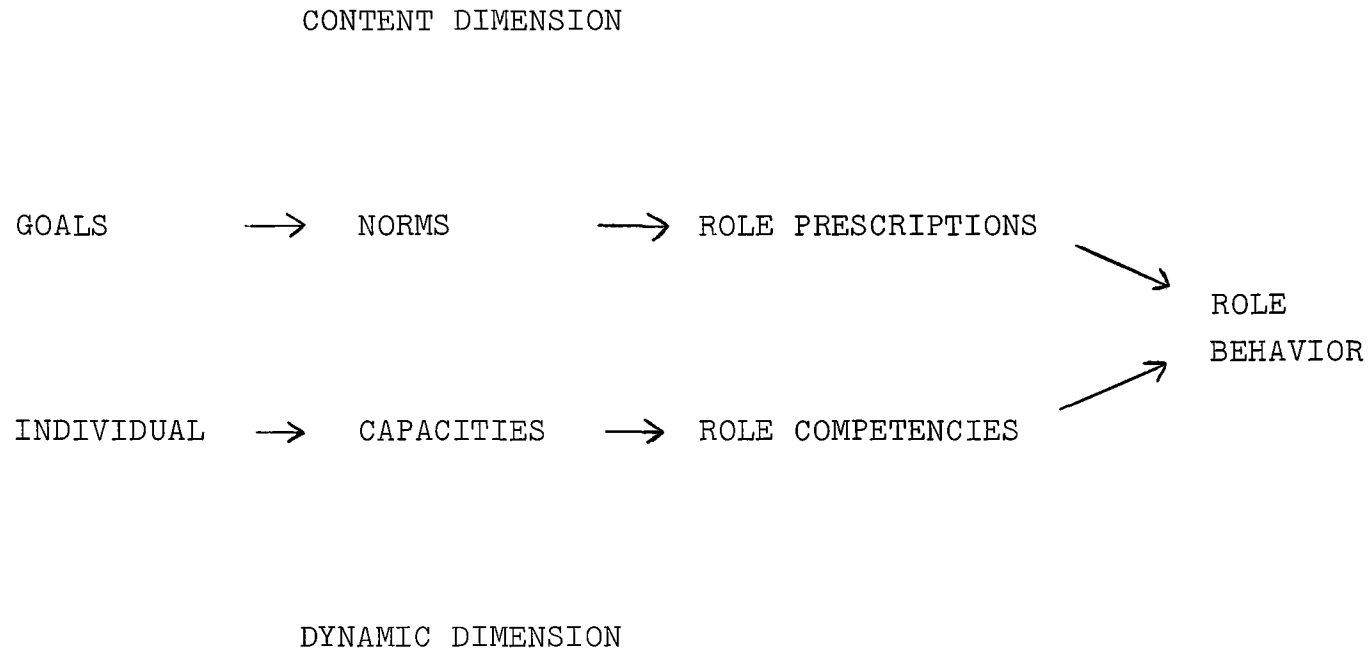
capacities to fulfill his role in a competent fashion. If the incumbent possesses the competencies to meet the requirements of his role, he will be capable of exhibiting effective behavior.

The relationships between the content and dynamic dimensions of role and role behavior are depicted in Figure 1.

In summary, the theoretical framework depicts the primacy of both the normative and personal components of social behavior. Specifically, the theory links the content (formal norms) and dynamic (competencies) dimensions of a role with effective behavior. Through the use of a rationalist approach, the theory emphasizes that evaluation of role effectiveness must be conducted in accordance with duties and responsibilities outlined for the incumbent^{50,51}. As well, the theory stresses the assessment of an incumbent's

50 Edmund H. Thorne, "How Should Boards Measure the Competence of an Administrator", The Nation's Schools, Vol. 68, No. 5, November 1961, p. 62-67, p. 86-88.

51 John Guy Fowlkes, "How School Boards Measure the Competence of an Administrator", The Nation's Schools, Vol. 68, No. 3, September 1961, p. 55-59.



THEORETICAL RATIONALE

Figure 1 - Model of Social Behavior*

* Developed in cooperation with Dr. R. O'Reilly, University of Ottawa

effectiveness on the basis of his capacities and abilities appropriate to the fulfillment of his job prescriptions^{52,53}.

It should be noted that Parsons' theory suggests that knowledge of either dimension alone (content and dynamic) contributes some understanding of the behavior of a role actor. It also suggests that the two dimensions can be used to explain behavior in an interactive fashion as well as in an additive fashion.

5. Hypotheses.

The following three hypotheses deal with the simple effects of each dimension on role behavior and with the additive effects of the two dimensions on role behavior.

1. There is a positive relationship between adherence to formal norms and the leadership effectiveness of school superintendents.

2. There is a positive relationship between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents.

52 Carl Heyel, Appraising Executive Performance, New York, American Management Association, 1958, p. 100-123.

53 A. C. Mackinney, "What Should Rating Rate", Personnel 37, (May-June 1960), p. 75-78.

3. There is a non-zero correlation of adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

6. Studies and Writings.

The following are examinations of certain studies and writings which are pertinent to the variables being studied.

Katz⁵⁴, Downey⁵⁵, and Reeves⁵⁶ supported the competency variable. They stated that effective leadership depended on certain basic personal skills which were termed technical-education, technical-managerial, human and conceptual.

Technical-educational skills related to competence in the general field of education. These skills included among others a knowledge of curriculum, teaching, learning theory and program development.

54 R. L. Katz, "Skills of an Effective Administrator", Harvard Business Review, January-February 1955, Vol. 2, No. 1, p. 33-42.

55 L. W. Downey, "The Dskills of an Effective Principal", The Canadian Administrator, Vol. 1, No. 3, December 1961, p. 11-14.

56 A. W. Reeves, "Trends in Canadian School Administration", The Canadian Administrator, Vol. 2, No. 1, October 1962, p. 1-4.

The technical-managerial skills were those which pertained to the non-human aspects of management. They referred to such things as class schedules, supplies, equipment, building, buses and finances.

Human skills were those which enabled the leader to work effectively with people, to stimulate their efforts and to assist them in developing their talents. They referred to the group leader function which obviously required some knowledge of the behavior of both individuals and groups.

The conceptual skills enabled the leader to see the organization as a whole, its objectives and its relationships.

Downey claimed that "... all of these skills are important in educational leadership; all are requirements for effective performance in the principalship"⁵⁷. He noted as well that any one skill was not a simple and discrete technique in which interested persons could be trained. Rather each was a major skill area and a contributory feature of the total complex of knowledge and talents that made up an effective leader for the educational enterprise.

57 Downey, Op. Cit., p. 12.

Reeves stated

... the superintendent of a city system - or for that matter the superintendent of any district - as a generalist must have at his disposal all four types of skills: educational, managerial, human and conceptual.⁵⁸

Katz, Downey, and Reeves looked at various positions in education and analyzed them in terms of the major skills needed. They noted that relative importance of the skills varied with the level of administrative responsibility.

Parsonian thought clearly influenced the writings of all three writers⁵⁹. In order to fully understand the skills described, the implications of Parsons' levels within an organization needed to be expounded upon. These levels provided insights into why the superintendent needed "all four types of skills" and why the teacher needed mainly the technical-education skills. Neither Katz nor Downey nor Reeves explained adequately the theoretical assumptions underlying the need for variations in skills at different organizational levels.

⁵⁸ Reeves, Op. Cit., p. 3.

⁵⁹ Talcott Parsons, "Some Ingredients of a General Theory of Formal Organization", in Administrative Theory in Education, Andrew W. Halpin, (ed.), New York, The Macmillan Co. Ltd., 1958, p. 40-72.

Graff and Street⁶⁰ also endorsed the competency variable. They pointed out that an institutional role generally has associated with it certain major tasks which represented its chief duties and responsibilities (job prescriptions). These tasks made demands on the incumbent. Thus, the demands defined to a large degree the kinds of behaviors deemed necessary for the effective fulfillment of the role's requirements. The incumbent's response was determined largely by his level of competencies in meeting these demands.

Graff and Street developed the Competency Pattern Concept (CPC) which was a theoretical construction designed to encompass the elements involved in intelligent and productive behavior. It was a procedure for identifying the competencies required of educational administrators in general and of superintendents in particular⁶¹.

The CPC incorporated three elements: theory, know-how (competencies) and job tasks⁶². Graff and Street suggested that the last element was central as the evaluation of competence must be in terms of job performance. Theory

60 Orin B. Graff and Calvin M. Street, Improving Competence in Educational Administration, New York, Harper and Row, 1956, VII-290 p.

61 Ibid., p. 200.

62 Ibid., p. 69-70.

was considered essential since each job performance was, consciously or unconsciously, carried on in terms of some theory. Job tasks and the necessary know-how must not contradict the basic theory.

The CPC dealt with relationships which were infinitely complex. Skills, knowledge, beliefs, and understandings do not remain constant. Despite this, however, Graff and Street maintained that actions could be identified or classified in terms of patterns of behavior. They argued that when conscious action was analyzed it usually showed three important characteristics:

1. It was a doing of something.
2. It involved the individual's values, beliefs and feelings.
3. It required the use of skills, knowledge, and understandings.⁶³

Graff and Street stated that competence referred to specific task performance. They noted that one did not act with the same degree of competence in all the things he did. They stated also that some specific competencies were of greater importance than others. This reference in effect suggested that each role contained tasks which were of greater importance than others to the successful performance of that role. It suggested also that it was the

⁶³ Ibid., p. 67.

competencies in the role's major tasks which produced effective results.

Because competence could not be examined outside of performance, Graff and Street pointed out that it was impossible to describe competencies without first identifying the actual tasks to be done.

In conjunction with the major tasks, Graff and Street developed criteria for the identification of compatible competencies. Their criteria for the selection of competencies were that each must be:

1. Compatible with job tasks and the theory.
2. Related meaningfully to the job tasks.
3. Significant to job performance and frequently used in the planning and execution of the tasks of educational administration.⁶⁴

In summary, Graff and Street were primarily concerned with understanding effective educational leadership from the standpoint of leader competencies. Their study included:

1. A general analysis of educational administration.
2. An identification of certain major task areas within educational administration.
3. A listing of specific major tasks within each task area.

⁶⁴ Ibid., p. 220-222.

4. A categorization of tasks and identification of competencies needed for effective performance.

Throughout their study, Graff and Street emphasized that competencies could not be described or examined in the abstract. They believed that competencies must be compatible with a role's main tasks or chief duties. Consequently, their research was focused upon effective leadership from the standpoint of a leader possessing the necessary competencies to perform the chief tasks associated with his position. In short, they maintained that the possession of competencies in the major tasks associated with one's role was essential to effective leadership.

Campbell et al⁶⁵ described the study of Graff and Street as providing an excellent statement of the criteria used by researchers in developing a list of competencies. Lipham⁶⁶ was also complimentary towards the study. All noted that first, Graff and Street considered the purpose of educational administration. Secondly, they considered the question of quality. Thirdly, they isolated specific competencies.

