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Conceptions of Headteachers
concerning their role.

Vol 1

Louis Cohen

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for the degree of Ph.D of the University of Keele.

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ABSTRACT OF THE RESEARCH

The study is an exploration of the role conceptions of headteachers for various aspects of their work with pupils, teachers and parents, and the expectations that heads believe teachers and parents hold for the role of the head as school leader.

A Headteacher Role Definition Instrument (HRDI) was constructed with the assistance of headteachers and tested. It was completed by a national sample of Infant, Junior and Secondary school headteachers from schools throughout England and Wales.

In the first part of the study, the interpositional analysis, a number of hypotheses were tested in connection with the relationship between situational factors (the type, the size, and the location of schools) and personal factors (the age and the sex of their incumbents) and headteachers' role conceptions.

In the initial section of the second part of the study, the phenomenological analysis, each of eleven headteacher groups was examined separately on each item of the HRDI to ascertain the pattern of relationships between headteachers' role conceptions and their attributed expectations to teachers and to parents. A typology of nine perceived role type situations was deduced.

In the final section of the second part of the study, an adequate stimulus weighting criterion was introduced by which to identify 44 HRDI items on which headteachers-in-general held common phenomenological perceptions. The headteacher's world was described by reference to the typology

of role type situations and the 44 items of headteacher behaviour.

In the interpositional analysis, hypotheses which related the type and the size of the school to the role conceptions of their headteachers were supported. So, also, were hypotheses concerning relationships between age, sex, and headteachers' role conceptions. A null hypothesis in respect of the location of schools and the role conceptions of their headteachers was not rejected.

In the phenomenological analysis, the headteacher was described as the occupant of a boundary position which served as a point of articulation between the internal and external systems of the school.

Headteachers' mandatory role conceptions were directed primarily towards the internal system of the school and were marked by high consensual agreement among heads themselves and, so they believed, among teachers and parents.

Those items of headteacher behaviour which articulated the internal and external systems of the school were generally marked by less consensual agreement both actual and attributed, and were identified as potentially-conflictful for headteachers.

The commonest source of such conflict was held to arise out of headteachers' perceptions of the incompatibility of teacher expectations for professional autonomy and boundary maintenance and parent expectations for representation and influence in specific aspects of the school's affairs.

The findings reported here are suggested as useful basic material content for lecture, seminar, and simulation techniques in connection with courses concerned with the in-service training of headteachers.

STATEMENT OF THE PROBLEMAn historical perspective

Two recent studies (Westwood 1967, Hoyle 1969) noted the virtual non-existence of systematic investigation of leadership roles in the English educational system. To date, there are few empirical studies reported in the literature that have concerned themselves with the headteacher position or related counter-positions within the school. Most discussion on the role of the head has been in historical terms. In a number of papers the power and authority of the contemporary headteacher are traced to the mid-nineteenth century emergence of the great Public school headmasters who fought for independence of action by asserting their personal authority. (Baron 1956, Morris 1963, Stones 1963, Musgrave 1965, Westwood 1966). In so far as the non-Public school sector was concerned, by 1851 the qualified master in the parochial school was attempting to establish both his professional independence of clergyman and school inspector and his social class distance from the parents of the children who received his instruction. By the time of the School Inquiry Commission Report of 1868, the headmaster had won independence of action in respect of "all the internal discipline, the choice of books and methods, the organization, and the appointment and dismissal of assistants." Apart from the appointment and dismissal of teaching staff, the authority of the contemporary headteacher to determine what is taught in school is as overwhelmingly assented to by his Governing and Managing Bodies. (Baron and Howell, 1968).

Once appointed, the head possesses a great deal of freedom to guide the development of the school as he sees fit (Niblett 1958, Baron and Tropp 1961). Indeed, one observer suggests that he enjoys a greater degree of autonomy than any other headteacher anywhere else in the world (Dent 1954). On the basis of such authority the head is able to formulate the goals towards which the school is to direct its efforts (Musgrave 1968). He is able to influence the moral education that the school attempts to impart (Sugarman 1968). Some current advice given by headteachers themselves on the effective organization and administration of their schools reflects both their view of the latent authority of their office and suggests two prevalent conceptions of the nature and practice of administration. Firstly, what might be typified as the 'personality characteristics' viewpoint holds that the successful headteacher has the necessary personality traits to be a head and knows when and how to use them,

"My ideal headmaster has always a soupçon of the aloof and a tincture of the authoritative I have long been suspicious of democratic schools and staff-rooms."

(Goodwin 1968).

Secondly, the 'techniques of control' viewpoint expresses the conviction that ample forethought and planning are the mainstay of the successful head,

"it is the principal's job to work out before the start of the new school year a programme of school activities so that members of staff and pupils know exactly what is expected of them in work

and play from day to day and from week to week." (Cooke and Dunhill 1963)

".... in the head's hands lie the making of decisions but he should have a staff meeting first and obtain a thorough discussion before in the quietness of his room coming to his decision." (Toah 1964)

A social science perspective

A third view of the administrative process is proposed by Getzels et al. (1968) by means of a geographical analogy. Rather than "itineraries" as the basis of the administrator's behaviour (whether such itineraries be useful traits or successful techniques) Getzels suggests "maps". Maps both express and clarify the complex relationships and interdependence of administrative and organizational processes. They are built upon administrative and organizational propositions that are empiricably testable to establish their utility. Recent British observers have suggested the need to conceptualize and explore the head-teacher position from this latter perspective (Taylor 1963, Davis and Taylor 1964, Taylor 1966, Allen 1967, Westwood 1967, Watson 1969, Swift 1969, Baron and Taylor 1969).

The relevance of a headteacher study

During the last decade education has become increasingly a matter for national and local political concern. It has been shown to be a force in processes of social differentiation and social change and its importance in economic planning is now more fully recognized (Baron 1969).

Far reaching changes are taking place in the structure of various institutions of education as a consequence of the changing purposes that they are called upon to perform. From university to primary school we are involved in rapid and fundamental change. If we take the large comprehensive secondary schools as our example, we are now facing totally new problems concerning their external relationships with wider society and their internal organization and structure. We require new conceptual tools with which to comprehend those changes in respect of internal and external environments. (Eggleston 1969).

It is a central contention of the present study that it is by considering the behavioural aspects of educational administration that we can not only better comprehend the changes taking place about us, but can help shape and direct those changes to our agreed purposes. To this end, there is a variety of multi-disciplinary approaches to educational administration, each of which may extend our understanding through its unique emphasis (Hoyle, 1969). One such approach is the sociological study of the school as an organization. This broadly defines the position of the current research. More specifically, it is concerned with an exploration of the headteacher position by the use of a number of key variables which have proved fruitful in previous studies of educational organizations. Role theory has provided useful tools of analysis of positions within school systems and 'role' is a central concept employed here. 'Authority', 'conflict' and 'consensus' are further concepts used in examining the headteacher's social interaction both within and outside of the school.

Why the headteacher?

Because, we would argue, it is he who occupies a focal position in

X "those interpersonal and intergroup processes involved in system maintenance, task direction and goal attainment within the (school) organization." (Taylor 1969). Unless we understand his position in its relationship with the internal and external environment of the school, we have little chance of properly evaluating how far the school is moving towards its declared educational objectives.

Taylor aptly raises two key questions in connection with research into the school headship. Firstly, what do headteachers do? Surprisingly, we do not know the answer to this fundamental question. Research is in hand, however, whereby a detailed account of the headteacher's behaviour is being obtained via diary entries on a time-sampling basis (Taylor 1969). Secondly, given certain legitimate educational aims and objectives, what should headteachers do in order to attain those objectives?

The present study asks two "should" questions, one of the second order proposed by Taylor, and one which in a specific sense, poses a question more fundamental than Taylor's "what do heads do?"

Three hundred and ninety-five headteachers are invited to indicate by means of a questionnaire, how strongly they believe that a headteacher should or should not engage in specific behavioural acts as heads. Their responses indicate their beliefs about the content of the work in which the head should be engaged in connection with pupils, teachers and parents, and the leadership styles that should govern such social interaction.

In another sense, however, "should" questions are related to the

logically first-order question of Taylor's in respect of what head-teachers actually do. As Burnham (1969) points out in his discussion of the role concept, what the headteacher does is very much dependent not upon what governors, inspectors, teachers, parents and the like really expect of him, nor upon what they say they expect; but upon what the headteacher perceives them to expect. When, therefore, in the current study, heads are asked what they perceive they should do as they interpret the expectations of teachers and parents, an attempt is made to ask a more basic question than 'what do headteachers do'. Rather, the question is posed, "what motivates headteachers to behave as they do?"

This research is concerned with the perception of influence by the headteacher arising out of the expectations of two important members of his role-set, the teachers and the parents. It examines his own role conceptions or beliefs in relation to those perceived expectations. It represents an attempt to go some way towards meeting the need for fundamental research into "the system of positions, relationships and goals within which the administrative function is exercised." (Taylor 1969). Without such research, many programmes of in-service training for the headship can only be based upon "subjective experience, hunch and guess-work rather than upon a knowledge of facts which at the present time are simply not available."

The specific objective of the study

The major objective of the study is to develop a social-psychological "map" of the headteacher position from the point of view of the occupants of that position as they themselves see it. Headteachers' normative

beliefs about their leadership behaviour in schools are examined in relation to their perceptions of teachers' and parents' expectations for ~~that~~ behaviour.

A secondary objective of the study is to compare the beliefs and perceptions of various groupings of headteachers. To this end, a number of hypotheses are derived from organization theory, and in the absence of theory, from "common-sense."

The limited frame of reference employed expresses support for the view that the most fruitful approach to the study of educational administration in this country at the present is through mono-disciplinary paths, in the hope that at a later date, multi-disciplinary approaches may bear greater yields. (Hoyle 1969).

CHAPTER 1.

REVIEW OF THE LITERATURE

1. The organizational context of the school

Only comparatively recently has the sociological study of organizations entered that third stage of development (Davis and Iannoccone 1958) where, by examination of the characteristics of different organizations, - business and industrial enterprises, hospitals, prisons, churches, and latterly, schools, - can attempts now be made to bring together a variety of concepts into some form of an embracing theory. Various partial theories of organization at this conceptual stage ("the social science point of view" as Getzels et al., (1968) aptly calls it) have focussed upon one or more important variables; Barnard (1938) on communication processes, Simon (1957) on decision-making structures, Argyris (1957) on the 'fusion process' between individual needs and organizational demands, Etzioni (1961) on 'compliance' as the nature of social control in organizations. There is still, however, a conspicuous lack of any overall unifying theory of organizations by which to integrate the disparate approaches to organizational analysis currently being pursued. Hoyle (1965, 1969), Westwood (1967). Contemporarily, sociologists of education utilise a range of concepts by which to describe the social relationships obtaining within the structure of the school. The purpose of the present review is, therefore, twofold: firstly, to indicate the use to which those conceptualizations have been put, with particular reference to the study of the headteacher position; and secondly, to evaluate the empirical researches that have been generated.

Both American and British observers point to the paucity of research in the area of authority and control in relation to school organizations and their adult members. (Bidwell 1965, Hoyle 1965, Westwood 1967). The basis of the American school principal's authority is variously held to be 'dominative' (Waller 1932, Washburne 1957), 'rational-legal' (Getzels 1952), 'traditional-legal' (Funk 1964), 'charismatic' (Lewin 1968), and 'expertise' (Hornstein et al. 1968). In similar vein, charismatic, traditional, and rational-legal bases of the British headteacher's authority are proposed. (Baron 1956, Baron and Tropp 1961, Stones 1963, Musgrave 1965, Westwood 1966, Baron and Howell 1968, King 1968, Watson 1969). Empirical research shows that headteachers perceive charismatic, rational-legal, and expertise dimensions of their authority as important within the school (Cohen 1965, Glossop 1966) and that staff expectations of charismatic qualities in headteachers may at times be consistent with headteacher's own role conceptions. (Turner 1969). 'Expertise' as a classroom practitioner may, from the head's point of view, be important primarily as a boost to staff morale rather than as an influence on pupils' achievement. (Glossop 1966).

(a) Bureaucracy and the school

Weber's (1946, 1947) studies of the legitimacy of authority have been applied to the school and its organization, though not without reservation (Swift 1969). Generally, increased size and complexity of school organization is held to be associated with an increase in the bureaucratic exercise of authority within the school (Hoyle 1965, Eggleston 1967, Westwood 1967, Musgrave 1968, Watson 1969). Bureaucratization of school organization in Weber's sense, implies the appli-

cation of two principles, specialization and coordination (Corwin 1965). Specialization is accomplished through a hierarchy of positions each with an established area of delegated authority. Coordination is a counter process to specialization involving the re-integration of specialized activities through the centralization of authority and the standardization of procedures. The intended consequences of such organizational arrangements are impersonality and uniformity (Swift 1969).

(b) Other organizational views of the school

The limited applicability of the Weberian concept of bureaucracy to the particular situation of the school may be inferred from papers by Gouldner (1954), Parsons (1956) and Bennis (1959), and is discussed in Litwak (1961), Etzioni (1961, 1964), Bidwell (1965), Corwin (1965), Brim and Wheeler (1966), and Anderson (1967, 1968). Etzioni suggests that the emotive term 'bureaucracy' be replaced by the more neutral 'organization' and that features other than the rational/legal (bureaucratic) attributes of organizations be considered. Bidwell (1965) proposes four key organizational attributes of the American school system, the third of which relates to its bureaucratic tendencies. Bidwell (1965) and Brim and Wheeler (1966) further direct attention to the peculiar feature of the school as an organization, that it is a "client-serving", a "people-processing establishment". Where Etzioni and Bidwell extend the applicability of the organizational model to the particular context of the school is in what Etzioni calls the non-rational exercises and legitimation of authority and what Bidwell has discussed as 'structural looseness' of the organization and the professionalism of its adult members.

Etzioni's typology of forms of social control in relation to organizational goals extends both the earlier distinction of Gouldner (1954) between punishment-centred and representative type bureaucracies and Bennis's (1959) discussion of power-influence-leadership in relation to organizational type. A number of the attributes of Bennis's 'problem-solving' organization are applicable to the adult members of the school although Bennis did not have the school in mind in his exposition. He suggests, - A high degree of similarity between the goals of superior and subordinate; a high degree of professionalization; important outside reference groups; a high degree of autonomy for members; difficulty in evaluating effectiveness; long term and intangible goals. Bennis suggests that in such an organization, the ability of the supervisor to control the rewards and punishments of subordinates is restricted in comparison to the superordinate in other types of organization. The most potent source of his control lies in his ability to manipulate the condition whereby the subordinate is able to achieve his own goals.

(c) Collegiality

Bidwell (1965) argues that because of the similarity of their professional socialization, the relationship between principal and teacher, despite its hierarchical ordering, is essentially one of collegiality. Such a relationship both defines and delineates the range and the type of control available to the superordinate. (Becker 1953, Carlson 1962). Personal relationships and communication processes assume especial importance as integrating and controlling activities (Merton 1957, Blau and Scott 1963, Haralick 1968).

For Corwin (1965) and Anderson (1967, 1968), conflict in school (and other organizations) is not between individuals and the organization per se; rather it is between the two entirely different bases of authority; 'professional' versus 'bureaucratic' discussed above.

(d) Functional dependence

Concepts from role and reference group theory have been widely used in organizational studies. Their particular application to the school are detailed in Gross et al., (1958), Biddle (1961), Biddle and Thomas (1966). A useful synthesis of role and reference group concepts suggested by Cain (1968) is relevant to the present discussion. Headteacher-teacher expectations for each other's behaviour are marked by a functional dependence (Kahn et al., 1964), which suggests that each is a potent and effective role sender to the other. (Cain 1968). Headteacher-parent and teacher-parent relationships may be marked by relatively less effective role sending; in the case of teachers and parents, for example, their 'audience group' relationship is generally communicated through the child or in infrequent, highly-structured parent-teacher meetings.

SUMMARY

In preparation for a more detailed examination of headteachers' role conceptions and role expectations of selected members of the headteacher's role-set, a particular characterisation of the school is proposed:-

The school may be viewed as a 'client-serving', 'people-processing' institution working towards changing, and often indeterminate, goals

through an organizational structure marked by distinct bureaucratic features, yet bound together by the strong professional ideologies of both superordinate and subordinate adult members.

2. Role theory and role concepts

An exhaustive account of the development of role terms and a clarification of terminology is inappropriate here. Comprehensive summaries of the literature of role are to be found in Neiman and Hughes (1951), Argyle (1952), Rommetveit (1954), Sarbin (1954), Gross Mason and McEachern (1958), Biddle (1961), and Biddle and Thomas (1966). More appropriate is the example of a number of researchers (Gross et al., 1958, Levinson, 1959, Kahn et al., 1964) who have sought to avoid terminological problems by developing or adapting a body of concepts specifically for the purposes of their own empirical work. The purpose here at hand is an ordering and evaluation of those role studies which have been concerned with the headteacher position. To that end, a minimum set of concepts is developed by which to express the distinctions extant in the literature. Further elaboration and refinement of these concepts is made when necessary.

POSITION is used to indicate "the location of an actor or class of actors in a system of social relationships." (Gross et al., 1958). The term only has meaning in so far as its relation to other positions is designated. Directing attention firstly to the headteacher and secondly to significant others in his milieu, the head may be said to occupy the FOCAL POSITION and teachers, parents, pupils etc., COUNTER POSITIONS.

A ROLE is a "set of related cognitions maintained for a person or position by himself or another". (Biddle 1961).

thus, A ROLE CONCEPTION refers to a person's beliefs for himself in the position that he occupies.

and A ROLE EXPECTATION refers to a person's beliefs for another who occupies a counter position to his own.

ROLE CONCEPTION and ROLE EXPECTATION express normative beliefs (Charters 1963); that is they refer to what should or should not occur as distinct from what actually does occur.

ROLE BEHAVIOUR refers to what a person actually does (Newcomb 1951).

ROLE SET refers to the pattern of role relationships and concomitant complementary expectations which an individual has by occupying a position. (Merton 1957, Getzels et al., 1968).

AN ATTRIBUTED EXPECTATION refers to a "belief held by a person for the expectation of another" (Biddle 1961). A headteacher, for example, may believe that a teacher thinks parents should have little say in school academic matters. An attributed expectation need not, of course, be veridical.

ROLE CONFLICT refers to the perception by a position-occupant that his role conceptions are incongruent with role expectations that are held for him by one or more persons who occupy counter-positions to his own and are effective role definers.

3. Leadership in the school context

Reviews of leadership studies show that research has been located

in industry and business rather than in schools. (Stogdill 1948, Morris and Seeman 1950, Gibb 1954, Bass 1960, Katz and Kahn 1966, Fiedler 1967, Gibb 1969). The small educational literature on leadership up to 1955 is reviewed by Chase and Guba (1955). A number of conceptualizations of school leadership that are extant in the literature since 1955 are discussed below.

(a) autocratic, democratic, laissez faire conceptions.

A number of studies of the behaviour of school administrative personnel followed the early work of Bradford and Lippitt (1945) which identified autocratic-democratic-laissez faire styles. Of interest to educational researchers was the relationship between the style adopted by the school principal and the degree of change in such areas as curriculum development (Hines and Grobman 1956, Wiles and Grobman 1958), the incremental academic achievement of pupils (Wilson 1955), and the attitudes and feelings of pupils (Maynard 1955). Autocratic and democratic leadership styles were also related to the degree of staff participation in school decision making (Chase 1952, Cornell 1954, Sharma 1955). In general, the evidence produced by researchers of the beneficial effects of democratic administrative practices upon curriculum change, teacher satisfaction, quality of teaching performance and interpersonal relations among adult members and pupils is suspect on two counts. Firstly the concepts 'autocratic' and 'democratic' oversimplify complex issues; secondly, being value-laden concepts they are hardly likely to produce impartial findings. (Charters 1963). A recent study by Ecker (1968) failed to establish any significant relationships between the democratic-autocratic administrative behaviour of school principals and character-

istics of their personalities..

(b) leader-centred and group-centred conceptions

Closely related to the work of Bradford and Lippitt is that of Moyer (1954). Moyer designed an 80-item, Q-sort instrument to measure teachers' expectations for the leadership behaviour of school principals. 'Leader-centred attitudes' on the part of teachers called for the affirmation of statements such as "The principal should make the decisions and run the school according to his best judgements". 'Group-centred attitudes' were elicited by statements such as, "The principal should rely heavily upon his teachers for help with school problems". Measures of teacher satisfaction with the principal's leadership were also obtained. Moyer found differing degrees of homogeneity of teachers' attitudes in the schools selected for study. The greater the homogeneity however, (whether for leader-centred or group-centred behaviour on the part of the principal), the greater the degree of teacher satisfaction that was reported. Congruence of expectations for the principal's leadership was as important in teacher satisfaction as the behaviour actually exhibited by the principal, a finding also demonstrated by Bidwell (1955) and since confirmed by others (Getzels et al., 1968).

