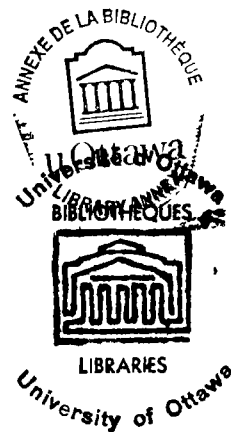


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AN EMPIRICAL STUDY OF THE RELATIONSHIP BETWEEN
ONTARIO SECONDARY PRINCIPALS' LEADERSHIP
EFFECTIVENESS AND HELPING RELATIONSHIP IN
ONTARIO SECONDARY TEACHERS

by John Gray Thomson

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



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CURRICULUM STUDIORUM

John Thomson was born May 9, 1930, in Sudbury, Ontario. He obtained his Bachelor of Arts Degree in English Literature and Philosophy from Queen's University, Kingston, in 1952. Graduate study at the University of Toronto led to his receiving a Bachelor of Education Degree in 1956. Two years later, a Master of Education Degree was conferred on Mr. Thomson by the University of New Brunswick. The dissertation for this degree was entitled: A Study of the Effectiveness of the Programme of Ontario High Schools In Relation to the Development of Moral Standards, Emotional Control and Intellectual Capacities of Students.

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INTRODUCTION

This study has been undertaken to examine certain aspects of high schools in Ontario which contribute to the efficiency of these as social systems. The term "efficiency" is taken from Barnard's work, The Functions of the Executive:

The efficiency of a co-operative system is its capacity to maintain itself by the individual satisfaction it affords. This may be called its capacity of equilibrium, the balancing of burdens by satisfactions which results in continuence.¹

Although much has been accomplished in Ontario high schools toward providing improved curricula, better learning aids and greater flexibility in course prescriptions, dissatisfaction remains a dysfunction to efficiency withing schools. Such a feeling has reflected not only in recent occurrences of student and teacher unrest but also in a steadily building emphasis which favours greater humanism in the administration of schools. The work of two important writers, Carl R. Rogers and Fred E. Fiedler, contain what these researchers feel are useful leadership applications for the school situation. The purpose of this study is to test certain of these authors' assumptions.

¹ Chester I. Barnard, The Functions of the Executive, Cambridge, Massachussetts, Harvard University Press, 1968, p. 57.

1. The Problem

Both Rogers and Fiedler began their investigations in psychotherapy and later directed their attentions to leadership in various organizational settings. From his discoveries in client-centered therapy and industrial counselling, Rogers has recently suggested that school principals can best serve teachers and students when they project what he calls a helping relationship. Such interaction involves the possessing and communicating of certain attitudinal qualities which enable teachers to help their students while they too experience positive growth. Rogers postulates that leadership directed to identifying and meeting the personal needs of subordinates will be seen by most followers as more helpful than that which emphasizes the prescription and fulfilment of tasks.

Fiedler appears to have reached a similar conclusion in so far as leadership in schools is concerned. During several years of research, Fiedler examined leadership in various organizational environments in order to determine which of two styles serves best in these situations. The product of his research is a rather impressive model for leadership effectiveness. Fiedler suggests that permissive-oriented leaders (persons whom he describes as high LPC leaders) probably possess the leadership style most appropriate to the school environment. Fiedler's reasoning is that

groups in schools are such that they need quasi-therapeutic assistance from the principal, a requirement which high LPC leaders seem best able to meet.

If these authors are correct in their assumptions about leadership for schools, then helping quality would appear to bear some relationship to the possession of permissive-oriented leadership style. In theory, the helping relationship described by Rogers should occur at its highest level in high LPC leaders. The benefits which teachers derive from this style of leadership should also reflect in their achievement of high level helping relationship in the interaction with students. This study undertakes to determine whether these theoretical relationships actually apply in the secondary school situation.

2. Contribution of the Study

In the current situation where the challenge of improving organizational efficiency in high schools has become a perplexing assignment, three procedural choices for the school principal seem apparent. He may remain firm and attempt to vindicate the operation of his school; he may make changes on the basis of untested popular viewpoint, or he may utilize organizational theory together with the findings of research as the basis to study his organization and to adapt it. The intent of this study

is to assist the principal by providing additional new knowledge which will make the third choice possible.

Apart from the immediate aim of contributing new knowledge applicable to leadership problems in schools, the study may also contribute information relevant to the selection and assignment of secondary principals. Too, it may assist in the planning of instructional programmes for Ontario secondary candidate-principals.

3. Format of the Study

The report contains five chapters:

- a) Chapter I reviews the literature from which the problem and the hypotheses are developed;
- b) Chapter II describes the experimental design: the samples, the instruments, the data collecting procedures and the format for statistical analysis;
- c) Chapter III presents the findings of the research;
- d) Chapter IV is a discussion of the results;
- e) A final section summarizes the investigation and provides the recommendations.

CHAPTER I

REVIEW OF THE LITERATURE

The first section of this chapter identifies Carl R. Rogers with attempts to achieve organizational efficiency. The second presents his concept of a helping relationship and assesses its application to leadership situations in schools. The third part deals with leadership, the concept which Rogers integrates. The chapter concludes with a statement of the research problem and the hypotheses to be tested.

1. Rogers' Identification With Organizational Efficiency

The literature directed at improving organizational efficiency has evolved largely from assumptions concerning lower-level participants. Scientific management represented in the work of Taylor¹ and his contemporaries, Gantt², Emerson³, Frank Gilbreth⁴ and Lillian Gilbreth⁵, judged

1 Frederick Taylor, The Principles of Scientific Management, New York, Harper and Row, 1911.

2 H. L. Gantt, Industrial Leadership, New Haven, Yale University Press, 1913.

3 Harrington Emerson, The Twelve Principles of Efficiency, New York, The Engineering Magazine Company, 1913.

4 Frank B. Gilbreth, The Primer of Scientific Management, New York, Sturgis and Walton Company, 1914.

5 Lillian M. Gilbreth, Psychology of Management, New York, Sturgis and Walton Company, 1914.

that the worker was uninclined to effort and incapable of devising effective work routines. It did assess, however, that the worker could determine that a more efficient organization could provide higher wages. For scientific management, therefore, the task of the superior was mainly a technical activity. It involved measuring human functional capabilities for given situations, setting standards of performance and devising effective work routines. Effort to motivate the worker was confined merely to the rational appeal of more pay for better production.

Classical administration, a modification of scientific management, devised a master plan of structural relationships which could apply to situations generally. By recommending task specialization, departmentalization and limitation of responsibility, proponents of classical administration such as Fayol⁶, Gulick and Urwick⁷, deviated little from the assumptions of scientific management. Urwick⁸, for example, contended that while it might be necessary occasionally to take into account more of subordinate expectation, careful planning at the senior levels could avoid this.

6 Henri Fayol, General and Industrial Management, translated by Constance Storrs, London, Pitman, 1957.

7 Luther Gulick and Lyndall Urwick, (Editors), Papers On The Science of Administration, New York, Institute of Public Administration, Columbia University, 1937.

8 Lyndall Urwick, The Elements of Administration, New York, Harper and Row, 1944, p. 36-39.

Rather than simply discount the significance of workers' viewpoints, Max Weber⁹ recognized that subordinate expectations, often emotional rather than logical, could seriously hinder their output. Weber's solution to this was to utilize principles and structures of bureaucracy to avoid the occurring detrimental effects. As an initial step, Weber suggested legitimizing organizational activity on the basis of legal authority. For Weber, compliance based on rational principles was more stable, and therefore more predictable, than that based on either traditional loyalties or emotional attachments. As further measures, Weber advocated careful description of tasks, provision of rules and structures to regiment task fulfillment. By impersonalizing individual role and making task the focal point, Weber felt that he could minimize emotion and give greater direction to goal achievement activity.

Classical writers, generally, appear to have found difficulty in modifying their recommendations even when certain weaknesses became apparent to them. The writers Dennison¹⁰, Dutton¹¹ and Mooney¹², for example, pointed to

⁹ Max Weber, The Theory of Social Economic Organizations, translated by A. M. Henderson and Talcott Parsons, New York, The Free Press, 1947.

¹⁰ Henry Dennison, Organization Engineering, New York, McGraw-Hill, 1931.

¹¹ Henry P. Dutton, Principles of Organization, New York, McGraw-Hill, 1931.

¹² James D. Mooney and Alan C. Riley, Onward Industry, New York, Harper and Row, 1931.

the distinction between organizing (the dehumanized management function) and the organization (the product of organizing activity). However, in their efforts to demonstrate the logic of functional relationships, these writers really attended more to structural aspects than to social ones. Their failure to integrate the two concepts resulted in little change from general acceptance of the rational method.

One noteworthy exception to classical resolve did appear, however, as early as 1913. Much ahead of his time, Edward Jones criticized efforts merely to manage the worker¹³. As an alternative, he suggested dialogue between organizational levels in order that mutual understanding of structural-social relationships might be gained.

Borrowing from Jones, Mary Parker Follett emphasized the necessity of psychologizing management practices by integrating aspects of functional process.

Human relationships -- the warp and woof of society and of industry -- are at their best when difference is solved through conference and co-operation, when the parties at interest (1) evolve each other's latent ideas based on the facts of the situation (2) come to see each other's viewpoint and to understand each other better, and (3) integrate those viewpoints and become united in their pursuit of their common goals.¹⁴

¹³ Edward D. Jones, Industrial Leadership and Executive Ability, New York, The Engineering Magazine Company, 1920, p. 5.

¹⁴ Henry C. Metcalf and L. Urwick, Dynamic Administration: The Collected Papers of Mary Parker Follett, New York, Harper and Row, 1940, p. 14.

The experiments in psychotechnology which followed, most revealing of which were the early Hawthorne studies¹⁵, provided some empirical support for the views of the two authors mentioned. Although these studies initially looked to discover a relationship between work environment and the performance of the worker, they revealed that sociological and psychological phenomena seemed to determine much of the behaviour in organizations. Subsequent investigations into the needs and preferences of workers by the Hawthorne group; by Lewin and his associates¹⁶, Coch and French¹⁷, Moreno¹⁸, Whyte, Jaques²⁰ and Rogers²¹ succeeded in confirming these indications. Their effect was to bring about a more general recognition of important human elements.

15 For a complete account of the Hawthorne studies, see F. J. Roethlisberger and William J. Dickson, Management And The Worker, Cambridge, Massachusetts, Harvard University Press, 1956.

16 Kurt Lewin et. al., "The Relative Effectiveness of a Lecture Method And A Method of Group Decision For Changing Food Habits", mimeographed report, National Research Council, Washington, D. C., 1942.

17 Lester Coch and J. R. P. French, Jr., "Overcoming Resistance to Change", in Human Relations, 1948, pp. 512-532.

18 Jacob L. Moreno, Sociometry And The Science Of Man, New York, Beacon House, 1956.

19 William Foote Whyte, Human Relations In The Restaurant Industry, New York, McGraw-Hill, 1948.

20 Elliott Jaques, "Social Therapy: Technocracy Or Collaboration", in Journal of Social Issues, Vol. 3, No. 2, pp. 59-66.

21 Carl R. Rogers, Client-Centered Therapy, New York Houghton Mifflin Company, 1965.

To meet the new challenge of relating to the worker, Carl R. Rogers²² suggested an industrial counselling application similar to the method which his contemporary, Roethlisberger²³, had been developing. Contrary to rational practices which had ordered, exhorted or simply clarified for increased productivity, Rogers' research in client-centered therapy indicated to him that co-operative activity might be engendered through worker perception of a helping relationship. By having industrial counsellors strive to "assume (. . .) the internal reference of the worker",²⁴ the worker would perceive a genuine attitude in the counsellor and respond more openly about his concerns.

The efficacy of Rogers' method was not a straightforward solution to problems of organizational efficiency. Rather, it was an indirect process of sociotherapeutic assistance whereby workers were helped to understand themselves, to resolve their own concerns and to grow psychologically. Out of this process Rogers held that the organization would

22 For a detailed explanation of Rogers' non-directive method, see Carl R. Rogers, Client-Centered Therapy, New York, Houghton Mifflin Company, 1965.

23 For a comparison of Rogers' counselling approach and the Hawthorne method, see Carl R. Rogers, Counselling And Psychotherapy, New York, Houghton Mifflin Company, 1942, pp. 123-125.

24 Carl R. Rogers, Counselling And Psychotherapy, New York, Houghton Mifflin Company, 1942, p. 29.

derive some of the added efficiency it was seeking. The key was the workers' perception of a helping relationship from industrial counsellors.

More recently, several theorists have expressed viewpoints which have complemented neoclassical attention to the needs of the lower-level participant. Argyris has stated that growth from childhood to adulthood is marked by change from passiveness and dependence to activeness and independence. Accordingly, mature man is less reliant upon others for the satisfaction of his needs²⁵. Where the organization uses rational devices to restrict the worker, it deters his satisfaction and potential for output. On this basis also, Maslow has criticized classical management and has stressed the need to involve lower-level participants in decision-making²⁶. Toward a similar conclusion, McGregor²⁷ has distinguished between classical assumptions, the basis for his Theory X, and person-oriented considerations, the basis for Theory Y. In McGregor's view, greater benefit to the individual and to the organization is likely where management activity is based upon a recognition of higher needs and man's tendency

25 Chris Argyris "The Individual and Organization: Some Problems of Mutual Adjustment", in Administrative Science Quarterly, Vol. 2, June 1957, p. 1-24.

26 Abraham Maslow, Eupsychian Management, Homewood, Illinois, Richard D. Irwin, 1965, p. 47.

27 Douglas McGregor, The Human Side of Enterprise, Toronto, McGraw-Hill, 1960.

to self-actualize. McGregor would have management relate to the worker affording him opportunities for satisfaction and growth through involvement in determining functional objectives. Likert also has pointed to the fact that ". . . subordinates react favorably to experiences which they feel are supportive and contribute to their sense of personal worth".²⁸

Rogers has increasingly identified with the authors mentioned. In his earlier work, he appears to have delegated the analysis of administrative activity to Thomas Gordon²⁹ who advocated a "group-centered" leadership reflecting Rogers' client-centered principles. In 1968, however, Rogers expressed his own views on administrative activity aligning his argument to McGregor's Theory Y³⁰. Again in 1971, as editor of a book by Harold C. Lyon³¹, Rogers drew support from McGregor's Theory Y and at the same time identified with the statements of Argyris, Likert and Maslow. Rogers believes

28 Rensis Likert, New Patterns of Management, Toronto, McGraw-Hill, 1961, pp. 102-103.

29 Thomas Gordon, "Group-Centered Leadership And Administration", in Carl R. Rogers, Client-Centered Therapy, Boston, Houghton Mifflin Company, 1965, p. 336.

30 Carl R. Rogers, Freedom To Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, Chapter 10.

31 Harold C. Lyon, "Learning To Feel -- Feeling To Learn", in Studies Of The Person, Carl R. Rogers and William R. Corelson (Editors), Columbus, Ohio, Charles E. Merrill Publishing Company, 1971, Chapter 7.

that an organization can fulfill its purposes best when the activity of its superiors reflects a genuine concern for the followers in the organization.

. . . the administrator is to so arrange the organizational conditions and methods of operation that people can best achieve their own goals by also furthering the jointly defined goals of the institution.³²

This expression of viewpoint seems to be in keeping with Barnard's concept of efficiency. It is obviously the anti-thesis of the rational method which was popular earlier on. Rogers feels that leaders must possess certain interaction qualities which enable them to identify and project an interest in the needs of individuals. Otherwise, they lack what he terms a helping relationship.

2. The Helping Relationship For Efficiency In Schools

On the strength of his findings in industrial counselling and client-centered therapy, Rogers has extended his helping relationship concept to schools. Rogers sees positive growth occurring in the student only when the student perceives certain attitudinal qualities in his teacher.

. . . the initiation of learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon his lectures and presentations, not upon an abundance of books,

32 Carl R. Rogers, Op. Cit. p. 208.

though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.³³

Further, Rogers sees the principal as "a catalyst" to facilitate the desired teacher-student encounter³⁴. The implication is that the principal must also possess qualities characteristic of a helping relationship.

Stated in terms of the student's perception of them in his teacher, the particular attitudinal qualities of the helping relationship are these³⁵:

1. Congruence: the teacher is genuine in relation to his student.
2. Empathy: the teacher experiences an accurate awareness of the student's world and is able to communicate this understanding.
3. Positive Regard: the teacher experiences a positive attitude toward his student. He is warm, accepting and caring in a non-possessive way.

³³ Carl R. Rogers, quoted in Harold C. Lyon, Learning To Feel -- Feeling To Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1971, p. 65.

³⁴ Carl R. Rogers, Freedom To Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, p. 208.

³⁵ Carl R. Rogers, "Significant Learning: In Therapy And Education", in Ben M. Harris, Supervisory Behavior In Education, Englewood Cliffs, New Jersey, Prentice-Hall, 1963, p. 284-288.

4. Unconditional Regard: the teacher values his student in a total rather than in a conditional way.
5. Willingness To Be Known: the teacher communicates the desire to be known as a person and to share experience with the student.

Rogers outlined the process and utility of the helping relationship in a paper published in 1959³⁶. He explained that when the teacher and the student come in contact with one another, the student will be in a state of incongruence; he will be vulnerable and anxious. The teacher who is congruent in the relationship, will experience unconditional positive regard for the student and empathetic understanding for the student's frame of reference. Where these qualities are communicated, the student may perceive them and in turn become more congruent and less defensive. He will gradually become more effective in problem-solving since he will be able to evaluate and choose within himself.

Rogers states that in any relationship all of the qualities must be present for constructive change to occur. The greater the degree that all conditions exist, the more

36 Carl R. Rogers, "A Theory of Therapy, Personality, And Interpersonal Relationships As Developed In The Client-Centered Framework", in S. Koch (Editor), Psychology: A Study Of A Science: Vol. 3, Foundations Of The Person In Social Contacts, New York, McGraw-Hill, 1959, pp. 184-257.

marked will be the constructive change in the student³⁷. The implication is that all qualities in the helping relationship have equal weight³⁸.

In the teacher-student relationship, it is readily apparent that the teacher is an important vehicle in determining the level of the interaction cited. Indeed, Rogers maintains that while students may perceive the relationship differently, it is neither helpful nor essential that the teacher manipulate the relationship for specific kinds of students³⁹. He contends that attempt to alter the relationship will destroy the most helpful and significant aspects of the experience, genuineness of relationship between two persons.

A number of studies have investigated therapists' and teachers' conceptions of the helping relationship. Soper and Combs⁴⁰, Reitz, Very and Guthrie⁴¹; and Combs and

37 Carl R. Rogers, "The Necessary And Sufficient Conditions Of Therapeutic Personality Change", in Journal of Counselling Psychology, Vol. 21, No. 2, 1957, p. 100.

38 Carl R. Rogers, Ibid.

39 Carl R. Rogers, Ibid.

40 Daniel W. Soper and Arthur W. Combs, "The Helping Relationship As Seen By Teachers And Therapists", in Journal Of Consulting Psychology, No. 26, 1962, p. 288.

41 W. E. Reitz, P. S. Very and G. M. Guthrie, "Experience, Expertness, And Ideal Teaching Relationships" in Educational And Psychology Measurement, No. 25, 1965, pp. 1051-1060.

Soper⁴² all used a modification of Fiedler's⁴³ Ideal Therapeutic Q Sort, with items changed to accommodate teacher-student relationship, and all discovered a high correlation between teachers' and therapists' ideal of the helping relationship. In their study, Combs and Soper found high agreement between therapists and "good" and "poor" teachers. The important implication is that there seems to be a consensus concerning what the ideal helping relationship ought to be.

Further research in the broad spectrum of teacher-student interaction has supported the position that the teacher contributes significantly to the quality of the teacher-student relationship. Anderson^{44,45,46} and his

42 Arthur W. Combs and Daniel W. Soper, "The Helping Relationship As Described by 'Good' and 'Poor' Teachers", in Journal Of Teacher Education, No. 4, 1963, p. 64-67.

43 F. E. Fiedler, "The Concept Of An Ideal Therapeutic Relationship", in Journal Of Counselling Psychology, No. 14, 1950, pp. 239-245.

44 H. H. Anderson and Helen M. Brewar, "Studies Of Teachers' Classroom Personalities, I, Dominative And Socially Integrative Behavior Of Kindergarten Teachers" in Applied Psychological Monographs, No. 6, 1945.

45 H. H. Anderson and J. E. Brewar, "Studies Of Teachers' Classroom Personalities, III, Effects Of Teachers' Dominative and Integrative Contacts On Children's Classroom Behavior" in Applied Psychological Monographs, No. 8, 1946.

46 H. H. Anderson, J. E. Brewar and M. F. Reed, "Studies Of Teachers' Classroom Personalities III, Follow-Up Studies Of The Effects Of Dominative And Integrative Contacts On Children's Behavior", in Applied Psychological Monographs, No. 11, 1946.

associates carried out several studies to determine whether the influence of teacher behavior affected the psychological atmosphere of kindergarten and primary grade classrooms. Findings indicated that teachers who employed dominative techniques produced aggressive and antagonistic responses in pupils whereas teachers who demonstrated socially integrative behavior appeared to engender co-operative, friendly, and self-directed behavior patterns. Flanders⁴⁷ discovered a direct relationship between pupil achievement and teacher influence upon the attitudes of pupils. Warm behavior on the part of teachers led to greater work involvement and interest, increased creativity, self-direction, positive social-emotional adjustment and group cohesiveness. Christensen⁴⁸ generalized Flander's findings to objective indexes for academic achievement and found that teacher warmth was related to elementary pupils' achievement of vocabulary and arithmetic. Dixon⁴⁹ and Morse verified that individuals who have high empathetic capacity are also seen by students as their best teachers.

47 N. A. Flanders, "Teacher Influence, Pupil Attitudes, and Achievement", in Cooperative Research Monographs, No. 12, Washington, D. C., U. S. A., Department of Health, Education and Welfare, 1965.

48 C. M. Christensen, "Relationships Between Pupil Achievement, Pupil Affect-Need, Teacher Warmth and Teacher Permissiveness", in Journal of Educational Psychology, No. 51, 1960, pp. 169-174.

49 W. Robert Dixon and William C. Morse, "The Prediction of Teaching Performance: Empathetic Potential", in Journal of Teacher Education, Vol. 12, September 1961, pp. 322-329.

In a study more directly related to Rogers' ideal therapeutic relationship, Aspy⁵⁰ determined that grade three pupils whose teachers were high on levels of empathy, respect and genuineness showed significantly greater gains in reading achievement. In a further study, Aspy and Hatlock⁵¹ discovered that pupils were significantly more truant where teachers were rated low on the dimensions above. Emmerling's⁵² data lent strong support to the hypothesis that teachers who are identified as "open" will be perceived as engendering more of a positive helping relationship than those who are identified as "closed". All the helping relationship variables differentiated between the two teacher groups at more than .01 level of significance. Lewis, Lovell, and Jesse⁵³ hypothesized that students who perceive their teacher in the direction of an ideal therapeutic relationship will make

50 D. N. A. Aspy, "The Effect Of Teacher-Offered Conditions Of Empathy, Positive Regard and Congruence Upon Student Achievement", in Florida Journal of Educational Research, No. 11, 1969, pp. 39-48.