⁶⁵ Roald F. Campbell, John E. Corbally and John A. Ramseyer, Introduction to Educational Administration, 3rd ed., Boston, Allyn and Bacon, Inc., 1966, p. 317.

⁶⁶ James M. Lipham, "Competency/Performance Based Administrator Education: Recent Developments in the United States", Paper No. 18, International Intervisitation Programme, 1974, 1-41 p.

It was in the area of competency development that Graff and Street left themselves open to some criticism. They did not subject their list of competencies to factor-analytic procedures which differentiated items with high and low discriminatory powers. Unfortunately, it was not until more recent times that major follow-up studies succeeded the publication of their research.

Campbell⁶⁷ based his study on the work of Graff and Street. His aim was to determine the extent to which provincially appointed superintendents in Alberta were required to possess fifty of the approximately 300 competencies suggested by Graff and Street⁶⁸. He defined a required competency as one which was assessed as "extremely important" or "important" by at least eighty per cent of a particular reference group.

Campbell selected fifty competencies from the Graff and Street list. He then asked fifty-eight provincially appointed superintendents in Alberta and an equal number of that province's board chairmen to rate the importance of each of the fifty competencies. Respondents were asked to

67 L. A. Campbell, Expectations for Required Competencies of the Provincially Appointed School Superintendent, unpublished master's thesis presented to the University of Alberta, 1969, 180 p.

68 Graff and Street, Op. Cit., p. 223-243.

rate the importance of the competencies on a point scale having the categories: extremely important, important, seldom important, and unimportant. Responses were obtained from fifty-six superintendents and fifty-three chairmen.

Campbell compiled his lists of required competencies on the basis of responses from:

1. Provincial superintendents alone.
2. School board chairmen alone.
3. Superintendents and chairmen collectively.

The superintendents' responses showed that thirty-two of fifty suggested competencies qualified as required.

The chairmen identified twenty-one of the fifty competencies as required.

Twenty of the competencies chosen by the board chairmen corresponded to those selected by the superintendents.

Campbell's study showed some support for the competencies suggested by Graff and Street. In drawing conclusions from the study, however, it must be noted that the fifty competencies rated were selected arbitrarily by Campbell from a list of approximately 300 suggested by Graff and Street. He gave no explanation for his arbitrary selections. Moreover, the rating of the competencies was done on the basis of the job of the superintendent in general and not in terms of specific duties and

responsibilities. As well, the sample for the study consisted only of superintendents and corresponding board chairmen. Almost all of the respondents resided and were employed in rural Alberta. Consequently, the study was not truly provincial. Moreover, the study was descriptive rather than hypotheses testing. No hypotheses were tested. In fact, the theoretical rationale consisted largely of a series of statements as to the importance of the position of the superintendent.

Treblas⁶⁹ was also concerned with the competency variable. His study had three purposes. First, to investigate the perceptions of public school superintendents with regards to priorities of competencies which they thought should be developed in a preservice training program for administrators. Secondly, to determine the relationships that existed between the perceptions and the characteristics of those who held them, for example, age, size of district (enrollment), academic background (both major fields and degree held) and administrative experience (years as a superintendent). Thirdly, to compare the perceptions of superintendents of public schools with

69 John Peter Treblas, Priorities of Competencies in Educational Administration as Perceived by Superintendents of Public Schools, unpublished doctoral dissertation presented to the Colorado State College, 1966, 212 p.

perceptions held by professors of educational administration as reported in a study by Hipkins⁷⁰.

In the Treblas study, competencies referred to those attitudes, skills, and knowledge which enabled a superintendent to perform a particular administrative task in the most desirable manner.

The population of the study was 12,229 United States school superintendents whose district had 300 or more students. The study's sample was 265 superintendents randomly selected.

Treblas found that personal and institutional characteristics had little to do with how superintendents viewed the importance of administrative competencies.

To attain the study's third purpose, Treblas compared the rank ordering of the competencies by college professors and with that of superintendents. The test revealed 59.55 per cent agreement between the two groups.

Treblas' research endorsed the importance of particular competencies to superintendents. In interpreting the study, however, two points should be noted. First, only 54.72 per cent of the questionnaires returned

⁷⁰ Lerory Hipkins, A Study of Priorities of Competencies in Educational Administration as Perceived by Professors of Educational Administration, unpublished doctoral dissertation presented to the Colorado State College, 1964, 310 p.

were usable. A greater percentage of responses would have provided more reliable generalizations concerning the relevance of the results. Secondly, the study was designed to be only an exploration of the competencies superintendents should be exposed to during their professional preparation period. The procedure followed was largely one of describing competencies in terms of quality traits rather than in terms of patterns of behavior from the standpoint of role requirements.

Despite their shortcomings, implicit in the writings and studies reviewed was support for superior competencies on the part of a school superintendent. These competencies, assuming they were compatible with the role prescriptions to be fulfilled, enabled the superintendent to behave in ways consistent with effective leader behavior.

Moser's⁷¹ study upheld the importance which the variable adherence to formal norms had for leadership effectiveness.

One of the hypotheses tested by Moser dealt with the relationship between the leadership styles of school superintendents and their principals' ratings of them.

⁷¹ Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals", Administrator's Notebook, Vol. 6, No. 1, September 1957, p. 1-4.

Twelve superintendents and twenty-four principals in twelve school systems participated in the study. The smallest system employed forty-six teachers; the largest system hired two hundred and twenty teachers. A total of 37,825 students were enrolled in the systems in Grades one through twelve. The superintendents and principals answered intensive questions designed to stimulate subjective responses concerning perceptions of their own style of leadership and that of others, their major problems as leaders, and their relationships to each other. In addition, each participant responded to a series of instruments designed to permit analysis which would produce indices to the variables: leadership style, agreement or disagreement on role definition, ratings of effectiveness, confidence in leadership, and satisfaction.

Moser, in relating the perceived and professed leadership styles of principals and superintendents to relationships that exist among them, found among others the following point significant: Superintendents who professed nomothetic behavior were given the highest effectiveness ratings by principals and enjoyed the confidence of principals. The nomothetic style of leadership was characterized by behavior which stressed goal accomplishment, rules and regulations and centralized authority at the expense of the individual. Effectiveness was rated in

terms of behavior towards accomplishing the school's objectives and adhering to institutional rules and centralized authority.

Moser's finding substantiated the importance of a superintendent adhering to his role's normative obligations and responsibilities. Any interpretation of the results of the study, however, should be guided by the fact that the data were gathered from a very small sample of twelve superintendents and twenty-four principals. Moreover, part of the data was gathered through the interview technique. In using this approach, there might have been some distortion of response in the interest of either social or professional acceptability or both.

Implicit in the Ohio State Leadership Studies was support for the variable, adherence to formal norms. These studies investigated and analyzed the behavior of persons in leadership positions in industrial, educational, and governmental organizations. The studies documented two major dimensions of leader behavior: consideration and initiating structure-in-interaction⁷².

72 R. M. Stogdill and A. E. Coons, (eds.), Leader Behavior: Its Description and Measurement, Columbus, Bureau of Business Research, Ohio State University, 1957, VII-168 p.

Consideration related to adequate human relations, that is, behavior which reflected friendship, mutual trust, respect and warmth in the relationship between leader and group members⁷³.

Initiating a structure-in-interaction referred to the leader's behavior in delineating the relationships between himself and members of his group, and in endeavouring to establish well-defined patterns of organization, that is, the development of understandings concerning roles and responsibilities and duties of people within these roles. The leader established structure in the ways the group members interacted with him and each other⁷⁴.

Effective leader behavior was associated with above-average performance in both these dimensions⁷⁵.

The formal norms held for a leader's behavior could be encompassed in either or both of the above dimensions. The definitions given, however, suggested

73 A. W. Halpin, "The Superintendents' Effectiveness as a Leader", Administrator's Notebook, Vol. 7, No. 2, October 1958.

74 Ibid.

75 Ibid.

that the formal norms associated with a role came within the purview of initiating structure⁷⁶.

Stogdill, Scott and Jaynes⁷⁷ emphasized the significance of a leader complying with his role's formal norms. They pointed out that there was a set of expectations associated with every position or status in an organization. These expectations, whether they were formal or informal or both, constituted a partial behavioral model for the occupant of a position. They suggested that the extent to which the occupant conformed to the model had significance for his leadership effectiveness. Leader conformity to the model permitted other individuals with whom he interacted to anticipate his behavior in prescribed situations. This anticipation facilitated the group's functioning as a collective and integrated unit. This functioning in turn made for a higher degree of leadership effectiveness.

⁷⁶ John K. Hemphill, "Administration and Problem Solving", Administrative Theory in Education, A. W. Haplin, (ed.), Chicago, Midwest Administration Center University of Chicago, 1958, p. 89-118.

⁷⁷ Ralph M. Stogdill, Ellis L. Scott and William E. Jaynes, Leadership and Role Expectations, Research Monograph Number 86, Bureau of Business Research, Ohio State University, Columbus, Ohio, 1956.

From the beginning the Ohio Studies emphasized patterns of behavior. Greenfield⁷⁸, however, claimed that such an emphasis was limited. He noted a similarity between many items on the LBDQ and the form and content of items from typical interest inventories and personality scales. He noted as well that the Ohio Studies began in 1945 virtually without theory. Consequently, the researchers began with a minimum number of assumptions about leadership. Hence they did not research organizational leadership as one of many social phenomena that were shaped by a variety of interpersonal, structural and technical constraints.

The Brassard and O'Reilly⁷⁹ study also upheld the variable, adherence to formal norms.

Their study set out to determine the relationships between the nature and intensity of the action of orientations of the members of a team and group effectiveness.

The sample for the study was twenty-one educational workshop groups in the province of Quebec. The groups were associated with the elementary schools in that province.

78 T. B. Greenfield, "Research on the Behavior of Educational Leaders: Critique of a Tradition", Alberta Journal of Educational Research, Vol. 24, No. 1, March 1968, p. 55-76.

79 Jean R. Brassard and Robert R. O'Reilly, "Effectiveness of Participatory Groups and the Action Orientations of Members", unpublished, Ottawa, University of Ottawa, 1975.

A ministerial document in 1968 defined the workshop as a mechanism for participation whereby teams of educators (the term educator was so defined as to include parents) would work together to plan and carry out various projects of pedagogical renewal in the province's elementary schools.

The study's question was: What dispositions of group members were related to the effectiveness of a participatory group? Effectiveness was defined as the proportion of real influence that the educational workshop exercised on the program of pedagogical renewal of the schools, for a given period, relative to the degree of influence of other agents, such as, teachers and administrators working in the schools.

One of the study's four hypotheses was that the effectiveness of groups varied according to the degree which members adhered to the official norms of the group. In effect, the hypotheses tested the extent to which the workshop leaders, and not its membership, conformed to the official role expectations. The results of the study supported (Chi-square = 17.08, $p < .01$) the hypotheses.

The studies and writings reviewed support the variable, adherence to formal norms, as an indicator of leadership effectiveness. The effective leader leads, in part, by conforming to his role's job prescriptions.