(c) traditional and emergent values

Spindler (1955) directed his discussion of the transformation from traditional to emergent values in the American culture to the context of the school and suggested that school principals would be more likely to hold emergent values than school board members and parents; that younger teachers would subscribe to emergent values more than older teachers. Change in values was broadly conceived of as movement from

a work-success ethic to an ethic stressing sociable interpersonal relations; from personal independence to conformity to the group; from a future time orientation to a present time orientation; from moral commitment to moral relativism. Prince (1957) developed a Differential Values Inventory (DVI) to discriminate between traditional and emergent values of teachers and principals and to investigate the effect of discrepancy in values between these two groups. Teachers (as Spindler hypothesised) were found to be more emergent than principals; older teachers and older principals were more traditional than their younger colleagues. Similarity between teachers' and principals' values (whether emergent or traditional) was significantly associated with the teachers' confidence in the principal's leadership, their ratings of his effectiveness, and their overall satisfaction. Similarly, the closeness of fit in teacher-principal values was directly related to the principal's rating of his teachers' effectiveness, a finding confirmed in later studies by Bible and McComas (1963), Musella (1967) and in a recent British study by Start (1968). The frequency of interaction of teachers and principals in their proximate role sets may account for these important correlates of similarity/dissimilarity in their respective values systems. A much weaker and less systematic relationship to that reported by Prince (1957) was found in a study by McPhee (1959) of the effects of discrepancy in values between parents and school superintendents where the role-set relationship is more distant and infrequent. A 'social distance hypothesis' representing a combination of the principles of frequency of interaction and similarity of professional socialization (Green and Biddle 1964) is proposed as an explanation of the greater

degree of consensus in principal-teacher as opposed to principal-parent or teacher-parent role perceptions and expectations.

(d) initiating structure and consideration conceptions

The Leadership Series in Ohio Studies in Personnel represents an empirical as opposed to an ideological approach to the study of leadership. In a dozen or more monographs dating from 1949, researchers report the collection of descriptions of the behaviour of leaders in business, military and educational settings. A Leader Behaviour Description Questionnaire (LBDQ) was developed by Stogdill and Coons (1957) and refined by factorial analysis. With a variety of groups, - aircraft commanders and school superintendents (Halpin 1955), bomber crews (Rush 1957), college department heads (Hemphill 1955), school leaders in Ohio communities (Seeman 1957), and industrial plant supervisors (Fleishman 1957), two broad leadership factors identified as 'initiating structure' and 'consideration' were found to account for almost 80% of the common factor variance. Initiating structure describes the efforts of the leader to establish, "well-defined patterns of organization, channels of communication and methods of procedure". 'Consideration' refers to "behaviour indicative of mutual trust and warmth in the relationship between the leader and members of his staff." (Halpin 1956). Halpin argues that organizational effectiveness is related to high performance by the administrator on both leadership dimensions (Halpin 1957). Ambrosie's (1968) study showed teacher participation in decision-making to be significantly related to the principal's 'Consideration' and 'Initiating Structure'.

A recent Canadian study (Brown and Anderson 1967) showed that in

particular, high consideration on the principal's part was related to staff consensus and satisfaction. Difficulties in the use of the LBDQ in studies by Seeman (1958) and Hunter (1959) arose from the discrepant reports of leader behaviour perceived from superordinate and subordinate positions (Charters 1963). Such reports of differential perception raise the important question of whether or not the LBDQ can be employed as an objective measurement of administrative behaviour (Banks 1968). As an exploratory instrument of the selective perceptions of the principal's leadership on the part of school personnel, it has been used successfully by Hunt (1967).

(e) the organizational climate of the school

Using a similar approach to that employed in the development of the LBDQ, Halpin and Croft (1962) extended the earlier focus on the leadership of the principal to include, in addition, the behaviour of the teachers in the school. This more broadly-based view, conceived of as the organizational climate of the school, is measured by means of an organizational climate description questionnaire (OCDQ), comprising four aspects of teacher behaviour and four styles of leadership on the part of the principal.

'Disengagement' refers to teachers "going through the motions only", a state of teacher-anomie. 'Hindrance' suggests that teachers are burdened by the principal with routine duties and busy-work. 'Esprit' describes the morale of the teachers; 'Intimacy' their enjoyment of friendly social relations with each other.

Two dimensions of the principal's leadership are associated with social needs satisfaction. 'Thrust' represents the principal's attempts

to "move the organization to its goals" by the example of his own efforts. Whilst his behaviour in this respect may be "starkly task-orientated" it is received favourably by teachers. 'Consideration' describes the principal's attempts to do "a little something extra for his teachers in human terms". Two dimensions are concerned with aspects of the principal's social control. 'Production emphasis' describes such behaviour as close supervision and one-way communication from principal to teachers in highly directive tones. 'Aloofness' refers to the principal's behaviour which is formal, impersonal, "goes by the book"; the principal is seen to behave universalistically rather than particularistically.

Six organizational climates of schools are empirically derived by Halpin and Croft from the various combinations of the eight aspects of teacher and principal behaviour. The climates are given the following nomenclatures, - open, autonomous, controlled, familiar, paternal, and closed. By way of example, the open climate school is characterised by principal's leadership behaviour that is high on thrust and consideration, low on production emphasis and not aloof towards staff. From the teachers' point of view, there is extremely high esprit, low disengagement and low hindrance from the principal; there are good relations on the staff but no need for very high intimacy.

Validity studies of the OCDQ instrument by Plaxton (1965) are reported and discussed by Andrews (1965). Halpin's interesting typology has been used in a number of role studies which have examined the organizational climate of the school in relation to personality patterns of principals, communication procedures, innovation in schools, teachers'

sex, age, academic qualifications and self-concepts, (Cook 1965, Murphy 1966, Brust 1966, Trimble 1967, Ranyard 1967, Dugan 1967, Becker 1967, Brinkmeier 1968, Hughes 1968, Wiggins 1968).

Because the OCDQ relies upon teachers' perceptions of the principal's behaviour it raises the same problems concerning the objectivity of the assessment of administrative behaviour as the LBDQ. Murphy's (1966) study confirmed, in point of fact, that the personality pattern of the perceiver contributed to his perception and rating of the school's organizational climate.

(f) nomothetic-idiographic-transactional conceptions

Closely related to 'initiating structure' and 'consideration' are the two dimensions of a social system which Getzels proposes are the framework within which administrative processes occur (Getzels and Guba 1957, Guba and Bidwell 1957, Getzels, Lipham, and Campbell 1968). A social system is seen to consist of two classes of human activity that are conceptually independent and phenomenally interactive. One class constitutes the nomothetic (or normative) dimension of behaviour, the other the idiographic (or personal) dimension of behaviour. Three conceptual elements are proposed for the analysis of the nomothetic dimension, - institution, role, and expectation, - each element serving as the analytical unit for the one immediately preceding it. The parallel elements similarly arranged in order of decreasing generality serving for the analysis of the idiographic dimension are, - individual, personality, and need - dispositions. Leadership behaviour is seen as a function of the interaction of these two classes of factors.

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..... The nomothetic leader stresses the requirements of the institution and the conformity of role behaviour to expectations at the expense of the individual personality and the satisfaction of needs. He perceives authority to be vested in his office, and he maintains the scope of his interactions with his subordinates in as diffuse a manner as possible. He places heavy emphasis on universalistic rules and procedures, and he imposes extrinsic sanctions whenever feasible. Effectiveness is his major standard of follower excellence.

..... The idiographic leader, in contrast, stresses the demands of the individual's personality, his need structure, and need-motivated behaviour. Here organizational requirements tend to be minimized. This leader views his authority as delegated, and tends to maintain higher specific interactions with subordinates. His relations to others are, in general, particularistic, tailored to each individual's personality, and he places major reliance upon intrinsic sanctions. Efficiency is his major standard of follower excellence. (Guba and Bidwell, 1957).

Transactional leadership lies between the nomothetic and idiographic poles and describes behaviour aimed at reconciling the conflict between the demands of the organization and the needs of the individual members.

The principal's transactional leadership in Guba and Bidwell's study (1957) was shown to be positively related to teachers' satisfaction and to their level of confidence in the principal when the measurement of such transactional leadership was based upon the teachers' perceptions. No significant correlations were shown between teachers' satisfaction and

confidence when the measurement of administrative style was based upon the principals' reports of their own behaviour. Guba and Bidwell's study illustrates the problems of causal relationships in correlational data; furthermore it relies (as is the case with Halpin's) upon respondents' perceptions of leadership styles rather than the independent measurement of that behaviour.

Getzels and Guba's nomothetic-idiographic-transactional formulation has generated a number of studies of administrative behaviour and its situational and personal correlates, (Campbell 1958, Hencley 1960, Liphman 1960, Fogarty 1964, Semrow 1965, Tornow 1965). These studies, focussing upon the strain experienced by school administrators as a result of role-personality conflict, are discussed in Getzels et al., (1968).

(g) executive professional leadership (EPL)

A major study by Gross and Herriott (1965) focussed upon the organizational effects of executive professional leadership (EPL) and sought to isolate its determinants. EPL was defined as, "the effect of an executive of a professionally-staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance." It was measured by an 18-item questionnaire concerning the behaviour of 175 elementary school principals as observed and judged by 1303 teachers and as rated by the principals themselves. Positive relationships were found between EPL and the three chosen organizational variables, - staff morale, staff professional performance, and pupils' learning. An elaborate 5-variable schema designed to distinguish causal from correlational relationships supported the researchers' contention that the professional performance of the teacher

and his morale are important links in a causal chain initiated by the EPL of the principal and ending in the performance of the pupils.

A second objective of the study was to account for the variability in EPL. Negative correlations were found between EPL and the duration of the principal's academic training and with the size of the school for which he was responsible. Older principals exhibited less EPL than younger ones.

EPL was positively related to the degree of involvement permitted to teachers in formulating school policies, the quality of the egalitarian relationships, consideration and support over discipline that principals showed towards their staffs. Personal attributes associated with high EPL were the principal's intellectual ability, his interpersonal skills, his self-confidence, his 'spirit of service', and his downrating of the administrative routine of the school.

Despite sophisticated statistical techniques to avoid the problems of causality in correlational data, an important weakness of the study was the reliance which Gross and Herriott placed upon the teachers themselves as judges of teachers' attitudes and of pupils' performance. The study has inspired a number of researchers to focus upon the principal's role as "improver of instruction" or as instructional leader. D'Arrigo's (1968) research which differentiated 36 principals into high and low EPL groups and found high EPL to be significantly associated with participant decision-making as opposed to personal decision-making by the principal, supports a major finding of Gross and Herriott. Studies by Tihari (1967) and Jordan (1967) showed the high degree of congruence among principals on the importance of their work as instructional leaders. Brown (1966)

reported that it was through their supervision of classroom pedagogy that administrators principally rated their teachers as effective or otherwise. England's (1967) study of a small number of school systems found a high level of agreement among principals and teachers that the major task of the principal was the improvement of instruction. More studies, however, report the lack of agreement about this area of the head's work both between teachers and headteachers (Gentry and Kenney 1966, Jones 1967, Falzetta 1967, Croft 1968) and among the heads themselves (Emhuff 1967, Egner 1967, McCleary 1968).

SUMMARY

A representative selection from a large number of studies of principals and teachers in the setting of the school point to the functional dependence of these two positions and to the incremental gains (satisfaction, confidence etc.) when the value systems of their respective occupants are congruent.

Researches which have focussed upon the leadership style of the principal and the organizational climate of the school suggest that 'effective' leadership appears to be a judicious intermixture of instrumental and expressive acts by the administrator, aimed at steering the school towards its immediate and long-term goals while at the same time paying careful consideration to the needs and goals of individual members.

Although principal and teacher are functionally-dependent, share a common professional socialization and enjoy collegial relationships, they selectively perceive and report each other's role expectations and role behaviour. A fundamental weakness of current attempts to obtain

objective measurements of leadership style and organizational climate is that they rest upon such selectivity of perception.

4. The school principal's position in the wider context.

The fourth and final section of the review of the literature is intended to extend the contextual system within which the principal's leadership has, to this point, been considered. It consists of three parts. Firstly, reference is made to a selection of studies of principals' role conceptions and to teachers' expectations of principals which have not primarily employed a leadership focus. Secondly, expectations which parents hold for the headteacher's behaviour are examined. The headteacher position is thereby placed in complementary relationship to two counter positions, - teachers and parents, - which together form the tripartite role-set arbitrarily selected in the present study. Thirdly, headteachers' role conceptions are considered in the light of two personal correlates, sex and age, and three situational correlates, the type, size and location of their schools.

(a) "exchange theory" and role-set relationships.

"Exchange theory", relating reward and cost outcomes arising out of the interaction of individuals (Kelley and Thibaut 1959), may help account for the differing degrees of intensity with which headteachers, teachers and parents have been found to hold expectations for each other's behaviour. It follows from exchange theory that congruence between role expectations will be dependent upon the common relevance of acts for the outcomes of respective role partners (Backman and Secord 1968). A number of British studies of reciprocal role expectations between headteacher-

teacher positions are discussed in the light of the proposition of the 'common relevance of outcomes'.

The headteacher's particular concern (overall responsibility)

The ultimate responsibility of the headteacher for the good order and discipline of the school suggests that the absence of that condition might have significantly greater consequence (or appear to have) for the headteacher than for his staff. A strong organizational emphasis in headteachers' role conceptions has been shown in a study by Burnham (1964); heads' greater concern than teachers and student teachers for general order and discipline in the school is reported in studies by Cohen (1965) and Finlayson and Cohen (1967); their insistence upon strong disciplinary control and sound teaching ability are reported in Cohen (1965), Caspari (1965) and Glossop (1966). Goodacre's (1968) suggestion that her sample of Infant headteachers enjoyed individual parental contact better than teachers, because it reinforced their personal status as heads, might also be explained with reference to the boundary position occupied by headteachers and the probability that conflicting parent-headteacher exchanges are more costly to headteachers than to teachers. American evidence of the principal's greater concern than teachers for school-community relationships, whilst supporting exchange theory propositions, might also represent the different employment and tenure practices of the American school system. (Becker 1952, Seeman 1953, Doyle 1956, Fishburn 1962, Biddle, Rosencranz, Rankin 1961). Both British and American studies which have been concerned with teachers' attributed expectations for headteachers' behaviour, report remarkably similar perceptions of heads who are consistently seen as more concerned than teachers for the good

order and discipline of the school generally and for orderly, quiet classrooms within the school. (Musgrove and Taylor 1969, Biddle 1968).

Biddle's study in particular, involving some 14,000 teachers in England, Australia, New Zealand and the United States, graphically demonstrated the similarity in the patterns of role conflict that teachers report in their relations with headteachers.

The teacher's particular concern

i. pupil discipline

From exchange theory propositions it follows that outcomes of pupil-discipline problems are of more consequence to teachers who are continuously 'on the firing line' than to headteachers. A fundamental expectation of the teacher is that he may depend upon a head's support over disciplinary matters and that the headteacher will create those conditions in the school which will help maintain the teacher's status and authority (Waller 1932, Becker 1953, Medsker 1954, Gordon 1957, Musgrave 1965, Bridges 1964, Young 1967, Crone 1968). Under various terms "maintenance orientation" (Gross and Popper 1965), "custodial ideology" (Willower 1960, 1967), "positive compliance with end-norms" (Haralick 1968), researchers report strong teacher expectations for the head's support in matters affecting their authority both with pupils and parents. In one study (Haralick 1968), such support was more important X to teacher satisfaction than the degree of democratic behaviour that the head exhibited towards his staff.

Whilst there is a good reason to believe that heads generally accept the legitimacy of teacher expectations of support (Miklos and Breitkreuz 1968) they have been shown to hold less custodial and less

punitive role conceptions than teachers (Wilcox 1957, Willower 1967, Biddle 1968).

Some British observers suggest that because the head is able to take a more detached and less critical view of children he may incline more to a grandparent role in which the pupil-teacher-headteacher relationship is analagous to the three generation family (Wilson 1962, Phillips 1964, Blyth 1965).

ii. professional supervision

A second strong expectation of teachers arises out of their professional status and the collegiality that they share with headteachers. The lack of agreement between teachers and heads reported above in connection with the headteacher's supervision of instruction arose principally out of the type of supervision exhibited. Teachers expect supervision in instructional matters (Medsker 1954) and express satisfaction when the head's supervision is based upon 'expertise' (Hornstein et al., 1968). A low level of direct supervision expressing the head's awareness of the teachers' professionalism has been shown to relate to high teacher morale (Symanski 1967, Blumberg and Weber 1968). 'Close' supervision is generally disliked by teaching staff (Cheale and Andrews 1958, Young 1967). Variability in teachers' expectations for the style of supervision, arising out of such obvious factors as age, sex, duration of experience has received little empirical investigation however (Goldman and Heald 1967, Dunkin 1968). Stout (1968) reported that age, sex, and duration of teaching experience were not significantly related to teachers' preferences for leadership styles of their principals.

iii. participation in decision-making.

In addition to concern over supervisory style, teachers hold strong, though not necessarily consensual expectations for their participation in certain areas of planning and decision-making within the school. Under a variety of terminology ('job autonomy', 'work authority', 'mutual influence', 'teacher-centred management') participation in educational planning and policy-making has been shown to relate to teacher satisfaction and morale (Chase 1951, Schultz 1952, Stewart 1957, Corwin 1965, Tinari 1967, Chung 1968, Hornstein et al., 1968). Hierarchical differentiation between teachers in respect of permitted participation is not necessarily antithetical to teacher satisfaction (Moeller 1962). Desire for participation in school planning has been shown to exceed the degree of participation allowed to teachers in American, British and Australian studies (Seeman 1953, Sharma 1955, 1963, Gwillim 1965, Dunkin 1968). At the same time, reluctance on the part of teachers to take part in certain areas of decision-making has been reported in studies by Seeman (1953) and Sharma (1963), and differing expectations for such participation are reported by Edman (1968) in respect of the teachers' country of origin and by Sharma (1963) in respect of type of school. These last two studies sampled British teaching staffs and are, therefore, particularly relevant in view of the paucity of empirical British studies in this area. Of the 2142 teachers located in twelve major cities in East and West, Edman's 200 London teachers most strongly rejected textbook guides to curriculum content and most strongly agreed (98% of them) that the curriculum should be worked out by joint planning on the part of the head and the teachers concerned. Sharma's study of reported and

desired decision-making practices in British and American school systems permits comparison between primary and secondary sectors in Great Britain, albeit with very small samples. Both primary and secondary teachers wished, "to de-emphasise an independent role in school administration on the part of the head", and both groups wished for his greater participant role in matters affecting the school as a whole. For themselves, where they felt that they were professionally competent, teachers wanted to participate; however, "they desired no part in those decisions which did not have a direct bearing on instruction". Secondary school headteachers as compared with primary school heads exercised less authority and permitted secondary teachers greater participation in decisions than primary teachers were allowed by their heads. Sharma explained this finding in terms of the greater need on the part of the secondary headteacher to submit to the judgements of specialist staff, an observation supported in Turner's (1969) recent secondary school study.

(b) parental expectations

Parental expectations for the general work of the school are focussed upon its professional staff members. Proscriptions and prescriptions in respect of teachers' behaviour towards their children underlie many of the expectations that parents hold for the headteacher himself. Teachers' expectations have been seen to include strong demands for support in matters affecting their authority with pupils and parents. It is to be expected, therefore, that discrepant expectations of parents and teachers as they impinge upon the headteacher position may be the source of considerable discomfort to its occupant. Biddle's (1968) recent large scale study opined that in Great Britain particularly there was "considerable

social distance or perhaps hostility between teachers and parents".