51 D. N. A. Aspy and W. Hatlock, "The Effect Of High And Low Functioning Teachers Upon Student Performance", in R. R. Carkhuff and B. G. Berenson, Beyond Counselling And Therapy, New York, Holt, Rinehart and Winston, 1967, p. 287.

52 F. C. Emmerling, A Study Of The Relationships Between Personality Characteristics of Classroom Teachers And Pupils' Perception of These Teachers, unpublished doctoral dissertation, Auburn University, 1961.

53 William A. Lewis, John T. Lovell and B. E. Jesse, "Interpersonal Relationship and Pupil Progress", in Personnel and Guidance Journal, Vol. 44, 1965-66, p. 396-401.

greater academic gains. Lewis and his associates made comparisons using the Teacher Pupil Relationship Inventory which they developed, and selected subtests of the Iowa Test of Basic Skills. Their hypothesis was confirmed in relation to sixth grade pupils but not in relation to ninth grade pupils.

The authors suggest that the discrepancy between their findings at the different grade levels may be partly explained by the fact that pupils' dependency and maturity needs are different at different levels. While they mention that the duration of the interaction, a forty minute period in contrast to a full day, may bring about different relationships, they appear to be unconvinced of this possibility. Rather, they conclude their statement by indicating they "believe interpersonal relationship is an important factor for ninth grade too⁵⁴".

This latter interpretation of Lewis and his associates is consistent with recent research by Pierce and Schauble⁵⁵ in connection with graduate students. Carkhuff and his associates have stated, as well, that "certain teacher or helper

54 William A. Lewis, et. al., Op. Cit. p. 401.

55 R. Pierce and P. Schauble, "Graduate Training For Facilitative Counsellors: The Effects Of individual Supervision", in Journal of Counselling Psychology, Vol. 17, No. 3, 1970, p. 210-215.

offered responsive and initiative dimensions are active and effective ingredients in all human learning processes".⁵⁶

In summary, while the studies cited have successfully demonstrated the utility of helping relationship qualities in teachers, no research to date has investigated the efficacy of these same qualities in the school principal. Neither has any study related these qualities to the leadership style which Rogers considers important. Moreover, with the exception of Lewis' study, all investigation in schools has taken place at the elementary level. There is a definite need, accordingly, not only to include the principal in investigation, but also to extend study to the secondary school.

3. Leadership Concepts

Leadership, the concept which Rogers integrates with helping relationship for efficiency, has been examined from various assumptions. It was first assumed that having certain personality traits made one a leader. Accordingly, self-analysis, superordinate report and experimental measures; such as Thurstone's factorial analysis⁵⁷, Henry's Thematic

56 Robert R. Carkhuff, "Training As A Necessary Pre-Condition Of Education: The Development And Generalization Of A Systematic Resource Training Model" in Journal Of Resources and Development In Education, Vol. 4, No. 2, Winter 1971, p. 6.

57 L. L. Thurstone, A Factorial Study of Perception, Chicago, University of Chicago Press, 1944.

Apperception Test⁵⁸, Chapple and Donald's interaction chronograph⁵⁹ were applied to determine special leadership qualities. The lists provided, however, had little in common. In several instances, contradictions were evident. These apparent inconsistencies prompted several extensive reviews of the literature by Stogdill⁶⁰, Myers⁶¹ and Gibb⁶² who concluded that attempts to find a consistent psychological pattern of leadership had failed.

Myers observed in his study, however, that certain traits of an interactional nature, such as communication skills and co-operation, correlated more highly than did traits of a psychological nature. He also discovered that personal traits had different predictive values for different group situations. Accordingly, Myers concluded that leadership was a quality which derived from the interaction of the leader with the

⁵⁸ William E. Henry, "The Business Executive: The Psychodynamics Of A Social Role", in American Journal of Sociology, Vol. 54, January 1949, pp. 286-291.

⁵⁹ Eliot D. Chapple and Gordon Donald Jr., "A Method For Evaluating Supervisory Personnel", in Harvard Business Review, Vol. 24, Winter 1946, pp. 201-203.

⁶⁰ Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey Of The Literature", in Journal of Psychology, Vol. 25, January 1948, pp. 35-71.

⁶¹ Robert B. Myers, The Development And Implications Of A Conception Of Leadership Education, unpublished doctoral thesis, University of Florida, 1954.

⁶² Cecil A. Gibb, "Leadership", in G. Lindzey, (Editor), Handbook of Social Psychology, Vol. 11, Cambridge, Massachusetts, Addison-Wesley Publishing Company, 1954, pp. 877-920.

group situation. On the basis of this "newer" assumption, sociological studies directed attention to discovering group characteristics. Hemphill⁶³, for example, investigated the dimensions upon which groups differed. Moreno⁶⁴ took a sociometric approach in order to describe the interpersonal structure of groups; Bavelas⁶⁵, Leavitt⁶⁶ and Shaw⁶⁷ researched communication patterns in groups. Several authors, Jacobsen⁶⁸, Levine and Butler⁶⁹, Marquis⁷⁰,

63 John K. Hemphill, Situational Factors In Leadership, Columbus, Ohio, Ohio State University Press, 1949.

64 J. L. Moreno, Who Shall Survive? Beacon, New York, Beacon House Press, 1953.

65 Alex Bavelas, "Communication Patterns in Task-Oriented Groups", in Dorwin Cartwright and Alvin Zander, (Editors), Group Dynamics, Evanston, Illinois, Row, Peterson and Company, 1953.

66 Harold Leavitt, "Some Efforts Of Certain Communications Patterns On Group Performances", in Gary Swanson et. al., (Editors), Readings In Social Psychology, New York, Holt and Winston, 1952.

67 Marvin Shaw, "A Comparison Of Two Types of Leadership In Various Communication Nets", in Journal Of Abnormal And Social Psychology, No. 50, January 1955, pp. 127-134.

68 Eugene H. Jacobsen, Group Leadership In Man, Pittsburgh, Carnegie Press, 1951.

69 Jacob Levine, and John Butler "Lecture vs. Group Decision in Changing Behavior", in Journal of Applied Psychology, Vol. 36, No. 1, February 1952, p. 29-33.

70 D. G. Marquis, Guetzhaw and R. W. Heyns, "A Social Psychological Study of The Decision-Making Conference", in Group Leadership And Men, Pittsburgh, Carnegie Press, 1951, pp. 55-67.

Hoffman and Marier⁷¹, reported on the process of group decision-making.

Broadly speaking, the service of sociological studies was in their dispelling the view that leadership qualities derived only from a single source, either the group or the individual. Sociological studies pointed to the necessary step of describing operationally how leadership responded to both psychological and sociological determinants. In this, they provided the way for subsequent behavioral studies which focused attention importantly on the leader's behavior in given group situations.

The Leader Behavior Description Questionnaire, an instrument developed by Hemphill and Coons⁷², initially revealed a wide range of leader behavior dimensions. However, refinement through factorial analysis⁷³, following further application of the instrument by Halpin and Winer⁷⁴,

71 Richard L. Hoffman and N. R. F. Marier, "The Use of Group Decision to Resolve A Problem of Fairness", in Personnel Psychology, 1959, pp. 345-359.

72 John K. Hemphill and Alvin E. Coons, "Development of the Leader Behavior Description Questionnaire: Its Description and Measurement", Columbus, Ohio, Ohio State University Press, 1957.

73 See Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Description", in Leader Behavior: Its Description and Measurement, Columbus, Ohio, Ohio State University Press, 1957.

74 Andrew W. Halpin, "The Leader Behavior And Effectiveness of Aircraft Commanders", in Ralph M. Stogdill and Alvin E. Coons, (Editors), Leader Behavior: Its Description And Measurement, Columbus, Ohio, Ohio State University Press, 1957.

Hemphill⁷⁵, Evanson⁷⁶, Anderson and Brown⁷⁷, provided two dimensions which accounted for most of the variance in leader behavior. One dimension, "Initiating Structure", denoted behavior in which the leader "defines the role he expects each member to assume, assigns tasks, plans ahead, establishes ways of getting things done, and pushes for production". The other, "Consideration", denoted behavior indicative of "a certain warmth and rapport between the supervisor and his group".⁷⁸

In a recent summary, Bass⁷⁹ cited over twenty studies, related mostly to military and industrial settings, which substantiated the two dimensional characteristics. Bass concluded, however, that leadership was not simply the

75 John K. Hemphill, "Patterns of Leadership Behavior Associated With Administrative Reputations of the Department of a College", in Journal of Educational Psychology, Vol. 66, November 1965, p. 385-401.

76 Warren L. Evanson, "Leadership Behavior of High School Principals", in National Association of Secondary School Principals Bulletin, Vol. 43, September 1959, p. 96-101.

77 Barry D. Anderson and Alan F. Brown, "Who's A Good Principal?", in Canadian Administrator, Vol. 6, December 1969, p. 9-12.

78 Edwin A. Fleishman and Edwin F. Harris, "Patterns of Leadership Behavior Related to Employee Grievances and Turnover", Personnel Psychology, Vol. 15, No. 1, Spring 1962, p. 43-44.

79 Bernard M. Bass, Leadership, Psychology, and Organizational Behavior, New York, Harper and Row, 1960, p. 101-105.

presence of one dimension and the absence of the other. Rather, leadership was an amalgam of both dimension variables. He felt that appropriate weighting or mix of the dimensions could be matched with sociological determinants to bring about greater efficiency.

In spite of Bass' findings, however, some theorists have tended to present some combination of the two dimensions as the universally "best" style. Halpin⁸⁰, for example, seems to imply that the most effective behavior is characterized by a composite of high "Initiating Structure" and high "Consideration". Similarly, Blake and Mouton⁸¹ advocate that "team management" characterized by maximum concern for production and for people is universally more effective than "impoverished management" characterized by low concern for people.

While the Ohio studies and others appear to have suggested that there is a best style of leadership, other investigations supporting Bass have clearly revealed that there is no universally successful leadership effectiveness. From a review of over twenty studies which have examined the relationship between the Ohio dimensions and other measures of effectiveness, such as, productivity, performance

80 Andrew W. Halpin, Loc. Cit.

81 Robert L. Blake and Jane S. Mouton, The Managerial Grid, Houston, Texas, Gulf Publishing Company, 1964.

under stress, grievance, and absenteeism, Korman⁸² concluded that the use of "Initiating Structure" and "Consideration" had no significant predictive value. Similarly, following extensive research Fiedler reported:

While one can never say that something is impossible, and while someone may well discover the all-purpose leadership style or behavior at some future time, our data and those which have come out of sound research by other investigators do not promise such miraculous cures.⁸³

In place of the best style concept, Fiedler has suggested the need for a theoretical framework which will make provision not only for the characteristics of the leader, but also for the group and given situation. Fiedler began his research hypothesizing that "the individual who perceives another person as similar tends to feel psychologically close, accepting, and permissive toward that person".⁸⁴ Having gained some empirical support for this assumption (Fiedler, Warrington and Blaisdell⁸⁵) Fiedler decided to

82 A. K. Korman, "'Consideration', 'Initiating Structure', and Organizational Criteria -- A Review", in Personnel Psychology: A Journal of Applied Research, Vol. 19, No. 4, Winter 1966, p. 349-361.

83 Fred E. Fiedler, quoted in Kenneth I. Blanchard, "Life Cycle Theory of Leadership", in Training And Development Journal, May 1969, p. 27.

84 Fred E. Fiedler, "A Contingency Model for Leadership Effectiveness", in L. Berkowitz (Editor), Advances in Experimental Social Psychology, Vol. 1, New York, Academic Press, 1964, p. 153.

85 Fred E. Fiedler, W. G. Warrington and F. J. Blaisell, "Unconscious Attitudes As Correlates of Sociometric Choice in a Social Group", in Journal of Abnormal and Social Psychology, Vol. 47, 1952, pp. 790-796.

ask the leader to think of all the individuals with whom he had ever worked and then to describe the one with whom he could work least well. These investigations revealed that, "a person who describes his least-preferred co-worker in a relatively favourable manner tends to be permissive, human relations-oriented and considerate of the feelings of his men".⁸⁶ The attitudinal quality in the permissive leader was such that he concluded of his subordinate, "Even if I can't work with him, he may still be a very nice and valuable person".⁸⁷ On the other hand, Fiedler stated, "A person who has what we have come to call a low LPC rating tends to be managing, task-controlling and less concerned with the human aspects of the job".⁸⁸ Here, the leader says of the worker, "if I cannot work with him, he is probably just no good".⁸⁹

In both these instances, Fiedler defined style "as the underlying need-structure of the individual which

86 Fred E. Fiedler, *Engineer The Job to Fit the Manager*", in Joseph A. Litterer, Organizations, Vol. I, Toronto, John Wiley and Sons, 1969, p. 389.

87 Fred E. Fiedler, "A Contingency Model of Leadership Effectiveness", in L. Berkowitz (Editor), Advances In Experimental Social Psychology, Vol. I, New York, Academic Press, 1964, p. 155.

88 Fred E. Fiedler, Loc. Cit.

89 Fred E. Fiedler, Loc. Cit.

motivates his behavior in various leadership situations".⁹⁰ Style was distinguished from leadership behavior which meant "the particular acts in which a leader engages in the course of directing and co-ordinating the work of his group members".⁹¹ Fiedler defined the leader as, "the individual (. . .) given the task of directing and co-ordinating task-relevant group activity, or who, in the absence of a designated leader, carries the primary responsibility for performing these functions in the group".⁹² The leader was effective "in terms of the group's performance on the group's primary assigned task".⁹³

Having identified two reasonably distinctive styles, Fiedler was still faced with fitting style:

1. to the nature of the group, and
2. to some description of situation.

Fiedler began by distinguishing between natural groups and task groups. The latter, deliberately created by an organization to achieve certain goals, Fiedler, defined as "a set of individuals who have proximity, similarity, and

90 Fred E. Fiedler, "A Theory of Leadership Effectiveness", Toronto, McGraw-Hill, 1967, p. 36.

91 Fred E. Fiedler, Loc. Cit.

92 Fred E. Fiedler, Op. Cit., p. 8.

93 Ibid., p. 9.

who share a common fate on task relevant events".⁹⁴ As a further refinement, Fiedler distinguished between three types of task groups: interacting, coacting and counteracting.

1. Interacting – "Groups in which members are, and also perceive each other to be, interdependent in achieving a common goal".⁹⁵
2. Coacting – "Groups in which members work individually on a task, even if their performance might later be summed to yield a 'group score' and even though coacting group members may indirectly affect each other's performance".⁹⁶
3. Counteracting – "Groups typically engaged in negotiations and bargaining processes, with some members representing one point of view and others as opposing or, at least, divergent point of view. Each individual member, to a greater or lesser extent, works toward achieving his own or his party's ends at the expense of the other".⁹⁷

94 Fred E. Fiedler, "A Contingency Model For Leadership Effectiveness", in L. Berkowitz (Editor), Advances In Experimental Social Psychology, Vol. I, New York, Academic Press, 1964, p. 152.

95 Fred E. Fiedler, Loc. Cit.

96 Fred E. Fiedler, Loc. Cit.

97 Fred E. Fiedler, A Theory of Leadership Effectiveness, Toronto, McGraw-Hill, 1967, p. 20.

The final step for Fiedler was to deal with the leadership situation. From among the variables which could describe situation, Fiedler investigated three:

1. Group Atmosphere (GA), the degree to which acceptance is accorded the leader's behavior by the group;
2. Leader Position Power (LPP), the degree of authority inherent in the leader's position, and
3. Task Structure (TS), the degree of clarity or ambiguity of the task to be fulfilled.

Taking the situation variables together with the leader individual and the group variables, Fiedler devised a model for leadership effectiveness. Fiedler states that leadership in any given situation will be contingent upon the favourability of that situation. By favourability of situation Fiedler means, "the ease with which the leader is able to influence the group members, that is, the degree to which the group task and group organization facilitate or hinder the leader's ability to exert influence without resistance".⁹⁸

The theory is most easily illustrated in terms of interacting groups. Where group acceptance of the leader is high; where there is considerable position power, and where task is highly structured, task-oriented leadership

98 Fred E. Fiedler, Op. Cit., p. 13.

	FAVOURABILITY OF SITUATION		
	Least	Moderately	Most
	Favourable	Favourable	Favourable
PERMISSIVE-ORIENTED	Less	More	Less
LEADERSHIP STYLE	Effective	Effective	Effective
TASK-ORIENTED	More	Less	More
LEADERSHIP STYLE	Effective	Effective	Effective

Figure 1. The Relationship between Leadership Style and Favourability of Situation for Interacting Groups

style is likely to be more effective in that all variables are in the leader's favour. Where group acceptance is low; where leader position power is low, and where task is highly structured, task-oriented leadership is also more effective in that the leader has nothing else to lose by being directive in his approach. However, in all other instances where the situation is intermediate to these extremes, permissive leadership is more effective.⁹⁹

For coaching groups the leader must attend more to each individual in that he cannot rely on the group as a whole to motivate members toward desired efficiency. Because coaching groups lack the bonds to bolster members psychologically, maintenance activity for this type of group usually involves a quasi-therapeutic interaction initiated by the leader.¹⁰⁰ Only in exceptional circumstances, where anxiety is extreme to most group members, does task-oriented leadership appear to be theoretically more suitable. In these circumstances the threat of situation offers added favourability to the leader.

Extensive practical application to military groups, small farm supply companies, Belgian naval trainees and other groups has lent strong support to Fiedler's contingency

99 Fred E. Fiedler, Loc. Cit.

100 Fred E. Fiedler, Op. Cit., p. 220-223.

	FAVOURABILITY OF SITUATION	
	Least to	Most
	Moderately	
	Favourable	Favourable
PERMISSIVE-ORIENTED LEADERSHIP STYLE	More Effective	Less Effective
TASK-ORIENTED LEADERSHIP STYLE	Less Effective	More Effective

Figure 2. The Relationship between Leadership Style and Favourability of Situation for Coacting Groups

model¹⁰¹. It was not until 1966, however, that any attempt was made to validate the model for schools. From his investigation of elementary principals, McNamara¹⁰² discovered that low LPC principals were more task-oriented than high LPC principals. They attached greater importance to instructional matters and prescribed more of the methods their teachers were to use. Still, they expected their teachers to present ideas which might better the school. In contrast, high LPC principals seemed to supervise their teachers less actively. Much of the responsibility for arriving at school policy was undertaken by these principals themselves. Hawley¹⁰³ also looked at the behavior of elementary principals but by relating LPC scores to those obtained from form twelve of the Leader Behavior Description Questionnaire. His correlations revealed that low LPC principals rated high on Initiating Structure (defines his role clearly and lets others know what he expects) and Role Assumption (actively engages in the leadership role). They were moderately high on Representation (speaks and acts as the group representative. Persuasiveness

101 Fred E. Fiedler, Op. Cit., p. 63-129.

102 Vincent D. McNamara, The Principals' Personal Leadership Style, The School Staff Situation, and School Effectiveness, unpublished doctoral thesis, University of Alberta, Edmonton, 1968.

103 David E. Hawley, A Study of the Relationship Between The Leader Behavior and Attitudes of Elementary School Principals, unpublished master's thesis, University of Saskatchewan, Saskatoon, 1969.

(uses persuasion and argument effectively), and Production Emphasis (applies pressure for production output). In another study McKague¹⁰⁴ correlated secondary principals' LPC scores with those obtained from the Organizational Climate Description Questionnaire. His results showed that low LPC principals seem to be more managing and controlling in their relations with others. Principals with this style look for a high level of performance and participation from their teachers. McKague also discovered that group acceptance of the principal largely determines the extent to which a particular leadership style is appropriate.

Much of McNamara's doctoral work concerned whether groups in schools are coacting or interacting, that is do teachers function independently or interdependently. Although he conceded that a strong argument might be made for viewing teachers as interdependent with respect to the product of the school, McNamara concluded that it is more realistic to consider teachers as coacting individuals working independently on their pupil assignments. Hawley's investigation has provided only marginal support for this assumption. Of the staff he questioned, 54.5 percent thought teachers worked independently while 45.5 percent thought they worked

104 Terence R. McKague, LPC - A New Perspective On Leadership, in Educational Administration Quarterly, Vol. 6, Autumn 1970, p. 13.

cooperatively. Although Fiedler has suggested that "practically all classroom situations fall into the coacting category",¹⁰⁵ he acknowledges the need further investigation.

Other findings in connection with coacting groups are important to Rogers' concept of leadership for schools. Fiedler¹⁰⁶, Meuwese¹⁰⁷ and Chemers¹⁰⁸ have found that members of coacting groups tend to be less anxious and tense when leaders are permissive-oriented. Hutchins and Fiedler¹⁰⁹, Fiedler, Meuwese and Oonk¹¹⁰ have revealed that quasi-therapeutic, permissive, accepting leaders make possible greater member satisfaction and personal adjustment. These findings

105 Fred E. Fiedler, Op. Cit., p. 20.

106 Fred E. Fiedler, "Assumed Similarity Measures As Predictors of Team Effectiveness", in Journal of Abnormal And Social Psychology, Vol. 49, p. 381-388.

107 W. A. T. Meuwese, The Effect of the Leader's Ability and Interpersonal Attitudes On Group Activity Under Varying Conditions of Stress, unpublished doctoral thesis, University of Amsterdam, 1964.

108 M. M. Chemers, F. E. Fiedler, Duangduen Lekhyananda and L. M. Stolurow, "Some Effects of Cultural Training On Leadership In Heterocultural Task Groups", in International Journal of Psychology, Vol. 1, 1966, p. 257-270.

109 E. B. Hutchins and F. E. Fiedler, "Task-Oriented and Quasi-Therapeutic Role Functions of the Leader in Small Military Groups", in Sociometry, Vol. 23, 1966, p. 393-406.

110 F. E. Fiedler, W. A. T. Meuwese and Sophie Oonk, "Performance of Laboratory Tasks Requiring Group Creativity", in Acta Psychologica, Vol. 18, 1961, p. 100-119.

seem to support Rogers' postulate. He has speculated that leadership which projects a helping relationship will best set the conditions for desirable interaction.

4. Conclusion

Fiedler has stated that the leadership situation must determine what style is most effective. He has suggested that permissive-oriented leadership style offering quasi-therapeutic benefits may be more suitable for groups such as students and teachers. Rogers has stated that the leadership best suited to helping teachers and students is a facilitating style, one within which the principal manifests the characteristics of a helping relationship. These assertions seem to indicate that there is a connection between the possession of permissive leadership style and the achievement of a helping relationship.

5. Statement of the Problem

In theory, greater helping relationship at the principalship level should be associated with principals having a permissive style of leadership. Permissive leadership in principals should also make it more possible for teachers to project a helping relationship to their students. The problem is to determine whether these theoretical relationships apply in the high school situation.

6. The Hypotheses

The two hypotheses arising from the problem follow in the null form:

1. There is no significant difference between the helping relationship scores of Ontario secondary principals who have a permissive-oriented leadership style and the helping relationship scores of Ontario secondary principals who have a task-oriented leadership style.
2. There is no significant difference between the helping relationship scores of Ontario secondary teachers who work under permissive principals, and the helping relationship scores of Ontario secondary teachers who work under task principals.