In conclusion, the studies and writings reviewed support the theoretical contentions that both adherence to formal norms and competencies in fulfilling these formal norms should be considered as major determinants of role effectiveness.

CHAPTER II

EXPERIMENTAL DESIGN

This chapter consists of three sections. Sections one and two describe the sample and the instruments respectively. Section three deals with the collection of data.

1. The Sample.

The sample of the study consisted of thirty-three school superintendents in the province of Newfoundland.

The school superintendency was selected for the purpose of testing the hypotheses because:

1. There was a statutory basis for its existence which entailed a formal specification of certain of its relations to other positions such as the school board and the teaching staff.

2. There was an extensive body of literature describing the behavior of superintendents and the kinds of relationships which existed between them and incumbents of positions to which theirs were related.

In addition to the above, Newfoundland's superintendents were selected specifically because:

1. The statutory basis for the existence of the superintendency included thirty-five formal norms¹.

2. All superintendents had been in their positions for more than one year.

2. The Instruments.

This section consists of three parts: the first part describes the Superintendent Activity Inventory; the second part deals with the Superintendent Competency Inventory; the third part discusses the Tennessee Rating Guide. Each part contains as well a description of the appropriate pilot study.

a. The Superintendent Activity Inventory (S.A.I.) was constructed by the writer to measure the adherence of school superintendents to the formal norms associated with their positions. The inventory consisted of two sections. Section A contained fifty-eight items, thirty-five of which were the formal duties of superintendents². The remaining twenty-three were filler items selected from the instrument,

1 Newfoundland, "Duties of Superintendent", The Schools Act, Section 19, 1970, Chapter 346, p. 4733-4735.

2 Ibid.

Expectation for Superintendent's Performance³. Section B listed the seven major task areas associated with the school superintendent⁴.

The S.A.I. (Appendix 1) was examined by a reference group of thirty-four educators in Newfoundland. This group was made up of: the deputy minister (former chief superintendent); the two assistant deputy ministers (one of whom was a former superintendent); six members of the Denominational Educational Committee; the president and two other executive members of the Newfoundland Teachers' Association; four provincial supervisors; four district supervisors; the chief provincial superintendent; thirteen faculty members of Memorial University, all of whom were either former principals, or supervisors or superintendents. All agreed on item independence, clarity and appropriateness of the S.A.I. for Newfoundland's school superintendents. There were, however, a number of minor changes made as a result of recommendations received from reference group.

Because the S.A.I. was subjected to the scrutiny of competent judges, and as well the items of interest were

³ Neal, Gross, Ward S. Mason and Alexander N. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role, New York, John Wiley and Sons, Inc., 1966, p. 331-334.

⁴ Graff and Street, Op. Cit., p. 204.

contained in legislation, it was decided that no further check for content validity was necessary^{5,6}.

In Section A, the fifty-eight items were placed randomly to prevent the establishment of any response set among superintendents. A five-point Likert type scale was used to measure the superintendents' adherence to their positions' formal norms. In describing this adherence, superintendents had five possible responses: high degree, above average degree, average degree, fair degree, and low degree. The letters A, B, C, D, and E corresponded to each of these responses. Superintendents were asked to circle the letters paralleling the responses which best described the degrees to which their activities corresponded to activities stated. This part of the inventory was scored by allotting a value of five to "high degree" and reducing this value until "low degree" was assigned a value of one.

In Section B, a time scale was placed after each major task area. Superintendents were asked to imagine a composite week of fifty hours and then decide the amount of

⁵ John T. Greer and Burman Lockridge, "A Validation Model for Administrative Competencies", CCBC Notebook, Vol. 3, No. 1, July 1974, p. 12-18.

⁶ Robert L. Ebel, "Obtaining and Reporting Evidence on Content Validity", Clinton I. Chase and H. Glenn Ludlow, (eds.), Readings in Educational and Psychological Measurement, Boston, Houghton Mifflin Co., 1966, p. 92-102.

time they devoted weekly to each task area. The data provided by this section were of interest but not necessary to the testing of the hypotheses.

A pilot study was undertaken to check the reliability of the S.A.I. Fourteen former superintendents in Newfoundland participated in the pilot study. The interval between the test - retest ranged from fourteen to sixteen weeks. The results obtained are presented in Table I.

On the basis of the correlation obtained, it was concluded that the Superintendent Activity Inventory was a reliable measure of the superintendents' adherence to their positions' formal norms.

b. The Superintendent Competency Inventory (S.C.I.) was designed by the writer to measure the degree to which superintendents possessed competencies in fulfilling their positions' formal norms. The inventory contained thirty-five competencies selected from the approximately 300 developed by Graff and Street⁷. In accord with Graff and Street⁸, as well as Feldvebel and Carroll⁹ each competency

7 Graff and Street, Loc. Cit., p. 204-215.

8 Ibid.

9 Alexander M. Feldvebel and John Carroll, "A Rationale for Competency - Based Programs in Educational Administration", CCBC Notebook, Vol. 3, No. 1, July 1974, p. 2-11.

Table I.-

Means, Standard Deviations and Correlation Coefficient
Obtained in Test of Reliability (S.A.I.): Pilot Study Data

| Variable | Cases | Means | Std. Devs. | r |
|----------|-------|---------------------|------------|-------|
| Score 1 | 14 | 131.64 ^a | 23.09 | 0.90* |
| Score 2 | 14 | 131.07 | 20.94 | |

^a Highest score possible 175

* $p \leq .001$

was selected on the basis of its compatibility with each of the thirty-five norms to be met.

Initially in constructing the S.C.I., thirty-five competencies were paired by the writer with the formal norms to be fulfilled. These competencies were then subjected to the scrutiny and judgment of the reference group described earlier. The group members were asked individually to indicate the appropriateness of each competency for Newfoundland's superintendents in view of the formal norms identified with their role. The thirty-five norms were stated, each followed by a suggested appropriate competency. In replying to the suitability of each competency, three responses were provided: "yes", "no", "not certain". In making their responses, the reference group were advised to keep in mind the norms stated and the Newfoundland educational scene in general. Only those competencies to which at least eighty per cent of the group responded "yes" were accepted for inclusion in the final form of the S.C.I.

The writer delivered and collected the preliminary inventory. A 100 per cent return was realized. On the basis of the eighty per cent criterion, seven of the original thirty-five competencies were rejected.

Since it was crucial to the study that the final form of the S.C.I. contained a minimum of thirty-five

competencies, one corresponding to each of the formal norms, an additional seven competencies were chosen by the writer from the Graff and Street list. As before, the seven competencies were paired with appropriate norms.

The seven "new" competencies were mailed to the reference group. The inventory's format was similar to the first. This time, however, there were only seven norms and a corresponding number of competencies. The respondents were asked once again to indicate the suitability of the competencies. Again, they were instructed to note the norms to be fulfilled and to keep in mind Newfoundland's educational set-up in general. Once again a 100 per cent response was obtained. All seven competencies were supported with a "yes" response by eighty per cent or more of the group.

Upon receipt of support for the thirty-five competencies, the writer proceeded to develop the final format of S.C.I. (Appendix 2). In accord with Graff and Street's CPC, the competencies supported for inclusion in the S.C.I. were divided into four categories: skills, knowledge, beliefs and understandings. The competencies were then placed randomly within each category. A five-point Likert type scale was used to measure the perceived or estimated level to which superintendents possessed each competency. The scale provided five possible responses:

superior degree, high degree, average degree, low degree, very low degree. The letters A, B, C, D, and E paralleled each of these responses. Respondents were instructed to circle the letter corresponding to the response which best described the degree to which they perceived or estimated that their superintendents possessed each competency. This method ensured a response to each of the thirty-five items.

The S.C.I. was scored by assigning a value of five to "superior degree", and decreasing this value until the "very low degree" was assigned a value of one.

In view of the initial ratings received from the reference group, as well as the competencies having been selected from Graff and Street's list, it was felt unnecessary to test further the content validity^{10,11} of the S.C.I. It was decided, however, to test the inventory's reliability by means of a pilot study.

The pilot study involved fifty principals who were selected by a random sampling procedure based on two factors: a) size of school, and b) size of district. These factors were delimited as follows: 1) only schools of five or more

10 Ebel, Op. Cit.

11 Greer and Lockbridge, Op. Cit.

teachers were included in the study and 2) only districts with at least ten such schools were included in the pilot study sample.

The interval range between the test - retest was ten to twelve weeks. Forty-six of the pilot study group returned the test copy of the inventory. Forty-three returned the retest copy, one of which was not usable. Consequently, forty-two, that is eighty-four per cent of the returns were used in tabulating the pilot study results. A summary of the results obtained in the pilot study are contained in Table II.

As a result of the correlation obtained, it was concluded that the Superintendent Competency Inventory was a reliable measure of the perceived or estimated level to which school superintendents in Newfoundland possessed competencies in the formal norms associated with their roles.

c. The Tennessee Rating Guide (T.R.G.) was begun in June, 1952, when the Department of Educational Administration and Supervision at the University of Tennessee initiated a research project aimed at improving educational administrative leadership. During the first four years of the project, attention was focused on identifying behavioral characteristics of effective and ineffective school administrators. After gaining consensus among a large

Table II.-

Means, Standard Deviations and Correlation Coefficient
Obtained in Test of Reliability (S.C.I.): Pilot Study Data

| Variable | Cases | Means | Std. Devs. | r |
|----------|-------|---------------------|------------|-------|
| Score 1 | 42 | 120.88 ^b | 20.11 | 0.96* |
| Score 2 | 42 | 120.98 | 19.37 | |

^b Highest score possible 175

* $P \leq .001$

number of educators as to what these characteristics were, statements of behavior were incorporated into a measuring instrument, The Tennessee Rating Guide.

The T.R.G. began on the basis of judgment and experience. Efforts continued, however, through carefully planned research, to validate and to determine the reliability of the Guide. The utility of the T.R.G. was applied and probed in a number of doctoral dissertations and masters' theses.

Coker¹² was one of the first to test the T.R.G. She concluded it was a valid instrument for distinguishing between effective and ineffective administrative behavior.

The objective of Everden's¹³ study was to determine the reliability of the T.R.G. Everden had evaluations on sixty principals computed into correlations between first and second ratings. Coefficients ranged from 0.76 to 0.95

12 Phyllis U. Coker, A Study of the Use of the Tennessee Rating Guide As a Means of Differentiating Between Effective and Ineffective School Administrators, unpublished master's thesis, University of Tennessee, Knoxville, 1956, quoted in R. B. Smawley, Typal Sets and Syndromes of Administrative Behavior, unpublished doctoral dissertation, University of Tennessee, Knoxville, 1961, p. 212.

13 William L. Everden, The Reliability of the Tennessee Rating Guide for School Administrators, unpublished master of science thesis, University of Tennessee, Knoxville, 1958, quoted in Ibid.

on the various categories and item-scales. Thus Everden's conclusion was that the T.R.G. was a reliable instrument.