Lack of contact between parents and teachers in British schools is reported by Stern (1960) and Green (1968). British studies of parent-teacher relations have shown indifference and hostility towards the school when parents are differentiated into lower socio-economic groups (Kerr 1958, Webb 1962, Mays 1962, McMahon 1962, Carter 1962, Jackson and Marsden 1962, Young 1965, The Plowden Report 1967, Taylor 1968). The selective perception, misunderstanding, and at times hostility of teachers towards parents and their children so differentiated are reported in studies by Webb 1962, Floud 1963, Wiseman 1964, Bacchus 1967). On the other hand, middle class parents' over-active cooperation with the school, often in pursuit of their child's success in examination may be equally objectionable to the school staff (Swift 1964, Raynor 1969). In general, teachers do not want parents involved in the professional matters of the school. Parents, on the other hand, may be eager to understand "professional matters" in so far as they affect their own children (Banfield, Bowyer and Wilkie 1966, Young and McGeeney 1968b). Sharma's (1963) teachers reported only 4% decision-making by parents in the affairs of their primary and secondary schools; moreover the teachers desired only 4% decision-making power to be given to parents. More recently, the Plowden Report on Primary schools had no doubts that parents should not 'run the schools'. Young and McGeeney (1968a) showed teachers to be opposed to greater parental participation in school affairs. The leadership of the headteacher in initiating new forms of parent-teacher relations appeared crucial in two recent accounts of successful cooperation between home and school (Green 1968, Rowe 1967).

Where parent-teacher relationships, as in the American school

systems, are marked by a vulnerability on the part of the teacher to local community pressures (Manwiller 1958, Charters 1963, Bidwell 1965, Corwin 1965, Willower 1967), parental expectations that are discrepant with teachers' role conceptions may be particularly acute for teaching staffs. It may be that the high vulnerability and visibility of the American school teacher makes a lack of articulation in his role-set relationships more of a functional necessity for him than for the British teacher who is employed in a system where parents and teachers are not only more distant in their role set relationships, but less functionally dependent. American studies of 'pluralistic ignorance' and 'conservative inaccuracies' in the role of the public school teacher support this viewpoint (Jenkins and Lippitt 1951, Doyle 1956, List 1961, Twyman 1962, Biddle, Rosencranz, ~~Tonich~~ and Twyman 1966, Twyman and Biddle 1964). Few British studies have been concerned with shared inaccuracies among members of the teacher's role-set (Burnham 1964, Musgrove 1965, 1967, Taylor 1968, Boothroyd 1970). American research points to the following areas of possible role-strain (Goode 1960) between parents on the one hand and heads and teachers on the other, which have received little systematic attention to date in British studies.

Particularism-universalism

Parental expectations for particularistic attention to the needs of their child may be incongruent with the more universalistic orientations of the principal and his staff. (Warner, Havighurst and Loeb 1944, Hollingshead 1949, Gordon 1957, Snyder 1964).

Traditional-mindedness

Parental expectations for the work of the teacher may be based upon

more traditional views of appropriate teacher-pupil relationships and teaching style. Biddle, Rosencranz and Rankin (1961) showed that parents' demands for the close supervision of their children were not reciprocated by teachers themselves. Preferences for a content-orientated style of teaching by parents were found to be inconsistent with the teachers' emphasis upon discovery-orientated teaching. (Sieber and Wilder 1967). A 'nomothetic' style of teaching stressing pupils' obligations to obey rules and regulations was desired by all parents irrespective of social class in a study reported by Hills (1961). A recent study of primary school parents in North East England (Rutherford 1969) showed parents' concern that more emphasis be placed upon the traditional 3Rs in the school curriculum.

"Coalitions of power".

Backman and Secord (1968) suggest that the social power that position occupants may wield over their role partners depends not only on explicit rewards and punishments but on the potential coalitions which each can form with the others. Teacher-headteacher solidarity for example, has been shown to enhance the authority of the teacher and where support by the head is denied the teacher, to cause considerable distress. (Becker 1953, Gordon 1957). Corwin (1965) distinguishes between 'coalition' and 'co-optation', citing studies showing the use to which co-optation permitted school principals to wield power over their teachers through the Parent-Teacher Associations (Sykes 1953, Vidich and Bensman 1960).

Personal correlates (1) the sex of the headteacher

No empirical study exists (to the knowledge of the researcher) which

has focussed primarily upon the sex of headteachers in relation to their attitudes or behaviour as school leaders. What evidence there is in the literature of differences in the role conceptions of male and female principals is piecemeal and unsystematic.

Evidence concerning the authoritarianism of the male and female principal is inconsistent, Hines (1956) reporting women to be less authoritarian than men, Wilcox (1957), also using an F-scale, finding women teachers generally to be more authoritarian than men, but no significant differences between the degree of authoritarianism of male and female principals.

Willower, Eidell and Hoy (1967) employing dogmatism scales found both elementary and secondary female principals to be more closed-minded than their male counterparts.

A number of studies have indirectly provided evidence of the 'professionalism' of school principals differentiated by sex. Colombotos (1963) defined professionalism in terms of technical competence and service orientation. Gross and Popper (1965) sought to distinguish between service orientation and maintenance orientation in male and female headteachers. Gross and Herriott (1965) focussed upon the degree of executive professional leadership (EPL) evinced by heads of elementary schools. Scott (1958) sought to differentiate between effective and ineffective male and female principals using a professional-attitudes scale. The sex of the headteacher was not related to effectiveness in Scott's study nor to the degree of service orientation in the research of Gross and Popper. Colombotos found that female principals were more 'professional' than male principals. In the Gross and Herriott study,

when the variables marital status and age were controlled, younger single female principals exhibited significantly greater EPL than their male counterparts; similarly, older married female principals had higher EPL scores than older married male principals. Hemphill, Griffith and Frederickson (1962), using simulated material, showed female principals to be superior to males in working with teaching staff and in knowledge of teaching methods and techniques. Hoyle and Randall (1967), tested administrative performance of male and female principals in the actual school situation. In this latter study teachers perceived female principals to be more sensitive than males to potential problem situations in schools.

Personal correlate (2) the age of the headteacher

Reviewing empirical research into the latent identities of school administrators, Bidwell (1965) observed that only their social class status had received any systematic investigation. There is little in the American literature relating role conceptions and performances of headteachers to their age; British research in this area, as Musgrave (1965) reported, is virtually non-existent.

A number of studies suggest that older school principals hold more conservative views about teaching methods and techniques (Ryans 1960), and are, in consequence, less receptive to educational innovations (Ramer 1968). Prince (1957) found older headteachers to be more traditionally-minded and less emergent in their values; Wilcox (1957) reported a significant positive relationship between the age of the school principal and his authoritarianism. Gubser (1968) confirmed the relationship between age and authoritarianism in both teachers and school principals.

Musella (1967) showed age and closed-mindedness to be significantly related in his study of elementary school principals, a finding which received some support in Willower's (1967) research. A study by Miner (1967) relating personal predictor variables to independently-judged performance measures suggested that school-boards would do well to consider young rather than old candidates for the school principalship.

The National Principalship Study of Gross and Herriott (1965) pointed unequivocally to a significant negative relationship between the age of the school principal and the degree of executive professional leadership that he exhibited. A negative trend was also reported between the amount of experience in the principalship and the EPL score of the headteacher. In this respect, Blood's (1966) dissertation opined that the nature of the principal's experience is a more significant (yet unexplored) variable than the amount of time he has occupied the principalship position. In Marquit's (1967) research, teacher respondents observed that older principals were less active in the nine areas of supervisory practices that constituted the Inventory of Supervision Questionnaire.

Situational correlate (1) the type of school

From one point of view differing expectations for the role of the teacher and the headteacher in primary as compared with secondary schooling may be seen as a function of variations in emphasis accorded to specific aspects of those on-going processes of socialization, selection and allocation that are the central task of the school (Parsons 1959). The primary school level represents the first major step in socialization beyond that

occurring in the family and must needs be characterised by, "a combination of similarities to and differences from parental figures." Parsons goes on to show that whilst the school environment of younger children is marked by a greater degree of universalistic performance-orientated expectations on the part of teachers, this is of necessity, "tempered with a quasi-motherliness" and expressed in particularistic, needs-orientated support for the child. Other discussions of this major distinction between the tasks and consequent role allocations in primary and secondary schools are to be found in Naegele (1956) and Dreeben (1967).

Role conceptions and role performances of primary school personnel towards the particularistic end of the universalistic-particularistic continuum are discussed in Phillips (1964) Blyth (1965) and Westwood (1967) and reported in studies by Caspari (1965), Taylor (1968) and Goodacre (1968). Meyer et al (1968), in an interesting study of social values in social workers and schoolteachers, dichotomised the teachers into elementary and secondary groupings and found that, "the tendency of elementary schools was towards a human relations rather than a rationalistic social structure". Musgrove and Taylor (1969) in a study of 470 teachers, reported that all teachers, irrespective of type of school ascribed major importance to the moral and intellectual tasks of the school. The task of 'social training' received decreasing emphasis in importance as teachers were differentiated by the age of the pupils taught and the selective as opposed to the non-selective type of secondary school.

A second viewpoint of differential expectations and role conceptions in respect of primary and secondary school personnel is suggested in a study by Kob (1961) and in the recent research of Musgrove and Taylor (1969)

The focus here is upon the sense of identity afforded to a teacher by the degree of his subject specialism and the mode of communication by which he carries out his teaching duties. Musgrove and Taylor reported a clear distinction between Junior and Infant teachers in this respect. Ninety percent of the Junior school personnel saw themselves as 'teachers' as compared with only thirty nine percent of Infant staff who saw themselves first and foremost as 'trainers of children' (56.9%).

As far as the headteachers themselves are concerned, a recent study by Willower (1967) distinguished between elementary and secondary school principals, finding that secondary principals were more concerned with discipline and order in the school than their elementary colleagues. Musgrove (1967) reported that secondary teachers perceived their headteachers as primarily concerned with discipline, and he commented that, "this probably reflected the actual situation in the schools."

Parental expectations for school personnel differentiated by type of school have received more systematic investigation in American studies (Seager 1959, Downey 1959, Slagle 1959, Goldman 1961) and are discussed in Getzels et al., (1968). Parental preferences for teaching style in both elementary and secondary schools have been shown to be similar, parents generally desiring a 'nomothetic style' on the part of teachers stressing pupils' obligations to obey rules and regulations. (Hills 1961, Sieber and Wilder 1967).

Situational correlate (2) the size of the school

Whilst there is evidence of the increase in the number of large size schools in this country (Westwood 1967, Monks 1968) few British

studies have attempted to relate growth in size to organizational changes within the structure of the school or to the behaviour of its personnel. Burnham's (1964) study of the role of the deputy-head noted a division of labour in respect of the headteacher's expressive and instrumental leadership in the secondary schools which he examined. Turner's (1969) participant observation in one secondary school which increased its enrolment over a number of years drew attention to a change from charismatic-traditional leadership on the part of the headmaster to a bureaucratic exercise of authority.

North American evidence on the relationship between school size and administrative behaviour is more extensive though not unambiguous. Bidwell (1965) accepted that large school systems faced increased problems of coordination and communication and would probably tend to become more highly rationalized and bureaucratic but found little empirical evidence to support this conjecture. Terrien and Mills' (1955) finding of increased school size being significantly related to the recruitment of administrative cadres is not accepted by Bidwell as evidence of bureaucratization as such. Gross (1958) found superintendents of large school systems assuming greater responsibility for their subordinates' work than small school superintendents and at the same time delegating responsibility more readily to subordinates. Bowman (1963) found both superintendents and school board members in large systems expected the superintendent to act as the chief decision-maker. Hartley (1964) reported that size of school was related to the extent to its bureaucratic practices and suggested that larger schools tended to be staffed by comparatively well-trained administrators and teachers. Hussein (1968) suggested that the size of school

and its consequent organizational structure was inimical to the teachers' participation in decision-making and their resultant satisfaction and morale. Studies of Canadian school systems (MacKay 1964, MacKay and Robinson 1966) which supported the relationship between size and bureaucratization, opined that highly-bureaucratized schools are antagonistic to the development of professionalism on the part of their teachers as estimated by their low emphasis on competence. Punch (1967), however, researching in Ontario school systems found that, "unexpectedly, school size and system size were each significantly negatively related to bureaucratization." Laidig's (1967) study of elementary schools in Texas found no relationship between the size of the school and bureaucratic administrative behaviour. Egner's (1967) suggestion that the weight of administrative routine in a large school would prevent the principal from giving effective leadership to teachers in instructional matters was not borne out in two studies involving small samples of headteachers (Jones 1967, Boilensen 1968). Gross and Herriott's (1965) national principalship study did, however, provide strong evidence of the negative relationship between the size of the school and the degree of EPL emanating from the principal.

The suggestion that greater problems of communication occur in large schools has had little systematic investigation. What evidence there is does not support that proposition. Dugan (1967) found no significant differences in the communication patterns of school principals differentiated on the number of teachers for whom they were responsible. McCleery (1968) found that size of school did not distinguish between the communication practices or the reported communication needs in a sample of

some 1000 high schools. Brennan (1967) in an Australian study of communication between members of one high school staff did find, however, that senior members of the school hierarchy were isolated from the informal communication net within the school. Harkin (1968) reported that the frequency and patterning of communication behaviour among teachers was significantly related to the organizational climate of the school, in particular, to the degree of 'consideration' and 'esprit' exhibited by the school principal.

Situational correlate (3) the location of the school

Increasingly in the last decade, 'social class' and the 'socio-economic status of the school neighbourhood' have been employed as key concepts in the observation of variations in the sub-cultural experiences of British school children (Fraser 1959, Mays 1962, Wiseman 1964, Douglas 1964, Blyth 1965, Klein 1965, Himmelweit 1966, Sugarman 1966, Swift 1966, 1967, Bernstein 1960, Lawton 1968, Bernstein and Henderson 1969). The interpenetration of the value systems and behaviour patterns of children and their parents with those of school personnel have, in consequence, been the subject of research and informed commentary. (Allen 1959, Taylor 1962, Webb 1962, Lacey 1966, Partridge 1966, 1967, Hargreaves 1967, Sugarman 1966, 1967, 1969, Musgrove and Taylor 1969).

To date, no British empirical study has emulated the scope or the methodology of the American research project of Herriott and St. John (1966) which was specifically concerned with the inter-relationships between the social class composition of the school and its neighbourhood and the characteristics, attitudes and behaviour of school personnel.

According to this survey, the lower the socio-economic status of the school, the more likely the finding of low morale, less competence, and greater conventionality in the teaching of the staff, and the greater desire on the part of its principal for "horizontal mobility" to a school of higher socio-economic status. This study supported the view of other American research (Passow 1963, Riessman 1962, Chandler, Stiles and Kitsuse 1962), that the key to the successful 'slum' school may well be the "strong and imaginative administrator-performance of the school principal."

A number of British observers have called for a re-thinking of the fundamental task of the school in 'culturally-handicapped' areas (Eggleston 1969) and a redefinition of the roles of the school staff both in relation to their work in school and their contacts with the wider school community (Wilson 1963, Hall 1963, Floud 1963, Winnicott 1964, Kellmer-Pringle 1965, Morse 1965, Halsey 1965, Craft 1967, Young 1967, Raynor 1967, Lawton 1968).

There is no empirical evidence that headteachers generally support a redefinition either of their own role or the role of the teacher over the question of what Eggleston (1969) has called the "cultural conflict thesis", - the problem of home-school relationships in areas of low socio-economic status. What evidence there is suggests that many heads are bounded by a frame of reference which rarely extends beyond the four walls of the school. Cohen (1965) found that his sample of 91 Primary and 92 Secondary headteachers held strongest mandatory expectations for their teachers' work as directors of the learning process, described in terms of

the content of learning, the approach to learning, and the teachers' disciplinary control. Less strong expectations were held for the teachers' understanding and tolerance of pupils' behaviour. Least strong expectations were made by the heads for the teachers' liaison role between the school and the home. Headteachers were either indifferent to or disapproving of teacher-visitors to the homes of problem children.

CHAPTER 2DESIGN OF THE RESEARCHIntroduction

The foregoing review of a representative selection of the literature concerned with the headteacher's position and role set relationships indicates a wide disparity in the scope, sophistication and extent of American and British empirical work. Very little British empirical work has, to date, been undertaken. In consequence, the conception and design of the present study must of necessity be exploratory. The research, therefore, attempts a straightforward job-description of the headteacher position as heads themselves see it, and derives its framework from a small number of basic sociological and psychological perspectives, the utility of which have been demonstrated in studies reviewed above.

Firstly, the headteacher occupies a boundary position between the school and its wider social environment and is, in consequence, particularly receptive and sensitive to the expectations of two out of many counter-positions that constitute the complement of his effective role-set. These positions are occupied by teachers and parents. In the present study, the headteacher role-set is arbitrarily designated as headteacher-teacher-parent.

Secondly, the headteacher is the chief executive of a professionally-staffed organization and his style of leadership is both governed and influenced by relationships with subordinate members which are based upon their common professional socialization and collegiality. In the present

study, therefore, headteachers' role conceptions and the expectations that they attribute to teachers and parents (i.e. their job-descriptions) are elicited by means of a role definition instrument the design of which is derived from leadership studies of administrators in school organizations.

Thirdly, a phenomenological approach to the analysis of role conceptions and attributions appears most apposite in an initial exploratory study in its simple assertion that the phenomenological world of the individual is the mainspring of his behaviour. An examination of the complexity of role-relationships arising out of the veridicality or non-veridicality of attributed expectations is a task for subsequent and more sophisticated research projects.

The Headteacher Role Definition Instrument (HRDI)

The Headteacher Role Definition Instrument (HRDI) is devised as a method of describing the work of a headteacher by combining the approaches of two groups of researchers. Firstly, the Leader Behaviour Description Questionnaire (LBDQ), developed by Stogdill and Coons (1957) and described earlier, suggested a logic for the description of specific acts of headteacher behaviour in his relations with pupils, teachers and parents. The nine dimensions of leader behaviour arising out of the original classification of some 1970 statements of leadership acts in the early development of the LBDQ have been used in the HRDI as the basic framework for a headteacher job-description. The choice of the LBDQ was determined by:

- a. the previous usefulness of the questionnaire in describing the behaviour of educational personnel. (Halpin 1955, Hemphill 1956,

Seeman 1957).

- b. the belief that, adequately adapted and tested, it could have meaning for a population of British headteachers.

Secondly, the Role Definition Instrument (RDI) developed by Gross, Mason and McEachern (1958) in their study of the superintendency position suggested a means of measuring both the direction and the intensity of the role conceptions and attributed expectations of headteachers. Gross's 105 superintendents responded to 37 statements describing aspects of the school administrator's behaviour by means of a five-point scale ranging from 'absolutely must' to 'absolutely must not'. The rubric required them to indicate how strongly they felt that a superintendent should or should not engage in the behaviour itemised. Mandatory and preferential expectations were indicated by checking one of the five scale positions, - 'absolutely must', 'preferably should', 'may or may not', 'preferably should not', 'absolutely must not'.

The adaptation of the intensity and directional scale from Gross's RDI affords the researcher more precise measurements of conceptions and expectations at the expense of little extra elaboration of methodology.

The leadership framework of the HRDI

The nine broad dimensions of leadership behaviour of the LBDQ are further broken down into 26 behaviour areas as follows:-

- | | |
|--------------------|---|
| <u>INITIATION:</u> | (a) origination of new ideas or practices. |
| | (b) facilitation of new ideas or practices. |
| | (c) resistance to new ideas or practices. |
| <u>MEMBERSHIP:</u> | (a) mixing with members. |
| | (b) informal interaction. |

REPRESENTATION:

- (a) defends against attack.
- (b) advances the interests of the group.
- (c) acts on behalf of the group.

INTEGRATION:

- (a) subordination of individual behaviour.
- (b) encourage pleasant group atmosphere.
- (c) reduce conflicts between members.
- (d) promote individual adjustment to the group.

ORGANIZATION:

- (a) definition or structuring of his own work.
- (b) definition or structuring of the work of other members.
- (c) definition or structuring of relationships among members in the performance of their work.

DOMINATION:

- (a) restriction of action.
- (b) restriction of decision-making.
- (c) restriction of expression of opinion.

COMMUNICATION:

- (a) informing members.
- (b) seeking information.
- (c) facilitating exchange of information.
- (d) being aware of affairs pertaining to the group.

RECOGNITION:

- (a) acts expressing approval.
- (b) acts expressing disapproval.

PRODUCTION:

- (a) setting levels of achievement or effort.
- (b) prodding members for effort or achievement.

Each of the 26 aspects of leadership behaviour is illustrated by three specific statements of a headteacher's behaviour in respect of his

relationships with:

1. pupils
2. teachers
3. parents.

