

PERCEIVED EFFECTIVENESS OF PRINCIPALS AT THREE SELECTED BI-LINGUAL SCHOOLS IN RELATION TO LEADERSHIP CHARACTERISTICS AND TEACHERS' PERSONAL PROFILE

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Abstract: The factors and variables that relate to perceived effectiveness of principals in relation to Leadership Characteristics as measured through the following dimensions: (1) providing leadership; (2) implementing goals and strategic plans; (3) serving as an administrator; and (4) ensuring parental satisfaction and Teacher's Personal Profile such as gender, age, highest education attainment, marital status and the school they belong to that contribute to the academic success of limited English proficient students in three Private Secondary Bi-Lingual Schools in Bangkok, Thailand were investigated. The 122 teachers completed the principal leadership survey and the principal effectiveness surveys that were divided into the four dimensions mentioned above. Results indicated that there are only three significant determinant of principal effectiveness; they are: (1) the school that teachers belong to; (2) principal leadership characteristic of providing leadership; and (3) principal leadership characteristic of ensuring parental satisfaction. Gender, marital status, highest education attained, principal leadership characteristic of implementing goals and strategic plan and principal leadership characteristic of serving as an administrator revealed as non – predictors of principal effectiveness.

Keywords: Leadership Characteristics, Implementing Goals, Strategic Plans, Administrator, Parental Satisfaction, Teachers Personal Profile

Introduction

Today, educational and social issues related to language and academic learning by the demographic changes across the kingdom of Thailand has created a huge wake-up call to educators across the nation. These individuals of change are dealing with a big responsibility and task of educating students with a difficulty to communicate or express an account of language, cognitive and cultural differences. The establishment of suitable instruction to guarantee high pedagogical achievement of these limited English Thai students is a prime challenge address to these educators.

Purpose of the Study

This paper seeks (a.) to determine the leadership characteristics of the three principals at three selected Bi-lingual schools, in the four dimensions: 1) providing leadership for the school, 2) implementing goals and strategic plan, 3) serving as an administrator, and 4) ensuring parental satisfaction;(b.) to find out if do teachers

consider their principal to be effective; (c.) to investigate if there is a relationship between leadership characteristics of principals and their perceived effectiveness; (d.) to find out if there are interrelationships among the four dimensions of leadership characteristics of principals; (e.) to determine the differences in relation to principal effectiveness across teachers gender, age, highest qualification level, marital status and the school they work at; and (f.) to investigate the significant predictors or factors that relate to principal effectiveness.

Literature Review

This presents an overview and discussion of previous research conducted in the area of principal leadership characteristics and their subsequent outcomes in terms of principal effectiveness as perceived by their respective constituency. The chapter is organized and written in such a way as to become a basis for this research and to substantiate the conceptual framework formulated in for the purpose of this investigation. The chapter is broadly divided into the following sub-headings: 1) Leadership Theories, 2) Principal Leadership Characteristics of Effective Schools, and 3) The Role of Effective Principal.

Leadership Theories

Effective leadership is an individual's ability to stimulate and direct subordinates to perform specific tasks deemed important by the leader. Leaders are effective only to the extent that they can motivate their subordinates or followers to perform. (Steers & Porter, 1979. p. 350)

Through the years, leadership has been one of the most studied phenomena in the literature on organizational behavior. Researchers have developed many theories, but no single theory of leadership has emerged to become the one "true" leadership theory.

The study of leadership theory came into being at the turn of the century. The first leadership studies were focused on traits, or specific personal characteristics a person should have to become an effective leader. Many research efforts were conducted to test the "trait theory" of leadership and to identify those characteristics that would make a great leader. No set of specific personal characteristics has emerged to define an effective leader.

Behavioral Approaches

In the 1940's, researchers at the Ohio State University, under the direction of Dr. Carroll Shartle, undertook an extensive study of leadership behaviors. The original study involved 300 B-29-crew members who described the leader behavior of their 52 Aircraft commanders. A subsequent study was conducted of 249 aircraft commanders. The result of these original studies was the isolation of the initiating structure and consideration factors of leader behavior (Halpin, 1957).