The data collecting and statistical analysis procedures used to test the hypotheses are outlined in the next chapter.

CHAPTER II

EXPERIMENTAL DESIGN

The intent of this chapter is to present the methods for collecting data and the types of analytical procedure used in the study. The chapter begins with a description of the sample. The sections following include a description of the instruments and a statement of the procedural format for statistical analysis.

1. The Sample

To test the occurrence of permissive and task-oriented leadership styles in Ontario secondary principals, a sample of 124 secondary principals was randomly chosen from composite high schools of average membership size. From the findings, fourteen principals¹ (two subsamples of seven) representative of the dichotomy in leadership style were taken for further analysis. All subsample principals had been appointed not later than September 1968, and were accepted for further analysis.

To test for the occurrence of helping relationship at the principalship level, seven teachers were randomly

¹ Sixteen principals were asked to participate in the study. One of these refused; accordingly, one principal was randomly dropped to maintain the balanced design.

chosen from each subsample principal's teaching staff. Similarly, to test for the occurrence of helping relationship at the teacher level, ten students were randomly drawn from among the students taught regularly by the teachers referred to above. In all, ninety-eight teachers and nine hundred and eighty students were tested.

2. The Instruments

The following instruments were used in gathering data from the samples described.

(a) The Barrett-Lennard Relationship Inventory (RI)

Following Rogers'² statement of conditions necessary and sufficient for therapeutic personality change, Barrett-Lennard³ set about to provide an instrument which would measure these change producing agents. The Relationship Inventory (RI)⁴ which he devised measures five variables: congruence, empathetic understanding, positive regard, unconditional regard, and willingness to be known. The theoretical

2 Carl R. Rogers, "The Necessary And Sufficient Conditions of Therapeutic Personality Change", in American Psychologist, Vol. 13, 1958, p. 142-149.

3 G. T. Barrett-Lennard. Dimensions of Perceived Therapist Response Related To Therapeutic Change, unpublished doctoral dissertation, University of Chicago, 1959.

4 See Appendices 1 and 2.

concepts, "congruence" and "empathetic understanding", correspond closely to definitions by Rogers^{5,6}. "Level of regard" and "unconditionality of regard" were developed by Standal⁷ and later accepted by Rogers in place of his term "acceptance".⁸ The variable, "willingness to be known" was derived by Barrett-Lennard⁹. It relates to Rogers' fifth condition for significant learning in therapy and education, that is, wanting to be seen as a facilitator who wishes to communicate a helping relationship¹⁰.

In Barrett-Lennard's client-therapist investigation, the first four variables were discovered to be useful as indices in denoting desirable change and growth. The variable

5 Carl. R. Rogers, Loc. Cit.

6 Carl R. Rogers, "A Theory Of Therapy, Personality, And Interpersonal Relationships", in S. Koch, (Editor), Psychology: A Study of Science Vol. 3, Formulations Of The Person And Social Context, New York, McGraw-Hill, 1959, p. 184-257.

7 S. W. Standal, The Need For Positive Regard: A Contribution To Client-centered Therapy, unpublished doctoral thesis, University of Chicago, 1954.

8 Carl R. Rogers, "Significant Learning: In Therapy And In Education", in Ben M. Harris, Supervising Behavior In Education, Englewood Cliffs, New Jersey, Prentice-Hall, 1963, p. 287.

9 G. T. Barrett-Lennard, "Dimensions of Therapist Response As Casual Factors in Therapeutic Change", in Psychological Monographs, General And Applied, Vol. 76, p. 3.

10 Carl R. Rogers, Op. Cit., p. 287-288.

"willingness to be known" was not significant¹¹. In view of this, researchers who have applied the Relationship Inventory to schools have not to date included the fifth variable. It has been considered as part of this investigation, however, to determine whether it is a useful indice, as Rogers suggests, for principal-teacher relationship.

Barrett-Lennard provides the following descriptions of the variables in the Relationship Inventory.

1. Congruence is stated to be:

the degree to which one person is functionally integrated in the context of his relationships with another, such that there is absence of conflict or inconsistency between his total experience, his awareness, and his overt communication.¹²

"Total experience" in the context of this definition is intended to reflect Rogers' definition of "experience".¹³

2. Empathetic understanding is:

the extent to which one person is conscious of the immediate awareness of another. Qualitatively, it is an active process of desiring to know the full present and changing awareness of another person, of reaching out to receive his communication and meaning and of transcribing his words and signs into experienced meaning that matches at least those aspects of his awareness that are most important to him at the moment.¹⁴

11 G. T. Barrett-Lennard, Op. Cit., p. 30-31.

12 G. T. Barrett-Lennard, Op. Cit., p. 4.

13 Carl R. Rogers, Op. Cit., p. 197.

14 G. T. Barrett-Lennard, Op. Cit., p. 3.

3. Level of Regard:

refers here to the affective aspect of one person's response to another. This may include various qualities and strength of 'positive' and 'negative' feeling. Positive feelings include respect, liking, appreciation, affection, and any other affectively abient responses. Level of regard is the general tendency (at a given time) of the various affective reactions of one person in relation to another.¹⁵

4. Unconditionality of Regard:

in contrast with level of regard (. . .) is specifically concerned with how little or how much variability there is in one person's affective response to another. It is defined as the degree of constancy of regard felt by one person for another who communicates self-experience to the first.¹⁶

5. Willingness To Be Known is:

degree to which one person is willing to be known as a person, by another, according to the other's desire for this. To be known as a person is considered here to involve especially the sharing of experiences and perceptions of the self, perception of and feelings toward the other, and perceptions of the self-other interaction or relationship (referred to, collectively, as self-experience).¹⁷

The item content for the Relationship Inventory was prepared in association with staff members of the University of Chicago Counselling Center and Carl R. Rogers¹⁸. The eighty-five items included in the instrument yield a total

15 G. T. Barrett-Lennard, Op. Cit., p. 3.

16 G. T. Barrett-Lennard, Op. Cit., p. 4.

17 Ibid., p. 5.

18 Ibid., p. 1.

score and five subtest scores, one for each of the variables described in the previous section.

The multiple-choice form of the questionnaire provides for three grades of positive response for each item (+1, +2, +3) and three grades of negative response (-1, -2, -3). Each grade indicates the strength of the respondent's feelings concerning the correctness of each statement and whether or not he considers it to be true or false. The possible responses are: +1, (I feel the item statement is probably true), or -1, (I feel it is probably untrue); +2, (I feel that the item statement is true), or -2, (I feel that the statement is untrue); +3, (I strongly feel that the item statement is true), or -3, (I strongly feel that the item is untrue)¹⁹.

The method of scoring involves face-value weighting of the numerical answer grades allowing each response either to add or to detract from the variable score. The specific method is to reverse the sign of the respondent's answers to theoretically negative items (giving the answers to positive and negative items the same theoretical direction) and then to sum the item scores relevant to each variable. A possible scoring range of $-3n$ to $+3n$ results, where n is the number of item statements used for each variable.

The reliability of the instrument has been indicated in a number of studies. Corrected split-half reliability

19 G. T. Barrett-Lennard, Op. Cit., p. 6.

coefficients determined by Barrett-Lennard for client data (N = 42) were: congruence, .89; empathetic understanding, .86; level of regard, .93; unconditionality of regard, .82; and willingness to be known, .82²⁰. Using a sample of forty-five college students, Barrett-Lennard found that test-retest correlations over a four week period were: congruence, .89; empathetic understanding, .89; level of regard, .84; unconditionality of regard, .90; willingness to be known, .78²¹.

Corrected split-half reliability coefficients on the first four variables by Emmerling²², Hollenbech²³, and Thompson²⁴ (these studies did not investigate the variable willingness to be known) ranged from .95 to .51. Bills²⁵ applied the Relationship Inventory to high school students ranging from grades nine to twelve and derived the following coefficients: congruence, .83; empathetic understanding, .80;

20 G. T. Barrett-Lennard, Op. Cit., p. 12.

21 G. T. Barrett-Lennard, Op. Cit.

22 F. C. Emmerling, Op. Cit., p. 144.

23 G. P. Hollenbech, The Use of The Relationship Inventory In The Prediction Of Adjustment And Achievement, unpublished doctoral thesis, University of Wisconsin, 1961.

24 Jack M. Thompson, "The Relationship Between Carl R. Rogers' Helping Relationship Concept and Teacher Behavior", in California Journal of Educational Research, Vol. 20, No. 4, September 1969, p. 30.

25 Robert E. Bills, unpublished information quoted in F. C. Emmerling, Op. Cit., p. 145.

level of regard, .90; unconditionality of regard, .78. The variable willingness to be known was not included in his study.

Content validity for the instrument was demonstrated through the use of five judges all of whom were experienced client-centered counsellors. The judges classified each item as a positive, a negative, or a neutral indicator of the variable in question. Perfect agreement was achieved except in the case of four items. Three of these were eliminated; the remaining item which was inconsistent only to the degree that one of the five judges gave it a neutral rating, was retained.

A subsequent item analysis conducted on data collected from clients indicated that none of the items contributed in the "wrong" direction to its respective variable. In the final set of eighty-five items contained in the Relationship Inventory, each variable is represented by from 16 to 18 items.

(b) Least-Preferred Coworker Scale (LPC)

Fiedler's research began with an interest in operational measuring of interpersonal relationships, and in particular, therapeutic relationships. During his earlier efforts he asked both patients and therapists to describe themselves, and therapists to predict the self-concept of their patients.

The assumption underlying this approach was that psychotherapists who really understood their patients would be able to ascertain how their patients would describe themselves. Findings indicated that therapists' predictions of their patients were neither reliable nor accurate. It was the case, however, that reputedly good therapists tended to describe their patients as more similar to themselves whereas reputedly poor therapists tended to describe their patients as quite dissimilar^{26,27}.

Assumed Similarity (AS), the measure used in Fiedler's psychotherapeutic research, was originally taken to indicate psychological warmth. An alternative form of the instrument applied to small task groups indicated that leaders perceived similarity between their most and their least preferred coworker. A high Assumed Similarity Between Opposites Scores (ASo) indicated leader acceptance of the worker as a person. Conversely, a low ASo score indicated a negative leader attitude toward his coworker²⁸. The high ASo leader separated

26 Fred E. Fiedler, A Theory of Leadership Effectiveness, Toronto, McGraw-Hill, 1967, p. 38.

27 These findings are somewhat consistent with Barrett-Lennard's finding which confirmed that clients' perceptions of relationship factors in therapists are better predictors of change than therapists' perceptions of the factors in their clients, and that expert therapists attain higher scores in each relationship factor than non-experts. See G. T. Barrett-Lennard, Op. Cit., p. 31.

28 Fred E. Fiedler, Op. Cit., p. 44.

worker performance from worker personality whereas his counterpart, low ASo, associated poor performance with undesirable personality characteristics. This suggested that the high ASo leader was convinced that good interpersonal relations were important for organizational efficiency.

More recently, Fiedler has directed his attention to one of the two components in the Assumed Similarity of Opposites coworker description, that is, the least-preferred coworker description (LPC). Indication has been that ASo and LPC scores are highly correlated, .80 to .90, and that ASo scores and LPC scores may be interpreted interchangeably²⁹ Accordingly, the simpler LPC instrument is the scale now most frequently used.

LPC scores were initially obtained by means of Q-Techniques developed by Stephenson³⁰. However, progressive simplification has yielded the current form of the instrument which follows Osgoode's³¹ Semantic Differential scale sheets containing bipolar adjective items³². Each of the items is scored by a range of numbers from one, at the least favourable

29 Fred E. Fiedler, Loc. Cit.

30 W. Stephenson, The Study of Behavior: Q-Techniques And Its Methodology, Chicago, University of Chicago Press, 1953.

31 C. E. Osgoode, "The Nature and Measurement of Meaning" in Psychological Bulletin, Vol. 49, 1952, pp. 251-262.

32 See Appendix 3 for the Least-Preferred Coworker Questionnaire (LPC).

pole, to eight, at the most favourable pole. Scores from the LPC scale are obtained by simple summation of the item scores describing the subject's least-preferred coworker.

The internal consistency of LPC scores, revealed by split-half method for reliability is uniformly high. Correlations range from .85 to .95³³. In that the scale items obviously deal with personality attributes (pleasant-unpleasant) rather than personal attributes (tall-short) changing the content of the scale items has not resulted in a loss of construct validity. Cronback³⁴, for example, found that content played little part in determining ASo scores. Similarly, Stafford³⁵ and Becker found that change of content had very slight effect on LPC scores.

Fiedler³⁶ reports that studies in connection with bomber crews and tank crews in relatively stable situations indicated that the stability of LPC scores over an eight week period was .68. A study of mature airforce officers over an eight week period indicated a test-retest correlation of .65. Studies concerned with army inductees indicated

33 Fred E. Fiedler, Op. Cit., p. 47.

34 L. J. Cronbach, "Processes Affecting Scores On 'Understanding of Others' and 'Assumed Similarity'", in Psychological Bulletin, Vol. 52, 1955, p. 177-195.

35 F. J. Stafford and S. W. Becker, "Some Determinants Of Organizational Success", in Journal of Business, 1967.

36 Fred E. Fiedler. Op. Cit., p. 48.

test-retest correlations on ASo and LPC scores ranging from .31. to .74. However, the low correlations were seemingly accounted for by the intervening experience undergone by certain of the military inductees involved in the testing. A drastically changed experience for some was thought to have been an intervening variable which led to a low pretest posttest coefficient³⁷. A more typical test consistent with the other studies mentioned, involved inductee subjects who had had previous experience in the military. Their test-retest correlation ranged from .60 to .70.

Of particular relevance also are the findings reviewed by McKague which indicate that principals who score similarly on the LPC scale display a consistent pattern of behavior³⁸.

(c) Group Atmosphere Scale (GA)

The Group Atmosphere Scale was devised by Fiedler to test the degree to which a leader feels accepted by the group. The instrument modeled after the Least-Preferred Coworker Scale described previously, contains ten highly intercorrelated

37 The writer does not feel this presents difficulty in that the instrument is used in the study simply to dichotomize leadership styles. Although the LPC coefficients are lower than the RI coefficients described in a previous section, a range of .60 to .70 has been widely accepted in studies dealing with personality attributes.

38 Terrence R. McKague, "LPC -- A New Perspective On Leadership", in Educational Administration Quarterly, Vol. 6, Autumn 1970, p. 13.

bipolar adjective items³⁹. Each of the items is scored by a range of numbers from one, at the least favourable pole, to eight at the most favourable pole. Scores from the Group Atmosphere Scale are obtained by simple summation of the item scores indicating the leader's perception of his acceptance by a group.

The internal consistency of Group Atmosphere Scores has been uniformly high. Intercorrelations of scores among three sessions with Belgian naval leaders were .76, .73 and .83. Corrected split-half reliability of the scale was over .90⁴⁰.

3. Collection of Data and Preliminary Analysis

To test the hypotheses developed in the previous chapter, it was necessary to select two groups of secondary principals. One group was to represent permissive leadership style; the other task style. Secondly, it was desirable to control for extremes of leadership.

In situations which provide little influence and control over the group, the leader experiences a threat to his need gratification and he, therefore, exerts greater effort to achieve this goal. Under these conditions, the high LPC leader will intensify his interaction with his group, and his attempt to gain prominence in the eyes of his members. The low

39 See Appendix 4.

40 Fred E. Fiedler, Op. Cit., p. 163.

LPC leader will become more concerned with task relevant aspects of the interaction and less concerned with maintaining pleasant, rewarding relationships.⁴¹

Thirdly, it was necessary to measure the helping relationship of permissive and task-oriented principals. Fourthly, it was necessary to measure the helping relationship of teachers working in relation to the two leadership styles mentioned.

The procedures mentioned and the results obtained are indicated in the succeeding paragraphs.

(a) The Least-Preferred Coworker Questionnaire (LPC)

The Least-Preferred Coworker Questionnaire (LPC) requested a principal to think of all the persons with whom he had ever worked and then to describe the coworker with whom he could work least well. The response to each of sixteen items was to be recorded on the eight point bipolar scale provided. A high LPC score indicated permissive leadership style; a low LPC score indicated task style.

One hundred and twenty-four principals⁴², randomly selected for testing, were mailed the LPC Questionnaire. Ninety-two of these, 74.2 percent of the sample, responded to all items. An additional six principals, 4.9 percent, failed to answer all items. Twenty-six principals, 20.9 percent, did not reply.

41 Fred E. Fiedler, Op. Cit. p. 198.

42 See Appendix 5 for LPC scores of secondary principals.

Table I
 Least-Preferred Coworker Raw Scores and
 Means of Principal Subsamples

(N = 7)

Subsample	Raw Score	Mean
	19	1.19
	25	1.56
Low	29	1.81
LPC	30	1.88
	33	2.06
	35	2.19
	38	2.38
	90	5.62
	91	5.69
High	92	5.75
LPC	93	5.81
	94	5.88
	100	6.25
	102	6.38

Table II
 Comparison of Least-Preferred Coworker Scores
 of Principal Subsamples (N = 7)

Principal Subsample	Raw Mean	S.D.	Mean Diff.	df	t
Low LPC	29.86	5.91			
High LPC	94.57	4.27	64.71	12	21.73*

$$.99_{t12} = 2.68$$

The sample of ninety-two principals revealed wide ranges of LPC scores (19-102) normally distributed. Mean scores for the sample ranged from 1.19 to 6.38. The mean for the distribution of LPC means was 3.92; the standard deviation was 1.06. Seven principals whose scores ranged above 1.6 standard deviations from the mean were taken as high LPC leaders. Seven principals whose scores ranged below -1.4 standard deviations were taken as low LPC leaders.

The variance within high and low LPC principal groups was found to be homogenous when Hartley's Fmax test was performed. The obtained value of $F = 1.522$ was less than 5.82, the value required for significance at the .05 level. A t test performed on the means of the high and low LPC principals subsamples proved to be significant at the .01 level.

(b) Group Atmosphere Questionnaire (GA)

In that the Ontario Department of Education makes effort to afford equality of opportunity throughout the Province, Ontario secondary schools are relatively homogenous in their conditions of work. As well, administrative procedures must conform to a general framework of Regulations set down by the Department. Accordingly, it was assumed that two of Fiedler's situational variables, leader position power and task structure, were similar for all principals.

Table III

Group Atmosphere Raw Scores and
Means of Principal Subsamples

(N = 7)

Subsample	Raw Score	Mean
	55	5.5
	59	5.9
Low	62	6.2
LPC	64	6.4
	65	6.5
	66	6.6
	67	6.7
	56	5.6
	60	6.0
High	61	6.1
LPC	64	6.4
	66	6.6
	68	6.8
	68	6.8

Table IV
Comparison of Group Atmosphere Scores of
Principal Subsamples (N = 7)

Principal Subsample	Raw Mean	S.D.	Mean Diff.	df	t
Low LPC	62.57	3.96			
High LPC	63.14	4.42	0.46	12	0.236 NS

$$.99_{t12} = 2.68$$

The third variable, leader perception of group atmosphere, was tested. Scores ranged from 18 to 80 for the ninety-two principals⁴³. The mean of these was 55.09 and the standard deviation 14.37. Scores for principals in the two LPC subsamples ranged from 55 to 68. All subsamples scores fell within the range zero to +1 standard deviation. A t test performed on the means of the two groups proved to be non-significant. In that the two groups were similar, no substitution was deemed necessary.

(c) Relationship Inventory Scores

In planning the study, it was deemed best to collect Relationship Inventory data toward the end of the school year when meaningful personal interaction had had an opportunity to develop. Accordingly, schools were visited during a six week period ending in the fourth week of May 1971.

To test for the occurrence of helping relationship in subsample principals, seven teachers were randomly chosen from staffs of these principals. Each teacher was asked to complete the Relationship Inventory, in his role of teacher, relating his responses to his principal. Of the ninety-eight teachers tested, forty-nine related their responses to low LPC principals. The remainder identified with high LPC principals.

⁴³ See Appendix 6 for Group Atmosphere Scores of Principals.

To test for the occurrence of helping relationship in teachers, samples of ten students were randomly drawn from among students taught regularly by each teacher in the samples described above. Each student participant was asked to complete the Relationship Inventory, in his role of student, relating his responses to his teacher. Four hundred and ninety students responded in relation to teachers who performed under low LPC principal leadership. An identical number gave their answers in relation to teachers who performed under high LPC principal leadership.

The Relationship Inventory presented eighty-five items. Within these, five subscales measured the respondent's perception of the helping relationship qualities, congruence, empathetic understanding, positive regard, unconditional regard and willingness to be known. A high total score indicated high perception of a helping relationship. A high subscale score indicated high perception of a particular helping relationship quality.

The means and standard deviations of low and high LPC principals' helping relationship as perceived by teachers are presented in Table V. The means and standard deviations of teachers' helping relationship under low and high LPC principals, as perceived by students, are presented in Table VI.

Table V
Means and Standard Deviations of Relationship
Inventory Scores of Principals
(N = 49)

Relationship Inventory Dimensions	Low LPC Principals		High LPC Principals	
	Mean	S.D.	Mean	S.D.
Congruence	9.367	19.783	6.571	19.134
Empathetic Understanding	2.184	12.747	0.490	16.211
Positive Regard	23.673	14.561	20.408	18.076
Unconditional Regard	-0.306	13.808	-2.571	11.896
Willingness To Be Known	9.469	13.572	7.306	15.143
Total	44.388	64.267	32.204	69.921

Table VI
Means and Standard Deviations of Relationship
Inventory Scores of Teachers
(N = 490)

Relationship Inventory Dimensions	Under Low LPC Principals		Under High LPC Principals	
	Mean	S.D.	Mean	S.D.
Congruence	15.104	14.451	12.186	14.404
Empathetic Understanding	3.748	13.355	1.398	13.890
Positive Regard	17.832	17.534	13.576	20.284
Unconditional Regard	-1.781	12.776	-2.537	12.479
Willingness To Be Known	13.274	13.334	9.341	15.341
Total	48.178	59.355	33.963	63.200

4. Plan of the Statistical Analysis

The procedure for analysis will be:

1. to compute a t test of significant difference between the means of Relationship Inventory total scores of low and high LPC principals.
2. to use analysis of variance design with factors nested to discover significant difference between mean Relationship Inventory total scores of teachers under low and high LPC principal leadership style.

The findings from the procedures indicated above will be presented in the next chapter.

CHAPTER III

PRESENTATION OF RESULTS

Statistical analysis was carried out on data from the samples described using the procedures indicated in the previous chapter. The findings from this are presented below.

1. Results of Testing the First Hypothesis

The first hypothesis, presented in null form, stated that there would be no significant difference between the helping relationship scores of secondary principals having high permissive leadership style (high LPC) and the helping relationship scores of secondary principals having high task leadership style (low LPC). A *t* test performed on the means of Relationship Inventory total scores of low and high LPC principals resulted in failure to reject the null hypothesis at the .05 level of confidence. The value of *t* computed is presented in Table VII.