Greever's¹⁴ research tested the hypothesis that the behavioral characteristics of effective school superintendents would be the same as those identified and described in the T.R.G. The basic method of investigation used in his study was the abstraction of behavioral characteristics from an analysis of critical incidents of administrator behavior. One hundred and seventy-eight descriptions of critical incidents of administrator behavior were abstracted. Of this number, Greever found 137 were consistent with the T.R.G., while fifty-five were not. He noted that the purpose and philosophy which were foundational to the T.R.G. were, in effect, a definition of scope and limitation of administrator behavior and that all abstracted descriptions of behavior which fell within the purview of this framework appeared to be consistent with the T.R.G. Those characteristics which appeared to lie beyond the indicated scope and limitation were, therefore, not applicable.

¹⁴ Clarence E. Greever, A Study of the Characteristics of Selected Effective Superintendents in East Tennessee, unpublished doctoral dissertation, University of Tennessee, Knoxville, 1955, quoted in Smawley, Op. Cit.

Smawley's¹⁵ research was directed towards refining the T.R.G. for the purpose of increasing its utility. In his research, Smawley had 158 ratings on thirty-eight subjects. Through item analysis, he identified and eliminated those items in the T.R.G. which had relatively low discriminating powers. It was the revised form of the T.R.G. (Appendix 3) used in the present study.

The T.R.G. consisted of twenty dimensions or characteristics of leader behavior. A leader's behavior was rated on a five-point scale under each of these dimensions. This procedure made for a rather comprehensive description of administrator performance. The T.R.G. was scored by assigning a weight of five to the most desirable behavior and decreasing this value until the least desirable was assigned a weight of one.

It might be noted that Smawley, in his discussion of the T.R.G., suggested that most of the items found on the Leader Behavior Description Questionnaire were either expressed identically with, similar to, or implied in the T.R.G. Pierce and Merrill¹⁶ supported Smawley's view.

15 Smawley, Op. Cit.

16 T. M. Pierce and E. C. Merrill, Jr., "The Individual and Administrative Behavior", R. F. Campbell and R. T. Gregg, (eds.), Administrative Behavior in Education, New York, Harper and Row, Publishers, 1957.

They stated that very similar, if not identical, factors of administrator behavior were to be found in the University of Tennessee Rating Guide, Halpins' study of Ohio Superintendents and the other Ohio State University Studies¹⁷. They acknowledged that differences existed. They claimed, however, that a more striking factor was the similarities.

Because the T.R.G. was being used for the first time to obtain a measure of leadership effectiveness among Newfoundland's school superintendents, its reliability was checked for that purpose. Consequently, a pilot study to that effect was carried out. Fifty principals were selected randomly for the pilot study. These principals were distinct from those who participated in the pilot study described earlier. They were, however, chosen by a random sampling procedure based on the same two factors: a) size of school and b) size of district. As before, these two factors were delimited as follows: 1) only those schools of five or more teachers were included and 2) only districts with at least ten such schools were included in the pilot study.

Forty-five of the pilot study group returned the test copy of the T.R.G. Forty-two returned the retest copy. Thus, forty-two, that is, eighty-four per cent of the

17 Ibid., p. 349.

returns were used in tabulating the pilot study results. These results are contained in Table III.

On the basis of the correlation obtained it was concluded that the Tennessee Rating Guide was a reliable instrument for obtaining a measure of leadership effectiveness among school superintendents in Newfoundland.

3. Collection and Scoring of Responses.

The Superintendent Competency Inventory and Tennessee Rating Guide were mailed to 200 and 196 different principals respectively. Each principal was responsible for a school which had a minimum staff of five including himself. The principals were representatives of thirty-three of the thirty-five educational districts in Newfoundland. Two districts could not be included as they had not appointed superintendents. Principals were selected as the reference group because, as Moser¹⁸ stated, considerable interaction existed between the principals and the superintendents. Because of this interaction principals were likely to: a) provide an "objective" appraisal, and b) have the required knowledge for an accurate description of the superintendents' behavior.

¹⁸ Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals", Administrator's Notebook, Vol. 6, No. 1, September 1957, p. 1-4.

Table III.-

Means, Standard Deviations and Coefficient of Correlation
Obtained in Test of Reliability (T.R.G.): Pilot Study Data

| Variable | Cases | Means | Std. Devs. | r |
|----------|-------|--------------------|------------|-------|
| Score 1 | 42 | 80.83 ^c | 6.83 | 0.90* |
| Score 2 | 42 | 81.71 | 6.79 | |

^c Highest score possible 100

* $p \leq .001$

The Superintendent Activity Inventory was mailed to thirty-three superintendents. Thirty-five items, specifically numbers 2, 4, 6, 7, 9, 10, 12, 13, 15, 17, 19, 21, 22, 24, 26, 28, 30, 31, 33, 34, 37, 39, 41, 43, 45, 46, 48, 49, 50, 51, 53, 54, 55, 57, 58 were scored on the S.A.I. In the scoring process, a value of five was assigned to A (high degree). This value was decreased until E (low average) was assigned a value of one. The twenty-three filler items were ignored in the scoring process.

The adherence to formal norms score for a superintendent was obtained by summing the numerical value of his response to the S.A.I. The highest score possible was 175, an indication of a superintendent adhering closely to his role's formal norms.

The thirty-five items on the Superintendent Competency Inventory were scored by assigning a value of five to A (superior degree) and decreasing this value until E (very low degree) was assigned a value of one.

The competency score for each superintendent was obtained by calculating the mean score of all respondents within his educational district. The highest score possible was 175. Such a score indicated that a superintendent was highly competent in fulfilling the formal norms associated with his position.

The Tennessee Rating Guide was scored by assigning a value of five to the most desirable behavior and decreasing this value until the least desirable was assigned a value of one.

The leadership effectiveness score for each superintendent was obtained by calculating the mean score of all the respondents within his educational district. The highest score possible was 100, an indication of a superintendent who demonstrated highly effective behavior.

CHAPTER III

PRESENTATION OF RESULTS

The data collected were statistically analyzed by computing:

1. A simple correlation of the relationship between adherence to formal norms scores and leadership effectiveness scores.

2. A simple correlation of the relationship between competencies in fulfilling the formal norms scores and leadership effectiveness scores.

3. A multiple correlation of the relationships of adherence to formal norms scores, and competencies in fulfilling formal norms scores with leadership effectiveness scores.

The results are reported in this chapter and are arranged in five sections. A statistical description of the data as well as the results of testing the three hypotheses are presented in the first five sections. The main findings are outlined in section five.

1. Description of the Data.

1. Scores on Adherence to Formal Norms — The sample of thirty-three superintendents revealed a wide range of

scores (from 100 to 171) which were distributed as shown in Appendix 4.

2. Scores on Competencies in Fulfilling Formal Norms — The sample of thirty-three superintendents received a wide range (from 79.0 to 159.0) of scores from the 176 principals (83.8 per cent) who responded to the Superintendent Competency Inventory. The scores are presented in Appendix 5.

Ten districts were represented by 100 per cent responses. The remaining districts were represented by responses ranging from 66.0 to 91.0 per cent.

3. Scores on Leadership Effectiveness — The thirty-three superintendents received a wide range (from 52.0 to 94.0) of scores from the 158 principals (80.06 per cent) who responded to the Tennessee Rating Guide. The scores are presented in Appendix 6.

Eleven districts were represented by 100 per cent responses. The responses from the remaining districts ranged from 67.0 to 88.0 per cent.

2. Results of Testing the First Hypothesis.

The first hypothesis stated that there is a positive relationship between adherence to formal norms and leadership effectiveness. This was tested by computing the Pearson product moment coefficient of correlation between

the two sets of scores. The result supported the hypothesis. The coefficient of correlation as well as the means and standard deviations used in computing same are given in Table IV.

3. Results of Testing the Second Hypothesis.

The second hypothesis stated that there is a positive relationship between competencies in fulfilling formal norms and leadership effectiveness. This hypothesis was tested by computing the Pearson product moment coefficient of correlation between the two sets of scores. The result supported the hypothesis. The statistical data are presented in Table V.

4. Results of Testing the Third Hypothesis.

The third hypothesis stated that there is a non-zero correlation of adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents. The result ($R = 0.80$) supported the hypothesis. The statistical data are contained in Table VI. The test of significance for the multiple R is shown in Table VII.

Table IV.-

Means, Standard Deviations and Correlation Coefficient of
Adherence to Formal Norms Scores and Leadership
Effectiveness Scores (N = 33).

| Variables | Means | S.D. | r |
|------------------------------|--------|-------|-------|
| Adherence to Formal Norms | 134.82 | 21.16 | 0.68* |
| Leadership Effectiveness | 77.21 | 10.61 | |

* $p \leq .001$

Table V.-

Means, Standard Deviations and Correlation Coefficient of
Competencies in Fulfilling Formal Norms Scores and
Leadership Effectiveness Scores (N = 33).

| Variables | Means | S.D. | r |
|---|--------|-------|-------|
| Competencies in Fulfilling Formal Norms | 119.18 | 14.29 | 0.68* |
| Leadership Effectiveness | 77.21 | 10.61 | |

* $p \leq .001$

Table VI.-

Analysis of Variance Table for Multiple Regression of Leadership Effectiveness Scores on Adherence to Formal Norms Scores and Competencies in Fulfilling Formal Norms Scores.

| Analysis of Variance | d.f. | SS | MS | F |
|----------------------|------|---------|---------|--------|
| Regression | 2 | 2334.52 | 1167.26 | 27.55* |
| Residual | 30 | 1270.99 | 42.37 | |

* $p \leq .001$

5. Main Findings.

The main findings of the analysis of the data obtained in this study were as follows:

1. A significant positive relationship was obtained between adherence to formal norms and leadership effectiveness of school superintendents.

2. A significant positive relationship was found between competencies in fulfilling formal norms and leadership effectiveness of school superintendents.

3. A significant positive relationship of adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents was obtained.

These results are discussed in the following chapter.

CHAPTER IV

DISCUSSION OF RESULTS

The purpose of this study was threefold: to determine 1) whether there was a positive relationship between adherence to formal norms and the leadership effectiveness of school superintendents; 2) whether there was a positive relationship between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents; and 3) whether there was a non-zero correlation of adherence to formal norms, and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

This purpose was intended to provide a test of the general theory of action of Parsons. This theory held that the relationship between the pattern of formal norms attached to a given role and the pattern of need-dispositions characteristic of an incumbent was of crucial importance to the effectiveness with which the role was performed. Thus, from the standpoint of the theory, both institutional role expectations and individual need-dispositions had to be considered when the effectiveness of role behavior was examined.

The sample, instruments, procedures for obtaining data and the analysis of the data were described in the

preceding chapters. The results of the analyses are now discussed with reference to the theory which was being tested. This discussion is presented in the following sections.

1. Discussion of the Results of Testing the First Hypothesis.

This hypothesis, stated in the direction consistent with the theory, was that a significant relationship exists between adherence to formal norms and the leadership effectiveness of school superintendents.