Initiating Structure refers to the leader's behavior in delineating the relationship between himself and the

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members of his group and in endeavoring to establish well-defined patterns of organization, channels of communication, and the ways of getting the job done. Consideration refers to behavior indicative of friendship, mutual trust, respect, and warmth in relationships between the leader and the members of the group. (Halpin, 1957, p. 1)

These two factors, initiating structure and consideration, were first believed to be mutually exclusive. If a leader was rated high on initiating structure, it was believed he would be rated low on consideration. The initial studies showed this to be true, and the leaders who were high on consideration factors were deemed the most effective. Further research has shown that these dimensions are not mutually exclusive. A leader can be high on both initiating and consideration factors, high on either one, or low on both. As early as 1954, Halpin "reported the relationship between the aircraft commanders' behavior on these dimensions and evaluation of his performance made by both his superiors and his crew members; and has presented evidence which indicates that the most effective commanders are those who score high on both dimensions of leader behavior" (Halpin, 1954, p. 3).

Situational Approaches

Situational leadership focuses on the leader and how he/she interacts with subordinates and the situation. Current leadership theory emphasizes situational leadership.

One of the most widely discussed theories of leadership is Fiedler's Contingency Theory of Leadership Effectiveness. Fiedler considered leadership behavior using a questionnaire that measured a leader's perception of a co-worker. The leader was asked to describe his/ her most preferred and least preferred co-worker. The leaders who ranked their least preferred co-worker very similarly to their most preferred co-worker were called "high LPC" leaders. Those who ranked their least preferred coworker very differently from their most preferred co-worker were called "low LPC" leaders. A high LPC leader was very similar to a leader with a high consideration factor in the Ohio State studies. A low LPC leader was similar to a person ranking high in initiating structure.

Fiedler isolated three factors he determined influenced the effectiveness of the leader. These factors were the degree of task structure, the leader member-relations and the position power of the leader. It was generally found that the low LPC leader was most effective in situations that were very favorable for influence or very unfavorable to influence. When a situation was neither extremely favorable nor unfavorable for influence, then the high LPC leader was most effective (Bobbitt, Brainholt, Doktor, McNaull, 1978).

Other situational leadership theories have evolved from Fiedler's original contingency theory. One current theory of leadership utilizes situational moderators. The theory involves moderators in the environment that impact on the relationship of leadership style to other employee outcomes. Several of these studies are cited.

A study by Bunting (1982), explored the relationship between principals' leadership style and their

teachers' educational attitudes. The moderating variable was the teachers' perceptions of influence by their principals. The teachers who believed their principals had an influence on their educational attitude had principals high on consideration or high on both consideration and initiating structure. The teachers who believed their principals had the least effect on their educational attitudes had high initiating structure principals. There was a high correlation between principals and teachers who believed they were least affected by their principals. In other words, these "least affected" teachers seemed to be most affected by their principals' leadership style.

A study by Knoop (1982), investigated the relationship between department chairpersons' leadership style and college instructors' job satisfaction. The situational moderators in this study were instructors' work values. Instructors' work values were determined to be either people-oriented or self-expressive. In this study, work values did not moderate the relationship between leader behavior and job satisfaction; Instructors, regardless of work values, had the highest degree of job satisfaction when working with high consideration leaders.

Principal Leadership Characteristics of Effective Schools
Ron Edmonds, in "Effective Schools for the Urban Poor" (1978), reported that in 1974 the state of New York's Office of Education Performance Review published a study comparing two inner-city New York public schools with poor pupil populations. One school had high achieving pupils and the other school's student population was low achieving. The schools were studied to determine which factors contributed to the difference in the student population. It was found:

1. Factors that made a difference were under the schools' control.
2. Administrative behavior, policies and practices in the schools appeared to have a significant impact on school effectiveness.
3. The more effective schools had an administrative team that was balanced between management and instructional skills.
4. The administrative team in the effective school developed and implemented a plan to deal with reading problems.
5. Professionals in more effective schools had confidence in their ability to impact on student learning.