2. Results of Testing the Second Hypothesis

The second hypothesis stated there would be no significant difference between the helping relationship scores of teachers under permissive-oriented leadership style (high LPC principals) and the helping relationship scores of teachers

Table VII

Comparison of Helping Relationship Mean Scores
of Low and High LPC Principals (N = 7)

<u>Low LPC Principals</u>		<u>High LPC Principals</u>		Mean Diff.	t
Mean	S.D.	Mean	S.D.		
44.38	33.16	32.20	26.93	12.18	.729 NS

Table VIII

Analysis of Variance for Testing Significant
Difference Between Helping Relationship Scores
of Teachers Under Low and Under High
LPC Principal Leadership Styles (N = 49)

Source of Variation	SS	df	MS	F
L	5025.23	1	5024.23	4.49*
P:L	14652.97	12	1221.08	1.09
R:PL	93937.16	84	1118.30	

*p < .05

Table IX

Comparison of Least-Preferred Coworker Means
of Principals and Relationship Inventory
Means of Principals and Teachers

Score Dimension	m_1	m_2	Mean Diff.
LPC	29.86	94.57	64.71**
RI _p	44.39	32.20	12.18 NS
RI _t	48.18	33.96	14.22*

**p < .01

*p < .05

m_1 : Means related to task leadership style

m_2 : Means related to permissive leadership style

under task-oriented leadership style (low LPC principals). Analysis of variance performed on the means of Relationship Inventory total scores for teachers under high and low LPC principals indicated the significant difference shown in Table VIII.

3. Summary of the Findings

Analysis was carried out on data for low and high LPC secondary principals who perceived moderately favourable group atmosphere in their leadership situations.

Results indicated that:

1. Secondary principals who have a high LPC leadership style are not perceived by teachers to have significantly different helping relationship from principals who have a low LPC leadership style.
2. Secondary teachers working under high LPC principal leadership style are perceived by students to have a significantly different helping relationship from teachers working under low LPC principals.

The results presented here will be discussed in the next chapter.

CHAPTER IV

DISCUSSION OF THE RESULTS

This study was undertaken to investigate the following:

- (a) whether secondary school principals having a permissive leadership style differ in helping relationship from those having task leadership style, and
- (b) whether secondary teachers working under permissive leadership style differ in helping relationship from secondary teachers working under principals with a task style.

Each of these purposes was intended to test theory developed from the literature and presented in a previous section of the report.

Preceding chapters described the samples, the data collecting methods and the procedures used for statistical analysis. The purpose of this chapter is to examine the findings and relate them to the theory under investigation. The chapter contains a section for each of the hypotheses tested.

1. Discussion of the Results of Testing the First Hypothesis

In the null form, the first hypothesis stated that secondary principals having permissive leadership style would not differ significantly in helping relationship from those

having task leadership style. The rationale underlying this hypothesis was that if a particular leadership style did have a more facilitating effect, it would be reflected in greater helping relationship. Task-oriented leaders (low LPC) generally dominate, prescribe and demand performance in order to derive organizational efficiency. Such style characteristics appear to be more taxing than facilitating. If this is so, principals having the task style should be perceived to have a low level of helping relationship. Permissive-oriented leadership (high LPC), is characterized by greater effort to identify with followers' needs. Because there seems to be less prescribing, dominating and demanding in the high LPC style, this leadership appears to offer greater personal assistance. If this is really the case, principals possessing the permissive style should be perceived to reflect a higher level of helping relationship.

The test of the hypothesis revealed that teachers' perception of helping relationship in the high LPC principals did not differ significantly from that perceived in the low LPC principals. Contrary to the prediction, the low LPC principals achieved the higher scores.

One explanation for these results is that not all persons remain themselves when they act in a superordinate capacity. Rogers has stated that leaders must remain genuine as persons if they are to project optimal helping relationship.

This has also been Halpin's position. In reference to the interpersonal dimension of his leadership paradigm, Halpin has commented:

Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff. It is important to note that this concept of consideration does not include what can be best described as merely 'spray-gun consideration'. The latter behaviour is typified by the PTA smile, and by the oily affability dispensed by administrators at faculty picnics and office parties. Promiscuous consideration defeats its purpose by its very promiscuity.¹

These assertions imply that leaders must carry their natural identities to the leadership situation and maintain them during all their interactions. If they alter in any way, they forfeit some of the most helpful aspect of their encounter, the genuineness which followers seek.

In responding to the leadership questionnaire some principals may have been indiscriminant with goodwill in the manner Halpin has indicated. Although the instrument urged all of the respondents to indicate how they really felt, some principals who obtained a high LPC score may have thought it important to suppress their real attitudes in order to reflect a concern for people. If some did respond in a socially acceptable way, they could have placed themselves farther out on the permissive dimension of the LPC continuum

¹ Andrew W. Halpin, Theory and Research in Administration, New York, MacMillan Company, 1966, p. 86.

than their natural identities warranted. In contrast, the principals who obtained low LPC scores may have given a more accurate indication of their own personal identities. Unlike their counterparts, these subjects do not attach a first priority to interpersonal relations. Such could have enabled them to let their real biases show.

If a lack of genuineness actually did intervene in the case of some principals, the non-significant difference between helping relationships could have resulted because teachers perceived the styles to be less different than the test of the principals revealed.

In actual practice, however, it may be that the broader profile of leadership concerns kept by low LPC principals enables these leaders to project greater assistance on a day to day basis. As generalists, these principals do not feel that they have to limit their interests or restrict their involvements. High LPC principals, on the other hand, have internalized a specific concept for interaction which is more taxing to their organizational behaviour. If these leaders are to reflect the special concerns which they have for the individual, they must be more prepared to moderate their interventions and to guard against other influences which might restrict the freedoms of their subordinates. This means that high LPC principals must take more pressure upon themselves. Otherwise, they stand to appear weak in the particular leadership which they attempt to practice.

The more challenging maintenance assignment which high LPC principals have set for themselves leads one to question whether these principals need to be more resolute than low LPC principals. Certainly, higher resolve seems essential if high LPC principals are to remain genuine in their leadership role. Some subjects in the study may have lacked what is seemingly an important quality. Such an occurrence could have reflected in their lower helping relationship scores.

School size may also have been a factor which influenced the results. Fairly large schools, such as the ones in this study, tend to be more bureaucratic than other types. The interaction between subjects seems to be less personalized². Principals appear to be more authoritative specifying a large number of the operational procedures which their teachers perform³. Whether or not leaders of large groups feel that they must exhibit these behaviours in order to be effective, is open to question. Halpin seems to imply that large groups impose additional responsibilities which deter both the

2 Richard H. Hall, "The Concept of Bureaucracy: An Empirical Assessment", in American Journal of Sociology, Vol. 69, No. 1, July 1963, pp. 32-40.

3 Norman A. Robinson, A Study of the Professional Role Orientation of Teachers and Principals and their Relationship to Bureaucratic Characteristics of School Organizations, unpublished doctoral thesis, University of Alberta, 1966.

willingness and capability of leaders to be personable in their behaviour.

In general, the leader in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In smaller groups, the leader plays a more personal role. He is more willing (and perhaps also more able) to make exceptions to rules, and to treat each group member as an individual.⁴

If this assessment is accurate, low LPC principals may be better suited to performing in the larger schools. Their natural identity tends to be less personalized than that of high LPC principals. This could give them a greater advantage in remaining themselves.

It is interesting to note that the bureaucratic behaviours of school principals do not offend most teachers. Other studies have shown even more of a preference for this kind of superordinate activity^{5,6}. Perhaps this is because teachers seem to derive a higher sense of power when they observe leadership that is highly bureaucratized⁷. This

⁴ Andrew W. Halpin, Theory and Research in Administration, New York, MacMillan Company, 1966, p. 83.

⁵ D. A. MacKay, "Should Schools Be Bureaucratic?", in The Canadian Administrator, Vol. 4, No. 2, November 1962.

⁶ John Hamilton House, An Analysis of Interpersonal Influence Within A School Organization, unpublished doctoral thesis, University of Alberta, 1966.

⁷ Gerald H. Moeller and W. W. Charters, "Relation of Bureaucratization to Sense of Power Among Teachers", in Fred D. Carver and Thomas J. Sergiovanni, Organizations and Human Behaviour: Focus on Schools, Toronto, McGraw-Hill Book Company, 1969, pp. 235-248.

phenomenon includes the feeling of being important and influential in the operation of the school. Although low LPC principals are "more instruction-oriented, more perceptive and vocal in supervision", they do make "more vigorous efforts to involve teachers in discussing and deciding on school problems".⁸ Such concern for their overall contribution may have a greater appeal to teachers as professionals. Likert certainly points to this as a possibility. He sees the successful leader as one who exhibits administrative skills and is supportive to his subordinates.

2. Discussion of the Results of Testing the Second Hypothesis

Stated in the null form, the second hypothesis predicted that there would be no significant difference between the helping relationship scores of secondary teachers who worked under permissive principals, and the helping relationship scores of secondary teachers who worked under task principals. The rationale underlying this hypothesis relates to Rogers' statements concerning significant learning and effective administration. For Rogers, it is a student's perception of the helping relationship in his teacher that is the significant factor in learning. This being the case, the role of the principal is to serve as a catalyst to facilitate desirable

⁸ T. R. McKague, "Leadership in Schools", in The Canadian Administrator, Vol. 7, May 1968, p. 33.

teacher-student encounters. Permissive leadership style, less prescribing and demanding of the teacher and more attentive to engendering good interpersonal relationships, would seem to be the more appropriate style for this assignment.

The test of the hypothesis revealed that significant difference in helping relationship was perceived between teachers working in relation to the two leadership styles. However contrary to the prediction, it was the teachers under the task-oriented principals (low LPC) who obtained the higher helping relationship scores. Some reasons for this are suggested in the following paragraphs.

Rogers has looked to business and industrial organizations in order to support much of his argument for leadership in schools. This is understandable in that organization theory has shown that all organizations have many features in common. Schools, however, do have certain characteristics which seem to set them apart from most other organizations. These could explain why task-oriented leadership appeared to be the more effective style in this experiment.

Most organizations focus on output, productivity that will return direct benefits to them. The school as an organization concentrates upon providing input which will benefit its students, other organizations and society at large. This important distinction in purpose may bring about a difference in participants' attitudes which enables the superordinate

levels in schools to be more task-oriented. Such a possibility has been acknowledged recently by Fiedler.

There might well be a psychological difference in leading a group for the purpose of benefiting the members and leading a group for the purpose of benefiting the organization.⁹

The few studies to date which have examined Rogers' application, have taken students' output as the criterion for leader effectiveness. This could explain why these studies have revealed findings which are different from the ones discovered in this investigation.

The school as a social system is more open than most other organizations. Membership in the school is largely unrestricted. School staff, particularly members at the instructional level, do not have the immunity from outside lay judgment that professionals in other fields do. The greater visibility which they experience could cause some teachers to withhold part of their true identity in the classroom. Students who want to know their teacher better as a person could see less helping relationship as a result. The majority of students, however, may be more concerned about their own visibility. (This seems possible in that parents, business and higher education tend to look hard at the student's academic

9 Fred E. Fiedler, "Validation and Extension of the Contingency Model of Leadership Effectiveness: A Review of Empirical Findings", in Psychological Bulletin, Vol. 76, No. 2, pp. 145-146.

record in evaluating his success and future potential). Their basic preference, therefore, may be for direction from technically competent teachers who can teach certain skills and impart knowledge useful in the real world. The opposite desire for permissive-oriented leadership could become increasingly important to students after their important practical needs have been met and progress beyond formal education seems to have slowed. Such a possibility seems to be consistent both with Maslow's ordering of needs and Argyris' statement on maturation.

Most theorists of leadership have assumed that all of the groups in organizations are alike. Rogers seems to have done this in stating that certain qualities in the leader are both "necessary and sufficient" for all encounters. Fiedler has been one of the very few who have recognized that all groups are not alike. Because he feels that "practically all classroom situations fall into the coacting (and not the interacting) category of task groups",¹⁰ Fiedler has suggested that high LPC leadership may be the more effective style for schools.

It seems highly probable that the importance of quasi-therapeutic leadership is greater in coacting than in interacting group situations . . . The coacting group by definition is less dependent upon each individual group member. In fact, interaction among group members is neither required nor in many situations welcomed since it interferes with the

10 Fred E. Fiedler, A Theory of Leadership Effectiveness, Toronto, McGraw-Hill Book Co., 1967, p. 220.

work. As a result, the individual tends to be psychologically isolated and, therefore, more vulnerable to maladjustive processes in the situation.¹¹

Why do the results of the study not support Fiedler when he has taken into account the fact that groups do differ? One possibility is that secondary teachers and students are interacting rather than coacting groups, that is instead of performing independently, these group members may be functioning interdependently. If they do interact, then teachers and students as group members do not require the high degree of quasi-therapeutic assistance which high LPC leadership offers. Indeed, the low LPC style could be more effective¹². An equally important issue is whether Fiedler should have included teaching and learning groups among task groups. It would seem not, for by Fiedler's own definition a task group is one which exists to benefit its organization. Teachers and students function, of course, for reasons other than to benefit their school.

Fiedler has recently recognized the sort of issues mentioned in the previous sections.

¹¹ Fred E. Fiedler, Op. Cit., pp. 220-221.

¹² See Octant III of the model for interacting groups, p. 146, in Fred E. Fiedler, A Theory of Leadership Effectiveness, Toronto, McGraw-Hill Book Company, 1967. The experimental conditions and results of this study are similar to those presented.

The data on coaching task groups suggest that the distinction between interacting and coaching task groups might be unnecessary, while the distinction between task groups and training groups might be essential. The latter appear to follow quite dissimilar rules.¹³

It seems, however, that Rogers has not. In implying that helping relationship is perceived most at all organizational levels when superordinates are permissive-oriented, Rogers appears to have extended his theory beyond its appropriate application. Even in hospitals, organizations which would seem to fit Rogers' theory best, permissive leadership style does not appear to be effective for all groups. Nursing supervisors seem to perform best when they are permissive-oriented; head nurses, on the other hand, are perceived to be most helpful when they are task-oriented¹⁴. The secondary school as an organization appears to be even further removed from the client-therapist situation than the hospital. Accordingly, the pattern of preferred leadership is different again. It seems that Rogers' generalization increases in error as situations involving interpersonal relationships depart more and more from the clinical situation.

13 Fred E. Fiedler, "Validation and Extension of the Contingency Model of Leadership Effectiveness: A Review of Empirical Findings", in Psychological Bulletin, Vol. 76, No. 2, p. 146. The data which Fiedler mentions was collected in studies of sales, management, naval and nursing trainees. One elementary school is also included in the reference.

14 S. M. Nealey and M. R. Blood, "Leadership Performance and Nursing Superiors at Two Organizational Levels", in Journal of Applied Psychology, 1968, Vol. 52, No. 5, pp. 414-422.

In summary, the results of the study reaffirm the important need to test the appropriateness of Rogers' theory for school administration. Within the limits of the study, the LPC leadership style of secondary principals and their helping relationship as perceived by teachers appear to be relatively independent. When one looks at the helping relationship which students perceive in their teachers, however, the low LPC style of leadership seems to be more effective in setting the conditions for interaction between teachers and students.

Some conclusions that may be drawn from the findings will be presented in the next chapter.

SUMMARY AND CONCLUSIONS

The purpose of this study was to test assumptions made by Carl R. Rogers in statements about school administration. Rogers postulated that efficiency in schools is dependent upon superordinate leadership being perceived by subordinates as a helping relationship. On the basis of the rationale presented in the report, this project was an attempt to determine

- (a) whether helping relationship perceived in high school principals is associated with their having a particular style of leadership, and
- (b) whether one leadership style in principals engenders more helping relationship in teachers than another.

Helping relationship as described by Rogers was measured by the Barrett-Lennard Relationship Inventory; styles of leadership were determined using Fiedler's Least-Preferred Coworker Scale. Task structure and power in the leadership situation were taken to be uniformly favourable. However, to avoid effects which might have occurred because of extremes in group atmosphere, principals' perceptions of group atmosphere were measured by the Group Atmosphere Scale.

To test the theory put forth, two hypotheses were presented. In the null form, these statements were as follows:

1. There is no significant difference between the helping relationship scores of Ontario secondary principals who have a permissive-oriented leadership style and

the helping relationship scores of Ontario secondary principals who have a task-oriented leadership style.

2. There is no significant difference between the helping relationship scores of Ontario secondary teachers who work under permissive principals, and the helping relationship scores of Ontario secondary teachers who work under task principals.

The following conclusions were derived from testing the hypotheses:

1. The helping relationship perceived in principals who had a permissive-oriented leadership style (high LPC) did not differ significantly from the helping relationship perceived in task-oriented (low LPC) principals. This implies that leadership style alone does not set the quality of a principal's helping relationship.
2. The helping relationship of teachers who performed under high LPC principals was significantly lower than the helping relationship of teachers who performed under low LPC principals. This implies that a principal's leadership style is a factor that contributes to the helping relationship which teachers project to their students.

Bearing in mind the scope of the investigation, the conclusion is that leadership style alone does not account for the helping relationship a high school principal achieves.

The helping relationship which the principal projects as a person, appears to derive from factors apart from his leadership tendencies. Leadership style in principals does appear to be an important factor, however, in setting the conditions which enable teachers to achieve a helping relationship. Teachers who perform under low LPC high school principals seem to be more successful in projecting a higher level of helping relationship to their students.

The conclusions listed above indicate that specific hypotheses developed for this investigation have been tested. Our awareness of the association which style of leadership bears to the achievement of a helping relationship has been somewhat increased. However, in that the findings are valid only within the specific conditions described, caution should be exercised when their appropriateness for other situations is being assessed.

Since the research reported here represents only a start at exploring LPC leadership styles in relation to Rogers' helping relationship application, there is a need to replicate the inquiry and to extend its scope. Further investigation into such factors as the size and the types of school; the training and experience of the principal; the subject field and educational background of teachers, and the grade and programme level of students might give added definition to leadership effectiveness as it pertains to the concept of a helping relationship.

It seems particularly important to conduct further research along the continuum of leader-perceived group atmosphere. Fiedler has suggested that the perception of change in group atmosphere can intensify the leader's style tendency. What effect the occurrence of this would have on the leader's projection of a helping relationship is yet undetermined. In that this investigation was carried out on one occasion during a time when organizational change was prevalent for Ontario secondary schools, it would be well to replicate the study longitudinally. From this undertaking, some indication of leadership style's stability to engender the helping relationship might be obtained.

There is a need, as well, to look into the interpretations that have been placed to date on the LPC style concepts. It was indicated in the report that Fiedler has attributed a quasi-therapeutic advantage to the style possessed by high LPC leaders. This study has revealed, however, that high and low LPC principals are not perceived to differ significantly in the helping relationship they themselves possess. Further, it was not the high LPC style which appeared to have greater influence in engendering the perception of helping relationship in others, but the low LPC style. Taken together, these two results have cast some doubt on Fiedler's assumption concerning the therapeutic potential of the high LPC style. They point to the need for further research into the meaning of LPC leadership styles.

Additional research is required, also, into Rogers' assumptions that suggest principals must concentrate their foremost efforts to improving the interpersonal encounter between teachers and students. Students in this study did perceive a significant difference in the helping relationship of teachers under two leadership styles. From this, Rogers has gained some support. However, the greater occurrence of helping relationship under low LPC principals suggests that the school administrator's prime contribution may not be a socio-therapeutic one.

One method of resolving this particular uncertainty might be to examine the effect of the administrator's influence upon helping relationship within different organizational climates. Another method would involve testing for discrepancy between actual and ideal helping relationships before and after administrators underwent training sessions such as those suggested by Carkhuff. The use of multivariate statistical procedure to test helping quality variables as factors would be an important part of such psychoanalytical research.

At the outset of this investigation, reference was made to the very difficult administrative challenges which are confronting secondary principals. This study has explored certain aspects of a theory put forth to derive greater efficiency in the schools. In so doing, it has raised important questions about high LPC leadership and pointed to the

seemingly greater effectiveness of the low LPC style. Further studies, in the areas of investigation suggested, are essential however, to give additional assurance to these findings. When this research has been completed, school principals may be in a better position to decide upon the administrative emphasis which best suits their situation.

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Barrett-Lennard, G. T., "Dimensions of Therapist Response As Casual Factors In Therapeutic Change", Psychological Monographs: General and Applied, Vol. 76, No. 43, Whole Number 562, 1962, p. 1-34.

This article is a condensed report of the author's doctoral thesis. It describes the qualities of a helping relationship and provides an instrument, the Relationship Inventory, to measure them.

Carkhuff, Robert R., "Training As A Necessary Precondition of Education: The Development And Generalization of a Systematic Resource Training Model", Journal of Research And Development In Education, Vol. 4, No. 2, 1971, p. 3-13.

Contains a review of studies which have tested the effect which a 'human atmosphere' has on educational effectiveness. The studies reveal that certain teaching relationships are critical factors in bringing about changes and growth in students.

Combs, Arthur W., and David E. Soper, "The Helping Relationship As Described by 'Good' and 'Poor' Teachers", Journal of Teacher Education, Vol. 14, No. 64, 1963, p. 64-67.

Contains the important finding that both "good" and "poor" teachers agree upon the ideal therapeutic relationship as defined by expert therapists. The paper suggests that "good" and "poor" teachers cannot be discriminated on the basis of their knowledge of what a helping relationship ought to be.

Emmerling, Frank Conrad, A Study of The Relationships Between Personality Characteristics of Classroom Teachers And Pupil Perception of These Teachers, unpublished doctoral dissertation, Auburn University, 1961, xiii - 184 p.

One of the earliest studies to investigate the possible relationships between certain personality traits of classroom teachers perceived by students and the climate of instruction teachers provide. It was concluded that student-centered teachers are perceived as being more empathetically understanding, more positive in their regard, more unconditional in their regard and more congruent with students' needs.

Fiedler, Fred E., A Theory of Leadership Effectiveness, Toronto, McGraw-Hill Book Company, 1967, viii - 310 p.

Summarizes the results of an extensive programme of research on leadership. The author integrates these findings in a theory of leadership effectiveness. The development of the Least-Preferred Coworker and Group Atmosphere Scales, instruments used in the present research project, is described.

Hawley, David E., A Study of the Relationship Between The Leader Behaviour and Attitudes of Elementary School Principals, unpublished master's dissertation, University of Saskatchewan, 1969, viii - 127 p.

Investigated the behaviour of elementary principals by relating LPC scores to scores derived from the Leader Behaviour Description Questionnaire-Form Twelve. Results showed that low LPC principals were high on Initiating Structure and Role Assumption, and moderately high on Representation, Persuasiveness and Production Emphasis.

Lewis, William A., John I. Lovell and B. E. Jesse, Interpersonal "Relationship And Pupil Progress", Personnel And Guidance Journal, Vol. 44, 1965-1966, p. 396-401.

Investigated the possible relationship between student perception of ideal psychotherapeutic relationship and student academic gains. This study is the only published report which deals with high school students.

Likert, Rensis, New Patterns of Management, Toronto, McGraw-Hill, 1961, vii - 279 p.

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Maslow, Abraham H., Eupsychian Management: A Journal, Homewood, Illinois, Richard D. Irwin, 1965 xvi - 277 p.

