

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

by

GLENN DAVID HOLLIS

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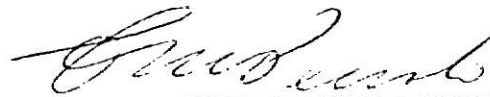
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CHAPTER

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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.