The pre-experimental reasoning was that if adherence to a role's formal norms was associated with effective behavior, then school superintendents whose activities were congruent with those prescribed for them would be rated as effective leaders. From the standpoint of school superintendents it was reasoned that the formal norms associated with their role constituted a leadership model. It was noted that superintendents were charged with accomplishing the goals of their school districts. Their roles' formal norms, viewed as an arrangement of job prescriptions, promoted both the efficient and effective accomplishment of these goals. When superintendents were guided by this leadership model, they permitted other people with whom they interacted to anticipate their behavior in prescribed

situations. This anticipation enabled the interacting individuals to function collectively as integrated and purposeful units attaining the goals of the district. Thus, it followed that the more fully superintendents adhered to their roles' formal norms, the more effective their leadership.

The test of the hypothesis showed that adherence to formal norms correlates positively with leadership effectiveness. The research thus offered empirical support for the contention that good leaders provide effective leadership by adhering to the formal norms held for their roles.

The above notwithstanding, the data revealed wide variations in the degree to which superintendents adhered to formal norms associated with their roles. The low adherence scores on the part of certain superintendents could probably be explained by one or more of the following circumstances:

1. Some superintendents could have felt a certain amount of ambivalence regarding the nature of their positions in terms of the norms which were supposed to guide and pattern their actions as superintendents.

2. The "newness" of the superintendents' positions as they were constituted in Newfoundland — It could have been expecting too much to assume that a comprehensive set

of formal norms would be accepted and integrated fully in what was essentially an emergent situation (Superintendencies began officially on July 1, 1969).

3. School districts have their own geographical, demographical and sociological peculiarities. In some districts, other strong "conditioning and controlling factors" could have impinged upon the roles of superintendents.

4. To adhere closely to a set of formal norms necessitated a fair amount of flexibility and freedom within superintendents' positions. As well, high levels of creativeness and drive were required on the part of superintendents.

5. Certain superintendents appeared to be either not familiar with the formal norms associated with their role or lacked understanding of the function which the norms served.

The data obtained prompted also the following observations:

1. The consequences which ensued from activities which were in accord with formal norms were different from those which were at variance with the norms. Generally, in districts where the activities of superintendents were in accord with their positions' formal norms, principals

reacted more favorably than did those in districts where the superintendents adhered less to their formal norms.

2. The superintendents who represented the low adherence scores should engage in some sincere self-evaluation as to why they ignored their roles' formal norms. In organizations which have a professional orientation, compliance with formal norms usually results from a common commitment to the goals of the organization instead of from the more common rewards and punishments.

3. Institutions preparing superintendents and boards of education employing them need to assist superintendents in: a) Realizing the importance of being sensitive to their roles' formal norms. It is highly improbable that an awareness of the correlations obtained in this and other studies will result in any wide-spread improvement in the degree to which superintendents adhere to their roles' formal norms. b) Making the links between formal norms and the goals of the districts. c) Differentiating between major and minor duties. The formal norms corresponded to the chief responsibilities of superintendents.

4. Adherence to formal norms should not get out of balance. One or two norms should not be complied with to the exclusion of others. The data indicated this to be the case in some instances.

In summary, a test of the first hypothesis demonstrated close ties between the leadership effectiveness of school superintendents and the formal norms associated with their roles. A knowledge of role prescriptions and the manifest desires of superintendents to conform to these prescriptions appeared to be important factors of leader effectiveness. Should a superintendent or some other leader not agree, whether consciously or not, with the appropriateness of his role's formal norms, then it is reasonable to expect a great deal of energy would be devoted to resolving ensuing conflicts. Thus, the importance of an intensive and systematic initiation to a role was suggested. Superintendents should accept the formal demands of their assigned roles. Their leadership effectiveness was shown in accordance with the theory to depend in part upon dedication to their role's formal norms. While it was not generalized that the extent to which any role was played effectively was related in part to the congruence between actual activities and those called for in the role's formal norms, nevertheless in this study such was the finding.

2. Discussion of the Results of Testing the Second Hypothesis.

In a direction consistent with the theory, the second hypothesis stated that there was a significant relationship between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents.

The pre-experimental reasoning was that the compatibility of an incumbent's pattern of personality characteristics with his position's formal norms had important implications for effective role behavior. Specifically, in this study it was reasoned that competencies in fulfilling formal norms were of crucial importance to the leadership effectiveness of school superintendents. Formal norms constitute the chief duties and responsibilities of the role. Thus, competencies in fulfilling these norms were extremely important.

The test of the hypothesis revealed that competencies in fulfilling formal norms correlates significantly with the leadership effectiveness of school superintendents.

Neither the above reasoning nor the findings implied that superintendents do not need other competencies. Superintendents do become involved in the performance of other duties. Such involvement should, however, be of a secondary

rather than a primary nature to superintendents. Nor was it intended to infer that superintendents were not involved in responsibilities of major importance to other personnel. Such involvement does occur. Again, however, from the superintendents' standpoints these responsibilities have to be of a secondary rather than a primary nature.

The results revealed wide differences in the extent to which superintendents possessed formal norm competencies. Three explanations are offered with respect to low competency scores.

1. Although the competencies rated were basic to the school superintendency, some positions could have required certain minor changes in the competency pattern because of important conditioning forces. The effective superintendents in rural areas could have needed certain competencies which were different from those needed by superintendents in larger urban areas. The rural man, for example, might not have needed to be so competent in establishing and maintaining a complex administrative structure. He could have needed more competencies in informal personal relations on a face-to-face basis and less in the techniques of meeting with large formal groups.

2. It could have been beyond the capacity of some superintendents to master all of the competencies tested.

3. Certain superintendents lacked a balance of the many competencies required to meet their roles' formal norms. Both extremely high and low points affected negatively descriptions of competencies when such descriptions were in terms of patterns of behavior.

From the results obtained and the explanations just presented, the following comments seemed worthy of note.

1. The development of competencies should not get out of balance; one competency should never be refined to the exclusion of others. The superintendent who cultivated his teacher evaluation competencies and spent all his time and energy on teacher evaluation was not an effective superintendent. Likewise, the superintendent who cultivated his budgetary competencies to such an extent that he spent all his time trying to be an accountant was not an effective superintendent. The wise superintendent struck a balance among all his duties and paid attention to the development of compatible competencies.

2. Competencies did not exist in the abstract but were related to job performance. It was the use of competencies rather than the mere possession of same which was crucial. Effective leadership was shown to be a function of the most competent individual within a stated situation.

3. The identification of the competencies needed by effective superintendents was not just the preliminary or

introductory step that it might at first appear to be. Superintendents who had a clear concept of the formal norms held for them and a clear image of the kinds of superintendents they had to be, were already well on their way to attaining the competencies demanded by their role.

In summary, being an effective superintendent necessitated competencies in fulfilling formal norms. Competencies were shown to be related to ability to do something. In the case of the superintendent it was the ability to behave in ways which the theory showed were effective leader behaviors.

3. Discussion of the Results of Testing the Third Hypothesis.

The third hypothesis, stated in the direction consistent with the theory, was that there was a non-zero correlation of adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

The theory from which the hypothesis was derived maintained that the nature of the relationship between a role and its incumbent was crucial to understanding organizational behavior. In terms of this model, to understand leader behavior both a role's formal norms and the incumbent's capacities had to be taken into account.

Accordingly, it was reasoned that effective leadership on the part of a school superintendent depended in part upon his dedication to his position's formal norms together with the expression of these dedications through the use of appropriate competencies.

The results obtained in the study supported the hypothesis. An analysis of the results warranted the following observations:

1. Adherence to a professional role's formal norms is more than a mere exercise in behavioral conformity with same. In professional roles, job prescriptions have to be met through the use of compatible competencies.

2. Analyzing the leadership effectiveness of superintendents in terms of their roles' formal norms along with corresponding competencies portrays superintendents in action. This approach seeks a high level of internal consistency in superintendents' behavior, that is, their capacities to behave in ways that reveal an inner consistency of role norms and corresponding competencies. The behaviors of some superintendents lack this consistency.

3. The preparation programmes for superintendents should give systematic attention to: a) Identifying the formal norms to be fulfilled. An adequate assessment of role prescriptions provides considerable insight in delimiting, defining and describing the domains of competencies

required. The data indicates that some superintendents have not given much thought to what their main duties and responsibilities are. b) Specifying the domains of competencies and assigning priorities to them. A superintendent's competence in preparing a budget is necessary but his competencies in working cooperatively and effectively with his board, staff and community appear to be of far greater importance. c) Providing learning experiences for those who demonstrate low levels of competencies. Superintendents have access to a limited list of competencies as a result of this study. Consulting this list for purposes of self-assessment may result in the identification of previously unrecognized strengths and weaknesses. This identification can lead to more effective performance by superintendents through greater utilization of strengths and correction of weaknesses.

In summary, the data revealed support for the combined effect of both a role's formal norms and competencies in fulfilling these norms upon the leadership effectiveness of school superintendents.

In conclusion, the model of social behavior developed presents role behavior as being determined by role prescriptions emanating from norms which are generated by the institutional goals. Another determinant of role

behavior is the individual's capacities which are operationalized as competencies. When both role prescriptions are adhered to and compatible competencies are applied, role effectiveness is increased.

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to test Parsons' general theory of action as it applied to the leadership effectiveness of school superintendents.

The two predictor variables of the study were adherence to formal norms and competencies in fulfilling formal norms. The criterion variable was leadership effectiveness. The term "adherence" indicated the extent to which formal norms were fulfilled. The formal norms were the provincially prescribed duties of school superintendents in Newfoundland and Labrador. The competencies were those skills, knowledges, beliefs and understandings judged to be compatible with the formal norms to be fulfilled. Effective leadership was a pattern of behavior which differentiated between effective and ineffective leadership.

Test of the above involved three specific hypotheses which, stated in a form consistent with the theory, were as follows:

1. There is a positive relationship between adherence to formal norms and the leadership effectiveness of school superintendents.

2. There is a positive relationship between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents.

3. There is a non-zero correlation of adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

The conclusions based on the testing of these hypotheses were as follows:

1. A significant positive relationship exists between adherence to formal norms and the leadership effectiveness of school superintendents.

2. A significant positive relationship exists between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents.

3. A significant multiple correlation exists between adherence to formal norms and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

These conclusions indicated that the specific hypotheses of this study were supported and that a modest amount of knowledge was added to the theories of administration.

The empirical framework of this study was limited. Thus, it is of the greatest importance that the conclusions be viewed cautiously. They are, strictly speaking, valid only within the specific conditions of this research; for example, the theoretical rationale, the particular sample, measuring instruments and procedures used in obtaining data.

These limitations demand that this project be replicated under a variety of experimental conditions.

The replicative studies, it is suggested that samples of superintendents be chosen from different administrative systems and different provinces. A knowledge of the required competencies of school superintendents in different provinces would aid in the building of a more comprehensive competency pattern for school superintendents. Another area for investigation was suggested by the variability of the adherence to formal norms scores. Researchers should attempt to answer whether superintendents vary their adherence in accordance with the characteristics of their districts, for example, district size, urban versus rural. Another question needing an answer is whether adherence is related to length of tenure.

Other research problems suggested by this study pertain to competencies in fulfilling formal norms. Keeping in mind the collegial model, do the levels of competencies required of a superintendent vary with the competencies of his district's supervisory staff?

