

A COMPARISON OF THE DEMONSTRATED LEADERSHIP OF
SECONDARY SCHOOL PRINCIPALS HAVING PAST MILITARY
EXPERIENCE AND PRINCIPALS WITHOUT THE STATED EXPERIENCE

by

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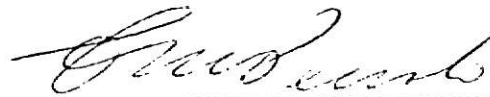
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CHAPTER I

INTRODUCTION

Every school system has administrators who make decisions regarding goals, purposes, policies, and programs, as they relate to the school system. Decisions of this type affect the administrator's subordinates, and how subordinates react to these decisions depends, to a large extent, on the type of leadership demonstrated by the administrator. Therefore, demonstrated leadership may often times be the key to a well-functioning, happy staff and successful school system. For many years a difference of opinion has existed regarding which man will make the most effective principal, the man with past military experience or the man without military experience. This report attempted to clarify some of those conflicting opinions.

I. THE PROBLEM

Statement of the problem. Is there a significant difference in the demonstrated leadership of secondary school principals having past military training and experience as compared with secondary school principals without the stated training and experience?

Significance of the problem. Numerous studies have shed interesting light on the nature of leadership behavior, a few studies have focused on leadership evaluation, but a review of recently reported research suggests that the task of comparing principals that would qualify for this study had never been undertaken. The writer believed that this research would serve to increase the awareness of schoolmen and researchers to the importance of leadership in education and stimulate further research in this general area. The findings of this study may prove to be beneficial to schoolboard members when they are faced with the task of filling future vacancies in their school staffs.

Purposes of the study. It was the purpose of this study: (1) to compare the demonstrated leadership of secondary school principals having past military training and experience to secondary school principals without the stated training and experience; (2) to determine whether or not significantly better leadership was demonstrated by either; and (3) to present, through the use of a questionnaire survey, the leadership area in which the most significant variance was noted.

II. LIMITATIONS

There were several limitations to this study. The first and perhaps most serious was that due to a lack of time a personal interview and evaluation of each principal could not be accomplished. Secondly, only two questionnaires plus a biographical sheet were obtained on each subject. The third limitation was that this study took under consideration a random sample of only those secondary school principals located in the state of Kansas. A final limitation was that 65% of the responding principals have had past military experience.

III. DEFINITIONS OF TERMS

Initiation Structure. This leadership term indicates that the leader tends to define the role expected of his subordinates and endeavors to establish well-defined patterns of organization, channels of communications, and ways of getting jobs done.

Consideration. The leadership area of consideration entails behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and his subordinates.

Leadership. Leadership is the art of influencing human behavior so as to accomplish a task in the manner desired by the Leader.¹ A combination

¹Hays, Samuel H., and William N. Thomas. (ed.), Taking Command: The Art and Science of Military Leadership. Harrisburg, Pa.; The Stackpole Company, 1967, p. 16.

of traits and principles that are applied differently from one problem area to another.² A function of many variables that may be classified for study in three broad factors: personality traits, situational effects, and group dynamics.³ Leadership is the behavior of an individual when he is directing the activities of a group toward a goal.⁴

Schoolmen. Schoolmen was interpreted as including teachers, counselors, administrators, and laymen of any educational system. These individuals must exercise leadership and be affected by the leadership of others.

Military training and experience. Military training and experience, for purposes of the study, embodies the knowledge and skills obtained in a minimum of two years active service with one of the United States Armed Services. Service as an officer or enlisted man was acceptable for this study, as both must master the fundamental military skills of communications, personnel management, and administration.⁵

Administration. The comprehensive effort to direct, guide and integrate associated human strivings which are focused toward some specific ends or aims. The necessary activities of those individuals (executives) in an organization who are charged with ordering, forwarding and facilitating the associated efforts of a group of individuals brought together to realize certain defined purposes.⁶

²ibid., p. 27.

³Cartwright, D., and Zander, A., (eds.) Group Dynamics. New York: Harper and Row Publishers, Inc., 1960, p. 60.