Criticizes "old-style" management and stresses the need to involve subordinates in meaningful participation which will foster their personal growth. The rationale which supports the utility of a eupsychian tendency in management is provided.

McGregor, Douglas, The Human Side of Enterprise, Toronto, McGraw-Hill, 1960, x - 246 p.

Provides a two dimensional theoretical model for administration based on opposite assumptions about the nature of the worker. The author suggests that organizational efficiency derives best from superordinate activity which integrates individual and organizational goals.

McKague, T. R., A Study of The Relationship Between School Organizational Behaviour And The Variables of Bureaucratization And Leader Attitudes, unpublished doctoral dissertation, University of Alberta, 1968, xiv - 180 p.

A study conducted to determine the relationship between leadership style of secondary principals (determined by Fiedler's Least-Preferred Coworker Scale) and the behaviour of teachers in high schools where group acceptance of the principal was either high or low. Results indicate that teacher acceptance of the leader has a significant effect on the relationship between a principal's leadership style and behaviours and attitudes in teachers.

McNamara, V. D., and F. Enns, "Directive Leadership And Staff Acceptance of The Principal", The Canadian Administrator, Vol. C, No. 2, 1966, p. 5-8.

Reports on the application of Fiedler's model for leadership effectiveness to elementary schools. Results suggest that task style leadership style is likely to be more effective for elementary principals who are well-supported by their staffs. The authors indicate that permissive style is probably better suited to situations where there is relatively little group support for the principal.

McNamara, Vincent D., The Principals' Personal Leadership Style, The School Staff Situation, And School Effectiveness, unpublished doctoral dissertation, University of Alberta, 1968, xix - 439 p.

A research project designed to test the validity of Fiedler's contingency model for school leadership. Findings indicated that low LPC principals were more task-oriented than high LPC principals. The former placed greater emphasis on the importance of instructional matters in relating to their staffs.

Rogers, Carl. R. "The Necessary And Sufficient Conditions of Therapeutic Personality Change", Journal of Consulting Psychology, Vol. 21, No. 2, 1957, p. 95-103.

Describes in detail the conditions necessary for constructive personality change and explains the process of change brought about by client perception of helping relationship qualities.

Rogers, Carl R., "Significant Learning: In Therapy And In Education", Educational Leadership, Vol. 16, No. 4, 1959, p. 232-242.

Suggests what would be involved for the school if the central focus of teacher effort were to develop a relationship conducive to significant learning. The author sets significant learning, that experience where students self-actualize, in contrast to learning which involves accumulation of facts.

Rogers, Carl R., On Becoming A Person, Boston, Houghton Mifflin Company, 1961, x - 420 p.

Contains the author's statement of the characteristics of a helping relationship. A number of studies in psychotherapy which point to the efficiency of helping relationship quality are reviewed in Chapter 3.

Rogers, Carl R., Client-Centered Therapy, Boston, Houghton Mifflin Company, 1965, xii - 560 p.

Gives a detailed account of the nature and method of client-centered counselling. Chapters Eight and Nine suggest that client-centered principles should be utilized in connection with administration and classroom teaching.

Rogers, Carl R., Freedom To Learn, Columbus, Ohio, Charles E. Merrill Publishing Company, 1969, x - 358 p.

Points up deficiencies in task learning experience and emphasizes the need for experiential learning for self-fulfillment. The author encourages a person-oriented leadership style on the part of principals which will facilitate growth in the classroom.

APPENDIX 1

THE RELATIONSHIP INVENTORY (TEACHER) INSTRUMENT

APPENDIX 1

RELATIONSHIP INVENTORY (TEACHER)

Instructions:

1. Please do not write your name, or the name of your PRINCIPAL, on this form. Your responses to the following questionnaire will remain anonymous. The data collected from your participation and that of other Ontario high school teachers (also randomly selected) will be used for purposes of research being conducted at the University of Ottawa.
2. Following are listed ways that a person may feel or behave toward another person. Please consider each statement in terms of your present relationship with your PRINCIPAL. Mark each statement in the left margin according to how strongly you feel that it is true, or not true, in your relationship with your PRINCIPAL. Answer every item; this is most important.

- | | |
|---|--|
| +3: Yes, I strongly feel that it is true. | -1: No, I feel that it is probably untrue, or more untrue than true. |
| +2: Yes, I feel it is true. | -2: No, I feel it is not true. |
| +1: Yes, I feel that it is probably true, or more true than untrue. | -3: No, I strongly feel that it is not true. |

Example: _____ He is strict.

- _____ 1. He respects me.
- _____ 2. He tries to see things through my eyes.
- _____ 3. He pretends that he likes me or understands me more than he really does.
- _____ 4. His interest in me depends partly on what I am talking to him about.
- _____ 5. He is willing to tell me his own thoughts and feelings when he is sure that I really want to know them.
- _____ 6. He disapproves of me.
- _____ 7. He understands my words but not the way I feel.
- _____ 8. What he says to me never conflicts with what he thinks or feels.
- _____ 9. He always responds to me with warmth and interest or always with coldness and disinterest.
- _____ 10. He tells me his opinions or feelings more than I really want to know them.
- _____ 11. He is curious about "the way I tick", but not really interested in me as a person.
- _____ 12. He is interested in knowing what my experiences mean to me.
- _____ 13. He is disturbed whenever I talk about or ask about certain things.
- _____ 14. His feeling toward me does not depend on how I am feeling towards him.

- _____ 15. He prefers to talk only about me and not at all about him.
- _____ 16. He likes seeing me.
- _____ 17. He nearly always knows exactly what I mean.
- _____ 18. I feel that he has unspoken feelings or concerns that are getting in the way of our relationship.
- _____ 19. His attitude toward me depends partly on how I am feeling about myself.
- _____ 20. He will freely tell me his own thoughts and feelings, when I want to know them.
- _____ 21. He is indifferent to me.
- _____ 22. At times he jumps to the conclusion that I feel more strongly or more concerned about something than I actually do.
- _____ 23. He behaves just the way that he is, in our relationship.
- _____ 24. Sometimes he responds to me in a more positive and friendly way than he does at other times.
- _____ 25. He says more about himself than I am really interested to hear.
- _____ 26. He appreciates me.
- _____ 27. Sometimes he thinks that I feel a certain way, because he feels that way.
- _____ 28. I do not think that he hides anything from himself that he feels with me.

- _____ 29. He likes me in some ways, dislikes me in others.
- _____ 30. He adopts a professional role that makes it hard for me to know what he is like as a person.
- _____ 31. He is friendly and warm toward me.
- _____ 32. He understands me.
- _____ 33. If I feel negatively toward him he responds negatively to me.
- _____ 34. He tells me what he thinks about me, whether I want to know it or not.
- _____ 35. He cares about me.
- _____ 36. His own attitudes toward some of the things I say, or do, stop him from really understanding me.
- _____ 37. He does not avoid anything that is important for our relationship.
- _____ 38. Whether I am expressing "good" feelings or "bad" ones, seems to make no difference to how positively — or how negatively — he feels toward me.
- _____ 39. He is uncomfortable when I ask him something about himself.
- _____ 40. He feels that I am dull and uninteresting.
- _____ 41. He understands what I say, from a detached, objective point of view.
- _____ 42. I feel that I can trust him to be honest with me.
- _____ 43. Sometimes he is warmly responsive to me, at other times cold or disapproving.

- _____ 44. He expresses ideas or feelings of his own that I am not really interested in.
- _____ 45. He is interested in me.
- _____ 46. He appreciates what my experiences feel like to me.
- _____ 47. He is secure and comfortable in our relationship.
- _____ 48. Depending on his mood, he sometimes responds to me with quite a lot more warmth and interest than he does at other times.
- _____ 49. He wants to say as little as possible about his own thoughts and feelings.
- _____ 50. He just tolerates me.
- _____ 51. He is playing a role with me.
- _____ 52. He is equally appreciative - or equally unappreciative - of me, whatever I am telling him about myself.
- _____ 53. His own feelings and thoughts are always available to me, but never imposed on me.
- _____ 54. He does not really care what happens to me.
- _____ 55. He does not realize how strongly I feel about some of the things we discuss.
- _____ 56. There are times when I feel that his outward response is quite different from his inner reaction to me.
- _____ 57. His general feeling toward me varies considerably.

- _____ 58. He is willing for me to use our time to get to know him better, if or when I want to.
- _____ 59. He seems to really value me.
- _____ 60. He responds to me mechanically.
- _____ 61. I don't think that he is being honest with himself about the way he feels toward me.
- _____ 62. Whether I like or dislike myself makes no difference to the way he feels about me.
- _____ 63. He is more interested in expressing and communicating himself than in knowing and understanding me.
- _____ 64. He dislikes me.
- _____ 65. I feel that he is being genuine with me.
- _____ 66. Sometimes he responds quite positively to me; at other times he seems indifferent.
- _____ 67. He is unwilling to tell me how he feels about me.
- _____ 68. He is impatient with me.
- _____ 69. Sometimes he is not at all comfortable but we go on, outwardly ignoring it.
- _____ 70. He likes me better when I behave in some ways than he does when I behave in other ways.
- _____ 71. He is willing to tell me his actual response to anything I say or do.
- _____ 72. He feels deep affection for me.
- _____ 73. He usually understands all of what I say to him.
- _____ 74. He does not try to mislead me about his own thoughts or feelings.

- _____ 75. Whether I feel fine or feel awful makes no difference to how warmly and appreciatively – or how coldly and unappreciatively – he feels toward me.
- _____ 76. He tends to evade any attempt that I make to get to know him better.
- _____ 77. He regards me as a disagreeable person.
- _____ 78. What he says gives a false impression of his total reaction to me.
- _____ 79. I can be very critical of him or very appreciative of him without it changing his feeling toward me.
- _____ 80. At times he feels contempt for me.
- _____ 81. When I do not say what I mean at all clearly, he still understands me.
- _____ 82. He tries to avoid telling me anything that might upset me.
- _____ 83. His general feeling toward me (of liking, respect, dislike, trust, criticism, anger, etc.) reflects the way that I am feeling toward him.
- _____ 84. He tries to understand me from his own point of view.
- _____ 85. He can be deeply and fully aware of my most painful feelings without being distressed or burdened by them himself.

PLEASE CHECK TO BE CERTAIN THAT YOU HAVE RESPONDED TO EVERY ITEM.

APPENDIX 2

THE RELATIONSHIP INVENTORY (STUDENT) INSTRUMENT

APPENDIX 2

RELATIONSHIP INVENTORY (STUDENT)

Instructions:

1. Please do not write your name, or the name of your class TEACHER, on this form. Your responses to the following questionnaire will remain anonymous. The data obtained from you and other Ontario high school students will be used only for purposes of research being conducted at the University of Ottawa.
2. Following are listed ways that a person may feel or behave toward another person. Please consider each statement in terms of your present relationship with your TEACHER, i.e., the TEACHER who teaches you during this class period.

+3: Yes, I strongly feel that it is true.

-1: No, I feel that it is probably untrue, or more untrue than true.

+2: Yes, I feel it is true.

-2: No, I feel it is not true.

+1: Yes, I feel that it is probably true, or more true than untrue.

-3: No, I strongly feel that it is not true.

Examples: _____ He teaches me many new things.

_____ He is strict.

- _____ 1. He respects me.
- _____ 2. He tries to see things through my eyes.
- _____ 3. He pretends that he likes me or understands me more than he really does.
- _____ 4. His interest in me depends partly on what I am talking to him about.
- _____ 5. He is willing to tell me his own thoughts and feelings when he is sure that I really want to know them.
- _____ 6. He disapproves of me.
- _____ 7. He understands my words but not the way I feel.
- _____ 8. What he says to me never conflicts with what he thinks or feels.
- _____ 9. He always responds to me with warmth and interest or always with coldness and disinterest.
- _____ 10. He tells me his opinions or feelings more than I really want to know them.
- _____ 11. He is curious about "the way I tick", but not really interested in me as a person.
- _____ 12. He is interested in knowing what my experiences mean to me.
- _____ 13. He is disturbed whenever I talk about or ask about certain things.
- _____ 14. His feeling toward me does not depend on how I am feeling towards him.

- _____ 15. He prefers to talk only about me and not at all about him.
- _____ 16. He likes seeing me.
- _____ 17. He nearly always knows exactly what I mean.
- _____ 18. I feel that he has unspoken feelings or concerns that are getting in the way of our relationship.
- _____ 19. His attitude toward me depends partly on how I am feeling about myself.
- _____ 20. He will freely tell me his own thoughts and feelings, when I want to know them.
- _____ 21. He is indifferent to me.
- _____ 22. At times he jumps to the conclusion that I feel more strongly or more concerned about something than I actually do.
- _____ 23. He behaves just the way that he is, in our relationship.
- _____ 24. Sometimes he responds to me in a more positive and friendly way than he does at other times.
- _____ 25. He says more about himself than I am really interested to hear.
- _____ 26. He appreciates me.
- _____ 27. Sometimes he thinks that I feel a certain way, because he feels that way.
- _____ 28. I do not think that he hides anything from himself that he feels with me.

- _____ 29. He likes me in some ways, dislikes me in others.
- _____ 30. He adopts a professional role that makes it hard for me to know what he is like as a person.
- _____ 31. He is friendly and warm toward me.
- _____ 32. He understands me.
- _____ 33. If I feel negatively toward him he responds negatively to me.
- _____ 34. He tells me what he thinks about me, whether I want to know it or not.
- _____ 35. He cares about me.
- _____ 36. His own attitudes toward some of the things I say, or do, stop him from really understanding me.
- _____ 37. He does not avoid anything that is important for our relationship.
- _____ 38. Whether I am expressing "good" feelings or "bad" ones, seems to make no difference to how positively - or how negatively - he feels toward me.
- _____ 39. He is uncomfortable when I ask him something about himself.
- _____ 40. He feels that I am dull and uninteresting.
- _____ 41. He understands what I say, from a detached, objective point of view.
- _____ 42. I feel that I can trust him to be honest with me.
- _____ 43. Sometimes he is warmly responsive to me, at other times cold or disapproving.

- _____ 44. He expresses ideas or feelings of his own that I am not really interested in.
- _____ 45. He is interested in me.
- _____ 46. He appreciates what my experiences feel like to me.
- _____ 47. He is secure and comfortable in our relationship.
- _____ 48. Depending on his mood, he sometimes responds to me with quite a lot more warmth and interest than he does at other times.
- _____ 49. He wants to say as little as possible about his own thoughts and feelings.
- _____ 50. He just tolerates me.
- _____ 51. He is playing a role with me.
- _____ 52. He is equally appreciative – or equally unappreciative – of me, whatever I am telling him about myself.
- _____ 53. His own feelings and thoughts are always available to me, but never imposed on me.
- _____ 54. He does not really care what happens to me.
- _____ 55. He does not realize how strongly I feel about some of the things we discuss.
- _____ 56. There are times when I feel that his outward response is quite different from his inner reaction to me.
- _____ 57. His general feeling toward me varies considerably.

- _____ 58. He is willing for me to use our time to get to know him better, if or when I want to.
- _____ 59. He seems to really value me.
- _____ 60. He responds to me mechanically.
- _____ 61. I don't think that he is being honest with himself about the way he feels toward me.
- _____ 62. Whether I like or dislike myself makes no difference to the way he feels about me.
- _____ 63. He is more interested in expressing and communicating himself than in knowing and understanding me.
- _____ 64. He dislikes me.
- _____ 65. I feel that he is being genuine with me.
- _____ 66. Sometimes he responds quite positively to me; at other times he seems indifferent.
- _____ 67. He is unwilling to tell me how he feels about me.
- _____ 68. He is impatient with me.
- _____ 69. Sometimes he is not at all comfortable but we go on, outwardly ignoring it.
- _____ 70. He likes me better when I behave in some ways than he does when I behave in other ways.
- _____ 71. He is willing to tell me his actual response to anything I say or do.
- _____ 72. He feels deep affection for me.
- _____ 73. He usually understands all of what I say to him.
- _____ 74. He does not try to mislead me about his own thoughts or feelings.

- _____ 75. Whether I feel fine or feel awful makes no difference to how warmly and appreciatively – or how coldly and unappreciatively – he feels toward me.
- _____ 76. He tends to evade any attempt that I make to get to know him better.
- _____ 77. He regards me as a disagreeable person.
- _____ 78. What he says gives a false impression of his total reaction to me.
- _____ 79. I can be very critical of him or very appreciative of him without it changing his feeling toward me.
- _____ 80. At times he feels contempt for me.
- _____ 81. When I do not say what I mean at all clearly, he still understands me.
- _____ 82. He tries to avoid telling me anything that might upset me.
- _____ 83. His general feeling toward me (of liking, respect, dislike, trust, criticism, anger, etc.) reflects the way that I am feeling toward him.
- _____ 84. He tries to understand me from his own point of view.
- _____ 85. He can be deeply and fully aware of my most painful feelings without being distressed or burdened by them himself.

PLEASE CHECK TO BE CERTAIN THAT YOU HAVE RESPONDED TO EVERY ITEM.

APPENDIX 3

THE LEAST-PREFERRED COWORKER QUESTIONNAIRE

Describe this person as he or she appears to you.

Pleasant	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Unpleasant
Friendly	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Unfriendly
Rejecting	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Accepting
Helpful	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Frustrating
Unenthusiastic	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Enthusiastic
Tense	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Relaxed
Distant	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Close
Cold	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Warm
Cooperative	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Uncooperative
Supportive	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Hostile
Boring	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Interesting
Quarrelsome	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Harmonious
Self-Assured	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Hesitant
Efficient	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Inefficient
Gloomy	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Cheerful
Open	: ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ :	Guarded

APPENDIX 4

THE GROUP ATMOSPHERE QUESTIONNAIRE

APPENDIX 4

THE GROUP ATMOSPHERE QUESTIONNAIRE

Please describe the group atmosphere of your present school by checking the following items.

1. Friendly : 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Unfriendly
2. Accepting : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Rejecting
3. Satisfying : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Frustrating
4. Enthusiastic : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Unenthusiastic
5. Productive : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Nonproductive
6. Warm : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Cold
7. Cooperative : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Uncooperative
8. Interesting : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Boring
9. Supportive : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Hostile
10. Successful : ___ : ___ : ___ : ___ : ___ : ___ : ___ : ___ : Unsuccessful

APPENDIX 5

LEAST-PREFERRED COWORKER SCORES OF
ONTARIO SECONDARY PRINCIPALS
RANDOMLY SELECTED

Least Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
1	1	1	2	1	3	1	1	1	1	1	1	1	1	1	1	1	19	1.19
2	2	2	2	2	1	1	1	2	1	1	1	3	1	1	2	2	25	1.56
1	1	1	1	1	1	3	1	2	1	1	1	1	3	8	1	2	29	1.81
2	3	3	1	1	3	2	1	1	2	1	1	3	2	3	1	1	30	1.88
2	2	1	1	1	1	1	1	1	1	1	2	1	8	3	6	1	33	2.06
1	1	5	1	1	8	1	1	1	1	4	4	1	3	1	1	1	35	2.19
1	2	4	4	2	2	3	4	1	1	1	1	6	1	1	1	4	38	2.38
2	3	2	6	2	3	2	1	1	2	3	2	5	1	2	2	2	39	2.44
2	2	5	1	1	1	1	1	1	1	1	5	1	8	8	1	1	40	2.50
2	2	2	3	1	3	4	3	1	2	2	1	4	4	3	3	3	40	2.50
3	3	3	1	1	4	3	4	1	2	4	1	4	1	2	5	5	42	2.63
5	2	2	1	4	1	2	1	1	1	1	6	3	7	2	3	1	42	2.63

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	2	3	1	1	5	1	3	3	2	2	1	1	8	3	5	1	42	2.63
	2	2	2	2	7	4	1	1	4	2	3	1	2	5	3	2	43	2.69
	3	2	2	1	6	2	3	3	1	2	2	2	5	7	2	2	45	2.81
	2	1	3	8	1	4	1	2	3	3	1	3	8	4	1	1	46	2.88
	6	3	2	1	7	2	2	4	1	2	5	2	3	2	3	2	47	2.94
	6	3	4	2	2	2	2	2	5	5	1	6	1	2	3	2	48	3.00
	5	5	2	2	1	1	1	4	6	3	1	7	1	6	2	1	48	3.00
	2	4	4	3	2	4	2	4	2	3	4	3	3	4	3	2	49	3.06
	3	2	2	2	3	4	1	2	4	3	3	2	8	4	4	3	50	3.16
	4	4	4	3	3	2	4	4	3	3	1	4	1	1	5	4	50	3.16
	2	3	3	3	2	4	3	2	2	2	3	3	7	7	2	3	51	3.19
	2	7	1	1	2	4	7	5	2	4	1	5	2	2	1	5	51	3.19
	2	1	4	4	4	3	2	3	3	4	4	4	4	4	4	3	53	3.31

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	5	4	3	2	5	2	1	3	3	5	3	4	8	2	2	1	53	3.31
	7	6	4	2	3	2	2	5	2	2	2	3	2	7	5	1	55	3.44
	5	3	1	3	2	4	3	4	3	1	6	3	6	4	5	2	55	3.44
	3	5	7	2	2	2	6	4	3	4	3	4	2	2	2	4	55	3.44
	7	8	5	1	2	2	7	4	2	3	5	1	4	1	2	1	55	3.44
	6	4	3	2	4	3	4	5	1	2	3	2	8	4	3	2	56	3.50
	5	4	5	1	4	7	2	2	2	3	2	5	7	1	3	4	57	3.56
	2	3	2	3	6	6	3	3	1	2	2	1	7	6	5	5	57	3.56
	3	4	1	5	2	2	7	7	1	2	3	3	8	6	2	2	58	3.63
	3	5	7	3	5	8	5	3	5	1	1	2	2	1	6	2	59	3.69
	5	6	2	2	8	1	3	3	3	1	6	1	6	8	2	2	59	3.69
	4	4	4	2	7	4	4	2	3	3	3	4	7	3	4	2	60	3.75
	4	3	3	1	6	2	6	4	6	5	3	4	3	3	4	3	60	3.75

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	3	4	3	2	7	4	5	5	2	4	3	7	2	2	4	3	60	3.75
	6	6	5	5	5	2	2	3	5	5	2	4	2	2	3	5	61	3.81
	4	3	3	4	3	2	2	1	1	2	8	5	8	7	6	2	62	3.88
	4	3	4	4	4	3	2	3	5	4	6	2	4	5	5	4	62	3.88
	6	6	3	6	7	1	4	5	6	6	4	2	1	2	3	1	63	3.94
	5	6	4	6	5	1	4	3	5	5	2	3	6	5	2	1	63	3.94
	4	5	4	1	7	3	5	4	4	5	2	6	4	2	6	1	63	3.94
	5	5	3	3	4	4	1	1	4	4	6	3	7	8	4	1	63	3.94
	5	5	5	3	3	3	5	5	3	4	7	3	5	2	3	2	63	3.94
	3	3	2	4	6	3	3	4	3	4	2	3	7	6	4	6	63	3.94
	6	5	2	2	3	6	4	4	4	4	4	4	6	3	4	3	64	4.00
	7	7	3	6	1	2	2	3	4	8	2	4	7	4	2	2	64	4.00
	7	6	4	1	4	4	2	3	2	5	6	5	7	1	5	2	64	4.00