There is also a need for studies which compare the behavioral characteristics of effective and ineffective superintendents in terms of their relationships with board members, supervisors, and principals.

A suggestion more general than those previously stated is that more research studies should be of an interdisciplinary nature. The study of educational administration should utilize the knowledge available in both psychology and sociology. Effective leadership cannot be demonstrated without persons and roles.

If the suggested research studies were conducted from sound theoretical bases, then some contribution would be made to the present endeavour of theory-oriented research, and the utilization of knowledge from the social sciences. Moreover, leadership practices would be based more often on sound theory than on tradition and trial and error. Real progress is assured if studies move in the direction of system-based concepts of organization using role related concepts.

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This book was one of several publications reporting upon the School Executive Studies, a research program initiated at Harvard University in 1952. This volume reported specifically upon the problems of consensus on role definition, conformity to expectations, and role conflict resolution.

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Contained eight papers presented at a meeting held in 1957. The authors presented several approaches to the study of administration and emphasized the value of theory and theory-oriented research. The ideas were basic to a study of administration. Parsons' "Some Ingredients of a General Theory of Formal Organization", and Getzels' "Administration as a Social Process", were directly related to this thesis.

Katz, Robert L., "Skills of an Effective Administrator", in Harvard Business Review, Vol. 33, No. 1, January-February 1955, p. 33-42.

This article showed that effective administration depended on certain basic personal skills relative to the tasks to be performed.

Moser, Robert P., "The Leadership Patterns of School Superintendents", in Administrator's Notebook, Vol. 6, No. 1, September 1957.

This article was a summary of the author's doctoral thesis completed in 1957. The study examined the relationships between the behaviors of superintendents and principals in the performance of their roles. One of the important findings of the study was the principals' rating as highly effective those superintendents who adhered to the normative aspects of their roles.

Parsons, Talcott, The Structure of Social Action, Glencoe, Illinois, The Free Press, 1949.

The major interest of this book was in the analysis of rational action and in the differentiation of logical and nonlogical action. The author launched attacks across a wide front. He rejected the biologicistic and instinct theories as wholly inadequate to account for cultural variability and for the complex specificity of social conduct.

-----, The Social System, New York, The Free Press, 1951, vii-575 p.

The author dealt with the main outlines of a conceptual scheme for the analysis of structure and process in social systems. The author's focus was on the delineation of the system of institutionalized roles and motivational procedures organized about these roles. The book represented one of the author's earlier statements on general sociological theory.

Parsons, Talcott et al., (eds.), Theories of Society, New York, The Free Press, 1961, p. 30-79.

The book itself was a monumental collection of essays. The above chapter probably represented the most comprehensive statement of the author's overall theoretical approach to social organization.

Parsons, Talcott and Edward A. Shils, (eds.), Toward a General Theory of Action, Cambridge, Massachusetts, 1962, p. 3-29, 110-158.

The volume itself was the product of nine individual social scientists. The first of the above chapters dealt with the theory of action including the place of economic and political theories in the general theory of action. The second chapter discussed need-dispositions and functional prerequisites of the personality system. It discussed also certain aspects of the interrelation of the personality system with the social system in which the actor lived.

Parsons, Talcott, Societies: Evolutionary and Comparative Perspectives, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1966, p. 5-29.

The book itself dealt with total society as a social system. In this respect the volume related the major aspects of the author's social systems analytical approach to his broader social action scheme in a brief but inclusive manner. In the chapter referred to, the author treated society as a special kind of social system. In doing this he examined the components of a social system and the interrelations which existed among them.

-----, The System of Modern Societies, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1971, p. 1-28.

The thesis underlying this book was that modern society emerged in a single evolutionary arena, the West. The West, then, provided a base for a system of modern societies. In the above chapter, the author discussed his general system of action theory with emphasis on his four-function scheme.

Reeves, A. W., "Trends in Canadian School Administration", in The Canadian Administrator, Vol. 2, No. 1, October 1962, p. 1-4.

This article looked at the kinds of positions in educational administration and analyzed them in terms of the competencies needed. It offered support for the view that the educational administrator's strength was rooted in his competencies.

Stogdill, Ralph M. and Alvin Coons, (eds.), Leader Behavior: Its Description and Measurement, Columbus, Ohio, College of Administrative Science, The Ohio State University, 1970, vii-168 p.

This monograph described the procedures involved in the development of the leadership instrument, Leader Behavior Description Questionnaire. The studies of Halpin, Hemphill, and Stogdill were pertinent to the present study.

Treblas, John Peter, "Priorities of Competencies in Educational Administration as Perceived by Superintendents of Public Schools", unpublished doctoral dissertation, University of Northern Colorado, 1966, 212 p.

A research study designed to determine the perceptions of superintendents with respect to the priorities of competencies that should be developed in preservice training programs. The study examined also the relationships between the perceptions and the characteristics of those superintendents who held them. The author also compared the perceptions of superintendents with those of professors of educational administration. The significant contributions of the study included first, the identification of a short list of competencies which should be developed during preservice programs. Secondly, the study showed that personal and institutional characteristics had little to do with how superintendents viewed the importance of administrative competencies.

APPENDIX 1
SUPERINTENDENT ACTIVITY INVENTORY

ACTIVITY INVENTORY

On the following pages is a list of items that may be used to describe activities associated with school superintendents.

Please indicate the degree to which your behavior is in accordance with these activities.

In asking you to respond to this inventory we recognize that for a variety of reasons you may be unable or unwilling to do a number of the activities stated. Practically every job has activities associated with it which cannot be attended to. With this in mind, you are urged to be completely frank in your response.

The data gathered from the inventory will have no local consequences whatsoever. The information will be fed into a computer to become part of a theoretical study. Reference will not be made either to an individual district or to its personnel. Complete anonymity and confidentiality are assured.

Each school district in the province has been assigned a computer number. This number is placed on your inventory. An identical number is located on two other inventories sent to principals of schools within your district having five or more teachers (including the principal). The number is of no value or interest to the

study, except for computer analysis of the data. Consequently, it will not appear anywhere in the study.

Please do not place your name on the inventory.

Please do not evaluate the items as "good" or "bad". Read each item carefully and decide to what degree your behavior is in accord with it.

Although some items may appear similar, they express important differences. Each item should be considered as a separate description.

This is not a test of ability or consistency in answering. Its only purpose is to make it possible for you to describe your activities in comparison with the activities stated.

It is important that your answers be independent. Please do not discuss them with other colleagues.

Please respond to each item.

DIRECTIONS:

- a. READ each item carefully.
- b. DECIDE the degree to which your behavior is in accordance with the activity stated.
- c. CIRCLE the letter corresponding to the response which best described the degree to which your behavior is in accord with the activity stated.

A = HIGH degree
B = ABOVE AVERAGE degree
C = AVERAGE degree
D = FAIR degree
E = LOW degree

- | | | | | | |
|---|---|---|---|---|---|
| 1. Urging people to seek positions on the school board. | A | B | C | D | E |
| 2. Enlisting support of the public for the board's programs. | A | B | C | D | E |
| 3. Carrying out school board decisions which appear to be unsound. | A | B | C | D | E |
| 4. Making known to the public the policies of the board. | A | B | C | D | E |
| 5. Accepting full responsibility for the decisions of his subordinates. | A | B | C | D | E |
| 6. Attending, subject to board approval, institutes as requested by the provincial minister of education. | A | B | C | D | E |
| 7. Implementing a program of inservice training. | A | B | C | D | E |
| 8. Keeping office open to all community members at all times. | A | B | C | D | E |
| 9. Acting as a means of communication between the board and the non professional staff. | A | B | C | D | E |
| 10. Exercising general supervision over school board property. | A | B | C | D | E |
| 11. Keeping a watchful eye on the personal life of subordinates. | A | B | C | D | E |
| 12. Acting as a means of communication between the board and the non professional staff. | A | B | C | D | E |
| 13. Recommending the promotion of professional employees. | A | B | C | D | E |
| 14. Consulting with staff members about filling vacant teaching positions. | A | B | C | D | E |
| 15. Assisting the board in planning its annual budget. | A | B | C | D | E |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 16. | Refusing to recommend the dismissal of a teacher the public wants dismissed if felt that the public complaint is invalid. | A | B | C | D | E |
| 17. | Providing professional advice to the board on planning building renovations. | A | B | C | D | E |
| 18. | Seeking able people for the open professional positions rather than considering only those who apply. | A | B | C | D | E |
| 19. | Providing leadership in evaluating the educational program in the district. | A | B | C | D | E |
| 20. | Giving consideration to local values or feelings regarding race, religion, and national origin in filling vacant teaching positions. | A | B | C | D | E |
| 21. | Developing, in conjunction with principals and supervisors, policies for promoting pupils from one school level to another. | A | B | C | D | E |
| 22. | Exercising general supervision over teachers. | A | B | C | D | E |
| 23. | Taking directions from individual school board members. | A | B | C | D | E |
| 24. | Recommending the appointment of professional staff. | A | B | C | D | E |
| 25. | "Playing up" to influential local citizens. | A | B | C | D | E |
| 26. | Attending meetings of the board. | A | B | C | D | E |
| 27. | Defending teachers from attack when they try to present pros and cons of various controversial social and political issues. | A | B | C | D | E |
| 28. | Investigating any matter as required by the Board. | A | B | C | D | E |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 29. | Giving a helping hand to school board members who are coming up for re-election or reappointment. | A | B | C | D | E |
| 30. | Providing professional advice to the board on planning building extensions. | A | B | C | D | E |
| 31. | Developing a program of supervision. | A | B | C | D | E |
| 32. | Establishing regular channels of communication with local news media. | A | B | C | D | E |
| 33. | Articulating, in conjunction with school principals and supervisors, programs in the elementary schools. | A | B | C | D | E |
| 34. | Advising the board in exercising its powers and duties under the Schools Act. | A | B | C | D | E |
| 35. | Fighting against any local attack on educational principles or methods which are known to be sound. | A | B | C | D | E |
| 36. | Encouraging the formation of local committees to cooperate with the school board in studying school problems. | A | B | C | D | E |
| 37. | Articulating, in conjunction with school principals and supervisors, programs in the secondary schools. | A | B | C | D | E |
| 38. | Making no major curriculum changes without first seeking public support. | A | B | C | D | E |
| 39. | Reporting in writing to the board the results of an investigation requested by it. | A | B | C | D | E |
| 40. | Taking a definite stand against any unreasonable demands which may come from local fee or taxpayers. | A | B | C | D | E |
| 41. | Attending meetings of the board's executive. | A | B | C | D | E |
| 42. | Making curriculum changes without consulting the teaching staff. | A | B | C | D | E |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 43. | Providing professional advice to the board on planning new buildings. | A | B | C | D | E |
| 44. | Taking a neutral stand on any issue on which the community is evenly split. | A | B | C | D | E |
| 45. | Assigning, subject to board approval, staff to their positions. | A | B | C | D | E |
| 46. | Implementing a program of supervision. | A | B | C | D | E |
| 47. | Avoiding involvement with factional groups in the community. | A | B | C | D | E |
| 48. | Recruiting professional staff. | A | B | C | D | E |
| 49. | Exercising general supervision over all schools. | A | B | C | D | E |
| 50. | Determining, subject to board approval, which school a pupil attends. | A | B | C | D | E |
| 51. | Recommending the termination of employment of professional employees. | A | B | C | D | E |
| 52. | Working on committees sponsored by the provincial department of education and professional organizations. | A | B | C | D | E |
| 53. | Exercising general supervision over non professional employees. | A | B | C | D | E |
| 54. | Recommending the transfer of professional employees. | A | B | C | D | E |
| 55. | Developing a program of inservice training. | A | B | C | D | E |
| 56. | Giving greater consideration to cost factors than to educational needs in drawing up the budget. | A | B | C | D | E |
| 57. | Making annual reports to the school board. | A | B | C | D | E |
| 58. | Providing leadership in improving the Educational program in the district. | A | B | C | D | E |

SECTION B

This section contains seven major task areas associated with the school superintendent.