⁴Hemphill, John K., Development of the Leader Behavior Description Questionnaire. In Leader Behavior: Its Description and Measurement, (ed.) Ralph M. Stogdill and Alvin E. Coons. Columbus: Ohio State University, Bureau of Educational Research, 1957, p. 7.

⁵Clarke, Bruce, Guidelines for the Leader and Commander. Harrisburg, Pa.: The Stackpole Co., 1963, p. 62.

⁶Tead, Ordway, The Art of Administration. New York: McGraw-Hill Book Company, Inc., 1951, pp. 3-4.

Administrator. A creative artist that works in and through a distinctive medium. The medium has three facets: a composite of the activities of the organization; the human beings who compose it or relate to it; and the total environment in which the aforementioned two carry on.⁷

⁷ibid., pp. 7-8.

CHAPTER II

REVIEW OF RELATED LITERATURE

On the whole, very little has been written in regard to a comparison of demonstrated leadership of secondary school principals. This writer was unable to find any writings in which past military training and experience was used as a variable. Therefore, this review of literature deals primarily with a summary of related writings in leadership, leadership behavior, and the leadership behavior description questionnaire.

Shortly after World War II, studies in leadership began to appear. The Army was responsible for a large amount of this research. Prior to World War II, research in leadership had been concerned primarily with studying the personalities of leaders. Stogdill and Jenkins attempted to identify those personality characteristics and to discover how they enabled men to become successful leaders.⁸ It gradually became evident, however, that a redirection of research was needed. Instead of concentrating on the personality characteristics of the leader that enable him to be effective, subsequent research turned to a systems analysis approach, that of studying both the leader and what he does within the leadership context. It proved useful to consider leadership in terms of three general elements: the leader himself, with his personal needs, values, and capabilities; his followers, with their personal needs, values, and capabilities; and the situation itself and the demands it places both on the leader and on the followers. Later research demonstrated the validity of this functional approach to the study of leadership. It was then clear that a leader's success depends not nearly so much on his personality characteristics as on the extent to which his actions facilitate the attainment of the group goals.⁹

⁸Stogdill, Robert M., "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, 25:35-71, 1948.

⁹Jacobs, T.O., R.C. Kahn, and C.B. Moore, Task OFFTRAIN: Basic Problems in Small-Unit Leadership. HumrRo Division Nr. 4 (Infantry), U.S. Army Infantry Human Research Unit, Fort Benning, Georgia, 1965.

Hemphill, Ohio State University, was one of the forerunners of the evaluation and interpretation of leadership behavior.¹⁰ Leadership behavior as a focal point was the concern of everyone in the Ohio State University leadership studies. Hemphill and Coons developed the first leadership behavior description questionnaire to be used for the study of leader behavior. The strong point of this instrument is the ease with which data may be collected.¹¹

Halpin and Winer took Hemphill's Leadership Behavior Description Questionnaire (LBDQ) and modified it in order to use it in a study of Air Force personnel. The modification consisted of preparing new instructions appropriate to describing the behavior of aircraft commanders, changing the wording of items, and reducing the number of dimensions or characteristics to be described. From their study they found that two factors, consideration and initiating structure, accounted for 83.2 per cent of the common-factor variance. High positive loadings on consideration are associated with behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and his subordinates. High negative loadings appear on items of behavior which indicate that the leader is authoritarian and impersonal with his subordinates. High positive reactions on initiating structure indicates that the leader tends to define the role expected of his subordinates and endeavors to establish well-defined patterns of organization, channels of communication, and ways of getting jobs done.¹² Halpin has completed more recent research writings in the use of

¹⁰Hemphill, John K., Situational Factors in Leadership. Ohio State University, Bureau of Educational Research, Monograph No. 32, 1949, p. 30.

¹¹Hemphill, John K., Development of the Leader Behavior Description Questionnaire. In Leader Behavior: Its Description and Measurement, ed. Ralph M. Stogdill and Alvin E. Coons. Columbus: Ohio State University, Bureau of Educational Research, 1957, pp. 35-36.