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	5	6	5	6	1	6	3	5	7	5	2	6	1	1	3	3	65	4.06
	8	8	4	2	5	2	6	6	6	5	1	4	1	2	4	1	65	4.06
	6	6	1	1	5	4	4	4	3	5	1	1	8	5	5	8	67	4.19
	6	5	7	2	3	3	2	3	4	5	5	5	7	2	3	5	67	4.19
	6	5	2	5	6	4	1	2	6	4	4	4	6	8	3	1	67	4.19
	6	7	4	5	2	8	3	3	3	4	2	4	4	5	5	3	68	4.25
	6	6	4	3	5	4	4	5	6	6	3	6	3	2	2	3	68	4.25
	5	3	7	2	3	5	1	1	3	7	6	4	4	8	7	2	68	4.25
	5	5	5	4	4	4	4	5	3	3	6	4	5	3	5	4	69	4.31
	8	8	2	1	2	3	6	7	2	3	2	6	8	1	7	3	69	4.31
	7	7	3	6	3	3	3	3	6	6	3	3	4	7	2	3	69	4.31
	5	5	4	4	2	4	6	5	2	6	5	6	2	5	5	3	69	4.31
	5	6	5	1	4	6	5	6	2	3	4	4	6	3	5	5	70	4.38

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	6	7	5	3	3	2	4	7	6	6	2	6	2	2	4	6	71	4.44
	4	5	2	6	4	3	5	1	7	8	1	4	8	8	4	1	71	4.44
	5	5	5	5	4	4	4	3	5	5	5	4	7	2	5	3	71	4.44
	5	5	4	5	3	3	3	3	6	5	4	5	4	6	5	5	71	4.44
	5	5	4	3	3	6	4	4	5	6	6	6	6	3	3	3	72	4.50
	5	5	2	6	6	1	5	2	6	8	1	4	8	8	4	1	72	4.50
	8	8	4	2	4	1	1	1	4	7	8	1	2	7	8	8	74	4.63
	6	8	1	1	5	3	3	4	5	3	2	5	8	4	8	8	74	4.63
	2	2	7	7	6	7	3	6	2	5	2	4	6	7	6	3	75	4.69
	7	5	4	3	6	2	3	5	5	6	5	5	7	5	5	4	77	4.81
	5	4	3	3	7	3	3	3	8	7	5	5	7	8	4	3	78	4.88
	2	3	4	7	7	3	7	5	7	4	4	5	7	5	5	3	78	4.88

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
	5	5	5	3	5	6	3	3	4	4	5	4	7	5	5	5	78	4.88
	6	6	6	5	6	7	5	6	6	3	7	5	3	1	6	1	79	4.94
	6	6	6	5	4	5	4	5	5	6	4	6	3	3	4	7	79	4.94
	7	7	5	2	5	7	3	6	6	6	3	4	7	4	6	4	82	5.13
	6	5	5	5	4	5	4	6	6	6	5	5	6	5	6	3	82	5.13
	7	6	5	2	6	7	5	6	6	6	3	5	8	2	6	3	83	5.19
	5	6	2	2	6	4	6	4	7	5	6	5	8	7	7	3	83	5.19
	6	7	6	4	6	4	4	7	5	3	4	6	8	4	7	7	88	5.50
	6	7	8	4	8	2	6	7	7	5	6	6	2	3	7	6	90	5.62
	7	6	6	7	7	4	3	3	6	6	5	6	8	8	5	4	91	5.69
	7	7	4	7	7	7	5	6	2	2	7	6	7	5	6	7	92	5.75
	7	6	7	5	6	7	5	4	4	5	7	5	8	5	6	6	93	5.81

Least-Preferred Coworker Scores of Ontario Secondary Principals Randomly Selected

(N = 92)

Item No.	Item Scores																Total	Mean
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		
6	6	6	4	7	7	4	4	6	7	6	6	4	5	6	7	8	93	5.81
5	6	6	5	3	8	1	7	7	7	5	8	8	8	8	3	5	94	5.88
8	7	5	5	6	4	5	6	6	6	7	7	8	4	8	6	7	100	6.25
5	6	6	5	6	7	6	4	4	8	7	7	8	6	7	6	8	102	6.38

APPENDIX 6

GROUP ATMOSPHERE SCORES OF SECONDARY PRINCIPALS

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	1	1	1	1	2	1	2	3	3	3	18	1.8
	5	4	2	2	1	1	1	3	2	1	22	2.2
	7	3	1	4	1	2	1	1	2	1	23	2.3
	6	5	1	2	1	6	1	3	1	2	26	2.6
	5	1	1	5	5	5	1	1	1	1	26	2.6
	4	5	2	1	3	5	3	3	2	3	32	3.2
	3	3	4	4	3	4	3	4	4	4	34	3.4
	3	3	3	5	4	3	3	4	4	4	34	3.4
	2	2	1	4	4	3	3	6	6	3	34	3.4
	5	5	5	3	3	4	2	3	2	3	35	3.5
	5	3	2	2	2	5	1	4	5	4	35	3.5
	6	6	1	1	1	6	3	5	5	2	36	3.6

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	5	5	2	3	3	3	4	5	6	5	36	3.6
	5	5	3	2	3	5	4	3	3	3	36	3.6
	5	5	1	2	2	6	3	3	7	3	37	3.7
	2	2	4	8	3	2	2	7	6	3	39	3.9
	4	5	4	4	3	4	4	5	3	3	39	3.9
	4	5	3	6	6	3	4	3	2	3	39	3.9
	5	6	2	2	2	1	7	6	6	2	39	3.9
	3	3	2	4	6	4	5	5	4	1	42	4.2
	4	4	3	3	7	4	3	4	6	6	44	4.4
	6	6	3	3	2	5	6	6	3	4	44	4.4
	4	4	2	2	6	5	5	6	5	5	44	4.4
	5	6	5	4	4	5	5	4	4	4	46	4.6

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	3	3	6	6	6	3	5	5	6	6	49	4.9
	5	4	4	5	5	5	5	5	5	6	49	4.9
	5	5	3	5	6	4	3	5	6	7	49	4.9
	7	5	3	3	4	7	6	6	4	5	50	5.0
	5	6	4	4	6	5	5	5	5	6	51	5.1
	6	5	5	6	4	6	6	6	4	4	52	5.2
	6	6	4	4	4	5	5	7	6	5	52	5.2
	5	5	6	4	5	5	5	6	6	5	52	5.2
	7	7	4	4	5	6	5	5	5	5	53	5.3
	6	6	5	4	5	6	6	5	4	6	53	5.3
	5	6	4	5	6	5	6	5	5	6	53	5.3
	6	6	5	5	7	5	5	6	4	4	54	5.4

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	6	6	6	5	5	5	5	5	6	5	54	5.4
	6	6	5	5	6	5	6	6	5	5	54	5.4
	6	6	5	3	6	6	6	6	6	4	54	5.4
	8	6	7	5	6	6	3	4	5	4	54	5.4
	6	7	2	4	6	8	5	5	5	6	54	5.4
	4	7	6	3	6	5	6	6	6	6	55	5.5
	6	4	4	5	5	6	6	6	7	6	55	5.5
	7	6	5	7	8	6	4	5	3	4	55	5.5
	5	5	5	4	7	5	7	6	5	6	55	5.5
	6	7	3	4	6	6	7	6	5	6	56	5.6
	7	7	7	4	4	5	6	5	6	5	56	5.6
	6	5	5	6	6	6	6	5	7	7	59	5.9

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
6	6	6	6	6	6	6	6	6	5	6	59	5.9
7	7	7	5	5	6	7	7	7	3	5	59	5.9
8	7	7	4	4	7	6	5	7	6	5	59	5.9
7	7	7	4	4	6	6	6	6	6	7	59	5.9
6	6	6	6	6	6	6	6	6	6	6	60	6.0
7	7	7	7	5	5	6	6	6	6	5	60	6.0
8	5	5	5	6	4	6	8	6	6	7	61	6.1
7	7	7	4	5	5	6	7	8	6	6	61	6.1
6	6	7	6	6	5	5	6	6	7	7	61	6.1
6	6	6	5	7	7	5	6	7	6	6	61	6.1
7	6	7	6	7	7	7	7	7	6	7	61	6.1
6	6	6	6	7	6	7	5	6	7	7	62	6.2
8	6	6	6	5	6	7	6	5	7	6	62	6.2

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	6	7	3	8	8	7	8	8	7	8	62	6.2
	8	6	6	6	6	6	7	7	7	6	63	6.3
	7	7	6	4	5	6	7	8	7	7	64	6.4
	7	6	7	4	5	7	7	7	7	7	64	6.4
	6	6	6	6	7	6	7	7	7	6	64	6.4
	6	6	8	6	7	6	7	4	7	7	64	6.4
	7	7	6	5	7	6	7	5	8	7	65	6.5
	8	6	6	6	7	7	7	6	6	7	66	6.6
	7	7	7	5	6	7	7	7	7	6	66	6.6
	6	6	6	4	6	5	6	5	6	6	66	6.6
	7	7	7	6	7	7	6	6	6	7	66	6.6
	8	7	6	6	3	6	6	7	7	4	67	6.7
	7	5	8	6	7	5	8	7	8	7	68	6.8

Group Atmosphere Scores of Secondary Principals

(N = 92)

Item No.	Item Scores										Total	Mean
	1	2	3	4	5	6	7	8	9	10		
	8	8	5	5	6	7	7	7	7	8	68	6.8
	7	6	8	6	7	7	6	7	8	7	69	6.9
	7	7	6	7	7	7	8	8	6	7	70	7.0
	8	7	7	7	7	7	7	7	7	7	71	7.1
	8	8	5	6	6	7	7	7	8	7	71	7.1
	7	7	7	7	6	7	8	8	8	7	72	7.2
	8	6	7	6	7	7	7	8	8	8	72	7.2
	7	7	7	7	7	7	7	8	8	7	72	7.2
	8	8	6	7	7	8	8	8	6	7	73	7.3
	7	7	7	7	8	7	7	7	8	8	73	7.3
	7	7	7	6	8	7	8	8	7	8	73	7.3
	8	7	8	8	8	7	7	6	7	8	74	7.4

APPENDIX 7

RELATIONSHIP INVENTORY RAW SCORES OF LOW LPC PRINCIPALS

Relationship Inventory Raw Scores of Low LPC Principals

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	001	13	4	43	16	2	78
	002	20	2	29	-9	11	53
	003	36	10	45	25	24	140
	004	16	3	32	0	13	64
	005	20	2	40	-10	22	74
	006	25	9	43	5	27	109
	007	40	25	48	21	35	169
02	008	-22	-6	29	-16	2	-13
	009	-20	-7	19	2	6	0
	010	14	0	18	-14	-7	11
	011	-29	-19	12	-24	-16	-76
	012	-5	-17	9	-6	-1	-20
	013	28	7	48	5	12	100
	014	-13	-11	7	8	-1	-26
03	015	1	-7	28	-8	-6	8
	016	-17	-11	7	-9	8	-22
	017	15	9	21	4	23	72
	018	-15	-18	-1	-4	-9	-47
	019	-15	3	14	-19	10	-9
	020	-12	-4	14	-3	12	7
	021	33	23	32	13	11	112

Relationship Inventory Raw Scores of Low LPC Principals.

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
04	022	3	4	19	-3	3	26
	023	36	24	41	12	17	130
	024	40	16	43	1	24	124
	025	4	0	5	-3	-4	2
	026	-11	-7	-9	-16	-17	-60
	027	17	8	19	9	15	68
	028	26	6	35	19	15	101
05	029	20	14	22	15	26	97
	030	-6	-16	10	-24	-5	-41
	031	6	5	24	-17	4	22
	032	30	14	33	9	25	111
	033	-7	-11	14	-7	-1	-12
	034	36	25	50	6	35	152
	035	35	7	38	11	35	126
06	036	24	25	29	2	20	100
	037	23	9	29	-7	21	75
	038	0	-11	-6	-30	0	-47
	039	29	15	28	10	23	105
	040	25	11	34	-11	20	79
	041	29	4	21	13	16	83
	042	20	5	27	-13	8	47

APPENDIX 7

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Relationship Inventory Raw Scores of Low LPC Principals

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
07	043	-5	1	20	-10	4	10
	044	18	1	24	25	12	80
	045	-13	-22	14	23	5	7
	046	-5	16	25	20	-2	54
	047	15	8	29	10	18	80
	048	-31	-26	10	1	-20	-66
	049	-12	-13	-5	-21	-11	-62

APPENDIX 8

RELATIONSHIP INVENTORY RAW SCORES OF HIGH LPC PRINCIPALS

Relationship Inventory Raw Scores of High LPC Principals

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	050	24	28	52	15	34	153
	051	-3	-1	4	-18	12	-6
	052	2	9	21	-15	13	30
	053	5	6	36	-16	21	52
	054	6	10	35	15	19	85
	055	-21	-22	-36	18	-28	-89
	056	23	29	47	16	32	147
09	057	41	46	48	10	27	172
	058	-14	-3	18	-7	6	0
	059	25	9	31	-8	9	66
	060	-2	-16	10	-5	-4	-17
	061	23	8	31	12	17	91
	062	14	-2	32	5	26	75
	063	11	0	14	-4	8	29
10	064	-22	-10	-2	-16	-17	-67
	065	33	6	34	14	18	105
	066	41	14	41	4	22	121
	067	-20	-23	-8	-8	-9	-68
	068	-12	-29	0	-5	-16	-62
	069	34	14	26	7	12	93
	070	-7	-23	11	-16	-1	-36

Relationship Inventory Raw Scores of High LPC Principals

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
11	071	26	18	36	2	17	99
	072	14	5	24	-25	28	46
	073	5	3	25	-2	4	35
	074	33	12	32	20	18	115
	075	3	3	25	-20	8	19
	076	-16	-9	2	-9	-16	-48
	077	7	0	31	-15	17	40
12	078	1	-16	14	-3	5	1
	079	1	-22	-4	-9	-20	-54
	080	-8	-12	10	-15	-9	-34
	081	16	0	15	-12	-9	10
	082	-17	-9	-16	-6	-2	-50
	083	-18	-23	-4	-16	-7	-68
	084	35	21	46	5	21	128
13	085	-10	-24	15	-15	-10	-44
	086	12	-6	36	-6	10	46
	087	1	-14	19	-8	-16	-17
	088	39	20	35	23	37	154
	089	30	28	43	-2	26	125
	090	32	20	41	9	15	117
	091	-17	-9	6	-6	-3	-29

Relationship Inventory Raw Scores of High LPC Principals

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
14	092	8	15	30	15	15	83
	093	10	-8	22	1	3	28
	094	-2	-3	20	-11	11	15
	095	-23	2	20	7	-2	4
	096	-24	-14	6	-3	4	-31
	097	15	5	27	-9	11	49
	098	-12	-9	-1	-13	0	-35

APPENDIX 9

RELATIONSHIP INVENTORY MEAN SCORES OF LOW LPC PRINCIPALS

Relationship Inventory Mean Scores of Low LPC Principals

Principal Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	24.286	7.857	40.000	6.857	19.143	98.143
02	-6.714	-7.571	20.286	-8.714	-0.714	-3.429
03	-1.429	-1.000	16.429	-3.714	7.000	17.286
04	16.429	7.286	21.857	2.714	7.571	55.857
05	16.286	5.429	27.286	-1.000	17.000	65.000
06	21.429	8.286	23.143	-5.143	15.429	63.143
07	-4.714	-5.000	16.714	6.857	0.857	14.714

APPENDIX 10

RELATIONSHIP INVENTORY MEAN SCORES OF HIGH LPC PRINCIPALS

Relationship Inventory Mean Scores of High LPC Principals

Principal Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	5.143	8.429	22.714	2.143	14.714	53.143
09	14.000	6.000	26.286	0.429	12.714	59.429
10	6.714	-7.286	14.571	-3.000	1.286	12.286
11	10.286	4.571	25.000	-7.000	10.857	43.714
12	1.429	-8.714	8.714	-8.000	-3.000	-9.571
13	12.429	2.143	27.857	-0.714	8.571	50.286
14	-4.000	-1.714	17.714	-1.857	6.000	16.143

APPENDIX 11

**RELATIONSHIP INVENTORY MEAN SCORES OF TEACHERS
UNDER LOW LPC PRINCIPAL LEADERSHIP**

Relationship Inventory Mean Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	001	13.000	0.499	12.999	-3.002	8.600	32.400
	002	27.699	10.860	32.500	-2.200	25.699	94.500
	003	19.000	7.599	22.600	0.599	18.799	68.600
	004	17.299	1.899	15.599	-3.002	12.299	44.499
	005	19.200	10.700	25.699	-6.300	12.600	61.900
	006	9.499	3.999	15.199	6.799	14.800	36.700
	007	12.200	5.100	16.100	-0.800	9.800	42.399
02	008	17.600	12.800	23.800	4.200	19.600	78.000
	009	10.800	4.699	22.999	-9.800	8.700	37.400
	010	19.600	7.300	21.900	-1.799	19.999	66.999
	011	21.499	6.300	11.799	4.300	18.599	62.500
	012	16.499	-0.100	15.600	1.299	7.000	40.299
	013	21.100	8.700	21.499	6.699	18.699	76.699
	014	15.200	-2.200	11.599	-1.899	12.000	35.000
03	015	30.200	9.300	37.400	15.000	26.900	118.799
	016	29.099	17.100	33.499	12.900	27.699	120.200
	017	15.400	10.000	22.999	5.600	14.200	68.200
	018	9.800	2.699	19.100	0.200	9.599	41.400
	019	16.200	7.300	12.000	0.599	11.799	47.900
	020	10.600	-4.900	8.500	-6.799	9.499	16.900
	021	10.199	8.099	20.799	-1.099	13.099	51.100

Relationship Inventory Mean Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
04	022	9.800	3.299	17.399	-1.000	9.800	39.300
	023	15.299	6.899	14.100	-1.099	12.999	48.199
	024	17.299	8.999	17.500	-4.500	18.900	58.200
	025	22.999	7.700	34.799	6.799	23.800	96.100
	026	9.499	0.700	15.000	-1.400	4.099	27.899
	027	15.199	8.299	23.900	-1.299	15.500	61.600
	028	14.800	9.699	23.900	1.400	13.199	63.000
	05	029	13.899	-5.200	4.799	-6.400	9.599
030		14.499	6.600	22.099	-1.700	19.600	61.100
031		16.599	3.500	14.700	-4.699	14.699	44.800
032		17.000	3.699	22.600	-7.200	16.900	53.200
033		9.499	-4.400	14.399	-8.700	4.799	15.600
034		23.400	7.300	35.100	2.499	22.100	90.300
035		2.400	8.799	3.299	-12.900	-0.900	-16.900
06	036	12.800	-1.999	22.400	-1.299	10.100	42.000
	037	8.299	0.800	10.299	-8.700	8.299	19.000
	038	6.799	7.100	-6.699	8.500	6.400	8.500
	039	7.100	-1.700	7.200	-5.000	2.457	10.100
	040	17.000	4.400	24.299	0.499	14.499	60.799
	041	9.499	-10.400	5.100	-9.900	9.400	3.500
	042	23.200		22.999	-1.000	22.299	75.900

Relationship Inventory Mean Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
07	043	10.899	-3.399	19.600	-8.899	2.499	11.699
	044	29.600	10.100	32.200	4.200	24.600	100.699
	045	5.900	0.100	7.599	-3.299	1.600	11.900
	046	12.800	0.700	9.499	-6.300	6.300	22.999
	047	15.000	6.699	8.400	-1.799	13.699	42.000
	048	5.399	-0.200	8.000	-6.699	10.399	16.900
	049	13.400	2.100	10.800	0.800	11.200	38.299

APPENDIX 12

RELATIONSHIP INVENTORY MEAN SCORES OF TEACHERS
UNDER HIGH LPC PRINCIPAL LEADERSHIP

Relationship Inventory Mean Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	050	20.600	5.100	25.099	4.300	13.600	68.700
	051	11.200	3.339	15.999	-10.399	5.399	25.599
	052	0.000	16.100	-1.000	-10.600	-3.700	31.399
	053	27.199	10.299	28.200	3.299	26.600	95.599
	054	14.800	3.199	13.500	-1.899	9.900	39.500
	055	8.899	-3.199	-1.400	1.600	5.499	11.400
	056	10.299	8.000	16.800	-7.499	15.199	42.800
09	057	14.599	0.700	11.900	2.800	5.700	35.700
	058	8.099	1.400	10.700	-3.899	7.599	23.800
	059	1.899	-7.300	9.699	-17.100	-2.800	-15.600
	060	-1.500	-6.500	-7.900	-10.299	-10.000	-36.199
	061	7.800	1.500	4.400	-1.400	9.200	21.499
	062	5.900	-6.699	2.499	-7.800	4.900	1.199
	063	0.300	-13.699	-13.699	-11.199	-7.599	-46.400
10	064	22.899	14.399	30.200	3.500	26.399	97.400
	065	16.900	3.800	23.200	-1.799	10.199	52.299
	066	18.200	-0.199	15.099	4.500	12.399	49.700
	067	21.700	11.699	19.700	14.800	5.399	55.500
	068	23.400	15.099	36.199	8.999	30.300	114.599
	069	13.400	-6.899	16.300	-6.799	-2.499	13.400
	070	7.200	-2.699	13.099	-6.899	6.500	17.199

Relationship Inventory Mean Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
11	071	15.799	1.799	17.700	-1.299	9.400	43.400
	072	19.600	2.100	25.300	-4.200	19.299	62.799
	073	9.800	2.699	4.099	-4.200	10.399	22.799
	074	12.900	5.399	5.200	3.700	12.200	39.400
	075	20.799	3.999	25.400	0.100	17.999	68.299
	076	21.900	9.900	25.099	4.599	17.100	78.600
	077	15.799	3.199	18.799	-7.000	16.300	47.100
12	078	15.700	7.800	20.699	1.400	14.800	60.400
	079	-0.900	-12.299	1.199	-8.799	3.700	-17.100
	080	0.499	-11.400	-2.499	-7.300	-7.900	-29.009
	081	4.300	-9.599	4.300	-10.000	-0.100	-11.099
	082	7.000	-4.099	7.499	-5.800	5.000	9.599
	083	-4.300	-13.699	-7.000	-2.599	-3.800	-31.399
	084	21.200	-8.299	23.800	8.500	12.200	57.400
13	085	15.400	11.099	12.399	-2.699	14.300	50.500
	086	6.199	6.899	14.399	-5.600	3.000	24.800
	087	8.899	6.199	12.299	-2.800	7.399	31.999
	088	5.700	3.500	17.500	3.399	7.000	37.100
	089	3.999	-2.100	7.100	-10.600	4.599	3.000
	090	10.100	14.599	12.199	1.199	17.100	66.199
	091	8.799	3.000	19.900	-7.000	4.799	29.500

Relationship Inventory Mean Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
14	092	19.600	13.300	25.900	6.099	22.500	87.399
	093	16.599	0.200	16.300	0.900	4.300	38.299
	094	20.899	6.699	22.000	-0.599	21.900	70.900
	095	10.899	-1.700	9.800	1.500	5.100	25.599
	096	21.399	11.099	25.699	-3.299	16.699	71.600
	097	18.099	10.000	14.399	3.199	16.900	62.600
	098	10.600	0.700	11.599	-0.499	7.900	30.300