In 1976, a Maden, Lawson and Sweet study of school effectiveness in California showed that teachers in higher achieving schools:

1. Had principals who provided them with a significantly greater amount of support.
2. Were more task-oriented in their classroom approach.
3. Showed more evidence of student monitoring.
4. Had a higher level of access to "outside the classroom" materials.

5. Believed their faculty as a whole had less influence on educational decisions.
6. Rated district administration higher on support services.

Ron Edmonds, based on his Search for Effective Schools: The Identification and Analysis of City Schools that are Instructionally Effective for Poor Children (Edmonds & Fredericksen, 1978), listed the following characteristics of effective schools:

1. They had strong administrative leadership.
2. They had a climate of expectation which no child was permitted to fall below.
3. The atmosphere was orderly without being rigid, quiet and conducive to this discussion.
4. Basic school skills were given priority over all other school activities.
5. Necessary school energy and resources were used for the furtherance of the basic objectives.
6. There was a formal policy in place to monitor student progress.

The Role of the Effective Principal

The principal has emerged as an important element in the successful functioning of a school. Without a strong leader, a school will not be a success. What exactly is the role of a principal in an effective school in the late 1980s and into the new millennium?

Manager or Instructional Leader?

Rallis and Highsmith (1986) saw the principal's role as a dichotomy. They described the principal as having a choice between the two extremes of school manager or instructional leader. To be an instructional leader a person needs vision, willingness to experiment and change, the capacity to tolerate disorder, the ability to take a long-range view, and a willingness to revise the system. The characteristics of a school manager are diametrically opposed. The school manager should have oversight, rely on the use of proven methods, emphasize orderliness and solve problems on a day-to-day basis.

It is very difficult for the principal to fill both of these job functions. The authors suggested an instructional leader be chosen from the ranks of the faculty to allow the principal to concentrate on the school management functions. An instructional leader from the ranks of the faculty is an insider. Insiders are more likely to influence teacher beliefs on instruction. In the area of instruction, changes tend to happen frequently and change is more readily accepted by peers (Hall, 1980).

Sergiovanni (1984) saw the effective principal as having five different leadership forces at his disposal. He described these forces as:

1. Technical--derived from sound management techniques.
2. Human--derived from harnessing available social and interpersonal resources.
3. Educational--derived from expert knowledge about matters of education and schooling.

4. Symbolic--derived from focusing the attention of others on matters of importance to the school.
5. Cultural--derived from building a unique school culture.

These forces were seen as being practiced by the effective principal in a hierarchical nature. In order for a school to achieve and maintain routine school competence, technical and human leadership forces must be in existence. However, these forces alone were not sufficient to achieve excellence. Absence of these two forces results in school ineffectiveness and poor morale.

Educational and symbolic leadership forces are essential for a school to achieve routine competence. These forces were strongly associated with excellence in schooling. However, they alone were not sufficient in the achievement of an excellent school. If a principal did not use educational and symbolic leadership forces then the school was ineffective.

Instructional Leader

Instructional leadership as defined by Newberg and Glatthorn (1982, p. 12) included the following functions:

1. Selecting, supervising, and evaluating staff.
2. Setting high instructional goals and academic standards.
3. Communicating the belief that all children can learn.
4. Selecting and refining instructional materials and strategies.
5. Coordinating instructional policy.
6. Monitoring student progress.
7. Establishing a clean, conducive to teaching and learning.

Researchers at the Research and Development Center for Teacher Education studied change facilitator styles of principals as they related to the implementation of change (Hall, Rutherford, Hord, & Huling, 1984). They described three different change facilitator styles based on styles developed earlier by Thomas (1978).

Initiators had clear, decisive, long-range policies and goals. They had strong beliefs about what a good school was and worked hard to achieve this vision. They had strong expectations for themselves, the faculty and the students. They monitored these expectations through frequent and close contact with teachers. When they believed it was necessary, initiators would seek changes in district programs or policy.