¹²Halpin, Andrew W., and B. James Winer, A Factorial Study of the Leader Behavior Descriptions. In Leadership Behavior: Its Description and Measurement, ed. Ralph M. Stogdill, and Alvin E. Coons. Columbus: Ohio State University, Bureau of Educational Research, 1957, pp. 42-45.

the LBDQ, but has not made any major changes in the structure or content of the questionnaire. Minor changes have been made, for example, the instruments were modified by rewording them as LBDQ-Ideal, Staff or LBDQ-Real. Each instrument was then used by different people when evaluating the leadership behavior of a single person, and the LBDQ-Ideal or LBDQ-Real was completed for use in self-evaluation.¹³

The terms, leadership and administration, have often been used interchangeably in the literature of school administration. Administrators may engage in leadership behavior and administrative behavior to varying degrees, but Randall and Watts advocate that the behaviors, if not mutually exclusive, certainly are different in nature.¹⁴

At least one writer (Lipham) has proposed that leadership and administration be defined to comprise mutually exclusive functions; the leadership function being that of initiating change in the structure and the administrative function that of maintaining established structure.¹⁵ Lipham's definition and work supported approximately half of Halpin's proposals, the half concerning initiating structure.

Other writers have used the LBDQ. For example, Hills obtained permission from Ohio State University to adopt the LBDQ for use in a study of descriptions of leader behavior in the context of procurement and disposal. Although all items described behavior that concerned the relationship between the leader and the external situation, some of them might well be considered examples of either consideration or initiating structure.¹⁶

¹³Halpin, Andrew W., Theory and Research in Administration. New York: The Macmillan Company, 1966, p. 132.

¹⁴Randall, Robert S., and Charles B. Watts, "Leadership Behavior, Problem-Attack Behavior, and Effectiveness of High School Principals," Journal of Experimental Education. 35:1-8, Summer, 1967.

¹⁵Lipham, James M., "Leadership and Administration," Behavioral Science and Educational Administration. The Sixty-third Yearbook of the National Study of Education, (ed), Daniel E. Griffiths, Chicago: The University of Chicago Press, 1964, pp. 122-123.

¹⁶Hills, R. Jean, "The Representative Function: Neglected Dimensions of Leadership Behavior," Administrative Science Quarterly, 8:83-101, 1963.

Schwartz, in a study of rule enforcement, came up with behavior patterns that military leaders commonly practice. He tested four rule enforcement styles: (1) Constant enforcement of both high and low priority rules; (2) partial enforcement of low priority rules and constant or total enforcement of high priority rules; (3) no enforcement of low and constant of high; and (4) a laissez-faire condition. Schwartz found that highest productivity was maintained and high personal affect from subordinates in rule two. This indicated that it would be possible for a supervisor to maintain high productivity without loss of morale.¹⁷

Not all writings were in favor of use of the LBDQ. Brown in his writings proposed that leadership be regarded as a transactional phenomenon, determined both by the leader's and the follower's behavior - a state of the group. As such, leadership might with validity be measured by description questionnaires. He insisted that description questionnaires have a place in the recent arsenal, more because of than in spite of the susceptibility of descriptive statements to projective distortion.¹⁸ In a later study, Brown was more emphatic and stated:

When LBDQ dimensions are compared with teacher responses to other scales, spurious dependencies are to be expected. At present, unfortunately, it is virtually standard practice to accept teachers reports of the official leader's actions as veridical and to correlate two or more measures that are sensitive to follower affect.¹⁹

It would appear that research on the school administrator represents an immature field, lacking well established principles of inquiry of any notable strictness and suffering still from efforts that reflect little awareness of previous developments. A strong cross fire of criticism might be conducive to a beneficial outcome at this point.

¹⁷Schwartz, Micheal, "The Reciprocities Multiplier; and Empirical Evaluation," Administrative Science Quarterly, 9:264-77, 1964.

¹⁸Brown, Allan F., "How Administrators View Teachers," Canadian Education and Research Digest, 6:34-52, March, 1966.

¹⁹Brown, Allan F., "Reactions to Leadership," Educational Administration Quarterly, 3:62-73, Winter, 1967.