APPENDIX 13

RELATIONSHIP INVENTORY RAW SCORES OF TEACHERS
UNDER LOW LPC PRINCIPAL LEADERSHIP

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	001	0001	17	-15	5	-1	-7	-1
		0002	29	15	32	9	27	112
		0003	13	-1	18	-2	16	44
		0004	4	0	13	-28	6	-5
		0005	18	2	-5	4	9	28
		0006	-5	-12	-10	-4	-11	-42
		0007	2	-12	2	-7	1	-14
		0008	7	-12	18	-17	-9	-13
		0009	37	23	39	6	38	143
		0010	11	17	18	10	16	72
01	002	0011	18	7	30	-14	19	60
		0012	39	20	44	16	23	142
		0013	29	20	43	-1	33	124
		0014	29	-5	30	-22	28	60
		0015	22	5	24	-13	21	59
		0016	44	23	43	7	36	153
		0017	8	15	32	-10	9	54
		0018	20	-8	18	-9	24	45
		0019	32	15	35	16	32	130
		0020	36	16	26	8	32	118
01	003	0021	12	-3	5	-4	16	26
		0022	27	10	29	25	24	115
		0023	33	19	36	1	23	112
		0024	-4	-5	14	-21	0	-16
		0025	-3	5	7	-14	9	4
		0026	37	23	35	29	43	167
		0027	4	3	12	-1	5	23
		0028	36	26	44	4	34	144
		0029	10	-20	5	-26	9	-22
		0030	38	18	39	13	25	133

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	004	0031	8	-5	-3	5	7	12
		0032	14	6	14	-14	-1	19
		0033	21	-8	-1	-16	8	4
		0034	11	-21	10	-4	10	6
		0035	21	14	25	-1	11	70
		0036	18	-5	5	-17	19	20
		0037	30	5	25	9	12	81
		0038	26	24	44	13	22	129
		0039	-2	-11	10	-12	11	-4
		0040	26	20	31	7	24	108
01	005	0041	25	20	30	-8	34	101
		0042	24	12	27	-19	1	45
		0043	10	9	31	-3	8	55
		0044	26	1	27	-11	17	60
		0045	8	10	15	-15	-13	5
		0046	14	11	21	-5	20	61
		0047	23	5	25	0	5	58
		0048	20	18	32	-1	15	84
		0049	21	8	22	6	17	74
		0050	21	13	27	-7	22	76
01	006	0051	11	10	17	3	16	57
		0052	-15	4	14	-7	29	25
		0053	-6	10	22	-10	2	10
		0054	13	4	19	-11	12	37
		0055	-1	-10	10	-13	0	-14
		0056	39	18	48	-6	36	135
		0057	17	-24	2	-17	9	-13
		0058	22	7	11	-4	19	55
		0059	0	11	10	-4	7	24
		0060	15	10	-1	1	18	43

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
01	007	0061	5	16	13	10	17	61
		0062	25	15	26	4	26	96
		0063	10	0	17	-11	-1	15
		0064	18	4	18	0	24	64
		0065	23	-3	31	17	14	82
		0066	-22	-27	-14	-21	-23	-107
		0067	23	17	8	13	25	86
		0068	6	8	9	-13	-2	8
		0069	23	13	33	-3	10	76
		0070	11	8	20	-4	8	43
02	008	0071	12	13	6	12	13	56
		0072	14	7	18	-5	24	58
		0073	25	15	19	10	27	96
		0074	24	25	31	24	34	138
		0075	10	-2	13	-3	5	23
		0076	17	4	27	-6	9	51
		0077	3	10	28	-16	9	34
		0078	25	5	28	3	17	78
		0079	28	30	32	7	35	132
		0080	18	21	36	16	23	114
02	009	0081	17	24	43	16	17	117
		0082	9	6	16	-5	8	34
		0083	30	-6	24	-31	2	19
		0084	19	-1	19	-6	2	33
		0085	-18	-21	12	-19	-2	-48
		0086	6	2	23	-25	10	12
		0087	5	2	8	-10	5	10
		0088	-4	5	26	-9	-6	12
		0089	22	20	33	1	22	98
		0090	22	20	26	-10	29	87

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
02	010	0091	-18	-13	-24	-1	-11	-67
		0092	24	13	26	-11	19	71
		0093	26	11	26	-3	31	91
		0094	29	18	32	11	32	122
		0095	21	8	23	1	14	67
		0096	32	10	35	-16	28	89
		0097	31	17	25	8	23	104
		0098	24	15	33	4	22	98
		0099	6	-12	11	-27	12	-10
		0100	21	6	32	16	30	105
02	011	0101	31	21	19	3	32	106
		0102	14	-17	11	-5	5	-14
		0103	22	12	18	-1	18	69
		0104	30	4	17	4	16	71
		0105	12	7	14	6	27	66
		0106	22	8	9	22	24	85
		0107	35	25	32	11	20	123
		0108	16	6	20	-3	19	58
		0109	1	-9	-30	11	-3	-30
		0110	32	6	30	-5	28	91
02	012	0111	19	20	39	20	15	113
		0112	28	15	34	0	26	103
		0113	23	-6	1	0	3	21
		0114	7	-8	27	-6	7	27
		0115	22	-14	26	24	12	70
		0116	27	0	17	-1	5	48
		0117	5	-18	-24	-20	-6	-63
		0118	13	5	26	-9	1	36
		0119	0	2	-8	-2	-8	-16
		0120	21	3	18	7	15	64

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
02	013	0121	3	3	0	0	17	23
		0122	28	21	41	25	33	148
		0123	22	16	29	13	22	102
		0124	20	-7	22	-19	11	27
		0125	24	4	18	0	29	75
		0126	38	24	30	8	17	117
		0127	32	10	18	21	18	99
		0128	17	16	26	2	14	75
		0129	4	-12	11	9	5	17
		0130	23	12	20	8	21	84
02	014	0131	9	-2	9	-17	11	10
		0132	-5	-26	-4	-6	-11	-52
		0133	-1	-4	2	9	26	32
		0134	-4	-35	-16	-13	-7	-75
		0135	16	-4	25	11	-1	47
		0136	31	9	22	1	16	79
		0137	21	-1	12	-13	20	39
		0138	28	15	32	7	31	113
		0139	20	15	16	-3	28	76
		0140	40	11	18	5	7	81
03	015	0141	43	15	45	16	35	154
		0142	31	-1	32	-12	30	80
		0143	27	17	45	0	30	119
		0144	44	20	47	16	32	159
		0145	41	21	39	28	45	174
		0146	35	15	32	14	24	120
		0147	25	0	37	18	26	106
		0148	-5	-22	14	31	-1	17
		0149	30	14	45	26	30	145
		0150	31	14	38	13	18	114

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
03	016	0151	33	3	38	28	42	144
		0152	42	19	38	3	29	131
		0153	21	13	23	0	21	78
		0154	31	24	45	28	41	169
		0155	42	29	45	30	33	179
		0156	20	13	26	10	22	91
		0157	8	6	17	-3	21	49
		0158	35	24	33	4	30	126
		0159	24	12	32	5	3	76
		0160	35	28	38	24	35	160
03	017	0161	24	14	18	7	18	81
		0162	-9	-4	-11	-2	-10	-36
		0163	32	18	34	23	20	127
		0164	-19	-11	12	-30	-9	-57
		0165	16	1	26	-4	20	59
		0166	17	6	19	6	16	64
		0167	31	22	43	6	21	123
		0168	24	24	32	6	27	113
		0169	13	8	31	23	11	86
		0170	25	22	26	21	28	122
03	018	0171	8	6	10	-17	-11	-4
		0172	26	12	35	9	24	106
		0173	16	3	27	2	18	66
		0174	25	16	34	24	18	117
		0175	-17	-4	16	-4	-16	-25
		0176	23	6	30	-2	18	75
		0177	-2	-26	8	-19	3	-36
		0178	4	6	-20	10	17	17
		0179	12	1	14	-1	14	40
		0180	3	7	37	0	11	58

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
03	019	0181	16	-4	-7	-8	12	9
		0182	15	25	26	1	14	81
		0183	-9	-11	-43	6	-13	-70
		0184	18	22	30	6	22	98
		0185	18	22	30	6	22	98
		0186	28	-2	1	-6	23	44
		0187	-15	2	-25	5	-15	-48
		0188	16	11	42	-17	20	72
		0189	32	-3	38	5	13	85
		0190	32	15	27	7	19	100
03	020	0191	20	-5	34	-1	11	59
		0192	1	-16	-6	-15	-14	-50
		0193	-3	-21	-11	-1	-2	-38
		0194	24	16	24	9	17	90
		0195	14	12	18	-1	13	56
		0196	2	-25	-9	-23	9	-46
		0197	11	6	19	-14	28	50
		0198	31	10	39	10	21	111
		0199	4	-25	-16	-7	3	-41
		0200	2	-1	-7	-25	9	-22
03	021	0201	27	18	29	-2	18	90
		0202	14	3	25	11	17	70
		0203	18	2	22	-11	25	56
		0204	25	24	39	17	19	124
		0205	6	-5	11	-19	16	9
		0206	-41	-4	10	3	-7	-39
		0207	10	10	16	-5	5	36
		0208	7	6	9	-11	9	20
		0209	9	5	17	-3	12	40
		0210	27	22	30	9	17	105

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
04	022	0211	-4	4	0	-9	-10	-19
		0212	23	26	41	7	24	121
		0213	17	20	34	22	24	117
		0214	15	1	5	11	10	42
		0215	2	-2	19	-15	13	17
		0216	11	0	26	-10	7	34
		0217	-13	-13	-4	12	-11	-29
		0218	18	-10	21	-18	5	16
		0219	13	1	18	-11	18	39
		0220	16	6	14	1	18	55
04	023	0221	36	14	40	-7	27	110
		0222	1	-13	-27	-9	1	-47
		0223	3	11	19	11	-2	42
		0224	-10	4	-8	-12	0	-26
		0225	24	1	27	-8	17	61
		0226	-13	-3	-19	-26	-4	-65
		0227	36	29	38	22	34	159
		0228	31	16	30	2	36	115
		0229	33	18	31	17	16	115
		0230	12	-8	10	-1	5	18
04	024	0231	32	23	35	-7	33	116
		0232	24	17	13	1	27	82
		0233	19	7	15	2	20	63
		0234	1	-9	-6	-18	2	-30
		0235	20	29	35	-10	24	98
		0236	14	-18	25	-17	2	6
		0237	9	7	33	-6	22	65
		0238	6	-3	-27	3	12	-9
		0239	35	22	31	14	24	126
		0240	13	15	21	-7	23	65

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
04	025	0241	20	-1	38	-11	28	74
		0242	4	9	22	-14	10	31
		0243	26	15	42	6	27	116
		0244	40	31	42	32	31	176
		0245	23	15	39	3	32	112
		0246	29	13	41	16	21	120
		0247	40	-4	50	18	37	141
		0248	37	16	51	13	41	158
		0249	-11	-19	1	-12	-1	-42
	0250	22	2	22	17	12	75	
04	026	0251	-26	-33	-11	-19	-19	-108
		0252	-3	-21	-27	-2	-23	-76
		0253	5	8	24	-13	8	32
		0254	39	5	35	17	23	119
		0255	14	-2	34	-3	9	52
		0256	9	14	18	-4	8	45
		0257	20	12	16	-2	8	54
		0258	11	-4	15	7	10	39
		0259	24	21	31	-1	14	89
	0260	2	7	15	6	3	33	
04	027	0261	17	10	33	-1	11	70
		0262	8	2	9	1	13	33
		0263	24	24	30	24	11	113
		0264	27	3	24	8	3	65
		0265	2	4	22	-9	10	29
		0266	19	0	10	-27	21	23
		0267	28	18	42	5	18	111
		0268	11	12	26	-4	23	68
		0269	25	20	30	-3	25	97
	0270	-9	-10	13	-7	20	7	

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
05	028	0271	10	-5	24	3	0	32
		0272	13	6	15	-4	21	51
		0273	-1	17	28	2	28	74
		0274	24	3	33	9	-4	65
		0275	20	25	25	-7	19	82
		0276	12	11	24	8	17	72
		0277	4	0	11	1	11	27
		0278	41	19	34	12	33	139
		0279	14	0	11	-11	4	13
		0280	11	21	34	1	3	70
05	029	0281	13	-25	1	-4	1	-14
		0282	18	12	21	14	16	82
		0283	28	4	19	-18	22	55
		0284	21	-16	1	-3	-4	-1
		0285	24	16	37	16	26	119
		0286	21	-1	14	-22	14	26
		0287	6	-2	-18	-14	8	-20
		0288	-1	-33	-28	-2	1	-63
		0289	3	-11	-18	-21	1	-46
		0290	5	4	19	-10	11	29
05	030	0291	24	2	13	12	15	66
		0292	15	19	13	-19	21	49
		0293	27	23	32	6	27	115
		0294	1	6	27	-3	19	50
		0295	25	22	43	18	28	136
		0296	-4	-12	-10	-13	14	-25
		0297	16	1	22	-9	15	45
		0298	5	3	22	-11	13	32
		0299	25	11	35	14	31	116
		0300	11	-9	24	-12	13	27

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
05	031	0301	22	0	24	-15	12	43
		0302	-9	-5	-9	8	8	-7
		0303	19	1	-5	-23	7	-1
		0304	18	-7	1	-13	9	8
		0305	26	8	18	-12	13	53
		0306	31	9	29	-6	28	91
		0307	21	4	24	7	12	68
		0308	8	8	28	5	22	71
		0309	14	0	25	-1	22	60
		0310	16	17	12	3	14	62
05	032	0311	30	7	30	-16	24	75
		0312	-22	-16	15	-24	-1	-48
		0313	2	-10	11	-17	1	-13
		0314	16	9	33	-10	13	61
		0315	24	6	24	5	29	88
		0316	27	9	17	-1	20	72
		0317	-3	-8	-4	-31	-7	-53
		0318	26	8	23	11	28	96
		0319	25	24	47	24	29	149
		0320	45	10	30	-13	33	105
05	033	0321	-7	-4	-10	-20	4	-37
		0322	5	-3	29	0	14	45
		0323	9	3	9	-9	-19	-7
		0324	13	-12	0	-9	-2	-10
		0325	4	-16	0	-24	-10	-46
		0326	25	5	26	-13	22	65
		0327	3	4	22	-8	27	48
		0328	31	23	44	16	25	139
		0329	2	-22	7	-6	-6	-25
		0330	10	-22	17	-14	-7	-16

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
05	034	0331	10	2	31	-7	11	47
		0332	27	20	42	23	34	146
		0333	25	1	32	2	22	82
		0334	22	2	32	-15	39	80
		0335	32	12	35	11	36	126
		0336	20	12	36	22	7	97
		0337	27	15	40	8	22	112
		0338	39	-1	34	-20	13	65
		0339	20	2	31	-7	9	55
		0340	12	8	38	8	27	93
05	035	0341	-1	2	7	2	7	17
		0342	-1	-19	-11	-17	-10	-58
		0343	-8	-32	-33	-20	0	-93
		0344	-3	-8	-10	-15	-22	-58
		0345	-1	5	9	-2	14	25
		0346	5	-10	0	-21	2	-24
		0347	16	-13	29	-16	9	25
		0348	11	-8	3	-19	17	4
		0349	3	-11	25	-5	-7	5
		0350	3	6	14	-16	-19	-12
06	036	0351	-20	-17	12	2	-11	-34
		0352	16	-2	24	-1	11	48
		0353	38	14	47	38	39	176
		0354	32	21	39	15	12	119
		0355	38	1	13	-5	4	51
		0356	-10	-16	11	-18	-7	-40
		0357	16	-4	23	-14	12	33
		0358	-12	-10	4	-12	12	-18
		0359	6	-7	23	-17	15	20
		0360	24	0	28	-1	14	65

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
06	037	0361	-18	-21	-22	-5	-4	-70
		0362	3	16	24	-20	11	34
		0363	36	13	25	8	25	107
		0364	-12	-25	-18	-10	-12	-77
		0365	21	6	22	-14	3	38
		0366	8	5	-14	-13	5	-9
		0367	23	12	17	-7	10	55
		0368	-3	3	32	-2	20	50
		0369	21	-6	24	-9	30	60
		0370	4	5	13	-15	-5	2
06	038	0371	6	-7	13	-8	10	14
		0372	8	-17	2	-3	2	-8
		0373	21	-8	36	-2	29	76
		0374	18	4	30	-9	23	66
		0375	-17	-13	-6	-18	-2	-56
		0376	-10	-11	-11	-8	-14	-54
		0377	23	-3	20	-7	12	45
		0378	2	-9	-44	-23	10	-64
		0379	32	25	45	10	26	138
		0380	-19	-29	-14	1	-11	-72
06	039	0381	-1	-9	-25	-32	-13	-80
		0382	2	-9	0	-8	-7	-22
		0383	-5	-5	-19	12	-2	-19
		0384	20	7	16	-17	3	29
		0385	15	1	20	8	15	59
		0386	1	3	20	-1	-5	18
		0387	5	-4	16	-7	6	16
		0388	14	-8	13	2	11	32
		0389	27	13	15	0	17	72
		0390	-7	-6	16	-7	0	-4

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
06	040	0391	27	27	35	25	30	144
		0392	15	21	31	-2	16	81
		0393	24	6	19	3	18	70
		0394	13	6	12	9	12	52
		0395	28	3	19	-11	24	63
		0396	-5	-12	20	-18	-4	-19
		0397	20	10	36	3	8	77
		0398	10	-26	14	-18	2	-18
		0399	22	3	20	9	17	71
		0400	16	6	37	5	23	87
06	041	0401	10	-20	-22	-10	12	-30
		0402	-4	-13	-26	-23	2	-64
		0403	10	-3	9	-13	19	22
		0404	16	-32	18	-7	4	-1
		0405	17	0	13	6	21	57
		0406	-2	2	5	-12	0	-7
		0407	-7	-35	-7	-25	-23	-97
		0408	7	3	24	-2	14	46
		0409	17	0	24	-4	19	56
		0410	31	-8	13	-9	26	53
06	042	0411	22	15	21	14	24	68
		0412	19	-2	22	-3	21	57
		0413	14	8	22	19	7	32
		0414	33	18	39	3	32	125
		0415	27	-17	10	-9	28	39
		0416	37	19	35	-4	29	16
		0417	-20	-24	-16	10	11	-81
		0418	28	23	28	10	32	121
		0419	26	13	27	15	26	107
		0420	46	31	42	21	35	175

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
07	043	0421	18	10	31	1	2	62
		0422	26	15	30	-5	8	74
		0423	4	-12	-12	-9	-14	-43
		0424	-11	-15	6	-17	-7	-44
		0425	-5	-15	-27	-16	-17	-80
		0426	3	-10	7	-10	-2	-12
		0427	4	1	13	-26	6	-2
		0428	19	-11	18	-2	4	28
		0429	41	6	28	5	26	106
		0430	10	-3	12	-10	19	28
07	044	0431	24	7	31	-19	18	61
		0432	26	3	25	2	11	67
		0433	51	12	52	15	38	168
		0434	29	-8	34	-11	21	65
		0435	33	14	41	32	35	155
		0436	32	21	37	16	30	136
		0437	27	16	18	13	27	101
		0438	33	23	40	13	32	141
		0439	28	8	15	-10	19	60
		0440	13	5	29	-9	15	53
07	045	0441	9	10	18	-7	3	33
		0442	-25	-25	-11	-20	-12	-93
		0443	20	-5	22	-5	21	53
		0444	1	-27	6	-23	-6	-49
		0445	19	23	38	20	9	109
		0446	5	4	-1	6	-8	5
		0447	22	13	11	8	16	70
		0448	4	-7	-7	-15	-12	-37
		0449	-3	11	2	5	-1	14
		0450	7	4	-2	-2	6	13

Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
07	046	0451	26	6	19	-6	15	60
		0452	28	13	16	2	7	66
		0453	33	12	5	-28	9	31
		0454	5	-16	7	-17	-4	-25
		0455	1	1	17	7	9	35
		0456	15	11	11	3	11	51
		0457	-6	-4	3	0	-1	-8
		0458	-6	-4	3	0	-1	-8
		0459	17	3	25	-7	13	51
		0460	15	-15	-11	-17	5	-23
07	047	0461	20	10	24	2	21	77
		0462	26	13	34	6	27	106
		0463	13	12	31	-4	17	69
		0464	22	12	6	-5	9	44
		0465	44	39	35	3	30	151
		0466	15	-4	-8	-18	10	-5
		0467	2	-11	-28	0	0	-37
		0468	8	-5	-2	0	18	19
		0469	-2	-13	-30	-4	0	-49
		0470	2	14	22	2	5	45
07	048	0471	4	1	-2	-9	6	0
		0472	9	2	12	-9	10	24
		0473	17	-6	15	-12	6	20
		0474	7	6	14	-10	3	20
		0475	-14	-27	-12	-18	-10	-81
		0476	7	-1	18	-12	32	44
		0477	29	24	31	23	29	136
		0478	-8	5	-12	-11	5	-21
		0479	-8	-11	19	-9	14	5
		0480	11	5	-3	0	9	22

APPENDIX 13

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Relationship Inventory Raw Scores of Teachers Under Low LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
07	049	0481	31	6	18	10	12	77
		0482	8	-1	0	0	4	11
		0483	35	23	35	-7	26	112
		0484	13	-1	17	-3	20	46
		0485	5	-3	17	-6	3	16
		0486	20	1	17	5	16	59
		0487	24	14	20	10	34	102
		0488	-12	-11	-20	-3	-5	-51
		0489	0	-3	-14	-9	4	-22
		0490	10	-4	18	11	-2	33

APPENDIX 14

RELATIONSHIP INVENTORY RAW SCORES OF TEACHERS
UNDER HIGH LPC PRINCIPAL LEADERSHIP

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	050	0491	19	5	28	5	5	62
		0492	24	10	21	13	19	87
		0493	19	3	38	8	2	70
		0494	12	0	11	-1	6	28
		0495	2	-14	0	0	-9	-21
		0496	28	-4	22	9	25	80
		0497	13	2	28	-11	15	47
		0498	30	11	33	-1	25	98
		0499	30	17	38	19	23	127
		0500	29	21	22	2	25	100
08	051	0501	4	-24	14	-20	13	-13
		0502	18	1	32	7	6	64
		0503	12	4	13	-7	4	26
		0504	16	2	16	-8	0	26
		0505	-5	-22	-35	-6	-23	-91
		0506	12	23	32	-6	30	92
		0507	27	15	33	-28	15	62
		0508	13	15	29	3	17	77
		0509	-1	0	0	-19	-11	-31
		0510	16	20	26	-21	3	44
08	052	0511	-11	-20	17	-17	-17	-48
		0512	-1	-26	-39	-24	4	-86
		0513	-4	-17	-10	-8	-6	-45
		0514	17	-14	16	-9	5	15
		0515	-1	-20	2	-10	-2	-31
		0516	11	-10	29	-18	7	19
		0517	-16	-32	-29	13	-22	-86
		0518	-11	-9	-29	4	-20	-65
		0519	4	-11	18	-16	14	9
		0520	12	-2	15	-21	0	4