Managers represented a wider range of behaviors than initiators or responders. They demonstrated responsive behaviors in answer to situations but they also initiated efforts for change. They produced a basic support for their teachers and implemented changes mandated by central office. However, they did not generally initiate change on their own or go beyond what was required of them in a change situation.

Responders allowed teachers and others to take the lead in the area of change. They believed their job was

to maintain a smooth running school by focusing on traditional administrative tasks. They felt the teachers needed very little guidance. The responder characteristically made decisions based on short-term rather than long-term goals.

After several research studies conducted by the Research and Development Center, a different link was found to exist between change facilitator styles and the implementation of an innovation. Initiator style principals had more quality and quantity of innovation implementation than principals using the manager style. Teachers in schools of initiator style principals had a less positive attitude than the teachers in schools with manager style principals. The principals that used the responder style had the least positive climate in their schools (Hall, Rutherford, Hord, & Hulling, 1984).

The Audit of Principal Effectiveness

The Audit of Principal Effectiveness is a research instrument developed by Valentine and Bowman (1986) to measure the effectiveness of principals in the elementary, junior high and secondary schools. Valentine and Bowman suggested using the instrument either for professional development purposes, district principal evaluations or as a research instrument.

In the development of the Audit of Principal Effectiveness, an extensive review of literature was conducted to determine characteristics of an effective principal. One hundred and sixty-four items representing twelve constructs were sent to 3660 teachers across the nation. The teachers indicated the degree of importance each item related to the effectiveness of a principal. After factor analysis, nine factors remained. These revised instruments were sent to another 3300 teachers who rated the importance of each item. After factor analysis, these remaining factors were grouped into three different domains for ease of handling. The following is a listing and explanation of the domains and the factors for principal effectiveness as described by the Audit of Principal Effectiveness.

Domain: Organizational Development

The principal understands the direction the school needs to take and helps the faculty develop goals to move in that direction. He also involves the community in the life of the school.

Factor: Organizational direction. The principal has high expectations of the staff, faculty and school. The principal communicates to teachers the direction the school should take and encourages positive changes.

Factor: Organizational linkage. The principal involves the community in the life of the school. The principal operates within the policies of the district and maintains a good relationship with administrators.

Factor: Organizational procedures. The principal employs and evaluates staff. The principal uses appropriate change strategies. Teachers are kept

informed of school-related problems and are involved in the decision-making process.

Domain: Organizational Environment

Through the principal's interaction with teachers and students a positive organizational environment and climate is created.

Factor: Teacher Relations. The principal takes time to listen to teachers and is perceptive of their needs. The principal provides the support the teachers need to be effective.

Factor: Student Relations. The principal is highly visible to the student body. The students feel comfortable talking with the principal and he enjoys the communication with the students.

Factor: Interactive Processes. The principal is able to organize activities, tasks, and people. The principal keeps students and teachers informed of school operations, rules, and procedures. The principal sets the overall tone for discipline.

Factor: Affective Processes. The principal works with other administrators and faculty to implement a team approach to manage the school. The principal helps to develop a sense of pride and loyalty in the school.

Domain: Educational Program

The principal is committed to the improvement of the educational program and works with teachers to improve the quality of their instruction. The principal is constantly evaluating the curriculum to ensure that it meets the needs of the learners.

Factor: Instructional Improvement. The principal is knowledgeable of instructional processes. The principal regularly observes and evaluates classroom instruction and is able to give constructive criticism.

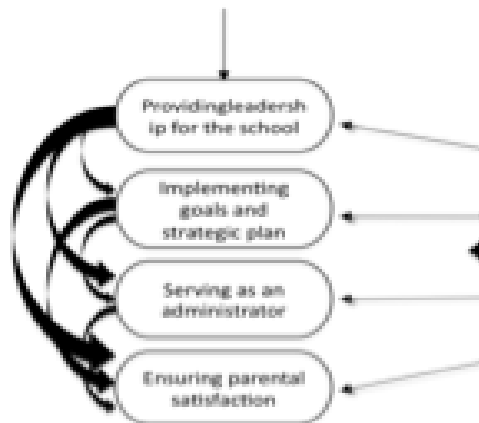
Factor: Curriculum Improvement. "The principal participates in instructional improvement activities such as program and curriculum planning and monitoring of student learning outcomes" (Valentine & Bowman, 1986, p. 4).