The HRDI describing the headteacher's role conceptions consists of 3 x 26 (78) items in all. By way of example, Diagram 1. below shows the three HRDI items chosen to illustrate one of the LBDQ leadership dimensions.

DIAGRAM 1.

An illustration of three H.R.D.I. items chosen to represent one of the L.B.D.Q. dimensions

The statements below refer to aspects of a headteacher's role. Consider each statement carefully, then place a mark in the 'box' which best represents how strongly YOU feel that you should or should not do what is indicated in the statement.

The sections of the 'box' are as follows:

- AM = absolutely must
 PS = preferably should
 MMN = may or may not
 PSN = preferably should not
 AMN = absolutely must not

LBDQ leadership dimension

INITIATION

Facilitation of new ideas or practices.

HRDI

Role sector: PUPILS.

Encourage pupils and staff to develop clubs and societies as out-of-school activities.

AM	PS	MMN	PSN	AMN

Role sector: TEACHERS.

Requisition appropriate equipment for staff who wish to experiment with new methods.

AM	PS	MMN	PSN	AMN

Role sector: PARENTS.

Invite parental discussion of new practices before their introduction into the school programme.

AM	PS	MMN	PSN	AMN

In addition to completing the 78-item HRDI in respect of their own role conceptions, headteachers are also required to attribute expectations for a head's behaviour to two chosen members of the role-set, teachers and parents. The 78-item HRDI on which attributions to teachers are made is introduced with the following rubric:-

Teachers, too, have expectations for a headteacher's behaviour. Consider now TEACHERS IN GENERAL. Read

each statement carefully, then place a mark in the box which best represents how strongly TEACHERS feel that a head should or should not do what is indicated in the statement.

A third version of the 78-item HRDI asks for attributions to PARENTS IN GENERAL for the headteacher's behaviour.

Thus the full HRDI consists of 3 x 78 (234) items.

Validity of the HRDI.

'Concurrent' content validity of the HRDI was attempted throughout its construction. Lists of statements describing a headteacher's behaviour under each of the twenty-six leadership dimensions in respect of his relations with pupils, teachers and parents were initially derived from an intensive review of appropriate literature (both empirical and hortative) and from interviews with headteachers of schools cooperating in the teaching practice sessions of a large College of Education in Lancashire.

The prepared lists of statements together with the leadership dimensions that they purported to illustrate were cyclostyled and submitted to a small group of judges (lecturers in Colleges of Education including ex-headteachers, and colleagues in University) with verbal instructions to indicate the appropriateness of each statement as an illustration of its respective leadership dimension and to suggest better phrasing or wording of the statement by alteration. In this way, hundreds of statements were assessed, altered, re-assessed, and finally accepted or rejected. The final version of the HRDI is given in Appendix 1.

Applicability of the selected HRDI items

Evidence of the general applicability of the HRDI items that were finally selected for inclusion comes from the phenomenological analysis reported in the second part of the study. Headteachers were subdivided into eleven groupings on a number of situational and personal criteria and their responses were then categorised under nine types of role situations. Where 9 or more of the 11 headteacher groups perceived a particular item as an exemplar of a specific type of role situation, it was designated as 'very high' in its level of general applicability to the total headteacher population in so far as heads generally had common perceptions of the distinctive role-set relationships that ensued from the behaviour described in the item. Where more than 6 but less than 9 headteacher groups had common perceptions in respect of an item, it was designated as 'high' in its level of general applicability.

44 of the 78 HRDI items were classified as 'very high' in their level of applicability, representing 56.4% of the total HRDI inventory.

26 of the 78 HRDI items were classified as 'high' in their level of applicability, representing 33.3% of the total HRDI inventory.

When 'very high' and 'high' classifications are combined to give an overall level of acceptance in terms of general applicability as perceived by the headteachers, they account for 70 of the 78 items, representing 89.7% of the HRDI inventory.

Reliability of the HRDI

The final form of the HRDI was submitted to 44 headteachers, randomly selected from the school practice lists of a large College of Education in Yorkshire, and not drawn as part of the national sample of

headteachers. The heads were invited by letter to help develop some questionnaires in connection with a study of headteachers and were informed that if they were agreeable to cooperate, two versions would be sent to them, one during the week following their agreement to take part, a second in the fourth week after the receipt by the researcher of their first questionnaire duly completed. The heads were not told until the second letter accompanying the second questionnaire that the two forms were identical and that the primary purpose of their work was to establish measures of reliability for the HRDI. 37 headteachers returned both sets of the HRDI. Test-retest correlations for their data were run on the Bradford University computer. Table 1. gives details of the separate coefficients of reliability by type of school and the overall reliability of the HRDI.

TABLE 1.

Test-retest reliability of the HRDI by type of school,
together with the overall coefficient of reliability

		r.
Secondary school headteachers	(n = 16)	.864
Junior school headteachers	(n = 13)	.745
Infant school headteachers	(n = 8)	.779
Overall test-retest reliability	(n = 37)	.804

Limitations

a. Validity

A more rigorous statistical refinement of the HRDI would have been preferred. Lack of computer facilities, both in terms of personnel and 'storage' made item by item intercorrelations and subsequent factorial

analysis of the final form of the HRDI impossible.

b. Reliability

The test-retest reliability of the HRDI was determined by reference to the 1 x 78 version only. That is, after consultation with a number of headteachers not selected in the 44 'reliability' sample, it was decided that the full version of the HRDI, involving 3 x 78 items completed twice, was far too demanding of a headteacher's time. Only the first 1 x 78 section referring to the heads' own role conceptions was therefore used in the assessment of reliability. Despite this limitation, the HRDI was deemed to have sufficient reliability to warrant its use with a national sample of headteachers.

Personal and situational information requested on the HRDI.

A number of personal and situational details of the headteachers were requested on the final page of the HRDI.

Personal data requested included the sex of the respondent and his/her age. In respect of age, respondents checked one of five age groupings - under 30, 31-40, 41-50, 51-60, over 60. Responses were dichotomised at 50 years of age to give younger and older headteacher groups. The choice of 50 years of age was arbitrary.

Situational data

a. Size of school. Respondents checked one of five groupings of size, under 100, 101-300, 301-500, 501-700, 701 and over. Responses were dichotomised at 300 to give smaller and larger school groups. The choice of 300 as the cut-off point was based upon references in the literature to that number as the size beyond which a head is no longer able to know each child in the school individually.

b. Location of the school

Blyth's (1965) schema for the subdivision of primary school environments which he based upon a comprehensive review of community studies, suggested a broad classification of the schools sampled in the present study. Headteachers checked one of eight locations, - village, small town, rural-urban fringe, outer suburb in a large town or city, corporation estate, intermediate suburb in a large town or city, inner suburb in a large town or city, other, - to identify the location of their schools. Despite the relative crudity of the classification, it was expected that supplementary information about parental occupations derived from an open-ended question would enable the researcher to develop a satisfactory classification scheme by which to test a number of hypotheses concerning school location and headteachers' role conceptions. The open-ended question proved to be less useful than was expected and presented major problems of classification. In a number of instances, no responses were made in this section; other responses were too vague to be of any real use. It was, therefore, decided to base the coding and punching upon the following decision. Blyth's categories of 'corporation estate', 'intermediate and inner suburbs of a large town or city' were conceived of as inner-ring schools; all other categories from Blyth's schema were conceived of as outer-ring schools.

c. Type of school

Respondents checked one of eight types of school, - infant, infant-junior, junior, secondary modern, grammar, technical, comprehensive, other, - from which the final groupings, infant, junior, and secondary were derived. Infant-junior responses were conceived of as junior schools.

Details from the cooperating Authorities' lists of schools facilitated the allocation of responses to the three chosen groupings.

Limitations

Problems arising out of the need to expand coding schemes on the computer punch cards and the incompleteness of volunteered information necessitated decisions about abandoning certain information. Marital status, graduate or non-graduate qualifications, and intention to seek additional qualifications were not included in the final analysis.

Sampling Procedures

The Education Committees Yearbook 1966-67 provided the national population of Education Authorities, viz. The County Council Education Committees (listed alphabetically) and their sub-divisions of Divisional Executives and Excepted Districts, together with the County Boroughs (listed alphabetically) and the Inner London Authority and London Boroughs (listed alphabetically). These were numbered from 001 to 350.

Tables of random numbers (Lindley and Miller 1964) were used to draw 14 Authorities (listed below) within whose jurisdiction there were 133 Secondary Modern and High Schools (non-selective); 558 Junior Schools (with and without Infants); and 186 Infant schools. Table 2 shows that the sample was not significantly different from the total population of schools in England and Wales from which it was drawn.

TABLE 2

Comparison of sample of schools with total population of schools in England and Wales from which the sample was drawn.

(Statistics of Education 1967 Vol. 1. Table 4)

Infant	Junior	Secondary
5489	17271	3845
186	558	133

$$\chi^2 = 0.617 \text{ df.2. (not significant).}$$

Letters were sent to each County Education Officer, Chief Education Officer and Divisional Education Officer seeking permission to contact headteachers and to invite their participation in the proposed research. Permission to approach headteachers was given in all cases with a number of safeguards specifically requested by certain Chief Education Officers. These asked that headteachers be informed that whilst the Authority approved of the researcher's approach to the headteacher, whether or not he/she chose to participate was entirely a matter of personal discretion.

The Authorities involved were:-

Buckinghamshire (Amersham and Chesham)
 Surrey (Esher)
 Cambridge City
 Merthyr Tydfil
 West Bromwich
 West Nottinghamshire
 Southend-on-Sea
 Westmorland
 Buckinghamshire (Aylesbury)
 Huyton-with-Roby

Cheshire (Division 10 Macclesfield)
 West Riding (Division 37 Penistone)
 (Division 19 Wharnccliffe)
 (Division 17 Staincross)
 London Authority (Havering)
 Breconshire

Secondary School Sample

Alteration to the original 133 schools sampled occurred as follows:-

- (a) one school drawn proved to be a Secondary E.S.N. and was dropped from the sample.
- (b) one school had been closed due to reorganization.
- (c) one school had been closed following the Aberfan disaster.

The total secondary school sample was thus 130. All the schools were contacted and their headteachers invited to participate in the research.

Junior School Sample

Of the total 558 schools within the 14 participating Authorities, 1 school in 4 from the alphabetized lists of each Authority was selected. 139 Junior schools were contacted and their headteachers invited to participate.

Infant School Sample

Of the total 186 schools within the 14 Authorities, 2 in every 3 from the alphabetized lists of each Authority were selected. 126 Infant schools were contacted and their headteachers invited to participate.

Questionnaire returns

The schools were initially contacted on January 25th, 1967. First follow-up letters were sent out on February 15th; second follow-up letters

were despatched on February 25th; a final printed postcard asking for the return of the questionnaire and/or details of the reasons for non-return was sent on March 8th. An analysis of the returns is set out below.

SECONDARY SCHOOL SAMPLE RETURNS		
	n	%
Initial questionnaire	63	48.4
First follow-up	31	23.8
Second follow-up	10	7.7
Final postcard	6	4.6
TOTAL return	110	84.5
.....
Enclosed in stamp-addressed (return) envelope		
Unusable	3	
Outright refusal	8	
.....
No reply at all	9	
TOTAL	20	15.4

JUNIOR SCHOOL SAMPLE RETURNS		
	n	%
Initial questionnaire	56	40.2
First follow-up	34	24.5
Second follow-up	19	13.7
Final postcard	14	10.1
TOTAL return	123	88.5
.....
Enclosed in stamp-addressed (return) envelope		
Unusable	3	
Outright refusal	8	
.....
No reply at all	5	
TOTAL	16	11.4

INFANT SCHOOL SAMPLE RETURNS		
	n	%
Initial questionnaire	54	42.8
First follow-up	36	28.5
Second follow-up	13	10.3
Final postcard	7	5.6
TOTAL return	110	87.2
.....		
Enclosed in stamp-addressed (return) envelope		
Unusable	3	
Outright refusal	5	
.....		
No reply at all	8	
TOTAL	16	12.7

The overall return was 343 questionnaires representing a percentage return of 86.8%. On 3 scripts which could be identified by coding numbers by type of school, the respondents were unwilling to supply any personal data. In a number of analyses therefore, the effective sample size is reduced to 340.

Description of the measurement techniques.

It will be recalled that the two objectives of the study are, firstly, with various subgroupings of the total headteacher sample, to test a number of hypotheses derived from organizational theory. Further, in the absence of theory, to explore what Gross and Herriott (1965) have proposed as "common-sense correlates" of headteachers' role conceptions. This first section of the study is referred to as the interposition analysis being concerned with the amount of agreement or disagreement between specific groups of headteachers on the HRDI items.

The second, and major, objective of the study is to construct a 'map'

of the headteacher position as they themselves describe it, by reference to their own role conceptions and to those expectations for a head's behaviour that they attribute to teacher and parent members of their role-set. It is referred to as the phenomenological analysis. This approach expresses the viewpoint that whether or not teachers and parents do hold expectations that are discrepant one with another or with those that heads themselves hold, if headteachers are ignorant of such discrepancies then the question of role conflict or role strain is, as Gross (1958) comments, "residual". It is when discrepancies are perceived by headteachers (whether they actually exist or not) that they are potential sources of psychological discomfort. From a phenomenological point of view, it is our ideas about the world which influence us rather than objective reality (Snygg and Combs, 1959, Backman and Secord, 1968). A number of studies of personnel in industrial and educational settings have demonstrated the usefulness of this conceptualization and the consequent approach to the analysis of role-set relationships. (Jenkins and Lippitt, 1951, Doyle 1956, Gross, Mason and McEachern 1958, Biddle, Rosencranz and Rankin, 1961, Brown 1964, 1966, Kahn et al, 1964, Burnham 1964, Biddle 1968, Crone 1968, Musgrove and Taylor 1969).

Measurement Techniques

(1) The interposition analysis

The following symbols are adopted in describing the chosen sub-groupings of headteachers in the interposition analysis.

- (H) the headteacher's own role conceptions
- (T) the headteacher's attribution to teachers of expectations for a headteacher's behaviour.
- (P) the headteacher's attributions to parents of expectations for a headteacher's behaviour.

O	older headteachers.
Y	younger headteachers
I	Infant school headteachers
J	Junior school headteachers
S	Secondary school headteachers
M	male headteachers
F	female headteachers
Sm	small school headteachers
L	large school headteachers
Inner	'inner' ring school headteachers
Outer	'outer' ring school headteachers

A computer programme was written by which the frequencies of the responses of headteachers over the five response categories of the HRDI (AM-PS-MMN-PSN-AMN) were summated in respect of the following sub-groups.

<u>GROUPINGS</u>				<u>HRDI SECTION</u>		
	n		n	(H)	(T)	(P)
O	166	Y	174	*	*	*
I	110	J	123	*	*	*
J	123	S	110	*	*	*
Inner	95	Outer	245	*	*	*
M	162	F	178	*	*	*
Sm	196	L	147	*	*	*
MJ	80	FJ	43	*	*	*
MS	82	FS	28	*	*	*
SmJ	82	LJ	41	*	*	*
SmS	26	LS	84	*	*	*
SmI	88	LI	22	*	*	*
MSmJ	42	MLJ	38	*	*	*
MSmS	19	MLS	63	*	*	*

The sub-groupings were selected in the light of the hypotheses and common-sense correlates referred to above and set out in detail on pages 66 to 105.

Selection of significance level

In view of the exploratory nature of a number of the comparisons in this first part of the study, particularly those based upon 'latent' roles such as sex and age, the reasoning of Gross and Herriott (1965) was followed and the .05 level of statistical significance was adopted.

Selection of appropriate statistical test

Inspection of the distributions of the frequencies on the 78 HRDI items in the various sub-groups of the total headteacher sample indicated that in the majority of cases the distributions were skewed. Following Siegal's (1956) discussion, chi square was selected as the appropriate statistical technique for the analysis of the responses of the independent sub-groups of headteachers. A computer programme was written and tested for the chi square analysis. A hypothetical example of the interpositional analysis by chi square and the interpretation of the result is given in Appendix 2.

(2) The phenomenological analysis - Selection of significance level

In Blalock's (1960) discussion on the selection of significance levels a rule of thumb is offered which is adopted in the second section of the present study. Blalock suggests that the "researcher should lean over backwards to prove himself wrong or to obtain results that he actually does not want to obtain". In addition to such caution to conservatism, the size of the sub-groups in the phenomenological analyses and the number of items on the HRDI urged the adoption of the .01 level of statistical significance.

Selection of appropriate statistical test.

The analysis of the headteachers' role conceptions in relation to

their attributions to teachers and parents was conceived of as a problem in the measurement of change, for having responded as headteachers, the sample then cognitively changed to the position of the teachers (and later, parents) to express the expectations of these two counter positions for a headteacher's behaviour. In choosing an appropriate test of change an important consideration was that the analysis must proceed from an examination of each individual's scores on (H), (T), and (P) on the HRDI inventory. Measurements dependent upon grouped scores would tend to mask the identification of changes which occurred in both directions. An adaptation of the McNemar test for the significance of change was discussed, and developed by colleagues* in the Department of Mathematical Statistics and the School of Research in Education at Bradford University. A computer programme was written to permit analysis by the adaptation of the McNemar test.

A hypothetical example of the phenomenological analysis by the adaptation of the McNemar test is given in Appendix 3, together with the interpretation of the result.

Appendix 4 describes the 9-part typology empirically-deduced from the analysis of the total phenomenological data.

* the generous help of Professor M. Gent, Department of Mathematics, McMaster University, Canada, formerly Senior Lecturer in Statistics, University of Bradford, and Dr. A.G. Smithers, Senior Lecturer in the School of Research in Education, University of Bradford, is gratefully acknowledged. The computer programme for analysis by the modified McNemar test was written and developed by Mr. S. Houghton and Miss M. Holdaway of the University of Bradford Computer Department.

CHAPTER 3

THE INTERPOSITIONAL ANALYSIS

Data in connection with the secondary objective of the research are reported before the major phenomenological analysis. The purpose in this order of presentation is that the specific hypotheses tested in the interpositional analysis are juxtaposed to the review of the literature from which they are derived.

The interpositional analysis reports the testing of a number of hypotheses for the purpose of which the headteacher sample is grouped according to situational criteria (the type, size and location of schools) and personal criteria (the sex and the age of the headteachers).

1. THE TYPE OF SCHOOL - Infant, Junior and Secondary

In formulating hypotheses concerning differences in the role conceptions of headteachers differentiated by the type of schools for which they are responsible, the empirical research and informed commentary of a number of researchers is of particular relevance. (Naegele 1956, Parsons 1959, Wilson 1962, Bidwell 1965, Blyth 1965, Corwin 1965, Hoyle 1965, Dreeben 1967). Their discussions relate to the differing functions of primary and secondary school stages in those on-going processes of socialization, selection and allocation and to the consequent differences in the role conceptions and role behaviour of their adult school personnel.

(a) Differences in role conceptions at Primary School level.

The mother-surrogate role

In comparison with Junior and Secondary schools, the Infant school is probably best characterised by the requirement of role-diffuseness in its

teaching personnel and their affective involvement with children in parent-substitute relationships. Infant school headteachers as compared with their Junior school colleagues can be expected to place stronger emphasis on 'mother surrogate' aspects of their role in relation to children, specifically,

HYPOTHESIS 1. Infant headteachers as compared with Junior headteachers will give significantly greater support to Item 16,
"Require children's movement about the school to and from classes and to play to be supervised by teachers or prefects"

FINDING

ITEM NO.	Hypothesis supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
16.	Yes	I-J	8.460	3	.05	Yes

Appropriate Primary School Activities

It is reasonable to assume that over a range of children's activities, headteachers will more strongly support those particular activities which are generally held to be most appropriate for the age range for which they, the heads, are responsible. Thus, for example, out-of-school clubs are more appropriate activities for older rather than younger children, and emphasis upon reading and writing skills generally comes later in Primary school rather than earlier. It follows, therefore, that,

HYPOTHESIS 2. Junior headteachers as compared with Infant headteachers will give significantly greater support to the following items:
Item 3. "Stress the teaching of the 3 R's as the school's most important task".

Item 25. "Insist upon neatness and tidiness in children's written work".

Item 2. "Encourage pupils and staff to develop clubs and societies as out-of-school activities".