CHAPTER III

DESIGN OF THE STUDY

I. SOURCES OF DATA

The subjects selected to be utilized in this research were secondary school principals in a three or four year secondary school system in the state of Kansas, having a minimum of a master's degree and a minimum of two years experience. It was believed that the leadership demonstrated by these individuals was most instrumental in deciding the effectiveness or ineffectiveness of a school systems ease of operation. A list of possible subjects and their addresses was obtained from Mr. Eugene Werner, Division of Accreditation, Teacher Certification, Adult Education, Kansas State Department of Education. A total of two hundred and twenty subjects were randomly selected from this list. The size of school system (number of students) and past military service status was obtained and utilized to break the subjects into three categories for comparison, they are: (1) principals with and without past military service working in school systems of not more than 249 students; (2) principals with and without past military service working in school systems of 250-499 students; and (3) principals with and without military service working in school systems of 500 plus students. Each of these categories was then subdivided into three categories, they are: (1) principals without past military service and (2) principals with past military service as officers or enlisted men.

II. DESCRIPTION OF DATA-GATHERING INSTRUMENTS USED

Andrew W. Halpin's thirty item Leadership Behavior Description Questionnaire-Real, Self (LBDQ-Real, Self) and Leadership Behavior Description Questionnaire-Real, Staff (LBDQ-Real, Staff) were utilized in order to obtain an evaluation of the demonstrated leadership of the subjects. Each of the questionnaires contains thirty questions, fifteen dealing in the leadership area of consideration and fifteen in the leadership area of initiating structure. The LBDQ-Real, Self, designed to be used for self-evaluation

by the subject, was mailed to each of the 220 randomly selected principals. The LBDQ-Real, Staff is designed to be used in evaluating others, rather than ones self. The superintendent of each of the participating principals was mailed an LBDQ-Real, Staff, for his evaluation of his principals leadership. In addition, a biographical sheet was attached to each questionnaire. An example of each questionnaire and biographical sheet are shown in Appendix 1.

Pre-testing of the two questionnaires was not deemed necessary since both have been proven previously in numerous studies conducted by Halpin,^{20,21} Sergiovanni²² and Stogdill.²³

III. METHODS OF GATHERING DATA

The procedure utilized in obtaining said information began with mailing a persuasive letter explaining the study, the importance of the study, and the actions to be performed by the subject to each of the randomly selected principals. Attached to each letter was a biographical sheet, a copy of Halpin's LBDQ-Real, Self with answer sheet, and a self addressed stamped return envelop. It was planned to mail a follow-up letter two weeks later containing the same material to those who had not replied. However, 80% of the subjects responded to the first mailings and this was felt to be sufficient since the returns netted enough data to enable the writer to separate the subjects and data into the two desired categories. The two categories were outlined in minor heading, I. Sources of Data. A total of

²⁰Halpin, Andrew W., loc.cit.

²¹Halpin, Andrew, W., and B. James Winer, loc.cit.

²²Sergiovanni, Thomas J., Richard Metzcus, and Larry Burden, "Toward a Particularistic Approach to Leadership Style: Some Findings," American Educational Research Journal, VI. January, 1969.

²³Stogdill, Ralph M., and Alvin E. Coons, (eds.), Leader Behavior: Its Description and Measurement. Columbus: Ohio State University, Bureau of Business Research, 1957.

thirteen of the one hundred and seventy-eight answer sheets were incorrectly answered and could not be used in the study.

Persuasive letters containing answer sheets and LBDQ-Real, Staff questionnaires, and self-addressed stamped envelopes were then mailed to the superintendents of each of the one hundred and sixty-five subjects that responded correctly. The superintendents were asked to give an honest evaluation of their principal, utilizing the LBDQ-Real, Staff, and to return the evaluation answer sheet to the writer within two weeks. Two weeks after the initial mailing one hundred and eighteen questionnaires had been returned. Post card reminders were then mailed to the superintendents that had not returned their answered questionnaires. This resulted in the return of an additional six questionnaires.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Analysis of the received data was accomplished through the use of a t-test for two independent samples. The formula for this measure is:

$$t = \frac{M_1 - M_2}{S_{m_1 - m_2}}, \text{ Where: } S_{m_1 - m_2} = \frac{SS_1 + SS_2}{n_1 + n_2 - 2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}$$

The t-test was used to determine whether significant differences in demonstrated leadership existed between randomly selected principals from the state of Kansas. The investigator divided the selected principals into two groups utilizing a criterion variable as a basis. A single criterion measure was administered to all subjects and the mean of each group was calculated. A single criterion measure was also administered to the superintendent of each of the subjects, and each superintendent evaluated the subject that worked for him in his school district. The mean of each group was again calculated.