Please indicate the amount of time you spend on each of these task areas.

In asking you to respond to this part of the inventory, it is recognized that the time you devote to these task areas varies from season to season. Try, however, to imagine a composite week and then decide the amount of time you devote to each task area. As a guide, assume a sixty-hour week of which up to fifty hours are spent on the tasks areas stated. Thus, the total hours devoted to all seven task areas should not exceed fifty. Do not count in the fifty hours any time for an area you mark "less than 1 hour".

Again, you are urged to be completely frank in your response. Like that of Section A, the data gathered from this section will have no local consequences whatsoever. The information will be fed into a computer to become part of a theoretical study. Complete district anonymity and confidentiality are assured.

DIRECTIONS:

- a. READ each task area carefully.
- b. DECIDE the amount of time you spend on each task area.
- c. PLACE a check () mark within the appropriate time block. Please note there must be only one check mark for each task area.

N.B. Your total time should not exceed fifty hours.

APPENDIX 2
SUPERINTENDENT COMPETENCY INVENTORY

COMPETENCY INVENTORY

For study purposes competencies have been defined as know-how on the part of the leader. Competencies include: (a) skills, (b) beliefs, (c) knowledge, (d) understandings.

In this inventory, competencies are grouped within these four categories. Please indicate the degree to which you perceive your superintendent possesses these competencies. If, however, you have not had an opportunity to observe your superintendent from the standpoint of any competency listed, please respond on the basis of what you know of him in general.

The data gathered from the inventory will have no local consequences whatsoever. The information will be fed into a computer to become part of a theoretical study. Reference will not be made either to an individual district or to its personnel.

Each school district in the province has been given a computer number. Thus an identical number is placed on all the inventories sent to each of your district colleagues who are principals of schools with at least five teachers (including the principal). The number is of no value or interest to the study, except for computer analysis of the data. Consequently, it will not appear anywhere in the study.

Please do not place your name or any type of identification upon the inventory.

Please do not evaluate the items as "good" or "bad" but read each item carefully and decide to what degree your superintendent possesses that competency.

Although some items may appear similar, they express important differences. Each item should be considered separately. This is not a test of ability or consistency in answering. Its only purpose is to make it possible for you to describe your superintendent's competencies.

It is important that your answers be independent. Please do not discuss them with other colleagues.

Please be frank in your responses with the assurance that all responses are strictly confidential.

Please respond to each item.

DIRECTIONS:

- a. READ each item carefully.
- b. DECIDE to what degree you perceive your superintendent possesses each competency.
- c. CIRCLE the letter which corresponds to your answer (one letter only for each competency).

A = SUPERIOR degree
B = HIGH degree
C = AVERAGE degree
D = FAIR degree
E = LOW degree

Skills in

- | | | | | | |
|--|---|---|---|---|---|
| 1. Getting people to work harmoniously as a functioning and purposeful group. | A | B | C | D | E |
| 2. Recognizing abilities in others - contributions they can make toward group effectiveness. | A | B | C | D | E |
| 3. Organizing teacher personnel. | A | B | C | D | E |
| 4. Evaluating performance of those under his supervision. | A | B | C | D | E |
| 5. Observing effective and ineffective behavior patterns. | A | B | C | D | E |
| 6. Evaluating results and progress in terms of accepted purposes. | A | B | C | D | E |
| 7. Describing to others his ideas regarding learning experiences or things to be done to achieve the school's purposes. | A | B | C | D | E |
| 8. Arousing interest and in stimulating the teacher to purposeful activity aimed at improvement. | A | B | C | D | E |
| 9. Getting and using expert opinion in those curriculum phases which require professional advice. | A | B | C | D | E |
| 10. Working with teachers and administrators to the end that all recognize more clearly the unified nature of the educational effort and the role assigned to each person. | A | B | C | D | E |
| 11. Devising and in assisting others to devise learning experiences appropriate to the interests and developmental levels of students. | A | B | C | D | E |
| 12. Selecting evaluation activities which will reveal the degree of program effectiveness in reaching agreed upon aims and objectives. | A | B | C | D | E |

- | | | | | | |
|---|---|---|---|---|---|
| 13. Using available space for maximum educational efficiency. | A | B | C | D | E |
| 14. Interpreting the school program and need to others. | A | B | C | D | E |
| 15. Working with community members to identify, define, and clarify the functions assigned to the educational program. | A | B | C | D | E |
| 16. Interpreting the literature and philosophy of educational administration as related to the educational aims of the community. | A | B | C | D | E |
| 17. Translating evaluation findings into plans for action aimed at school improvement. | A | B | C | D | E |
| 18. Identifying, clarifying, and implementing non-instructional functions from the standpoint of an educational program. | A | B | C | D | E |
| 19. Assisting the board and the teaching staff in interpreting each other's role as well as understanding the unified nature of the educational endeavor. | A | B | C | D | E |
| 20. Ascertaining the wants and the needs of the non-teaching staff, conveying same to the board and communicating respective responses. | A | B | C | D | E |

Knowledge

- | | | | | | |
|--|---|---|---|---|---|
| 21. Of pertinent legal requirements - restrictive, permissive or otherwise. | A | B | C | D | E |
| 22. Of the kind and amount of teacher skills required by a specified curriculum. | A | B | C | D | E |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 23. | Of the various schools of thought regarding the fundamental assumptions underlying the formation of a curriculum. | A | B | C | D | E |
| 24. | Of the various types of physical facilities, needed by, and peculiar to, the several organized areas of learning. | A | B | C | D | E |
| 25. | Of physical plant layouts and arrangements relative to the educational purposes to be served. | A | B | C | D | E |
| 26. | Of the cost of education. | A | B | C | D | E |
| 27. | Of survey and analysis techniques and the interpretation of resulting data. | A | B | C | D | E |
| 28. | Of fact finding and problem solving procedures. | A | B | C | D | E |
| 29. | Of what constitutes effective maintenance and good housekeeping procedures. | A | B | C | D | E |

Beliefs

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 30. | That laymen can do effective thinking and, when informed, can make intelligent decisions in education. | A | B | C | D | E |
| 31. | That the school program must be so ordered as to provide for the individual instruction, individual rates of learning and varying levels of student development. | A | B | C | D | E |

Understandings

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 32. | That to improve an educational program requires improvement in the people concerned with the program. | A | B | C | D | E |
|-----|---|---|---|---|---|---|

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 33. | That programs of instruction should be planned and maintained with the advice and cooperation of the various groups concerned. | A | B | C | D | E |
| 34. | Of the many factors to be considered when deciding upon and specifying school boundaries. | A | B | C | D | E |
| 35. | Of the purpose and function of supervision. | A | B | C | D | E |

APPENDIX 3
TENNESSEE RATING GUIDE

LEADERSHIP INVENTORY

This inventory contains a number of questions about the leadership of school superintendents. You are asked to indicate how you perceive your superintendent's leadership.

If you have not had an opportunity to observe your superintendent from the standpoint of any question asked, please respond on the basis of how you believe he would act from what you know of him in general. If you feel that none of the statements following each question describes your superintendent, check (✓) the one which comes closest.

The data gathered from the inventory will have no local consequences whatsoever. The information will be fed into a computer to become part of a theoretical study. Reference will not be made either to an individual district or its personnel. Complete anonymity and confidentiality are assured.

This inventory has a computer number placed on it. An identical number is located on the inventories sent to all of your district colleagues who are principals of schools with at least five teachers (including principal). The number is of no value or interest to the study, except for computer analysis of the data. Consequently, it will not appear anywhere in the study.

Please do not place your name or any type of identification upon the inventory.

Please do not evaluate the items as "good" or "bad" but read each item carefully and make your decision.

Although some items may appear similar, they express important differences. Each item should be considered as a separate description. This is not a test of ability or consistency in answering. Its only purpose is to make it possible for you to describe your superintendent's leadership.

It is important that your answers be independent. Please do not discuss them with other colleagues.

Please be frank in your responses with the assurance that all responses are strictly confidential.

Please respond to each item.

DIRECTIONS:

- a. READ carefully each question and the statements following it.
- b. DECIDE which statement under each question best describes your superintendent.
- c. PLACE a check (✓) mark on the line in front of your choice (check one statement only for each question).

A. How does he relate to others?

- 1. Tends to be a lone wolf
- 2. Has a few friends but tends to ignore others
- 3. Friendly when approached by others
- 4. Popular; has many casual acquaintances
- 5. Steadily warm and appealing in relationship with others.