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
3	No	I-J	8.657	4	ns	Yes
25	Yes	I-J	13.297	2	.005	Yes
2	Yes	I-J	9.658	2	.01	Yes

Communication and contact - Primary School parents

The frequent, informal contact between parents, teachers and head-teacher which is characteristic of most Infant schools is probably the most important means of regular communication between the home and the school. The change from Infant to Junior school is generally marked by a decrease in opportunities for informal contact as the child grows in independence and no longer needs to be taken to school or met out of school by mother. The necessary communication between home and school may, in consequence, need to be more formalised and it may be expected that Junior head-teachers are more concerned than their Infant colleagues with ways of instituting contact and communication with parents. It follows that,

HYPOTHESIS 3. Junior headteachers as compared with Infant headteachers will give significantly greater support to the following items:

Item 56. "Meet parents informally in local community affairs and activities."

Item 62. "Encourage the development of joint parent-teacher social activities."

Item 65. "Schedule a definite period during which parents may discuss problems with the headteacher."

Item 73. "Provide meetings when parents' suggestions and requests can be discussed with the head and the staff concerned."

Item 74. "Take an active interest in the problems of the school neighbourhood by holding a responsible position in a community organization."

Item 77. "Let parents know what he considers to be desirable standards concerning school dress, time devoted to homework etc."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
56	Yes	I-J	19.051	2	.001	Yes
62	Yes	I-J	10.062	3	.025	Yes
65	No	I-J	5.020	3	ns	Yes
73	No	I-J	1.569	2	ns	Yes
74	Yes	I-J	17.904	2	.001	Yes
77	Yes	I-J	6.714	2	.05	Yes

(b) Differences in role conceptions at Junior and Secondary levels.

Three specific points of differentiation between Junior and Secondary schools are selected in the formulation of hypotheses concerned with the different role conceptions of Junior and Secondary heads; they are:

- i. the social development of the pupils,

- ii. the academic content of the school curriculum,
- iii. the organizational structure of the school.

Appropriate Secondary School Activities

As was postulated earlier (Hypothesis 2), certain children's activities are generally held to be more appropriate to older rather than younger ages. At secondary level particularly, semi-autonomous clubs and societies together with pupil representation on elected committees are fostered and encouraged as ways of promoting self-responsibility and independence. It can be expected, therefore, that such appropriate activities may be more strongly supported by Secondary as compared with Junior headteachers. Specifically,

HYPOTHESIS 4. Secondary headteachers as compared with Junior headteachers will give significantly greater support to the following items:

Item 2. "Encourage pupils and staff to develop clubs and societies as out-of-school activities."

Item 4. "Meet representative groups (prefects, class reps.) to discuss school problems such as movement about the school, lost property etc."

FINDING

Item No.	Hypothesis Supported	Groups Compared	X ²	df	Significance Level	Direction Predicted
2	Yes	J-S	50.592	1	.001	Yes
4	Yes	J-S	13.523	2	.01	Yes

Subject specialism and the instructional role of the headteacher.

A characteristic of the Secondary school is what Blyth (1965) has

called 'its much more instruction-centred pattern of teaching' by comparison with common Primary school practices. The exploration of a wide range of interests commonly undertaken by Junior school children is, at Secondary level, often thought to be more appropriately channelled into specific subject areas. The organization of the curriculum into subject specialisms has consequences for the headteacher's role as instructional leader vis a vis his staff (Thompson 1961). Whereas the Junior school head, generally a non-graduate, is 'primus inter pares', the Secondary head, an erstwhile subject specialist is one among other specialists in different disciplines. It follows that,

HYPOTHESIS 5. Secondary headteachers as compared with Junior headteachers will give significantly less support to the following items:

Item 1. "Encourage children to follow up their own interests in specific periods allocated for this purpose."

Item 20. "Examine a representative sample of the work of each class during the school year."

Item 48. "Know what is going on in each classroom in the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
1	Yes	J-S	28.114	2	.001	Yes
20	Yes	J-S	10.304	2	.01	Yes
48	Yes	J-S	27.111	2	.001	Yes

Status differentiation - staff

To some extent, status differentiations among teaching staff derive

from the relative complexity of the hierarchy of positions that obtain within particular schools. Whereas in many Junior schools it may be difficult to define a hierarchy more complex than 'head-deputy-teachers', at Secondary level it is often the case that 'seconds' and 'thirds' in specific subject departments are readily known to members of staff and referred to in these terms. One might expect, therefore, that Junior headteachers are less likely to differentiate between teachers who, as a group, are less conscious of status differentiation than their secondary colleagues. Put another way, Secondary headteachers may perceive stronger teacher expectations than their Junior colleagues, that the status differentials between teachers should be maintained. It follows, therefore, that,

HYPOTHESIS 6. Junior headteachers as compared with Secondary headteachers will give significantly greater support to,

Item 37. "Encourage an equal voice in school matters to young and old teachers alike".

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
37	Yes	J-S	19.356	2	.001	Yes

Status differentiation - Headteacher

Concerning the headteachers themselves, the 'primus inter pares' position of the Junior head contrasts with that occupied by the Secondary headteacher who is often located at the apex of a highly differentiated hierarchy of positions and their concomitant statuses. Centralization of authority has been shown to be a feature of such organization with accom-

panying beliefs in the right of leadership position to command the obedience of organization members. It follows then that,

HYPOTHESIS 7. Secondary headteachers as compared with Junior headteachers will give significantly greater support to the following items:

Item 42. "Expect staff to carry out his decisions even when they believe them to be unsound."

Item 43. "Use veto power when a staff decision is contrary to his firmly-held convictions."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
42	Yes	J-S	11.738	3	.01	Yes
43	Yes	J-S	17.900	3	.001	Yes

Communication and contact - Secondary school parents

Problems of communication and contact with the home, to which reference was made in the Infant-Junior analysis, may be exacerbated by the wider catchment areas on which secondary schools draw and the consequent lack of opportunities for parent-teacher-headteacher meetings. Moreover, it is at secondary school level, when infringements of rules and regulations often take a more serious form, that such communication and contact may be most beneficial. It can be expected, therefore, that:

HYPOTHESIS 8. Secondary headteachers as compared with Junior headteachers will give significantly greater support to the following items:

Item 71. "Inform parents of changes in school planning and activities."

Item 77. "Let parents know what he considers to be desirable standards concerning school dress, time devoted to homework etc."

Item 78. "Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
71	Yes	J-S	7.788	2	.025	Yes
77	Yes	J-S	24.437	1	.001	Yes
78	Yes	J-S	10.592	1	.005	Yes

Communication within the school

Problems of communication within the school itself may be more acute where the school organisation is more highly differentiated and complex and more marked by hierarchical statuses. The head of such a school might be expected to place greater emphasis on maintaining channels of communication between himself and his staff than his colleague in a school less hierarchical in its structure. It follows, therefore, that,

HYPOTHESIS 9. Secondary headteachers as compared with Junior headteachers will give significantly greater support to item:

Item 47. "Expect the deputy-head or heads of departments to inform him of general staff feeling on important school issues."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
47	Yes	J-S	8.505	1	.005	Yes

SUMMARY

Differences in the role conceptions of headteachers distinguished by type of school are reported in connection with the following factors:-

Firstly, the level of emotional, intellectual, and social development of the pupils. (Items 1, 2, 4, 16 and 25).

Secondly, the academic content of the school curriculum and its consequences for their instructional leadership (Items 20 and 48).

Thirdly, the hierarchical organization of the school and its consequences for communication (Items 37, 42, 43, 47).

Fourthly, the varying degree of contact between parents and the school and the consequent institution of formal as opposed to informal patterns of communication. (Items 56, 62, 71, 74, 77 and 78).

2. THE SIZE OF THE SCHOOL - Large Schools and Small Schools

Despite inconsistency in some of the research findings, the weight of evidence supports the view that the size of the school is related to the exercise of bureaucratic authority within the school. (Gross 1958,

Bowman 1963, Bidwell 1965, Hartley 1964, MacKay 1964, MacKay and Robinson 1966).

That school size and bureaucratization are related constitutes the major proposition in the following analysis. The analysis, however, is made difficult because of the disproportionate number of large schools which are secondary.* These have already been shown to possess certain bureaucratic tendencies (Hypotheses 6 and 7). In comparing large and small schools, therefore, differences are also present which serve to distinguish Primary from Secondary schools.

The total number of headteachers sampled does not permit systematic controls to be made over one or more of the situational and personal variables, while studying the effect of size on headteachers' role conceptions. Where the frequencies in headteacher sub-groupings do allow analysis by chi square, the effect of 'type of school' and 'sex' plus 'type of school' is controlled while examining the variable 'size'. Where such strategies are employed, the sub-groupings are identified and the results of specific analyses which lend further evidence to those in the main 'large school' - 'small school' comparisons are reported.

The analysis is particularly concerned with the following bureaucratic features in relation to headteachers' role conceptions,

- (a) the authority of the headteacher as leader.
- (b) his concern for a hierarchically-structured authority system within the school and the consequent maintenance of 'social distance' between members.
- (c) the application of universalistic as opposed to particularistic criteria to govern the relationships between organization members.

	Secondary	Junior	Infant
Large school	84	41	22
Small school	26	82	88

- (d) his emphasis upon the application of rules and regulations to govern procedures.
- (e) his stressing of activities which promote continuity of procedures and their standardization within the organization.
- (f) his support for procedures which lead to increased technical competence of organizational members.
- (g) the promotion of organizational expertise by the implementation of suggestions from outside expert sources, but at the same time,
- (h) the protection of the organization from outside pressures arising from non-expert, non-technical sources.
- (i) his concern for the communication of information to organization members and the receipt of information relevant to the functioning of the organization.

The authority of the headteacher as leader

Stronger bureaucratic role conceptions on the part of headteachers might be expected to manifest themselves in beliefs that the incumbency of the headship position carries with it the right to expect automatic obedience from staff and the arbitrary authority to tell parents what the headteacher requires in respect of school standards. If the size of the school is related to such beliefs one might hypothesise that,

HYPOTHESIS 10. Large school headteachers as compared with small school headteachers will give significantly greater support to the following items:

Item 42. "Expect staff to carry out his decisions even when they believe them to be unsound."

Item 43. "Use veto power when a staff decision is contrary to his firmly-held convictions."

Item 77. "Let parents know what he considers to be desirable standards concerning school dress, time devoted to homework etc."

Item 78. "Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
42	Yes	L-S	11.351	4	.025	Yes
	Yes	LI-SI	6.787	2	.05	Yes
43	Yes	L-S	16.481	4	.005	Yes
77	Yes	L-S	16.973	2	.001	Yes
	Yes	LI-SI	5.747	1	.025	Yes
78	Yes	L-S	13.851	1	.001	Yes
	Yes	LJ-SJ	8.382	1	.005	Yes
	Yes	MLJ-MSJ	6.266	1	.025	Yes

The headteacher's concern for the hierarchically-structured authority system of the school and the maintenance of 'social distance' between organization members.

Three items are apposite to the analysis of bureaucratic role conceptions in relation to teaching staff; two items in connection with parents.

HYPOTHESIS 11. Large school headteachers as compared with small school headteachers will give significantly greater support to

the following items,

Item 30. "Stay out of the staff common room."

Item 57. "Get right away from the school locality for his relaxation and entertainment."

and, large school headteachers as compared with small school headteachers will give significantly less support to the following items.

Item 31. "Meet members of staff informally in his own home."

Item 37. "Encourage an equal voice in school matters to young and old teachers alike."

Item 56. "Meet parents informally in local community affairs and activities."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
30	No	L-S	5.462	4	ns	Yes
57	No	L-S	7.189	3	ns	Yes
	Yes	LJ-SJ	6.831	2	.05	Yes
31	Yes	L-S	16.345	2	.001	Yes
37	Yes	L-S	8.798	3	.05	Yes
56	Yes	L-S	9.786	3	.025	Yes

The application of universalistic as opposed to particularistic criteria to govern the relationships between organization members.

If size of school and bureaucratic role conceptions are related, one might expect a greater concern on the part of the large school head

that decisions with respect to pupils, teachers and parents should be based upon universalistic as opposed to particularistic considerations. It follows, therefore, that,

HYPOTHESIS 12. Large school headteachers as compared with small school headteachers will give significantly greater support to:

Item 9. "Put the welfare of all pupils above that of an individual child."

Item 35. "Put the welfare of the whole staff above that of an individual member."

Item 61. "Apply a general school rules policy when particular parents request special considerations for their child."

Item 58. "Defend parents against unsubstantiated criticisms by teachers."

and, large school headteachers as compared with small school headteachers will give significantly less support to:

Item 49. "Compliment a teacher on his work in front of other members of staff."

Item 32. "Support a teacher's disciplinary decision even when he believes it to be unfair to the pupil(s)."

FINDING

Item No.	Hypothesis supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
9	No	L-S	7.520	3	ns	No
35	No	L-S	1.105	2	ns	Yes
61	No	L-S	1.834	4	ns	Yes
58	No	L-S	4.877	2	ns	Yes
	Yes	LJ-SJ	7.209	2	.05	Yes

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
/cont... 49.	No.	L-S	2.187	4	ns	Yes
	Yes	LS-SS	10.413	1	.005	Yes
	Yes	MLS-MSS	7.904	1	.01	Yes
32	Yes	L-S	9.769	4	.05	Yes

Emphasis upon the application of rules and regulations to govern procedures

One might expect that the more bureaucratic the role conceptions of the headteacher in respect of the application of rules and regulations to govern school procedures, the greater the support he would give to rules in connection with pupils' records and the professional planning of teaching staff. Specifically,

HYPOTHESIS 13. Large school headteachers as compared with small school headteachers will give significantly greater support to the following items:

Item 21. "Insist that children's personal record cards be kept up-to-date by teachers and secretarial staff."

Item 40. "Require records or forecasts of every teacher's work."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
21	Yes	L-S	7.730	2	.025	Yes
	Yes	LJ-SJ	6.977	1	.01	Yes
	Yes	MLJ-MSJ	6.408	1	.025	Yes
40	Yes	L-S	9.785	3	.025	Yes
	Yes	LJ-SJ	6.472	2	.05	Yes

Emphasis upon activities which promote continuity of procedures and their standardization within the organization.

By discouraging teaching methods in individual classrooms that are widely different from those employed generally throughout the school, the headteacher may make it easier to transfer pupils within the system and to replace teaching staff when necessary. The following hypothesis is advanced in respect of item 29.

HYPOTHESIS 14. Large school headteachers as compared with small school headteachers will give significantly greater support to:
Item 29. "Forbid teachers to use classroom methods that are, in his opinion, too "outlandish" and "impracticable."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
29	Yes	L-S	9.932	4	.05	Yes
	Yes	LS-SS	8.647	1	.005	Yes
	Yes	MLS-MSS	7.171	1	.01	Yes

Support for procedures which lead to increased technical competence of organization members.

This aspect of bureaucratic role conceptions on the part of headteachers focusses upon the technical competence of the teaching staff either in respect of the age range that they teach or their particular subject discipline. Specifically,

HYPOTHESIS 15. Large school headteachers as compared with small school headteachers will give significantly greater support to the following item:

Item 52. "Expect staff to support in-service professional courses relevant to their subject or age range."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
52	Yes	L-S	6.084	2	.05	Yes

The promotion of organizational expertise by the implementation of suggestions from outside expert sources.

The emphasis here is upon the professional expertise of a source external to the organization in suggesting ways of increasing the effectiveness of that organization. In application to the school, Her Majesty's Inspectorate is exemplified as perhaps the most prestigious expert source of influence external to the school. Specifically,

HYPOTHESIS 16. Large school headteachers as compared with small school headteachers will give significantly greater support to:
Item 53. "Implement suggestions made by H.M.I. for the improvement of some aspect of the school curriculum or teaching methods."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
53	No	L-S	4.900	2	ns	Yes
	Yes	LI-SI	8.115	2	.025	Yes

Protection of the organization from outside pressures arising from non-expert, non-technical sources.

In contrast to Her Majesty's Inspectors who were cited as examples

of external expert sources, parents are taken as representatives of non-educator, non-expert sources of potential influence upon the school. Headteachers holding stronger bureaucratic role conceptions are expected to be more resistant to parental influence than heads with less strong beliefs about this specific aspect of their leadership behaviour.

HYPOTHESIS 17. Large school headteachers as compared with small school headteachers will give significantly less support to, Item 54. "Invite parental discussion of new practices before their introduction into the school programme."

and, Large school headteachers as compared with small school headteachers will give significantly greater support to, Item 55. "Resist external pressures from parents to alter the school curriculum or the teaching methods used."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
54	No	L-S	8.859	3	ns	Yes
55	Yes	L-S	10.002	3	.025	Yes
	Yes	LJ-SJ	6.709	1	.025	Yes

Concern for the communication of information to organization members and the receipt of information relevant to the functioning of the organization

The larger the school, the more difficult the problems of co-ordinating and controlling the work of a larger number of staff and pupils who are timetabled in a wider variety of classroom permutations to use a greater range of equipment and materials.

An effective communication net is essential to the smooth and

efficient functioning of a large school. Heads of such schools, therefore, may be expected to be more concerned than their small school colleagues with such communication nets both as ways of sending relevant information to specific organization members and as ways of receiving information from member-sources. Specifically,

HYPOTHESIS 18. Large school headteachers as compared with small school headteachers will give significantly greater support to the following items:

Item 19. "Keep children informed about policy and organizational changes that in any way affect them."

Item 22. "Require important incidents concerning pupils in out-of-school hours to be brought to his notice."

Item 45. "Keep staff informed about policy and organizational changes that in any way affect them."

Item 46. "Get to know the strengths and weaknesses of his teachers."

Item 47. "Expect the deputy-head or heads of departments to inform him of general staff feeling on important school issues."

Item 66. "Require staff to be available to discuss pupils' work at a school 'parents' evening."

Item 71. "Inform parents of changes in school planning and activities."

Item 72. "Seek information from parents about children's homework habits, bedtime, week-end activities, reading habits."

Item 75. "Publicly thank parents for their cooperation."

Item 76. "Publicly express disappointment at the lack of parental cooperation."

FINDING

Item No.	Hypothesis Supported	Groups Compared	X ²	df	Significance Level	Direction Predicted
19	No	L-S	2.763	2	ns	Yes
22	Yes	L-S	8.853	2	.025	Yes
45	Yes	L-S	5.442	1	.05	Yes
46	Yes	L-S	9.382	1	.005	Yes
47	No	L-S	5.449	2	ns	Yes
66	Yes	L-S	18.343	2	.001	Yes
	Yes	LJ-SJ	9.250	2	.01	Yes
71	No	L-S	3.979	3	ns	Yes
72	No	L-S	2.970	3	ns	Yes
75	No	L-S	3.150	2	ns	Yes
76	Yes	L-S	10.176	4	.05	Yes

SUMMARY

Differences in the role conceptions of headteachers distinguished by their responsibility for large or small-size schools are reported in connection with the following aspects of their work,

Firstly, their authority as headteachers (Items 42, 43, 77 and 78).

Secondly, their degree of concern for the maintenance of a hierarchically-structured authority system within the school (Items 31, 37, 56 and 57).

Thirdly, their application of universalistic as opposed to particularistic criteria in dealing with organization members (Items 32, 49 and 58).

Fourthly, their emphasis upon rules and regulations both to govern the

procedures of the organization and to promote continuity and standardization in those procedures (Items 21, 29 and 40).

Fifthly, their concern for ways of increasing the competence of organization members in the performance of their work (Item 52).

Sixthly, their relationships with expert and non-expert external sources which seek to exercise influence upon the organization (Items 53 and 55).

Finally, in their concern for the flow of relevant communications to organization members and the receipt of information from member-sources. (Items 22, 45, 46, 66, and 76).

3. THE LOCATION OF THE SCHOOL - 'Inner-ring' Schools and 'Outer-ring' Schools.

An important conclusion of the Herriott and St. John study (1966) to which reference was made earlier, was that whilst principals of lower socio-economic status (SES) schools expressed greater dissatisfaction with their posts than principals of higher SES schools and wished for transfer, those expressions of dissatisfaction were due to their appraisals of the degree of community indifference that they faced and the low quality of staff morale. Principals of lower SES schools were not shown to hold different normative role conceptions from principals of higher SES schools.

In one important respect, the promotion policies of some Local Education Authorities, particularly in connection with Primary schools, are similar in consequence to the process of "horizontal mobility" described in Becker (1952, 1953) and Herriott and St. John (1966). Often, the headteacher who is initially appointed to a "poorer" school within an Authority can rightfully expect that the retirement or demise of his

senior colleagues will result in his eventual translation to a position in a "better" school. As a newly-appointed head, he will be keen to prove the wisdom of the selection committee's choice despite his realistic and sober appraisal of the problems that he may face. There is no reason, therefore, to believe that the headteacher appointed to the "poorer" school should hold normative role conceptions which differ substantially from those of fellow-headteachers in the "better" suburban schools. Moreover, as Becker has argued, there is good reason to suppose that where imaginative leadership of the "poorer" school is the surest way to the incumbency of a "better" one, the headteacher will tend to maintain initial role conceptions despite the adverse environmental effects documented in Herriott and St. John and described in a British setting by Mays, Webb, Partridge, Target, Jackson and Marsden and others.