Using the criterion variable, past military experience, the principals were divided into two groups for comparison. Table I indicates the mean relationship between the two groups. The criterion measure utilized in Table I was Andrew W. Halpin's Leadership Behavior Description Questionnaire-Real, Self. This questionnaire asks each subject to evaluate his leadership as he feels it affects his subordinates. The table indicates that there appears to be no significant difference between groups in the leadership areas of consideration and initiating structure. This self-evaluation could have been misleading, therefore, an evaluation by a disinterested but qualified individual was obtained. Table II indicates the mean relationship between the two groups as evaluated by superintendents of the subjects. Again the table indicates no significant difference in the means of the two groups of subjects. The leadership area of consideration has almost one point variance between the two groups, but when submitted to the t-test, the difference proved to be insignificant.

The investigator was not satisfied with the comparison on this one criterion variable and decided to interject and consider the size of school systems in which each subject worked as the additional variable. The subjects were separated into three categories: category "A" included subjects from school systems with an enrollment of not more than 249 students; category "B", 250-499 students enrolled; and category "C", 500-plus students. Table III indicates the results of this comparison. In category "A" the leadership area of consideration had 1.02 difference, but when submitted to the t-test this proved to be insignificant. The variance between the means of these self-evaluations was only .04 to 1.02 and in every case the t-test proved this variance to be insignificant.

Table IV summarized the means obtained with the questionnaire from the superintendents of the subjects. Categories "A", "B", and "C" are indicated and only in category "A" was a significant difference found in the means. This difference was in the leadership area of consideration. When submitted to the t-test, t was found to be 6.320 and was larger than the tabled value of the two-tailed test at the 0.0 level of significance.

TABLE I

MEANS OF LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRES-REAL,
 SELF SCORES OBTAINED FROM RANDOMLY SELECTED
 PRINCIPALS IN THE STATE OF KANSAS

N	SAMPLE	Consideration	Initiating structure
45	Principals W/O Military Experience	11.63	11.33
79*	Principals W/past Military Experience	11.38	11.23

* This total includes past experience as officers and enlisted men.

TABLE II

MEANS OF LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE-REAL,
 STAFF SCORES OBTAINED FROM THE SUPERINTENDENTS
 OF THE SAME RANDOMLY SELECTED PRINCIPALS

N	SAMPLE	Consideration	Initiating structure
45	Principals W/O Military Experience	11.12	10.74
79*	Principals W/past Military Experience	10.16	10.43

* This total includes past experience as officers and enlisted men.

TABLE III
 MEANS OF LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE-REAL, SELF
 SCORES OBTAINED FROM SAMPLES FROM CATEGORIES
 "A" THROUGH "C" SIZE SCHOOL SYSTEMS

Category	N	Sample	Consideration	Initiating Structure
"A"	21	Principals without military experience	11.95	11.53
	32	Principals w/past military experience	10.93	10.94
"B"	14	Principals without military experience	11.85	11.35
	26	Principals w/past military experience	11.46	11.60
"C"	10	Principals without military experience	11.10	11.10
	21	Principals w/past military experience	11.76	11.14

NOTE: Category "A" schools have not more than 249 students enrolled; Category "B" schools have 250-499 students enrolled; and Category "C" schools have 500-plus enrolled students.

TABLE IV

MEANS OF LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRES-REAL, STAFF SCORES
OBTAINED FROM THE SUPERINTENDENTS OF PRINCIPALS
FROM CATEGORIES "A" THROUGH "C" SCHOOL SYSTEMS

Category	N	Sample	Consideration	Initiating Structure
"A"	21	Principals without military experience	11.42*	10.38
	32	Principals W/past military experience	8.88	9.72
"B"	14	Principals without military experience	11.64	10.64
	26	Principals W/past military experience	10.42	10.32
"C"	10	Principals without military experience	10.30	11.20
	21	Principals W/past military experience	11.19	11.24

* This was the only area of any significant difference in demonstrated leadership between the two categories of principals.