Summary

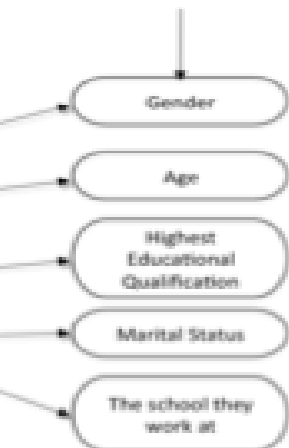
While the above-mentioned literatures support the premises that principal's leadership characteristics and the eventual effectiveness of a principal, thereby the school in general, are interdependent, most of these studies pertain to research in the western countries and contexts. This is one of the salient reasons why the researcher chose to undertake the study and establish how these two important variable interrelate and predict overall school success.

Conceptual Framework

Perceived Leadership Characteristics



Teachers' Personal Profile



Methodology

Type of Research

This study will employ correlation research design to investigate the relationship between independent and dependent variables – through data gathered from one group of sample, namely teachers teaching at three selected Bi-lingual school, at the time of data collection. Additionally, the researcher will also employ advanced statistical measures to ascertain the predictors of perceived principal effectiveness.

Instrumentation

A Principal Leadership Survey (23 items) and Principal Effectiveness Survey (25 items) which was used in School Improvement and Intervention Section of Arizona Department of Education (<http://www.ade.state.az.us/researchpolicy/>) as part of the monitoring process for schools in State Intervention, which results were reviewed by the principal and used by the principal and school improvement team in planning will be utilized to assess the role of the Bi-lingual school principals in relation to leadership characteristics and teachers' personal profile. In the Principal Leadership Survey, questions are according to the four dimensions: 1) providing leadership for the school, 2) implementing goals and strategic plan, 3) serving as an administrator, and 4) ensuring parental satisfaction. In order to probe the perception of the effectiveness of the three selected Bi-lingual school principals in relation to leadership characteristics and teachers' personal profile, questionnaire items will be primarily based on five point Likert scale and will be translated to Thai Language after the validation.

Data Analysis

Answers to the Principal Leadership and Principal Effectiveness Surveys will be placed on summary sheets and matrices and then will be examined to test the hypotheses and to investigate if any relationships will be apparent between the 4 dimensions.

All analysis of the questionnaires will be conducted using SPSS. Two types of analysis will be utilized. First, descriptive and inferential statistics will be computed for summarizing the moderators (Teachers' Personal Profile) of the sample and the ratings for each item appearing on the survey (frequencies, percentages, range and standard deviations). Second, the Pearson Product Moment Correlation Coefficient plus the MANOVA and Regression Analysis will run to treat the data.

Summary of findings

From the analysis of data, the findings were as follows:

1. On average, teachers who took part in this study have a moderate perception (neither positive nor negative – slightly toward the positive) toward the effectiveness of their principal. In other words, the principals in all three schools were perceived as neither effective nor ineffective.

2. All four variables/dimensions of Principal Leadership Characteristics were perceived to fall between "approaching the expectation" and "meeting the expectation" of teachers who took part in the study (moderate, slightly toward the positive).

3. Correlation Matrix reveal that principal effectiveness is significantly related to all four dimensions of principal leadership characteristics, namely, providing leadership, implementing goals and strategic plan, serving as an administrator and ensuring parental satisfaction.

All correlation coefficient between principal effectiveness and the four dimensions of principal leadership characteristics also indicate positive, strong relationships. In other words, principals are perceived as effective when their Grand Mean values in the four principal leadership characteristics are high as well. Thus, principals who meet and exceed the expectation of teachers in the above-mentioned four dimensions of principal leadership characteristics are perceived as more effective as school leaders.