The arguments advanced above lead to the proposition that whilst there may be no significant differences in the normative role conceptions of inner-ring headteachers and outer-ring headteachers, one might expect important and identifiable differences in their perceptions of expectations arising from the external environment of the school (i.e. parents) and to a lesser extent from its internal environment as expressed in this study by teachers.

The role conceptions of inner-ring school headteachers IN(H), and outer-ring school headteachers OUT(H).

A null hypothesis is proposed in respect of differences in the role conceptions of headteachers of inner-ring and outer-ring schools.

HYPOTHESIS 19. There are no significant differences in the role conceptions of inner-ring school headteachers, IN(H) and outer-

ring school headteachers, OUT(H) as described on the HRDI.

FINDING

The null hypothesis is rejected in respect of 3 out of 78 items on the HRDI. That is to say, on 75 of the 78 HRDI items, inner and outer ring school heads cannot be differentiated in respect of their role conceptions.

Item No.	Groups Compared	χ^2	df	Significance Level
21	IN(H)-OUT(H)	8.024	2	.025
24	IN(H)-OUT(H)	9.775	3	.025
78	IN(H)-OUT(H)	7.844	1	.01

Headteachers of inner-ring schools as compared with headteachers of outer-ring schools gave stronger mandatory support to the following aspects of their work,

"Insist that children's personal record cards be kept up-to-date by teachers and secretarial staff." (Item 21).

"Send for parents of children whose attitudes or behaviour do not satisfy the standards be requires for the school." (Item 78).

Headteachers of inner-ring schools as compared with headteachers of outer-ring schools gave proportionally greater support and proportionally less rejection to,

"Reprimand a child about his work in front of other children."

(Item 24).

The attributed expectations to teachers by inner-ring school headteachers IN(T), and outer-ring school headteachers OUT(T).

Teachers and pupil discipline.

Children attending the inner-ring schools of large towns or cities

and the schools on vast corporation estates are generally held to present their teachers with greater disciplinary problems than their fellow-pupils from rural and suburban neighbourhoods. Teachers in the inner-ring schools may, in consequence, set great store by the headteacher who is a powerful supportive influence to their efforts to maintain discipline in their classrooms. We might expect, therefore, that headteachers of the inner-ring schools attribute to teachers stronger expectations for the headteacher's "supportive" role in disciplinary matters, than their colleagues in outer-ring schools attribute to their staffs. Specifically,

HYPOTHESIS 20. Inner-ring school headteachers as compared with outer-ring school headteachers believe that teachers hold stronger expectations for the headteacher's behaviour on the following aspects of his role,

Item 18. "Teach children to obey orders at once and without question."

Item 32. "Support a teacher's disciplinary decision even when he believes it to be unfair to the pupils."

Item 78. "Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
18	No	IN(T)-OUT(T)	1.662	3	ns	No
32	No	IN(T)-OUT(T)	2.519	3	ns	Yes
78	No	IN(T)-OUT(T)	0.047	1	ns	-

The attributed expectations to parents by inner-ring school headteachers IN(P), and outer-ring school headteachers OUT(P).

Parents and the headteacher's authority.

Hypotheses concerning differing perceptions of parental expectations for the work of headteachers in inner-ring and outer-ring schools are derived from reports, extant in the literature, of differing attitudes towards the school among parents distinguished on socio-economic criteria.

Inner-ring school headteachers may perceive stronger parental expectations for a style of leadership on their part which inculcates passivity and respect for adult authority in the pupils and compliance with the orders of a "boss" figure on the part of teachers. Specifically,

HYPOTHESIS 21. Inner-ring school headteachers as compared with outer-ring headteachers believe that parents hold stronger expectations for the headteacher's behaviour on the following aspects of his role,

Item 18. "Teach children to obey orders at once and without question."

Item 42. "Expect staff to carry out his decisions even when they believe them to be unsound."

Item 43. "Use veto powers when a staff decision is contrary to his firmly-held convictions."

Item 44. "Discourage discussion of his decisions at staff meetings."

and, Inner-ring school headteachers as compared with outer-ring school headteachers believe that parents hold less strong expectations for the headteacher's behaviour on the follow-

ing aspects of his role,

Item 12. "Allow children to confide in him with problems he does not wish to discuss with his parents."

Item 17. "Allow children to act upon what he considers to be wrong decisions on their part."

Item 31. "Meet members of staff informally in his own home."

Item 36. "Encourage a pleasant atmosphere among staff members by being friendly and approachable to all."

Item 37. "Encourage an equal voice in school matters to young and old teachers alike."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
18.	No	IN(P)-OUT(P)	2.937	3	ns	No
42	No	IN(P)-OUT(P)	8.104	4	ns	Yes
43	Yes	IN(P)-OUT(P)	10.519	4	.05	Yes
44	Yes	IN(P)-OUT(P)	12.847	4	.025	Yes
12	Yes	IN(P)-OUT(P)	11.393	3	.01	Yes
17	No	IN(P)-OUT(P)	6.536	3	ns	No
31	Yes	IN(P)-OUT(P)	8.153	2	.025	Yes
36	Yes	IN(P)-OUT(P)	9.077	2	.025	Yes
37	No	IN(P)-OUT(P)	7.943	3	ns	Yes

Parental indifference and apathy.

Inner-ring school headteachers may perceive a greater degree of parental apathy and indifference toward the school and less desire on the part of parents for contact with the professional staff of the school. Specifically,

HYPOTHESIS 22. Inner-ring school headteachers as compared with outer-ring school headteachers believe that parents hold less strong expectations for the headteacher's behaviour on the following aspects of his role,

Item 54. "Invite parental discussion of new practices before their introduction into the school programme."

Item 56. "Meet parents informally in local community affairs and activities."

Item 62. "Encourage the development of joint parent-teacher social activities."

Item 74. "Take an active interest in the problems of the school neighbourhood by holding a responsible position in a community organization."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
54	No	IN(P)-OUT(P)	5.367	3	ns	Yes
56	Yes	IN(P)-OUT(P)	7.002	2	.025	Yes
62	No	IN(P)-OUT(P)	1.534	3	ns	Yes
74	Yes	IN(P)-OUT(P)	10.081	3	.025	Yes

SUMMARY

Differences in the role conceptions of headteachers distinguished by the location of their schools are reported in respect of 3 of the 78 HRDI items. These are concerned with reprimanding children, adequately maintaining their personal records, and contacting the parents of those causing behavioural problems in school (Items 21, 24 and 78).

Differences in the attributed expectations of inner-ring and outer-ring headteachers to their teachers were not found in connection with the headteacher's support and backing for a teacher in the latter's relationships with pupils and with parents. (Items 18, 32 and 78).

Differences in the attributed expectations of inner-ring and outer-ring headteachers to parents were found in connection with:-

- i. the headteacher's control of his staff and his degree of intimacy with them (Items 31, 36, 43 and 44).
- ii. his counselling role with pupils (Item 12).

4. THE AGE OF THE HEADTEACHER

In the absence of previous British research in connection with the role conceptions of older as compared with younger headteachers, the formulation of hypotheses draws heavily upon a small number of American studies of older and younger school principals. On this latter evidence, one might expect that older headteachers are more traditional and less innovative in their educational views, less concerned than younger heads with the supervision of their teachers' work and the upgrading of their classroom performance, and, as persons, tend to be more closed-minded and authoritarian.

Each of these suggested differences provides the basis for the grouping together of a number of HRDI items in order to formulate a number of specific hypotheses with respect to British headteachers.

Traditionalism in outlook and age.

Firstly, in connection with traditionalism in educational outlook,

HYPOTHESIS 23. Older headteachers as compared with younger headteachers will give significantly less support to the following items,
Item 28. "Requisition appropriate equipment for staff who wish to experiment with new methods."

Item 54. "Invite parental discussion of new practices before their introduction into the school programme."

and, older headteachers as compared with younger headteachers will give significantly greater support to the following items,

Item 3. "Stress the teaching of the 3R's as the school's most important task."

Item 29. "Forbid teachers to use classroom methods that are, in his opinion, too "outlandish" and impracticable."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
28	No	O-Y	1.391	2	ns	Yes
54	No	O-Y	4.289	4	ns	No
3	No	O-Y	6.139	4	ns	No
29	No	O-Y	5.089	4	ns	Yes.

Supervision of teaching performance and age

The second suggested area of differentiation between the role conceptions of older and younger headteachers is to do with the degree of supervision that they believe they should exercise over the professional work of their staff and their relative concern for improving their teachers' classroom performance, specifically,

HYPOTHESIS 24. Younger headteachers as compared with older headteachers

will give significantly greater support to the following items,

Item 20. "Examine a representative sample of the work of each class during the school year."

Item 27. "Discuss with teachers new material and methods which might improve the quality of the teaching."

Item 39. "Supervise the preparation and the teaching of newly-qualified staff."

Item 40. "Require records or forecasts of every teacher's work."

Item 48. "Know what is going on in each classroom in the school."

Item 52. "Expect staff to support in-service professional courses relevant to their subject or age range."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
20	Yes	O-Y	6.638	2	.025	Yes
27	No	O-Y	0.553	1	ns	-
39	No	O-Y	0.469	2	ns	-
40	No	O-Y	5.006	3	ns	Yes
48	No	O-Y	2.296	2	ns	No
52	No	O-Y	0.092	2	ns	-

Authoritarianism and age.

The third area of differentiation between older and younger head-teachers suggested by American research is concerned with the authoritarianism of the headteachers. (None of the HRDI items was considered

suitably analagous to the closed-mindedness/open-mindedness dimension of Rokeach). In the light of the American studies one might expect that older headteachers would show a greater degree of authoritarianism in their role conceptions than their younger colleagues, specifically,

HYPOTHESIS 25. Older headteachers as compared with younger headteachers will give significantly greater support to the following items,

Item 18. "Teach children to obey orders at once and without question."

Item 42. "Expect staff to carry out his decisions even when they believe them to be unsound."

Item 70. "When dealing with a 'difficult' parent, speak in a voice not to be questioned."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
18	No	O-Y	0.696	3	ns	-
42*	No	O-Y	10.941	4	.05	No
70*	No	O-Y	11.629	4	.025	No.
*The finding is significantly different from what was predicted in the hypothesis.						

"Paternalism" and age.

Two "common-sense" correlates of the headteacher's age are now proposed. Firstly, it often seems to be the case that the older headteacher, more than his younger colleague, acts out a "father-figure" role in the school both in his dealings with children and with younger members of his staff (Collins 1969). Moreover, the older head, less likely to

move to other appointments, is generally of longer tenure in the school community and more likely to have had opportunity to extend such paternal role behaviour to the parents of children within his school. It is hypothesised, therefore, that

HYPOTHESIS 26. Older headteachers as compared with younger headteachers will give significantly greater support to the following items,

Item 11. "Act as a mediator in conflicts between children."

Item 31. "Meet members of staff informally in his own home".

Item 38. "Know his staff well enough to be able to help them with personal problems in connection with their work as teachers."

Item 60. "Personally act as a "go-between" for parents needing to contact child welfare services."

Item 64. "Advise parents new to the district about neighbourhood affairs and amenities."

Item 78. "Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
11	Yes	O-Y	10.054	3	.025	Yes
31	Yes	O-Y	6.777	2	.05	Yes
38	Yes	O-Y	5.311	1	.05	Yes
60	Yes	O-Y	6.554	2	.05	Yes
64	No	O-Y	5.862	3	ns	Yes
78	Yes	O-Y	7.139	2	.05	Yes

Teacher-pupil discipline problems and the age of the headteacher.

The second "common-sense" correlate of the headteacher's age is related to the father-figure image examined in Hypothesis 26. Compared with his younger colleague, the older headteacher is generally more established as a head, more sure of his position as leader and, therefore, more able, when necessary, to act against strong teacher expectations. As Hollander (1958) would argue, the older head has built up more "credit" than his younger colleague to allow him to behave in the way that he does. The strongest expectations of teachers relate to the headteacher's duty to support them in disciplinary infractions with pupils. It is hypothesised that,

HYPOTHESIS 27. Older headteachers as compared with younger headteachers will give significantly less support to the following item,
Item 32. "Support a teacher's disciplinary decision even when he believes it to be unfair to the pupil(s)."

and, older headteachers as compared with younger headteachers will give significantly greater support to the following item,

Item 6. "Support the child in a pupil-teacher discipline problem where the teacher, in the head's opinion, has acted unfairly."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
32	Yes	O-Y	11.155	4	.025	Yes
6	Yes	O-Y	13.623	4	.01	Yes

SUMMARY

Differences in the role conceptions of headteachers distinguished by age were not found in connection with the following aspects of their work,

Firstly, the traditionalism of their educational views towards innovation in classroom methods or innovation in forms of parent-teacher co-operation. (Items 3, 28, 29 and 54).

Secondly, the degree of teacher supervision and classroom guidance thought to be appropriate (Items 20, 27, 39, 40, 48 and 52).

Differences in the role conceptions of headteachers distinguished by age were found in connection with the style of their interpersonal relationships with teachers and parents (Items 42 and 70). The direction of those differences was contrary to what was hypothesised.

Differences in the role conceptions of headteachers distinguished by age were also found in connection with:

- i. the headteachers' paternalism in his relationships with pupils, teachers and parents (Items 11, 31, 38, 60 and 78).
- ii. the degree of support believed to be appropriate in teacher-pupil discipline problems (Items 6 and 32).

5. THE SEX OF THE HEADTEACHER

The American studies reviewed earlier which differentiated between male and female school principals in terms of their beliefs and behaviour were concerned, in the main, with two aspects - the degree of authoritarianism exhibited by the principal, though not specifically in connection

with his position as principal, and the 'professionalism' of the principal, a general term used to describe his professional attitudes, his technical competence, and the nature of the leadership he gives to his teaching staff. In the absence of previous British research, these two broadly-defined aspects of the headteacher's role, 'authoritarianism' and 'professionalism', provide the basis for specific hypotheses concerning differences between the role conceptions of the male and female headteachers in the present study.

Problems arise, however, in the analysis because of the disproportionate number of female headteachers in Primary as opposed to Secondary schools.* On a number of the HRDI items, common-sense suggests that 'type of school' is an equally influential correlate of specific role conceptions as 'sex'. Similar strategies are, therefore, employed to those described in section (2). Where 'type of school', 'size of school' and 'type plus size of school' add further clarification to the main analysis, these are reported.

Authoritarianism and sex of headteacher.

In connection with headteachers' role conceptions, the term 'authoritarian' is used in the general, popular sense rather than in the specific sense of a syndrome of traits which go to make up the authoritarian personality (Adorno et al, 1950). In our usage, it is intended to connote a predilection on the head's part for high-handed, arbitrary, autocratic behaviour toward subordinate members of the school and toward

		<u>Infant</u>	<u>Junior</u>	<u>Secondary</u>
*	Male	0	80	82
	Female	110	43	28

parents. On balance, American investigations of principals' authoritarianism in both the specific sense (Hines 1956) and the general sense (Willower 1967) suggest that such behaviour is more likely to be an attribute of the male rather than the female head, particularly at Secondary school level. The following hypothesis is advanced,

HYPOTHESIS 28. Male headteachers as compared with female headteachers will give significantly greater support to the following items,

Item 18. "Teach children to obey orders at once and without question."

Item 42. "Expect staff to carry out his decisions even when they believe them to be unsound."

Item 70. "When dealing with a 'difficult' parent, speak in a voice not to be questioned."

FINDING.

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
18	No	M-F	6.905	4	ns	No
	No	MJ-FJ	7.428	3	ns	No
	No	MS-FS	0.450	2	ns	-
42	Yes	M-F	25.046	4	.001	Yes
	No	MJ-FJ	4.492	3	ns	Yes
	Yes	MS-FS	17.399	2	.001	Yes
	Yes	MLS-FLS	13.542	1	.001	Yes
70	No	M-F	7.793	4	ns	No
	No	MJ-FJ	7.396	4	ns	Yes
	No	MS-FS	2.188	3	ns	Yes

Professionalism and sex of headteacher

Two usages of the term 'professionalism' provide the basis for specific hypotheses concerning differences in the role conceptions of male and female headteachers.

- i. Colombotos (1962) bases his reasons for distinguishing between the beliefs and behaviour of male and female school principals upon societal characteristics which, it is assumed, are also relevant in the present context. Female principals, he argues, are predisposed in conceiving of their roles to stress "service ideal" orientations - kindness, nurturance, helping others; males, by way of contrast, are more concerned with technical competence, and autonomy to do their work as they believe it ought to be done.
- ii. Hemphill, Griffith and Frederickson (1962) and Hoyle and Randall (1967) showed female principals to be more concerned than male principals to work with staff and more sensitive to potential problematic situations. These latter observations support Colombotos' contention that the female principal may define her role in less-autonomous terms than the male.

Service-ideal and sex of headteacher

In respect of British headteachers it is hypothesised that,

HYPOTHESIS 29. Female headteachers as compared with male headteachers will give significantly greater support to the following items,

Item 8. "Know the emotional problems of children in the school and help them with their difficulties."

Item 10. "By his own example. in dealing with children. stress kindness and courtesy."

Item 11. "Act as a mediator in conflicts between children."

Item 12. "Allow a child to confide in him with problems he does not wish to discuss with his parents."

Item 36. "Encourage a pleasant atmosphere among staff members by being friendly and approachable to all."

Item 38. "Know his staff well enough to be able to help them with personal problems in connection with their work as teachers."

Item 63. "Mediate between parent(s) and a teacher over a child's school behaviour or performance."

Item 64. "Advise parents new to the district about neighbourhood affairs and amenities."

Item 74. "Take an active interest in the problems of the school neighbourhood by holding a responsible position in a community organization."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
8	No	M-F	0.004	1	ns	-
10	No	M-F	3.124	1	ns	Yes
11	No *	M-F	0.640	3	ns	-
	No	MJ-FJ	4.101	1	.05	No
12	No	M-F	0.401	2	ns	-
36	No	M-F	1.429	1	ns	Yes
38	No	M-F	0.013	1	ns	-
63	No	M-F	6.643	3	ns	No
	No *	MJ-FJ	12.634	2	.005	No
	No *	MSJ-FSJ	7.376	2	.025	No
64	No	M-F	3.115	3	ns	No

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
/cont...						
74	No *	M-F	13.284	2	.005	No
* The finding is significantly different from what was predicted in the hypothesis.						

Technical competence and sex of headteacher

Colombotos uses the term "technical competence" to indicate the headteacher's emphasis upon 'demanding competent service' (from subordinates) and his 'militating for higher standards'. It is similar in connotation to Halpin and Croft's 'production emphasis'.

HYPOTHESIS 30. Male headteachers as compared with female headteachers will

give significantly greater support to the following items,

Item 25. "Insist upon neatness and tidiness in children's written work."

Item 39. "Supervise the preparation and the teaching of newly-qualified staff."

Item 40. "Require records or forecasts of every teacher's work."

Item 41. "Assign teachers to various working committees to develop the school programme."

Item 51. "Make his requirements about school standards known to each member of staff."

Item 77. "Let parents know what he considers to be desirable standards concerning school dress, time devoted to homework etc."

Item 78. "Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
25	Yes	M-F	25.756	2	.001	Yes
	Yes	MJ-FJ	7.250	2	.05	Yes
39	No	M-F	0.083	2	ns	-
40	No	M-F	2.710	3	ns	Yes
41	Yes	M-F	9.089	3	.05	Yes
51	No	M-F	1.320	1	ns	Yes
77	Yes	M-F	19.034	2	.001	Yes
78	No	M-F	5.798	2	ns	Yes
	Yes	MJ-FJ	7.340	2	.05	Yes

Autonomy, sensitivity to others, and sex of headteacher.

In the light of Hemphill et al., (1962) and Hoyle and Randall (1967), it is postulated that female headteachers are less likely to desire a strongly autonomous role in their relationships with staff or parents and that, more than their male colleagues, they are open to influence from teacher and parent counter-positions and external authority sources. Specifically,

HYPOTHESIS 31. Male headteachers as compared with female headteachers will give significantly greater support to the following items,

Item 43. "Use veto power when a staff decision is contrary to his firmly-held convictions."