NOTE: Category "A" schools have not more than 249 enrolled students; Category "B" schools have 250-499 students; and Category "C" schools have 500-plus enrolled students.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. RESTATEMENT OF THE PROBLEM

It was the purpose of this study: (1) to make a comparison of the demonstrated leadership of secondary school principals having past military experience to those secondary school principals without such experience; (2) to determine whether or not significantly different and more effective leadership was demonstrated by either; and (3) to present, through the use of Halpin's modified LBDQ series of questionnaires, the leadership area, either initiating structure or consideration, in which the most significant variation was noted.

II. DEFINITIONS OF PROCEDURES USED

First, 220 secondary school principals were randomly selected from the 400 plus principals in the state of Kansas. Second, persuasive letters with biographical sheets, copies of Halpin's LBDQ-Real, Self with answer sheets, and self-addressed stamped envelopes were mailed to each of the principals. Once the answer sheet and biographical sheet were returned, a second letter was mailed to the superintendent of each of the participating principals. In this persuasive letter was a copy of Halpin's LBDQ-Real, Staff, and an answer sheet.

Once the data was received from both sources, participating principals and their superintendents, it was separated into three categories for analyzing. The size of school system (number of students) and past military service status were utilized to separate the subjects. Category one consisted of principals from school systems of not more than 249 students. Category two were principals from school systems of 250-499 students and category three consisted of principals from school systems of 500-plus enrolled students. Each of these three categories were further divided into two groups each for statistical treatment and comparison. The criterion variable used for this sub-division was past military experience. These two

groups are classified: (1) Principals without past military experience; and (2) principals with past military experience as either officers or enlisted men.

III. PRINCIPAL FINDINGS AND CONCLUSIONS

Based upon this report and the data gathered and analyzed, the writer must assume that past military training and experience has no significant effect on the demonstrated leadership of secondary school principals. The Kansas principals that were evaluated, both those with and without military experience, demonstrated high degrees of consideration and initiating structure. There were individual extremes in both categories, but the overall analysis of received data indicated that there is no significant difference in the leadership of either.

The one exception to the general statement above occurred in the area of consideration as evaluated by the subject's superintendent. When superintendents in category "A" schools evaluated their principals they concluded that principals without past military experience exercised more consideration than did their contemporaries. This was only true in the one area and might be attributed to the random selection made in that area.

IV. RECOMMENDATIONS FOR FURTHER RESEARCH

This investigator would not recommend further research of this same general nature, but would recommend that the Leadership Behavior Description Questionnaire be used as a basis for future comparisons of the nature of leader behavior patterns in specified situations. The questionnaire should provide normative data as a basis for future comparisons of the nature mentioned.

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APPENDIX

APPENDIX A

DATA COLLECTION MATERIAL

I. BIOGRAPHICAL SHEET

Name _____ Age _____.

1. Administrator experience, in years: _____.
2. Size of school system in which currently working _____ (number of students).
3. Have you ever served in one of the active military services of our country? Yes _____, No _____
 - a. Army _____.
 - b. Navy _____.
 - c. Air Force _____.
 - d. Marines _____.
4. Length of service in years: _____.
5. Were you a commissioned officer _____ or an enlisted man _____?
6. What was the source of your commission?
 - a. Academy _____.
 - b. ROTC _____.
 - c. OCS _____.
 - d. Other _____.
7. What college degrees do you hold?
 - a. BA _____.
 - b. BS _____.
 - c. MA _____.
 - d. MS _____.
 - e. PhD _____.

II. LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE-REAL,SELF

A. Initiating Structure.

1. I make my attitudes clear to my staff.
2. I try out new ideas with my staff.
3. I rule with an iron hand.
4. I criticize poor work.
5. I speak in a manner not to be questioned.
6. I assign staff members to particular tasks.
7. I work without a plan.
8. I maintain definite standards of performance.
9. I emphasize the meeting of deadlines.
10. I encourage the use of uniform procedures.
11. I make sure that my part in the organization is understood by all.
12. I ask that staff members follow standard rules and regulations.
13. I let staff members know what is expected of them.
14. I see to it that staff members are working up to capacity.
15. I see to it that the work of staff members is coordinated.