Additionally, it is also seen that all four dimensions of principal leadership characteristics are significantly, positively, and fairly strongly correlated to one another.

4. When analyzed in comparison across schools, it is found that teachers at School 1 reported the most favorable perception toward their principal on all five variables, followed by teachers at School 2 and lastly, teachers at School 3.

In other words, the principal at School 1 is perceived as significantly more effective than principals at the other two schools. Additionally, the principal at School 2 is perceived to be more effective than the principal of School 3. The same is seen for all the four principal leadership characteristic dimensions, namely, providing leadership, implementing goals and strategic plan, serving as an administrator and ensuring parental satisfaction. Hence, all three principals are perceived significantly different in their leadership effectiveness and characteristics by their respective teachers.

5. When analyzed across gender, there is no significant difference between male and female teachers' perception toward the following variables (both male and female teachers did not perceive their principals as differing much on these dimensions):

- 1) Principal effectiveness
- 2) Principal leadership characteristic of serving as an administrator
- 3) Principal leadership characteristic of ensuring parental satisfaction

However, there is a significant difference between male and female teachers' perception toward the following variables:

- 1) Principal leadership characteristics of providing leadership; where female teachers' perception is more favorable than that of their male counterpart.
- 2) Principal leadership characteristics of implementing goals and strategic plan; where female teachers' perception is more favorable than that of their male counterpart.

6. When analyzed in comparison across teacher's highest education attainment, teachers' highest education attainment does not significantly influence their perception toward their respective principals on all the five variables. In other words, there are no significant differences in the grand mean values as a function of teachers' highest education level (whether they completed their diploma, bachelor or post-graduate qualifications).

7. When analyzed in comparison across teacher's marital status, teachers' marital status does not significantly influence their perception toward their respective principals on all the five variables. In other words, there are no significant differences in the grand mean values as a function of teachers' marital status (whether they are unmarried, married, or divorced/widowed).

8. Using a Stepwise Hierarchical Regression analysis, the researcher further investigated the significant

predictors of principal effectiveness. There are only three significant determinant of principal effectiveness; they are:

- 1) School where the research took place; the school that teachers belong to significantly predicted the outcome of their responses toward the principal effectiveness scale; it was found that there was a significant difference in the way principals were perceived in relation to their effectiveness across the three schools involved in the study.
- 2) Principal leadership characteristic of providing leadership; teachers who perceive that their principal is strong on providing leadership to the school also perceive him/her as an effective school leader.
- 3) Principal leadership characteristic of ensuring parental satisfaction; teachers who perceive that their principal is strong on ensuring parental satisfaction also perceive him/her as an effective school leader.

Non-predictors of Principal Effectiveness as revealed in the data provided by teachers of the three schools investigated are as follows:

- 1) Gender
- 2) Marital Status
- 3) Highest Education Obtained
- 4) Principal leadership characteristic of implementing goals and strategic plan
- 5) Principal leadership characteristic of serving as an administrator

Discussion and Conclusion

Being the final chapter of the thesis, this chapter presents discussion of results and findings, and conclusions, along with limitations and recommendations for further studies. It also presents implications of research discoveries for practical application.

Discussion

Literature in general, as well as this particular investigation on school effectiveness repeatedly refers to the need for strong leadership of the principal. The principal has received extraordinary attention in the literature and research of educational administration in recent years. The reason for this attention in the scholarly literature stems largely from the intense interest on the part of educators and scholars in achieving better understanding of the dynamics of school effectiveness.

For any school to be judged deserving of recognition there should be strong leadership and an effective working relation among the school, the parents, and others in the community. The school should have an atmosphere that is orderly, purposeful, and conducive to learning and good character. The school should attend to the quality of instruction and the professionalism of its teachers. There must be a strong commitment to educational excellence for all students and a record of

progress in sustaining the school's best features and solving its problems (U.S. Department of Education, 1999).