Item 44. "Discourage discussion of his decisions at staff meetings."

Item 55. "Resist external pressures (from parents) to alter the school curriculum or the teaching methods used."

Item 69. "Exclude parents from expressing opinions about the introduction of new courses or the choice of external examinations."

and, male headteachers as compared with female headteachers will give significantly less support to the following items,

Item 53. "Implement suggestions made by H.M.I. for the improvement of some aspect of the school curriculum or teaching method."

Item 54. "Invite parental discussion of new practices before their introduction into the school programme."

Item 59. "In formulating general school policy, carefully consider the wishes of the majority of parents."

FINDING

Item No.	Hypothesis Supported	Groups Compared	χ^2	df	Significance Level	Direction Predicted
43	Yes	M-F	12.038	4	.025	Yes
44	No	M-F	9.146	4	ns	Yes
55	Yes	M-F	11.401	3	.01	Yes
	Yes	MJ-FJ	8.086	1	.005	Yes
69	No	M-F	5.683	3	ns	Yes
53	Yes	M-F	11.387	2	.005	Yes
	Yes	MJ-FJ	10.366	2	.01	Yes
	Yes	MS-FS	7.279	1	.01	Yes
54	Yes	M-F	7.930	3	.05	Yes
59	No	M-F	2.075	3	ns	No

SUMMARY

The data provided no support for the contention that the male head-

teacher as compared with his female colleague is more likely to engage in authoritarian behaviour towards children or parents in the manner specified in the HRDI items 18 and 70.

There was evidence that male headteachers' expectations for obedience from staff members were significantly stronger than those of female heads (Item 42).

Female heads were not, as hypothesised, significantly more 'professional' in the specific sense of service-ideal. (Items 8, 10, 11, 12, 36, 38, 63, 64 and 74). In the sense of technical-competence, male heads were found to be more strongly concerned with communicating standards to pupils and parents and with organizing teachers' efforts than their female colleagues (Items 25, 41, 77 and 78).

More autonomous role conceptions and less sensitivity to outside influences were distinguishing features of the male-female comparisons on items 43, 55, 53 and 54, male heads being more autonomous and less sensitive to outside influence than female heads.

THE INTERPOSITIONAL ANALYSIS - DISCUSSION

Some theoretical assumptions

In the interpositional analysis, an attempt has been made to relate a selected number of independent variables to the dependent variable, the normative role conceptions of the headteacher sample. Before attempting to synthesise the major findings in this section it is necessary to make explicit some theoretical assumptions that are implied in the organization and examination of the data.

Firstly, it is assumed that by the imposition of validity and reliability criteria, seventy eight specific statements of behaviour have been selected which make it possible to distinguish between the role behaviour and the non-role behaviour of incumbents of the position designated "headteacher". Secondly, it is assumed that the role behaviour detailed in those items has been described at a sufficient level of generality that it is not specific to the experience of a small number of headteachers but can be taken as more generally applicable to the headteacher position. Thirdly, aware of the need to specify both the situational context of role conceptions and role behaviour, and what Preiss and Ehrlich (1966) have called, "the place of the person in role analysis", it is an assumption that appropriate situational contexts (the type, the size, and the location of schools) have been chosen. It is an even greater assumption that the variables 'sex' and 'age' adequately express the 'place of the person' in the present study. The interpositional analysis, however, is primarily concerned with a degree of generality, a level of "appropriate

abstraction" (Naegle 1960) at which the minute detailing of specific situations or the personal leadership dimensions of individual headteachers is inappropriate. This is not to suggest that the uniqueness of school situations or the personality dimensions of individual heads are unimportant considerations; it is simply that at the chosen level of analysis these additional data are extraneous. Fourthly, whilst it is convenient to consider situational and personal criteria as conceptually independent, they are clearly "phenomenally interactive" (Getzels and Guba 1957). It is not, however, the purpose of the interpositional analysis to examine how these two classes of factors systematically interact and relate to headteachers' role conceptions. Had this been the primary focus a different sampling strategy would have been required and different analytical techniques employed.

The central concern of the interpositional analysis has been to test a number of hypotheses which postulate that environmental factors to do with the schools or their immediate neighbourhoods and personal factors to do with their principals are related to the beliefs that those principals hold about what they should or should not do as headteachers. In a number of instances, by combining situational and personal criteria, it has been possible to summon additional evidence by which to support or to deny the propositions contained in the hypotheses. Where no additional evidence is provided by such strategies, in the interests of brevity, they are not reported.

Results

It would be fallacious indeed to assume a high degree of similarity between the American school principalship and the position occupied by the

British headteacher. In both countries, the educational systems have been uniquely shaped by historical, economic and cultural events. Nevertheless, in the absence of previous British research, American studies of the public school principalship have largely suggested the variety of hypotheses with which the interpositional analysis has been concerned. It is not surprising, therefore, that the present investigation supports American findings in certain aspects only, those aspects being the ones which are relatively "culturally homogeneous" to both countries, for example, the organizational complexity of schools consequent upon their increased size, and the indifference and apathy towards the school that characterises the disadvantaged community in both British and American settings. On the variables 'age' and 'sex', the present findings differ from American studies in several important ways. In respect of the 'type of school', the results reported here have little applicability outside of the English school system.

Type of school and headteacher role conceptions.

The "common-sense" proposition that headteachers responsible for particular age ranges would give stronger support to activities held to be most appropriate to those age ranges received general support particularly in connection with activities emphasising social skills. The proposition was also concerned with academic skills and its second purpose was to explore the sensitivity of the Junior headteacher in particular, to commonly-held teacher (Lunn 1967) and parent (Cohen and Cohen 1970) expectations that the transition from Infant to Junior school should be a time for increased emphasis upon formal methods of instruction. The hypothesis predicting greater support by Junior heads for more traditional

methods was not supported although the finding of a greater insistence upon neatness and tidiness in children's written work is suggestive of more "formal" requirements.

Compared with Infant heads, Junior headteachers were shown to give stronger support to opportunities for informal contact with parents in community affairs and to the instituting of parent-teacher social activities. It was proposed that these differences were related to a decrease in those daily opportunities for informal communication between parents and the school which characterises the Infant school stage in particular. This explanation is valid in part only, for what was not shown was any greater desire on the part of Junior school headteachers for the setting aside of periods of school-time to meet with parents and discuss problems. To an unknown extent, differences in headteachers' role conceptions may also relate to the greater proportion of male Junior school heads as compared with the totally female Infant sample.

Hypotheses concerning communication between school and parents at the secondary school stage were also derived, in part, from the observation of decreased opportunities for contact with parents. In addition, a greater necessity was noted of securing parental backing in matters of school dress, homework and attitudes and behaviour in general. The prediction of greater concern by Secondary headteachers for these matters was strongly supported.

Propositions concerning differences between Junior and Secondary headteachers' role conceptions were related to the subject-specialism basis of the Secondary school's organization and the consequent profess-

ional independence of its teaching staff from direct supervision by the headteacher. The analysis provided a useful "mirror-image" (in role terms) of the large differences reported by Sharma (1963) between Junior and Secondary school teachers' expectations for autonomy and participation in decision-making.

Hypotheses were formulated to predict the direction and the intensity of headteachers' role conceptions as a consequence of the status differentiations between professional staff existing within their schools. The findings of more bureaucratic role conceptions on the part of Secondary school heads are complementary to those reported in the analysis by size of school and clearly relate to the significantly greater proportion of large size schools that are Secondary.

Size of school and headteacher role conceptions.

A Weberian model of organizational bureaucracy was purposely set up in order to call into question its applicability to the particular situation of the school. The main thesis, - that size of school was related to more bureaucratic role conceptions on the part of headteachers, was largely sustained. In the larger schools, headteachers held more strongly bureaucratic beliefs about the nature of their authority, were more concerned with adherence to rules and regulations, and set greater store by communication of those rules and regulations to organization members. In a number of the analyses where 'clouding' variables such as type of school and sex were held constant, added confirmation of the hypotheses resulted. The weakest aspect of the Weberian model was the proposition that large school heads would be more likely than their small school colleagues to stress the application of universalistic as opposed

to particularistic criteria to govern the relationships between organization members. This finding reflects the criticism of Bidwell, Brim and Wheeler and others that it is precisely because the school is a "people-processing organization", dealing in human products, that universalism cannot be practised "universally". In this respect too, the analysis lends no support to the suggestion in Burnham's study that expressive roles may be allocated to the deputy-head because of the growing pressures upon the headteacher to take a greater weight of instrumental decisions. The equal concern of the large school head for the individual child, the individual teacher and the particular parental request suggests that like his small school colleague, he too acknowledges the continuing importance of his particularistic attention to organization members despite the size and complexity of the structure he is called upon to administer. Nevertheless, the analysis as a whole supports the proposition (Charters 1964, Burnham 1969) that the large school head's dilemma, arising out of the need to coordinate the activities of a large heterogeneous specialist staff, may find resolution in a more rigid specification of rights, privileges and responsibilities of positions within the school and a greater concern with rules and regulations to govern its everyday procedures.

Location of school and headteacher role conceptions

Whilst the failure to reject the null hypothesis in respect of differences in the role conceptions of headteachers of "inner-ring" and "outer-ring" schools is in line both with American evidence and with the arguments derived therefrom in connection with British headteachers' career patterns, this is not to say that differences between the role

conceptions of these two groups of headteachers do not exist. For reasons already discussed (p. 55) the derivation of the variable 'location of school' is far from satisfactory. It could be argued that to no small extent the 'sloppiness' of the concept is directly related to its inability to discriminate. This ignores, however, the partial support given to a number of hypotheses concerning the attribution of expectations to parents and the rejection of others in connection with teachers, hypotheses which are derived from the distinction between schools by their location.

As was hypothesised, inner-ring school heads as compared with colleagues in outer-ring schools did attribute to parents stronger expectations for the headteacher's autocratic behaviour towards teachers; they did perceive less support from parents for the headteacher's counselling role towards their children; they did attribute to parents a greater degree of apathy for the headteacher's involvement with parents in out-of-school activities in the community.

On the other hand, the hypothesis that teachers in inner-ring schools would be seen to make stronger demands than teachers elsewhere for support in disciplinary matters was not supported. Nor was the hypothesis that parents in the inner-urban areas would more strongly support in the person of the head, a martinet, inculcating in their children passivity and respect for adult authority.

Nevertheless, on balance, the variable 'location of school' lacks the further refinement which might have been possible had the parental occupational data (asked for of headteacher respondents) been usable.

Future research in this area might concentrate firstly upon securing a 'genuinely' homogeneous sample of "inner-ring" schools, possibly by using predictors such as those detailed in Wiseman (1964) and matched by an equally homogeneous sample of "outer-ring" schools before undertaking further exploration of role conceptions and role expectations of school personnel.

Age and headteacher role conceptions.

Perhaps the most interesting (and heartening) overall comment on this section of the analysis is that in general, it fails to support the American research findings which have shown authoritarianism, closed-mindedness and lack of educational innovation to be a characteristic of the behaviour of older rather than younger school principals.

Direct comparison with American evidence, however, is made with some reservation. Different measures of 'authoritarianism' and 'traditionalism', different chronological distinctions between old and young headteachers urge caution in interpreting the present findings.

It was not established that older headteachers are more traditional in educational outlook than their younger colleagues nor that they are any less concerned with supervising the work of their staffs and encouraging them to improve their professional performance.

In so far as the HRDI statements chosen to indicate authoritarianism do, in general, refer to those same dimensions of personality and patterns of interpersonal behaviour measured in the American studies cited, the present findings are in contradiction to those previously reported. Contrary to what was hypothesised, older headteachers exhibited less authorit-

arianism than younger heads. It was the younger headteacher who was found to hold stronger expectations for obedience from teaching staff despite their better judgements and who gave greater support to brow-beating methods in dealing with difficult parents.

The hypothesis that older heads would exhibit a greater degree of paternalism than younger headteachers was generally sustained. The term 'paternalism' was used to describe six specific aspects of role behaviour towards pupils, teachers, and parents. Examination of the relevant HRDI items suggests that with the possible exception of item 78, the behaviour so described might have been referred to in terms already familiar in the literature - "expressive", "consideration" and "idiographic".

The concept of "idiosyncrasy credit" (Hollander 1958) was used to predict the older headteacher's greater willingness to engage in particularistic behaviour in the face of the strongest possible universalistic expectations of staff, - that he give unquestioning support to a teacher in a disciplinary infraction with a pupil. In a very real sense, as Blyth (1965) and others have noted, this behaviour by the older head expresses his paternalism towards both teacher and pupil; his willingness to assume a grandparent role in relation to staff and children.

One recent observer (Taylor 1968) has commented that we know next to nothing about the career pattern of headteachers, when they are promoted, why they are promoted, what anticipatory socialization processes make it more likely that certain teachers and not others will eventually occupy the headteacher position. An important variable in this neglected area is clearly the age at which the individual assumes the headship of

his first school. Further research might usefully employ a continuous rather than dichotomous measure of age to explore the changes in role conceptions of "very young" headteachers as they gain in experience of school administration and the management of human relationships.

Sex and headteacher role conceptions.

'Authoritarianism' as expressed towards children and parents in the behaviour detailed in items 18 and 70 was not found to be a distinguishing feature of the male as compared with the female headteacher. 'Authoritarianism' as expressed by item 42, detailing expectations on the part of the head that staff carry out his decisions even when they believed them to be unsound, did differentiate between male and female headteachers in the direction predicted. It is pertinent at this point to raise again the problem of direct comparability with American research evidence. The behaviour outlined in item 42 cannot unequivocally be accepted as indicative of authoritarian behaviour although most might agree that it is an acceptable exemplar within the usage employed here, that is, high-handed, autocratic, arbitrary. In one sense, item 42 expresses an element of that autonomy in role conceptions by which male heads are distinguished from their female colleagues in later sections of the current analysis.

Contrary to what was hypothesised, service-ideal role conceptions were distinctively held by male heads rather than female in connection with acts of mediation between pupil and pupil or teacher and parent. There was no evidence to support the findings of Colombotos that the stamp of societal value-orientations or the impress of sex-role identification led to a greater emphasis by female headteachers of supportive, nurturant aspects of their role behaviour.

There was some support, however, for those hypotheses which predicted a greater concern on the part of male headteachers for technical competence as it affected the academic work of pupils, the teachers' part in the school programme, and the parents' duties in supporting school standards.

The hypothesis predicting more strongly-held autonomous role conceptions on the part of male headteachers was supported with respect to the head's relations with teaching staff, parents and external expert authority. Further research is needed to ascertain the source of legitimation (King 1968) which underpins such autonomous role conceptions. One might speculate, for example, that in addition to 'sex', 'type of school' and 'size of school' may strongly contribute to highly-autonomous role conceptions based upon rational rather than affective or traditional legitimation.

SUMMARY

The object of the interpositional analysis has been to test a number of hypotheses to the effect that certain situational properties of schools (their type, size and location) and certain personal characteristics of headteachers (their age and their sex), are related to the role conceptions that those headteachers hold in respect of their behaviour towards pupils, teachers and parents. Thirty-one hypotheses, many suggested by American studies of the school principalship, were formulated to explore the position of the headteacher as perceived by over 340 headteachers in schools throughout England and Wales. The major findings include:-

1. Support for those propositions which were concerned with relating the size of the school and the type of school to the bureaucratic role conceptions held by their headteachers.
2. Support for those propositions which argued against differences in the role conceptions of headteachers distinguished by the socio-economic location of their schools.
3. Support for those propositions which predicted greater concern for autonomy and greater stress upon production-emphasis in respect of male as compared with female role conceptions.
4. Support for those propositions which predicted more paternalistic role conceptions on the part of older headteachers.
5. A lack of support for those propositions which predicted more authoritarian role conceptions on the part of male headteachers and older headteachers.

6. Contradictory evidence to what was hypothesised in connection with the degree of authoritarian role conceptions held by older headteachers and the degree of service-ideal orientations of female headteachers.

CHAPTER 4.

THE PHENOMENOLOGICAL ANALYSIS - THE WORLD OF THE HEADTEACHER AS HE PERCEIVES IT.

The central concern of the phenomenological analysis is the patterning of the relationships between the headteachers' role conceptions and their attributed expectations to teachers and parents.

Whereas the interpositional analysis implied that situational and, to a lesser extent, personal factors exercised some determining effects upon the role conceptions of headteachers independently of their perceptions of those factors, the fundamental contention of the phenomenological analysis is that to no small extent the way in which headteachers perceive the expectations of their role-set partners acts as the main-spring of their subsequent behaviour, whether or not the heads' perceptions are accurately or inaccurately related to the actual expectations of role-set members.

The relationship between the interpositional and the phenomenological analyses is not simply a reflection of the complementary foci of sociological and psychological levels of role conceptualization and investigation. The phenomenological analysis is not the "psychological homologue" (Preiss and Ehrlich 1966) of the interpositional analysis. Rather, an attempt is made to focus down more sharply upon what is essentially a sociologically-orientated view of the social behaviour of headteachers arising out of some more minutely-defined characteristics of their immediate social situation. A psychologically-orientated approach would concern itself more with the characteristics of individual headteachers

growing out of their unique past experiences. (Hollander 1967).

Purpose.

The purpose of the phenomenological analysis is twofold:-

- (1) Firstly, to examine the patterning of relationships between headteachers' role conceptions and attributed expectations to teachers and to parents in each of the 11 groupings of heads that comprise the interpositional analysis. The intention is to explore broadly-identified similarities and differences in the headteachers' perceptions of their relationships with their role-set members and to comment briefly on those perceived similarities and differences. This first section of the analysis permits only limited discussion. It does not attempt a systematic item-by-item analysis of the differing perceptions of various headteacher groups, nor does it draw upon quantitative measures in connection with the direction and intensity of role conceptions and attributed expectations.
- (2) The second part of the phenomenological analysis then attempts to extend the applicability of the previous discussion on the patterning of headteachers' perceptions to the "headteacher generally". It does so by introducing the concept of "adequate stimuli" and by the use of various quantitative measures of the direction and the intensity of role conceptions and attributed expectations. These are discussed in detail later.

The purpose of the second part of the analysis is, therefore, the identification of those systematic elements within headteachers' perceptions which have the property of "adequate stimuli". (Preiss and Ehrlich 1966). Such stimuli are invariably perceived by headteachers to involve them in specific types of relationships in respect of their own role con-

ceptions and what they believe to be the expectations of teachers and parents. Certain criteria are proposed by which the role type situations are identified and classified as "adequate stimuli". When these criteria are met, the specific stimulus (the HRDI item) is taken to be analogous to a map reference point, enabling an initial topography of the headteachers' psychological world to be sketched in. The intention is that the resulting "map" may provide guide lines for further more systematic research into the content area of headteacher role behaviour.

Methodology.

The methodology of the phenomenological analysis is as follows:

Headteachers' role conceptions and their attributed expectations to teachers and parents on each of the 78 items of the HRDI are analysed by the McNemar test in respect of each of the eleven groupings of headteachers which comprise the interpositional analysis. That is, in each of these groupings, the individual HRDI items are separately examined and the relationships between role conceptions (H), attributed expectations to teachers (T), and attributed expectations to parents (P) are identified. Examples of the application of the McNemar test are given in Appendix 3. On the criterion of the statistical significance of the differences between (H), (T) and (P), and the direction of those differences, each item is then assigned to one of nine logically-exclusive role type situations, the details of which are given in Appendix 4.

Role type situation refers to the patterning of the relationships between headteachers' role conceptions (H), their attributed expectations to teachers (T) and to parents (P). In Appendices 5 to 10, headteacher groups are compared in respect of the patterning of those relationships.

For example, male and female heads, older and younger heads are compared, item by item, to identify how they commonly or differently perceive the relationships between their own beliefs and the expectations they attribute to teachers and to parents. Let us suppose, for the sake of example, that we are concerned with only one of the eleven headteacher groups, the Junior headteachers. Let us further suppose that on a certain item the McNemar test shows that when each of the 123 Junior heads' role conceptions (H) have been individually compared with their attributed expectations (T) and (P), no significant differences are found to occur in the overall direction of change from (H) to (T) or from (H) to (P) in the total Junior headteacher group. The item is, therefore, classified as an example of role type situation 0. In the appropriate Appendix, an 'X' or '0' mark categorizes the item in the appropriate cell of role type situation 0. Junior heads may, of course, be found to differ considerably in respect of their role conceptions and what they believe teachers and parents expect of them. On some items they may find themselves giving stronger support to the particular statement of headteacher behaviour than they believe either teachers or parents expect. On other items, they may believe that teachers hold stronger expectations than they themselves believe appropriate, and that their own role conceptions are congruent with those that they attribute to parents.