B. Consideration.

1. I do personal favors for staff members.
2. I do little things to make it pleasant to be a member of the staff.
3. I am easy to understand.
4. I find time to listen to staff members.
5. I keep to myself.
6. I look out for the personal welfare of individual staff members.
7. I refuse to explain my actions.
8. I act without consulting my staff.
9. I am slow to accept new ideas.
10. I treat all staff members as equals.
11. I am willing to make changes.
12. I am friendly and approachable.
13. I make staff members feel at ease when talking with them.
14. I put suggestions made by the staff into operation.
15. I get staff approval on important matters before going ahead.

III. LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE-REAL, STAFF

A. Initiating Structure.

1. He makes his attitudes clear to the staff.
2. He tries out new ideas with the staff.
3. He rules with an iron hand.
4. He criticizes poor work.
5. He speaks in a manner not to be questioned.
6. He assigns staff members to particular tasks.
7. He works without a plan.
8. He maintains definite standards of performance.
9. He emphasized the meeting of deadlines.
10. He encourages the use of uniform procedures.
11. He makes sure that his part in the organization is understood by all.
12. He asks that staff members follow standard rules and regulations.
13. He lets staff members know what is expected of them.
14. He sees to it that staff members are working up to capacity.
15. He sees to it that the work of staff members is coordinated.

B. Consideration.

1. He does personal favors for staff members.
2. He does little things to make it pleasant to be a member of the staff.
3. He is easy to understand.
4. He finds time to listen to staff members.
5. He keeps to himself.
6. He looks out for the personal welfare of individual staff members.
7. He refuses to explain his actions.
8. He acts without consulting the staff.
9. He is slow to accept new ideas.
10. He treats all staff members as his equal.
11. He is willing to make changes.
12. He is friendly and approachable.
13. He makes staff members feel at ease when talking with them.
14. He puts suggestions made by the staff into operation.
15. He gets staff approval on important matters before going ahead.

A COMPARISON OF THE DEMONSTRATED LEADERSHIP OF
SECONDARY SCHOOL PRINCIPALS HAVING PAST
MILITARY EXPERIENCE AND PRINCIPALS
WITHOUT THE STATED EXPERIENCE

by

GLENN DAVID HOLLIS

B.A., Ouachita Baptist University, 1961

AN ABSTRACT OF A MASTER'S REPORT

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The purpose of this study was to compare the demonstrated leadership of secondary school principals with past military experience to those principals without military experience, and to determine whether or not a significant difference exists in the leadership of either. The writer believed this research would serve to increase the awareness of schoolmen and educational researchers in the importance of leadership in education and stimulate further research in the area.

This study was descriptive in most all aspects. Material needed to conduct the study was obtained from Kansas State Department of Education and from principals and superintendents in the state of Kansas. In excess of thirty books, periodicals, and U.S. Army leadership oriented manuals were used to gain the necessary background.

Persuasive letters, and questionnaires designed to evaluate subjects in the leadership areas of consideration and initiating structure, were mailed to two hundred and twenty randomly selected Kansas secondary school principals. In addition, the superintendent of each subject was mailed a similiar letter and questionnaire that asked for his evaluation of his subjects leadership. The data received from both sources was separated by using the variables, military service status and size of schbol system in which the subject was employed. The variable, size of school system, caused the data to be separated into three categories: (A) Less than 249 students enrolled in the secondary school system; (B) 249-499 students enrolled; and (C) 500 plus students enrolled. The variable, military service status, separated each of the three categories of subjects into two additional groups: (1) Those principals without past military experience; and (2) those with past military experience.

Analysis of the data was accomplished through the use of a t-test for the two independent samples. This analysis forced the writer to assume that past military experience and training has no significant effect on the leadership demonstrated by secondary school principals. There were individual extremes in both categories, but the overall analysis of the data received indicated no significant difference in the leadership of either.