The responsibility for school improvement represents an area in which the leadership role of the school administrator is important.

Nakornsri (1977) studied the differences between teachers' perceptions of their principal's administrative performance, and the relationship, if any, between teachers' perceptions of their principal's role behavior and administrative performance. Considering the teachers' educational level, there was a difference in their perceptions of the principal's role behavior and his/her administrative performance. It was further reported that principals, by sex, do not differ in their role. However, they do differ as far as their educational leadership ability is concerned. Female principals exemplified higher levels of educational leadership than did male principals.

Role perception study in recent years has been concerned with systematic descriptions of what principals actually do. Research studies using this method have looked at principals' use of time and the nature of the tasks with which they are involved through observations (Gronn, 1982; Willis, 1980). These studies have revealed that principals' working days are characterized by brevity, variety, and fragmentation. Most activities engaged in by principals last for a few minutes and are constantly interrupted by demands from various sources (Martin and Willower, 1981; Willis, 1980). A greater number of the principals spend large portions of the day in their offices or the surrounding vicinity of the school's main office, and spend only about nine percent of their time in classrooms.

Researchers have pointed out that principals believe that they should be totally involved in instruction and curriculum and that a greater portion of their time should be spent in the classroom (Boocock, 1972). Other studies have revealed that principals spend most of their time at school on managerial tasks unrelated to curriculum and instruction (Cuban, 1984), thus pointing to a discrepancy between beliefs and practices. In a study conducted by Peterson (1978) it was concluded that principals spend less than 5% of their time in the classroom and less than 6% of their time planning and coordinating instructional programs curriculum, and materials.

Hannaway and Sproull (1979) stated that 90% of high school principals' activities were concerned with other than curricular and instructional issues. In the findings of Martin and Willower (1981), studies showed a slightly higher percentage. They stated that 17% of the principals' time was devoted to their schools' academic programs. This time was described as passive or supportive rather than active or directive (p. 84). Meyer and Rowan (1978) reported that only 12% of the school principals said they had any real decision power over instructional methods used by teachers, a finding that was corroborated by Deal and Celotti (1980).

Effective instructional leaders establish and implement clear goals and specific achievement objectives for the school. They plan, implement, and evaluate

instructional programs including learning objectives and instructional strategies for the school. They also provide a purposeful school environment conducive to learning, conduct an effective school program, and evaluate teachers and staff members.

Conclusion

Based upon the findings in this study, the following conclusions were made. Principals of secondary schools are perceived as being effective by teachers when they...

1. ...provide better leadership in organizational development. They have greater insight into the ability to work with personnel both inside and outside the school setting.
2. ...provide better leadership in organizational direction and directions for the school through work with faculty to develop goals, establish expectations and promote appropriate changes.
3. ...provide better leadership in organizational procedures and utilize effective procedures for problem solving, decision-making and change.
4. ...promote positive working relationships between school, the community the school serves and other educators and agencies that work with the school.
5. ...nurture the on-going climate of the school through development of positive interpersonal relationships among members of the organization.
6. ...develop effective working relationships with staff through communication, sensitivity of needs, appropriate support and reinforcement.
7. ...allocate and spend as much time as they should on curriculum development and instructional improvement.
8. ...use their time organizing tasks and personnel for the effective day-to-day management of the school.

Limitation and Recommendations

The main limitation of this study exist in the fact that information about principal's effectiveness and their leadership characteristics were reported by their respective subordinates, teachers. This may have involved certain degree of bias and/or inaccuracy in the reporting of perception due to teachers' apprehension toward the principals under consideration. This dynamics in the working relationship between the principal and teachers might have affected the outcome of the study in a significant manner.

As such, a study of this kind should be conducted using the qualitative approach where the researcher would have the opportunity to observe (shadow), interview, and note the day-to-day displays of leadership qualities and characteristics that truly makes a principal who he/she is. A qualitative study of this nature may be time consuming; however, a study such as this would probably yield more

accurate, unbiased account of the principal's effectiveness and leadership characteristics.

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