B. Is he skillful in developing an organization in which each can do his best?

- 1. Most people with whom he works have important responsibilities in which they are genuinely interested
- 2. Sometimes delegates responsibilities with regard to special interests and abilities of associates
- 3. Delegates tasks largely mechanically; fails to recognize special abilities of others
- 4. Plays favorites in delegating responsibility
- 5. Runs the whole show himself

C. Is he skillful in getting policies formulated cooperatively?

- 1. Involves general public, staff members and students in major policy formulation
- 2. Attempts to involve general public, staff members and students in policy formulation but has difficulty in setting up necessary machinery
- 3. Involves only key people in policy formation
- 4. Discusses policies with others, but decisions are usually made prior to the discussion
- 5. Formulates policies himself; rarely discusses them with others

D. Does he help the group arrive at a working consensus?

- 1. Contributes little to help group arrive at a working consensus
- 2. Tries to force group to quick agreements without really considering problems
- 3. Tends to force action without careful group consideration
- 4. Strives for consensus but sometimes encourages group action on insufficient data
- 5. Continually strives for careful group problem analysis; helps group recognize points of agreement

E. Does he give sufficient consideration to new data in problem solving?

- 1. Disregards new data that challenge the status quo
- 2. Uses new data only when they support his position
- 3. Will consider new data when presented to him
- 4. Seeks new data along lines of special interest
- 5. Consistently seeks and employs new data

F. Does he recognize and define problems?

- 1. Tends not to recognize the existence of problems
- 2. Tends to consider symptoms instead of problems
- 3. Sometimes confuses symptoms with problems in his efforts to improve
- 4. Recognizes problems but has difficulty in analyzing them
- 5. Recognizes and analyzes problems

G. Is he consistent in terms of his basic assumptions?

- 1. Supports conflicting ideas
- 2. Has a tendency to discuss important problems in terms of his likes and dislikes
- 3. Frequently uncertain of his position on controversial subjects
- 4. Is certain of his position and consistent in his behavior in areas which he considers important
- 5. Is dependable and predictable in word and action

H. Does he experiment?

- 1. Tends to try out new ideas after careful study and follows through on basis of experimental evidence
- 2. Undertakes various new projects for improvement but fails to interpret their significance
- 3. May be premature in trying out ideas for improvement; fails to fully incorporate accepted principles of experimentation
- 4. Action tends to be based on subjective evidence
- 5. Tends to operate within traditional practices or on basis of hunches

I. Does he try to recognize and deal with his own biases?

- 1. Consistently examines his own position and attempts to understand the position of others
- 2. Tends to evaluate his position but will resort to biases under pressure
- 3. Feels uneasy about his position at times; can be stimulated to examine his own opinions
- 4. Assumes that his position is generally right; does not know how to identify his own biases
- 5. Refuses to examine his position

J. Does he appear to have profited by previous mistakes?

- 1. Frequently makes the same mistake but seldom admits it
- 2. Usually attempts to justify mistakes
- 3. Recognizes that some mistakes are inevitable but has difficulty in making readjustments
- 4. Makes some improvement as a result of past mistakes
- 5. Recognizes his mistakes and seeks to avoid repeating them

K. Does he have the ability to size up people?

- 1. Judges potentialities of people in terms of their races, religion, nationality, or other such concepts
- 2. Makes judgments about people in terms of hunches
- 3. Tends to base judgments of people on past experiences without rethinking in terms of present situations
- 4. Judges people on basis of personal experiences, using additional resources when problem situations arise
- 5. Consciously endeavors to understand the basic potentialities of each person through objective procedures

L. Does he accept responsibility wisely?

- 1. Budgets the assuming of responsibilities wisely in terms of own limitations in present situation
- 2. Carries out pressing responsibilities well but neglects less urgent duties
- 3. Concentrates on school routine
- 4. Attends strictly to school routine without participating in community enterprises
- 5. Accepts too many responsibilities or refuses to assume responsibilities normally expected of him

M. Is he emotionally stable?

- 1. Tends to be upset by everyday occurrences
- 2. Attempts to exemplify outward calmness but explodes
- 3. Is upset in novel situations and has a tendency to upset others
- 4. Meets novel situations well but lets some problems involve him in distracting entanglements
- 5. Appears to meet crises with a contagious calmness

N. Does he have the courage of his convictions?

- 1. Tends to weasel out of situations
- 2. Usually follows most popular viewpoint
- 3. Has a tendency to accept some viewpoints which he realizes are in conflict with his own
- 4. Has well-tempered convictions which he tries to follow but is sometimes unsure of their soundness
- 5. Places principle above his own personal advantage

O. Does he exhibit integrity in dealing with others?

- 1. Considers agreements with others as promissory notes to which he is committed
- 2. Exhibits integrity in important agreements, but in less important agreements is somewhat careless
- 3. Tends to rationalize inadvertent breaches of agreements
- 4. Through indirect methods leads people to believe in false situations
- 5. Tends to be unscrupulous in accomplishing his purposes

P. How well does he express himself orally?

- 1. Chooses words which clearly convey thoughts and is therefore able to express abstract ideas
- 2. Expresses practical thoughts fairly well, but has difficulty with abstractions
- 3. Is unimpressive in oral communication
- 4. Expresses himself in a fuzzy, incomprehensible manner and tends to puzzle listeners concerning what he means
- 5. Is either unable or does not desire to convey thoughts to others

Q. Is he a good listener?

- 1. Is attentive in trying to grasp ideas expressed by others
- 2. Listens carefully to ideas in which he is interested
- 3. Appears to listen but has difficulty in concentration
- 4. Tends to disrupt oral communication by inattentiveness or by introduction of irrelevant ideas
- 5. Tends to listen only to himself

R. Does he interest people in examining ideas?

- 1. Stimulates people to seek solutions through critical analyses of ideas
- 2. Encourages examination of ideas that he thinks are important
- 3. Waxes hot and cold in stimulating examination of ideas
- 4. Appears to consider intellectual curiosity unimportant
- 5. Discourages examination of ideas

S. Does he help people interpret significant contemporary trends and events?

- 1. Does not seem to be informed about or interested in contemporary events
- 2. Discusses current affairs in terms of stock phrases and generalities
- 3. Knows about current affairs but shows prejudice in discussing them
- 4. Is well informed in the socioeconomic problems in which he is interested
- 5. Discusses intelligently major social, political, and economic issues

T. Is he cooperative with non-educational groups working for community betterment?

- 1. Is aware of and actively concerned with desires and interest of community betterment
- 2. Is interested in cooperating with community groups but spreads his efforts too thinly
- 3. Is selective in cooperating with groups in proportion to pressures applied
- 4. Becomes so involved with activities of non-educational groups that he neglects proper administration of the school program
- 5. Considers the school an island that is competitive with non-educational groups

APPENDIX 4

FORMAL NORMS SCORES

NORMS SCORES

| <u>Subjects</u> | <u>Scores</u> |
|-----------------|---------------|
| 1 | 117 |
| 2 | 135 |
| 3 | 150 |
| 4 | 147 |
| 5 | 154 |
| 6 | 109 |
| 7 | 141 |
| 8 | 101 |
| 9 | 127 |
| 10 | 120 |
| 11 | 155 |
| 12 | 152 |
| 13 | 104 |
| 14 | 142 |
| 15 | 171 |
| 16 | 129 |
| 17 | 110 |
| 18 | 133 |
| 19 | 100 |
| 20 | 110 |
| 21 | 105 |
| 22 | 152 |
| 23 | 160 |
| 24 | 110 |
| 25 | 118 |
| 26 | 165 |
| 27 | 149 |
| 28 | 142 |
| 29 | 130 |
| 30 | 167 |
| 31 | 155 |
| 32 | 152 |
| 33 | 137 |

APPENDIX 5

COMPETENCIES IN FULFILLING FORMAL NORMS SCORES

COMPETENCIES

| <u>Subjects</u> | <u>Scores</u> |
|-----------------|---------------|
| 1 | 106 |
| 2 | 109 |
| 3 | 120 |
| 4 | 126 |
| 5 | 20 |
| 6 | 126 |
| 7 | 134 |
| 8 | 106 |
| 9 | 135 |
| 10 | 112 |
| 11 | 111 |
| 12 | 134 |
| 13 | 123 |
| 14 | 125 |
| 15 | 125 |
| 16 | 95 |
| 17 | 125 |
| 18 | 126 |
| 19 | 104 |
| 20 | 97 |
| 21 | 110 |
| 22 | 79 |
| 23 | 131 |
| 24 | 113 |
| 25 | 112 |
| 26 | 136 |
| 27 | 137 |
| 28 | 139 |
| 29 | 108 |
| 30 | 138 |
| 31 | 132 |
| 32 | 128 |
| 33 | 111 |

APPENDIX 6

LEADERSHIP EFFECTIVENESS SCORES

LEADERSHIP SCORES

| <u>Subjects</u> | <u>Scores</u> |
|-----------------|---------------|
| 1 | 64 |
| 2 | 84 |
| 3 | 80 |
| 4 | 89 |
| 5 | 81 |
| 6 | 60 |
| 7 | 88 |
| 8 | 68 |
| 9 | 87 |
| 10 | 70 |
| 11 | 84 |
| 12 | 82 |
| 13 | 79 |
| 14 | 76 |
| 15 | 85 |
| 16 | 69 |
| 17 | 69 |
| 18 | 82 |
| 19 | 52 |
| 20 | 78 |
| 21 | 61 |
| 22 | 58 |
| 23 | 88 |
| 24 | 76 |
| 25 | 69 |
| 26 | 92 |
| 27 | 82 |
| 28 | 86 |
| 29 | 66 |
| 30 | 94 |
| 31 | 84 |
| 32 | 81 |
| 33 | 84 |

APPENDIX 7

MATRIX OF INTERCORRELATIONS OF THE STUDY'S
THREE VARIABLES

Matrix of Intercorrelations Among the Study's Three Variables

| | Leadership Effectiveness | Competencies in Fulfilling Formal Norms |
|------------------------------|-----------------------------|---|
| Adherence to Formal Norms | 0.68 | 0.42 |
| Leadership Effectiveness | | 0.68 |

APPENDIX 8

ABSTRACT OF

An Empirical Study of the Relationships Between
Adherence to Formal Norms, Competencies in
Fulfilling Formal Norms, and
Leadership Effectiveness

ABSTRACT OF

An Empirical Study of the Relationships Between
Adherence to Formal Norms, Competencies in
Fulfilling Formal Norms, and
Leadership Effectiveness¹

The problem studied was to determine the relationships between the leadership effectiveness of school superintendents and their adherence to their roles' formal norms and their competencies in fulfilling these norms.

The problem presented three questions: First, was adherence to formal norms associated with the leadership effectiveness of school superintendents? Secondly, were competencies in fulfilling these formal norms linked with the leadership effectiveness of school superintendents? Thirdly, did adherence to formal norms and competencies in fulfilling these norms, when taken together, have a larger association with the leadership effectiveness of school superintendents?

The general theory of action of Talcott Parsons provided a theoretical framework in which to examine the questions pertaining to the leadership effectiveness of superintendents.

Thomas Pope, doctoral thesis presented to the School of Graduate Studies of the University of Ottawa, Ontario, May 1976, x-131 p.

The specific hypotheses derived from the theoretical framework and stated in the direction consistent with the theory were as follows:

1. There is a positive relationship between adherence to formal norms and the leadership effectiveness of school superintendents.

2. There is a positive relationship between competencies in fulfilling formal norms and the leadership effectiveness of school superintendents.

3. There is a non-zero correlation of adherence to formal norms, and competencies in fulfilling formal norms with the leadership effectiveness of school superintendents.

The sample of superintendents chosen were from the province of Newfoundland and Labrador.

The measuring instruments were Superintendent Activity Inventory, Superintendent Competency Inventory, and Tennessee Rating Guide.

The data were analyzed by the Pearson product moment coefficient of correlation and multiple regression. The following conclusions were drawn from the results:

1. The leadership effectiveness of superintendents was significantly linked with the degree to which they adhered to the official norms associated with their roles.

2. The leadership effectiveness of superintendents was significantly associated with their competencies in fulfilling their roles' formal norms.

3. The leadership effectiveness of superintendents was significantly related to their adherence to their roles' formal norms and their competencies in fulfilling these norms when taken together.

Suggestions for further research included:

1. Replicative studies using samples chosen from different administrative systems and different provinces.

2. Further research to determine whether or not district characteristics affected the degree to which superintendents adhered to their roles' formal norms.

3. A further study to determine whether or not the competencies required of superintendents varied with the competencies of their districts' supervisory staff.