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	053	0521	21	8	34	-11	22	74
		0522	25	4	25	4	25	83
		0523	7	6	18	2	22	55
		0524	32	20	29	11	27	119
		0525	28	8	38	8	30	112
		0526	27	10	7	0	27	71
		0527	35	-11	13	-16	12	33
		0528	30	13	41	5	22	111
		0529	28	23	29	11	37	128
		0530	39	22	48	19	42	170
08	054	0531	24	8	6	8	4	50
		0532	14	11	38	-3	-3	57
		0533	-3	-20	-10	6	2	-25
		0534	21	-5	4	-24	-12	-16
		0535	18	-4	4	-6	3	15
		0536	11	8	19	-2	16	52
		0537	14	-1	26	5	33	77
		0538	23	3	1	-7	18	38
		0539	1	10	10	-8	7	20
		0540	25	22	37	12	31	127
08	055	0541	21	7	31	22	27	108
		0542	-11	-18	-31	5	-5	-60
		0543	-10	-6	-46	-4	4	-62
		0544	31	1	16	-1	8	55
		0545	26	6	15	8	9	64
		0546	-12	-23	-48	-12	-6	-101
		0547	1	-14	4	3	-8	-14
		0548	2	-8	-7	-8	-8	-29
		0549	31	7	27	7	22	94
		0550	10	16	25	-4	12	59

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
08	056	0551	4	11	16	-5	6	32
		0552	19	-1	9	-1	21	47
		0553	-8	-4	11	-8	8	-1
		0554	5	2	26	-15	24	43
		0555	7	9	4	-16	3	7
		0556	20	13	26	-6	19	72
		0557	21	27	27	-7	31	99
		0558	22	4	31	3	24	84
		0559	9	4	0	-17	1	-3
		0560	4	15	18	-4	15	48
09	057	0561	17	8	18	12	9	64
		0562	12	7	12	-3	-2	26
		0563	36	12	28	21	17	114
		0564	6	-3	1	-13	-4	-13
		0565	26	-13	9	-8	8	22
		0566	26	8	26	7	-2	55
		0567	19	6	32	0	10	67
		0568	-9	-11	-22	-4	-11	-57
		0569	24	19	30	24	34	131
		0570	-11	-26	-15	-8	-2	-62
09	058	0571	12	5	10	1	9	37
		0572	18	4	18	-8	1	33
		0573	19	3	35	-3	7	61
		0574	12	8	29	-10	6	45
		0575	5	12	-3	1	12	27
		0576	8	1	10	-4	10	25
		0577	-9	-13	-12	-1	-7	-42
		0578	8	1	4	-8	11	16
		0579	5	12	-3	1	12	27
		0580	1	5	4	5	1	16

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
09	059	0581	-8	-5	5	-17	-8	-33
		0582	-4	-19	12	-20	-22	-53
		0583	29	-1	14	-19	-9	14
		0584	0	-5	-6	-15	5	-21
		0585	8	-7	19	-18	5	7
		0586	6	-5	13	-5	5	14
		0587	-20	-7	-18	-25	-30	-100
		0588	0	-13	4	-15	-3	-27
		0589	-14	-16	21	-27	3	-33
		0590	22	5	33	-10	26	76
09	060	0591	4	-3	-5	-4	3	-5
		0592	10	-10	8	-14	-15	-21
		0593	-2	-18	-7	0	-11	-38
		0594	-5	-13	-21	-6	-21	-66
		0595	0	-13	7	-31	-17	-54
		0596	8	4	-13	3	-9	-7
		0597	1	0	8	-17	-1	-9
		0598	-16	-17	-24	-1	-21	-79
		0599	-10	-8	3	-16	0	-31
		0600	-5	13	-35	-17	-8	-52
09	061	0601	32	-3	11	-1	22	61
		0602	10	1	20	9	17	57
		0603	15	18	34	1	8	76
		0604	3	-1	-9	10	-7	-4
		0605	2	-6	-2	-15	-3	-24
		0606	-11	-2	-13	-2	4	-24
		0607	35	5	37	2	31	110
		0608	6	1	-24	-15	-8	-40
		0609	-1	-6	0	-4	20	9
		0610	-13	8	-10	1	8	-6

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
09	062	0611	0	-20	-20	-8	-11	-59
		0612	2	-17	12	-6	-10	-19
		0613	-1	-11	-23	-17	-8	-60
		0614	11	-25	2	-7	8	-11
		0615	8	-4	16	-15	15	20
		0616	11	-6	0	6	24	35
		0617	11	5	8	-15	4	13
		0618	7	4	-3	-6	5	7
		0619	4	-1	16	-6	17	30
		0620	6	8	17	-4	5	32
09	063	0621	1	-11	10	-19	-9	-28
		0622	1	-7	-21	-3	-21	-51
		0623	-2	-25	-44	-19	-20	-110
		0624	-3	-26	-31	-6	-9	-75
		0625	16	9	9	5	13	52
		0626	-3	-29	-38	-7	-16	-93
		0627	-19	-26	-29	-27	-17	-118
		0628	5	-3	4	-13	-7	-14
		0629	5	-13	-6	-14	3	-25
		0630	2	-6	10	-15	7	-2
10	064	0631	24	-4	11	8	0	39
		0632	28	21	34	3	26	112
		0633	31	19	39	33	31	153
		0634	19	14	35	-7	31	92
		0635	36	23	44	-5	43	141
		0636	22	17	38	1	37	115
		0637	25	15	33	-10	27	90
		0638	-11	-16	-1	-2	11	-19
		0639	37	40	45	11	38	171
		0640	18	15	24	3	20	80

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
10	065	0641	11	13	13	7	16	60
		0642	9	-7	28	-12	-7	11
		0643	12	5	23	-24	10	26
		0644	14	-2	20	-17	4	19
		0645	18	-1	12	-5	4	28
		0646	35	23	40	38	32	168
		0647	20	4	42	-11	20	75
		0648	23	21	34	15	26	119
		0649	11	-23	-4	-18	-4	-38
		0650	16	5	24	9	1	55
10	066	0651	32	4	26	19	21	102
		0652	-16	-23	-46	-2	-23	-110
		0653	-5	-11	-34	-8	-12	-70
		0654	26	-2	42	5	26	97
		0655	28	4	36	-16	9	61
		0656	42	2	47	18	29	138
		0657	31	16	31	18	18	114
		0658	13	-13	7	-9	9	7
		0659	-13	-7	-9	-5	6	-28
		0660	44	25	51	25	41	186
10	067	0661	26	-15	19	-29	-10	-9
		0662	32	15	39	7	30	123
		0663	33	21	29	-1	12	94
		0664	28	13	35	15	21	112
		0665	12	9	18	-8	20	51
		0666	43	20	41	11	32	147
		0667	8	2	31	-6	10	45
		0668	18	-16	-11	-25	0	-34
		0669	8	-8	-19	-20	9	-46
		0670	25	6	15	2	24	72

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
10	068	0671	27	14	48	27	27	143
		0672	41	20	48	18	39	166
		0673	11	29	44	36	31	151
		0674	27	11	42	-9	40	111
		0675	-19	-21	-9	16	-9	-42
		0676	39	23	44	11	40	157
		0677	35	25	51	9	41	161
		0678	37	27	53	9	47	173
		0679	24	17	29	-5	33	98
		0680	12	6	18	-22	14	28
10	069	0681	15	-34	-33	-21	-19	-92
		0682	21	-14	4	-10	4	5
		0683	15	-5	42	14	5	71
		0684	28	4	39	1	3	75
		0685	23	7	27	-5	-9	43
		0686	12	10	32	-1	9	62
		0687	8	-9	18	-2	0	15
		0688	-3	-4	14	-11	-7	-11
		0689	7	-19	-2	-18	-18	-50
		0690	8	-5	21	-15	7	16
10	070	0691	-4	3	12	-13	7	5
		0692	10	6	-3	-19	20	14
		0693	13	8	30	-4	21	68
		0694	-6	-20	0	-19	-10	-55
		0695	12	-9	31	4	15	53
		0696	5	-1	18	-6	4	20
		0697	5	-15	2	-14	-2	-24
		0698	29	12	27	13	9	90
		0699	13	-2	19	0	-1	29
		0700	-5	-9	-5	-11	2	-28

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
11	071	0701	31	11	34	25	27	128
		0702	0	-7	15	-22	12	-2
		0703	26	21	34	-3	20	98
		0704	22	4	23	-1	2	50
		0705	16	16	13	-2	20	63
		0706	8	-2	1	-10	-12	-15
		0707	2	-12	19	-9	10	10
		0708	20	-7	2	-4	-3	8
		0709	-3	-1	7	-7	-3	-7
		0710	36	-5	29	20	21	101
11	072	0711	2	1	22	-5	13	33
		0712	34	13	33	-5	24	99
		0713	30	17	13	-3	33	90
		0714	36	12	35	4	33	120
		0715	12	-10	31	4	27	64
		0716	-3	-15	28	-16	-12	-18
		0717	34	-1	36	-3	26	92
		0718	6	-17	-8	-18	8	-29
		0719	28	16	26	-11	14	73
		0720	28	16	26	-11	14	73
11	073	0721	39	28	45	9	26	147
		0722	16	12	6	-15	11	30
		0723	25	12	18	-2	25	78
		0724	-8	-9	-21	-22	5	-55
		0725	20	19	33	5	27	104
		0726	24	-2	19	1	20	62
		0727	-12	-12	-32	0	-13	-69
		0728	24	5	24	26	14	93
		0729	-8	-23	-52	-21	-20	-124
		0730	-22	-3	1	-23	9	-38

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
11	074	0731	-13	-8	-30	-3	3	-51
		0732	21	27	30	17	24	119
		0733	31	16	23	-7	16	79
		0734	40	10	31	17	28	126
		0735	24	1	25	4	21	75
		0736	-4	-11	-31	-6	-18	-70
		0737	1	20	22	7	23	73
		0738	18	6	16	0	16	56
		0739	-4	-16	-42	21	-11	-52
		0740	15	9	8	-13	20	39
11	075	0741	0	5	8	5	25	43
		0742	30	8	44	14	28	124
		0743	21	-4	17	-7	5	32
		0744	10	-12	-6	-3	8	-3
		0745	40	23	43	12	15	133
		0746	23	-2	28	6	22	77
		0747	31	9	32	-6	37	103
		0748	2	-4	22	-19	6	7
		0749	23	18	35	13	28	117
		0750	28	-1	31	-14	6	50
11	076	0751	37	16	36	5	22	116
		0752	23	22	34	3	29	111
		0753	38	20	40	-18	36	116
		0754	22	19	35	19	21	116
		0755	5	-13	8	16	-19	-3
		0756	19	5	21	-7	12	50
		0757	26	-6	37	16	29	102
		0758	35	20	34	27	24	140
		0759	9	24	12	-1	19	63
		0760	5	-8	-6	-14	-2	-25

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
11	077	0761	19	-4	8	2	26	51
		0762	28	3	11	-10	3	35
		0763	13	4	23	-5	23	58
		0764	27	17	31	7	33	115
		0765	12	3	11	-25	5	6
		0766	11	-5	17	-6	10	27
		0767	16	8	40	-9	13	68
		0768	25	3	35	-6	31	88
		0769	9	-2	18	-13	7	29
		0770	-2	5	-6	-5	2	-6
12	078	0771	6	-2	12	-8	5	13
		0772	-5	-10	0	-19	5	-29
		0773	23	23	36	24	33	139
		0774	19	12	13	8	9	61
		0775	34	19	35	7	17	112
		0776	16	14	34	-15	14	63
		0777	19	-11	10	14	3	35
		0778	23	13	36	12	30	114
		0779	14	17	26	-17	18	58
		0780	8	3	5	8	14	38
12	079	0781	-9	-17	3	-11	-17	-51
		0782	4	8	1	2	17	32
		0783	7	-2	24	-12	4	21
		0784	-14	-14	8	2	-22	-40
		0785	16	6	26	1	28	77
		0786	-7	-14	-36	20	-13	-50
		0787	1	-19	16	-17	-1	-20
		0788	-4	-26	-8	-26	4	-60
		0789	-31	-40	-41	-46	10	-148
		0790	28	-5	19	-1	27	68

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
12	080	0791	-6	-7	4	-4	-11	-24
		0792	8	-20	10	-12	-3	-17
		0793	-3	-29	-18	-4	-12	-66
		0794	14	15	24	9	7	69
		0795	-8	-6	-26	-4	-10	-54
		0796	-5	-17	2	-15	-7	-47
		0797	1	-18	-15	-20	-10	-62
		0798	10	-1	24	-7	-5	21
		0799	4	-14	-25	13	-3	-25
		0800	-10	-22	-5	-29	-25	-91
12	081	0801	12	-11	-7	-7	6	-7
		0802	10	-2	6	-3	17	28
		0803	-3	-27	-18	-8	-13	-69
		0804	17	-1	15	0	26	57
		0805	1	-19	2	-14	-16	-46
		0806	-23	-12	-1	-17	-19	-72
		0807	39	20	37	1	34	131
		0808	30	-3	35	-14	17	65
		0809	-19	-20	-3	-11	-32	-85
		0810	-21	-21	-23	-27	-21	-113
12	082	0811	-6	-24	-8	-2	-2	-42
		0812	8	-12	10	-16	8	-2
		0813	-12	-14	-6	-4	-2	-38
		0814	-9	-35	-24	-16	-24	-108
		0815	18	9	8	1	13	19
		0816	28	7	24	4	16	79
		0817	8	-8	18	-5	7	20
		0818	24	20	24	-15	13	66
		0819	16	15	25	7	15	78
		0820	-5	1	4	-12	6	-6

APPENDIX 14

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
12	083	0821	-21	-18	-1	-13	-9	-62
		0822	-7	-15	-28	18	-5	-37
		0823	-10	-12	-47	14	-30	-85
		0824	-10	-7	-12	-4	-1	-34
		0825	1	-22	7	-6	12	-8
		0826	1	-17	3	-12	-6	-31
		0827	30	-15	15	-7	28	51
		0828	-4	-5	16	-12	1	-4
		0829	4	-4	0	9	-4	5
		0830	-27	-22	-23	-13	-24	-109
12	084	0831	4	-27	-3	13	-6	-19
		0832	32	6	39	5	26	108
		0833	31	18	38	5	26	113
		0834	30	-14	39	17	23	95
		0835	10	-4	20	1	-2	25
		0836	21	-21	23	14	28	65
		0837	21	4	26	1	20	72
		0838	22	-11	28	5	18	62
		0839	27	-13	15	17	4	50
		0840	14	-21	13	7	-15	-2
12	085	0841	9	5	2	-14	8	10
		0842	12	1	6	-1	26	44
		0843	11	13	0	8	19	51
		0844	8	10	-7	9	24	44
		0845	3	9	1	-11	-12	-10
		0846	20	10	25	-6	0	49
		0847	21	26	40	-1	29	115
		0848	18	9	-1	-10	13	29
		0849	23	23	38	-2	22	104
		0850	29	5	20	1	14	69

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
13	086	0851	24	27	34	5	25	115
		0852	13	8	30	-19	-6	26
		0853	-18	-11	8	-1	0	-22
		0854	16	0	13	-5	15	39
		0855	-4	-4	-7	-11	0	-26
		0856	6	23	24	-8	6	51
		0857	28	17	38	7	19	109
		0858	-12	-1	-2	-12	-22	-49
		0859	-8	-2	-10	-13	-2	-35
		0860	17	12	15	1	-5	40
13	087	0861	-10	-3	-7	-10	-6	-36
		0862	10	1	34	-8	2	39
		0863	13	15	17	-7	11	49
		0864	-2	-1	5	4	11	17
		0865	-4	11	11	-9	11	20
		0866	-2	-25	-24	-4	-6	-61
		0867	19	14	20	7	17	77
		0868	24	10	20	4	16	74
		0869	22	6	15	6	-6	43
		0870	19	34	32	-11	24	98
13	088	0871	2	-6	29	23	-3	45
		0872	5	0	20	-11	15	29
		0873	24	24	44	18	33	143
		0874	4	-8	-3	4	9	6
		0875	2	1	27	-2	-4	24
		0876	2	1	-7	24	-12	8
		0877	4	22	28	13	13	80
		0878	2	-1	11	-22	14	4
		0879	2	2	8	-15	5	2
		0880	10	0	18	2	0	30

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
13	089	0881	6	-10	5	-13	23	11
		0882	12	7	-9	-8	-7	-5
		0883	2	-23	-18	-17	-11	-67
		0884	-3	12	20	-17	7	19
		0885	-1	0	12	-10	-3	-2
		0886	10	15	21	1	10	57
		0887	9	6	14	-6	8	31
		0888	0	-21	6	-5	2	-18
		0889	4	-2	21	-9	14	28
		0890	1	-5	-1	-22	3	-24
13	090	0891	20	30	48	30	24	152
		0892	25	21	18	11	30	105
		0893	-21	1	-28	-12	-2	-62
		0894	33	22	25	-1	35	114
		0895	30	9	24	17	11	91
		0896	9	16	0	-20	2	7
		0897	22	13	31	5	30	101
		0898	15	-3	29	-8	12	45
		0899	7	8	11	-2	8	32
		0900	21	29	14	-8	21	77
		13	091	0901	20	7	20	5
0902	19			-2	29	6	15	67
0903	5			-10	38	-23	-5	5
0904	15			0	9	7	0	31
0905	19			10	12	-18	17	40
0906	-7			6	15	-3	-10	1
0907	19			2	30	-21	7	37
0908	10			-2	-2	-18	8	-4
0909	-1			11	21	-9	-7	15
0910	-11			8	27	4	-6	22

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
14	092	0911	30	36	38	34	32	170
		0912	17	14	32	2	26	91
		0913	29	7	26	-3	17	76
		0914	11	20	16	-3	15	59
		0915	23	14	27	24	27	115
		0916	13	19	31	-4	27	86
		0917	10	-8	30	-5	18	45
		0918	18	-4	8	-11	12	23
		0919	21	15	24	12	25	97
		0920	24	20	27	15	26	112
14	093	0921	14	-1	17	5	9	44
		0922	24	3	8	-12	-5	18
		0923	17	-2	31	1	-3	44
		0924	15	-5	9	0	6	25
		0925	18	-1	25	3	13	58
		0926	12	-13	-1	3	-10	-9
		0927	19	17	26	7	19	88
		0928	9	0	17	1	1	28
		0929	28	5	20	17	12	82
		0930	10	-1	11	-16	1	5
14	094	0931	23	1	22	5	10	61
		0932	18	9	24	3	8	62
		0933	5	8	33	-17	30	59
		0934	29	12	36	7	30	114
		0935	20	10	18	-10	13	51
		0936	13	2	28	-7	25	61
		0937	39	5	33	-5	34	106
		0938	32	18	24	24	41	139
		0939	-1	-22	-23	-6	-7	-59
		0940	31	24	25	0	35	115

Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
14	095	0941	3	-14	-11	-23	0	-45
		0942	28	10	29	9	21	97
		0943	2	-5	10	-10	7	3
		0944	17	-5	15	11	2	40
		0945	-14	-13	-42	4	-17	-82
		0946	-4	-19	9	-7	-9	-30
		0947	25	16	25	-4	12	74
		0948	9	10	18	16	8	61
		0949	25	3	23	15	17	83
		0950	18	0	22	4	10	54
14	096	0951	10	5	15	-3	13	40
		0952	31	15	35	-10	28	99
		0953	29	21	25	-4	22	93
		0954	26	19	35	18	26	124
		0955	12	-2	8	-18	17	17
		0956	15	13	42	-16	19	73
		0957	22	20	33	2	16	93
		0958	33	26	34	7	32	132
		0959	24	1	14	-7	14	46
		0960	12	-7	16	-2	-20	-1
14	097	0961	18	1	1	16	2	38
		0962	16	-12	-10	1	10	5
		0963	13	11	19	5	22	70
		0964	11	13	4	-6	14	36
		0965	18	6	24	0	4	52
		0966	31	23	34	27	36	151
		0967	31	17	32	6	29	115
		0968	28	27	28	-1	22	104
		0969	24	23	34	5	29	115
		0970	-9	-9	-22	-1	-21	-60

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Relationship Inventory Raw Scores of Teachers Under High LPC Principal Leadership

Principal Code	Teacher Code	Student Code	Congruence	Empathetic Understanding	Positive Regard	Unconditional Regard	Willingness To Be Known	Total
14	098	0971	38	26	31	8	34	137
		0972	-10	-16	-10	-8	-7	-51
		0973	-5	0	-2	-1	-7	-15
		0974	10	3	24	23	23	83
		0975	10	-4	6	-13	9	8
		0976	6	-8	7	-11	-8	-14
		0977	23	10	16	10	-2	57
		0978	17	-2	12	2	12	41
		0979	26	8	31	2	21	88
		0980	-9	-10	1	-17	4	-31

APPENDIX 15

ABSTRACT OF

AN EMPIRICAL STUDY OF THE RELATIONSHIP BETWEEN
ONTARIO SECONDARY SCHOOL PRINCIPALS' LEADERSHIP EFFECTIVENESS
AND HELPING RELATIONSHIP IN TEACHERS

APPENDIX 15

ABSTRACT OF

An Empirical Study of the Relationship Between Ontario Secondary School Principals' Leadership Effectiveness and Helping Relationship in Teachers¹

The purpose of this study was to test certain theoretical stipulations concerning the relationship between administrative emphasis and subordinate perceived assistance. The administrative dimension examined in the study was leadership style. Perceived assistance referred to the occurrence of a helping relationship.

The specific hypotheses were these:

1. There is no significant difference between the helping relationship scores of Ontario secondary principals who have a permissive-oriented leadership style and the helping relationship scores of Ontario secondary principals who have a task-oriented leadership style.
2. There is no significant difference between the helping relationship scores of Ontario secondary teachers who work under permissive principals, and the helping relationship scores of Ontario secondary teachers who work under task principals.

¹ John Gray Thomson, doctoral thesis presented to the Faculty of Education of the University of Ottawa, Ontario, May 1972, x-187.

The sample of principals was randomly chosen from typical composite high schools located across Ontario. The extremely permissive-oriented and the extremely task-oriented principals were then used to investigate the relation of leadership styles to helping relationships. The measuring instruments included the Least-Preferred Coworker Scale, the Group Atmosphere Scale and the Barrett-Lennard Relationship Inventory.

The data were analysed by t test and analysis of variance technique. The following conclusions were derived from the results:

1. The helping relationship of permissive-oriented high school principals was not perceived by teachers to differ significantly from that of task-oriented principals.
2. High school teachers under permissive-oriented principals were perceived by students to project a significantly lower level of helping relationship.

The recommendations for future research included:

1. replicative studies to assess the influence of professional experience, size of school, subject areas and level of programme;
2. longitudinal investigation to determine whether change in group atmosphere affects the capability of leadership style to engender helping relationship;

3. further study into the meaning of LPC descriptions;
4. examination of style influence within different organizational climates;
5. utilization of proposed training methods to determine whether an increase in the level of helping relationship can be achieved.