In all, nine logically-exclusive role type situation classifications are deduced from the phenomenological analyses and these form the basis of this second section of the research study.

PHENOMENOLOGICAL ANALYSIS - PART I

Each phenomenological analysis of paired-headteacher groups (male-female; old-young; small school-large school etc.) together with full statistical data of the McNemar test is reported in Appendices 5 to 10.

Accompanying each of the analyses are the following Tables which simplify and restructure the data in order to permit the identification of major similarities in the perceptions of headteacher groups and major differences between them.

1. Appendix Tables 5.(1, 2) to 10.(1, 2) classify HRDI items by role sector (pupils, teachers, parents) and by role type situation (0 - 8).
2. Appendix Tables 5.3 to 10.3 classify HRDI items by combined role type situations. 0, (1 + 2), (3 + 4), (5 + 6), (7 + 8). Excluding role type situation 0, the eight role type situations 1 - 8 can be conceived as falling into four logical groupings. Combined role type situations 1 and 2 represent a phenomenological viewpoint on the part of headteachers that in respect of their own role conceptions they are "caught between" simultaneously disparate expectations on the part of teachers and parents. Taken together, role type situations 3 and 4 illustrate headteachers' beliefs that towards certain aspects of the head's role behaviour, teachers and parents may similarly give more or less support than heads themselves believe to be appropriate. Combined role type situations 5 and 6, and 7 and 8, on the other hand, represent heads' perceptions of cognitive alliances first with parents as opposed to teachers, secondly with teachers as opposed to parents. Tables 5.3 to 10.3, report the classification of all items by combined role type situations.

3. Appendix Tables 5.4 to 10.4 classify HRDI items by combined role type situations (2 + 3 + 5), (1 + 4 + 6), (1 + 3 + 7), (2 + 4 + 8). Excluding role type situation 0, combined role type situations 2 + 3 + 5 represent a phenomenological viewpoint on the part of headteachers that in relation to their own role conceptions, irrespective of parental expectations, teachers are believed to give less support to the itemised behaviour than heads themselves believe to be appropriate. Combined role type situations 1 + 4 + 6 represent the obverse of 2 + 3 + 5, that is, teachers are believed to give greater support to the itemised behaviour than heads themselves believe to be appropriate.

Combined role type situations 1 + 3 + 7 represent the phenomenological viewpoint of headteachers that in relation to their own role conceptions, irrespective of teacher expectations, parents are believed to give less support to the itemised behaviour than heads themselves believe to be appropriate. Combined role type situations 2 + 4 + 8 represent the obverse of 1 + 3 + 7, that is, parents are believed to give greater support to the itemised behaviour than heads themselves believe to be appropriate.

4. Appendix Tables 5.(5, 6) to 10.(5, 6) classify HRDI items by combined role type situations 0, (1 + 2), (3 + 4), (5 + 6), (7 + 8), and by the nine major leadership dimensions, Initiation, Membership, Representation, Integration, Organization, Domination, Communication, Recognition and Production.

5. Appendix 11, Table 11.1 shows the eleven headteacher groups ranked by the number of HRDI items which are perceived as examples of role type situations 0, (1 + 2), (3 + 4), (5 + 6), (7 + 8).

Appendix 11, Tables 11.2 to 11.6 show the eleven headteacher groups ranked by the number of items which are perceived as examples of each of the nine leadership dimensions within each of the role type situations 0, (1 + 2), (3 + 4), (5 + 6), (7 + 8).

With the data so restructured it is now possible to identify major similarities and differences in the phenomenological perceptions of headteacher groups.

RESULTS

Similarities and differences between headteacher groups' in their phenomenological perceptions of role-set relationships.

In the distribution of HRDI items over the nine role type situation classifications, paired-headteacher groups do not differ significantly in their phenomenological perceptions of their role-set relationships.

Table 3 sets out the analysis.

TABLE 3.

Paired headteacher groups compared by the distribution of items over role type situation classifications.

PAIRED HEADTEACHER GROUP	χ^2	df	Significance
Infant - Junior	5.92	8	ns
Junior - Secondary	4.20	8	ns
Small - Large	6.24	8	ns
Inner - Outer	14.78	8	ns
Older - Younger	5.19	8	ns
Male - Female	5.88	8	ns

Analysis: 2 X n chi square

Comparison: Totals in Appendix Tables 5.1 - 5.2 to 10.1 - 10.2

The distribution of HRDI items over the nine role type situation classifications in the majority of headteacher groups is not significantly different from what could have been expected by chance. Where distributions are significantly different they are starred (*) and interpreted.

TABLE 4.

Individual headteacher groups' distribution of HRDI items over role type situation classifications compared with what could be expected by chance.

HEADTEACHER GROUP	χ^2	df	Significance
Infant	11.89	8	ns
Junior	13.85	8	ns
Secondary	11.49	8	ns
* Small	15.57	8	.05
Large	12.99	8	ns
Inner	12.67	8	ns
* Outer	16.31	8	.05
Older	12.73	8	ns
Younger	12.73	8	ns
Male	12.81	8	ns
* Female	16.65	8	.05

Analysis: 2 X n chi square, 'goodness of fit'.

Comparison: Totals in Appendix Tables 5.1, 5.2 to 10.1, 10.2 with expected frequencies on null hypothesis.

Differences between groups

Small school headteachers' perceptions are over-represented in role type situation classifications 2, 3, and 5, and under-represented in role type situation classifications 0 and 4.

Outer-ring school headteachers' perceptions are over-represented in role type situation classifications 1, 2, 3, and 5, and under-represented in

role type situation classifications 0, 4 and 6.

Female headteachers' perceptions are over-represented in role type situation classifications 1, 2 and 3, and under-represented in role type situation classifications 4 and 6.

In the distribution of HRDI items over combined role type situation classifications (1 + 2), (3 + 4), (5 + 6), (7 + 8), headteacher groups do not differ in their phenomenological perceptions of the following role-set relationships:

- (i) the number of HRDI items on which heads believe themselves to be "caught between" the disparate expectations of teachers and parents is not significantly different from what could have been expected by chance.

TABLE 5.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 1 + 2 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 1+2	V	REST
	χ^2	df	Significance
Infant	0.44	1	ns
Junior	0.04	1	ns
Secondary	0.16	1	ns
Small	0.68	1	ns
Large	0.44	1	ns
Inner	0.72	1	ns
Outer	2.92	1	ns
Younger	1.88	1	ns
Older	0.20	1	ns
Male	0.04	1	ns
Female	3.48	1	ns

Analysis: 2 X 2 chi square with Yates' correction.

Comparison: Totals in RTS 1 + 2 with totals in all other RTS in Appendix Tables 5.1, 5.2, to 10.1, 10.2.

- (ii) the number of HRDI items on which headteachers believe themselves to be "out of their own" in respect of their own role conceptions and the expectations that they similarly attribute to teachers and parents is not significantly different from what could have been expected by chance.

TABLE 6.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 3 + 4 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 3 + 4	V	REST
	χ^2	df	Significance
Infant	1.72	1	ns
Junior	0.72	1	ns
Secondary	0.04	1	ns
Small	0.04	1	ns
Large	0.44	1	ns
Inner	0.40	1	ns
Outer	0.20	1	ns
Older	0.00	1	ns
Younger	0.04	1	ns
Male	0.44	1	ns
Female	0.00	1	ns

Analysis: 2 X 2 chi square with Yates' correction.

Comparison: Totals in RTS 3 + 4 with totals in all other RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2.

- (iii) the number of HRDI items on which headteachers believe themselves to be "cognitively allied" with parents and opposed to teachers is

not significantly different from what could have been expected by chance.

TABLE 7.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 5 + 6 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 5 + 6	V	REST
	χ^2	df	Significance
Infant	0.16	1	ns
Junior	0.20	1	ns
Secondary	0.00	1	ns
Small	0.04	1	ns
Large	0.16	1	ns
Inner	1.04	1	ns
Outer	0.04	1	ns
Older	0.16	1	ns
Younger	0.40	1	ns
Male	0.00	1	ns
Female	1.12	1	ns

Analysis: 2 X 2 chi square with Yates' correction.

Comparison: Totals in RTS 5 + 6 with totals in all other RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2

- (iv) the number of HRDI items on which headteachers believe themselves to be "cognitively allied" with teachers and opposed to parents is not significantly different from what could have been expected by chance.

TABLE 8.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 7 + 8 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 7 + 8	V	REST
	χ^2	df	Significance
Infant	0.04	1	ns
Junior	0.20	1	ns
Secondary	0.16	1	ns
Small	0.04	1	ns
Large	0.16	1	ns
Inner	0.04	1	ns
Outer	1.72	1	ns
Older	0.04	1	ns
Younger	0.40	1	ns
Male	0.00	1	ns
Female	0.40	1	ns

Analysis: 2 X 2 chi square with Yates' correction.

Comparison: Totals in RTS 7 + 8 with totals in all other RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2

In the distribution of HRDI items over combined role type situation classifications (2 + 3 + 5), (1 + 4 + 6), (1 + 3 + 7), (2 + 4 + 8), headteacher groups, on the whole, tend not to differ in their phenomenological perceptions of the following role-set relationships:

- (i) the number of HRDI items on which teachers are perceived to give less support than heads themselves believe appropriate is significantly different from what could be expected by chance. The number of such items is over-represented.

TABLE 9

Individual headteacher groups' distribution of HRDI
items over combined role type situation classification
2 + 3 + 5 compared with what could be expected by chance

HEADTEACHER GROUP	RTS 2 + 3 + 5		V REST
	χ^2	df	Significance
Infant	2.16	1	ns
Junior	3.79	1	ns
Secondary	5.12	1	.025
Small	6.65	1	.01
Large	6.65	1	.01
Inner	3.20	1	ns
Outer	9.31	1	.005
Older	3.79	1	ns
Younger	6.64	1	.01
Male	6.65	1	.01
Female	7.48	1	.01

Analysis: 2 X 2 chi square with Yates' correction

Comparison: Totals in RTS 2 + 3 + 5 with totals in all other
 RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2.

Differences between groups.

In the perceptions of Infant, Junior, Inner-ring school, and Older headteachers, the situation described in RTS 2 + 3 + 5 is not over-represented. That is to say, Infant, Junior, Inner-ring school, and Older headteachers do not perceive a greater number of situations than could be expected by chance in which teachers are believed to give less support to the itemised behaviour than they, the heads, believe appropriate.

- (ii) the number of HRDI items on which teachers are perceived to give greater support than heads themselves believe appropriate is significantly different from what could be expected by chance. The number of such items is under-represented.

TABLE 10.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 1 + 4 + 6 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 1 + 4 + 6		V	REST
	χ^2	df	Significance	
Infant	6.50	1	.025	
Junior	6.50	1	.025	
Secondary	6.50	1	.025	
Small	4.06	1	.05	
Large	4.06	1	.05	
Inner	5.87	1	.025	
Outer	2.05	1	ns	
Older	4.92	1	.05	
Younger	3.20	1	ns	
Male	5.87	1	.025	
Female	4.06	1	.05	

Analysis: 2 X 2 chi square with Yates' correction

Comparison: Totals in RTS 1 + 4 + 6 with totals in all other
RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2

Differences between groups.

In the perceptions of Outer-ring school and Younger headteachers, the situation described in RTS 1 + 4 + 6 is not under-represented. That is to say, Outer-ring school and Younger headteachers do not perceive a lesser number of situations than could be expected by chance in which teachers are

believed to give greater support to the itemised behaviour than they, the heads, believe appropriate.

(iii) the number of HRDI items on which parents are perceived to give less support than heads themselves believe appropriate is not significantly different from what could have been expected by chance.

TABLE 11.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 1 + 3 + 7 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 1 + 3 + 7 V REST		
	χ^2	df	Significance
Infant	0.08	1	ns
Junior	0.64	1	ns
Secondary	0.64	1	ns
Small	1.28	1	ns
Large	3.20	1	ns
Inner	0.24	1	ns
Outer	2.16	1	ns
* Older	4.44	1	.05
Younger	1.28	1	ns
Male	2.64	1	ns
Female	2.16	1	ns

Analysis: 2 X 2 chi square with Yates' correction

Comparison: Totals in RTS 1 + 3 + 7 with totals in all other RTS in Appendix Tables 5.1, 2.5 to 10.1, 10.2.

Differences between groups.

In the perceptions of Older headteachers, the situation described in RTS 1 + 3 + 7 is different from what could be expected by chance. That is to say, Older headteachers do perceive a greater number of situations

in which parents are believed to give less support to the itemised behaviour than they, the heads, believe appropriate.

- (iv) the number of HRDI items on which parents are perceived to give greater support than heads themselves believe appropriate is not significantly different from what could have been expected by chance.

TABLE 12.

Individual headteacher groups' distribution of HRDI items over combined role type situation classification 2 + 4 + 8 compared with what could be expected by chance.

HEADTEACHER GROUP	RTS 2 + 4 + 8		V REST
	χ^2	df	Significance
Infant	0.04	1	ns
Junior	1.52	1	ns
Secondary	0.65	1	ns
Small	0.44	1	ns
Large	0.65	1	ns
* Inner	3.96	1	.05
Outer	0.24	1	ns
Older	2.00	1	ns
Younger	0.00	1	ns
Male	1.52	1	ns
Female	0.00	1	ns

Analysis: 2 X 2 chi square with Yates' correction

Comparison: Totals in RTS 2 + 4 + 8 with totals in all other RTS in Appendix Tables 5.1, 5.2 to 10.1, 10.2

Differences between groups

In the perceptions of Inner-ring school headteachers the situation described in RTS 2 + 4 + 8 is different from what could be expected by

chance. That is to say, Inner-ring school headteachers do perceive a greater number of situations in which parents are believed to give greater support to the itemised behaviour than they, the heads, believe appropriate.

Discussion of broad similarities within headteacher groups and differences between them in respect of their phenomenological perceptions now proceeds as follows:

Attention is focussed upon those combined role type situation classifications, (1+2), (3+4), (5+6), (7+8), which describe the headteachers' role conceptions in relation to their attributed expectations to both members of their role-set.

Each combined role type situation (RTS) and role type situation 0 is taken in turn as a framework for discussion in order to identify, firstly, the role sector or sectors, if any, which are particularly illustrated within the RTS classification, and secondly, the leadership dimension or dimensions, if any, which are particularly illustrated there. Finally, with the limitations of correlated data in mind, specific headteacher groups are selected by the number of items which they perceive within the RTS classification and these data are related to previous discussions of the characteristics of the selected headteacher groups as suggested in previous research reported in Chapter 2.

ROLE TYPE SITUATION 0

RTS 0 represents congruence between headteachers' role conceptions and the expectations which they believe both teachers and parents hold for their role behaviour as heads. Extrapolation from Tables 5.(1, 2) to 10. (1, 2), indicates that items describing the headteachers' relationships

with pupils represent the greatest number of all headteachers' perceptions of RTS 0, followed by items describing relationships with teachers, and finally with parents. (Pupils 38, teachers 29, parents 15,).

Table 11.2 indicates that the headteacher leadership dimension most commonly-perceived in RTS 0 is recognition behaviour in which the head expresses approval or disapproval of the work or attitudes of pupils, staff, or parents. Recognition behaviour is recorded 22 times by all headteacher groups. Extrapolation from Appendices 5.0 to 10.0, detailing the full phenomenological analyses, indicates that recognition behaviour is primarily directed towards pupils. (Pupils 17, teachers 3, parents 2).

Table 11.2 shows that the second most commonly-perceived leadership dimension is membership behaviour. Extrapolation from Appendices 5.0 to 10.0 indicates that all 15 recordings of membership behaviour are concerned with the headteacher's mixing with members of staff both within and outside the school. Integration behaviour, the third most commonly-perceived leadership dimension in RTS 0 is, again, primarily directed towards the head's relationships with teaching staff. (Teachers 8, pupils 4, parents 1.)

The Infant headteacher group is selected for comment within the RTS 0 classification. Infant headteachers perceive 15 of the 78 HRDI items (almost 20% of the total inventory) as involving them in RTS 0.

Extrapolation from Table 5.1 shows that 8 of those 15 items refer to the Infant head's relationships with children. The perception by Infant headteachers in particular, of a greater range of congruence with teachers and parents over expectations for their work and personal relat-

relationships with children supports previous discussion in connection with the greater degree of informal communication and contact between home and school which is a distinguishing feature of the Infant school stage and the assumption of a mother-surrogate role by Infant headteachers and staff which subsumes other aspects of their role behaviour. Cohen and Cohen (1970), in a study of 1096 parents and 186 teachers showed a high degree of congruence between Infant teachers and 'infant' parents in their actual assessments of the attributes and behaviour of the "successful child at school", congruence which was not matched in a comparison of Junior teachers and 'junior' parents within their sample. Rutherford (1969) pointed to the Junior school stage rather than the Infant as the time at which parents' and teachers' expectations for the work of the classroom were more markedly incongruent.

COMBINED ROLE TYPE SITUATIONS 1 AND 2

RTS 1 and 2 represent incongruence between headteachers' role conceptions and the expectations which they believe both teachers and parents hold for their role behaviour as heads. Their own role conceptions fall 'between' the disparate expectations of teachers and parents who are variously perceived to accord greater or less support to the itemised behaviour than heads themselves believe appropriate.

Extrapolation from Tables 5.(1,2) to 10.(1,2) indicates that the parent role sector of the HRDI is the focus of the phenomenological perceptions of RTS 1 + 2 by all headteacher groups, the teacher and pupil role sectors being significantly less represented. (Parents 139, teachers 61, pupils 25).

Table 11.3 shows that the headteacher leadership dimension most commonly-perceived in RTS 1 + 2 is representation behaviour in which the head acts on behalf of pupils, teachers or parents, advancing their individual interests and, in the case of teachers and parents, defending each against the other. Extrapolation from Appendices 5.0 to 10.0 shows that of 64 recordings of representation behaviour, 28 concern parents and 25 teachers. Initiation behaviour, describing the institution and facilitation of new ideas and practices in the school, and where necessary, the headteacher's resistance toward them, is the second most commonly-perceived aspect of leadership behaviour categorized under RTS 1 + 2. The parent role sector is the location of 28 of the 41 recordings of initiation behaviour, the teacher role sector accounting for the remaining 13. Integration behaviour, recorded 35 times by all headteacher groups, describes the requirement that in promoting the interests of all pupils, teachers and parents, it may be necessary for the headteacher to subordinate the behaviour of individual members of those groups. The integration leadership dimension is also concerned with the headteacher's task in reducing both intra- and inter-group conflict between pupils, teachers and parents. Extrapolation from the Appendices shows that 26 of the 35 recordings of integration behaviour are concerned with the headteachers' relationships with parents and 9 are in connection with relationships with pupils. The leadership dimension, domination, recorded 30 times, is centrally concerned with the behaviour of the head in restricting parental expression of opinion or exercise of decision-making powers in school affairs. Twenty three of the 30 recordings of domination behaviour concern parents, 7 teachers.

The female headteacher group is selected for comment within the RTS 1 + 2 classification.

Reference to Table 11.1 shows that whereas female headteachers believe that 28 of the 78 HRDI items (35% of the total inventory) involve them in RTS 1 + 2 situations, male headteachers by contrast, perceive only 16.

Extrapolation from Tables 10.1 and 10.2 shows that both male and female groups perceive the teacher and parent role sectors as the major locations of their phenomenological perceptions of RTS 1 + 2. Table 11.3 permits differentiation between male and female groups in respect of the particular leadership dimensions involved. It is primarily in connection with their organization and domination behaviour towards teachers and parents that female headteachers are most readily distinguished from their male colleagues.

Reference to the male-female phenomenological analysis in Appendix 10.0 shows that male and female headteachers share common perceptions in respect of 15 items of role behaviour and differ in their perceptions of 14 other items.

Where in respect of their own role conceptions female headteachers place themselves between the disparate expectations of parents and teachers, male heads perceive a series of cognitive alliances either with teachers as opposed to parents, or with parents as opposed to teachers.

One interpretation of these phenomenological differences is that female headteachers may be more sensitive than male heads to the varying expectations of teachers and parents, particularly in those situations

which are potentially problematical. This line of argument would support the findings of Hoyle and Randall (1967) referred to in Chapter 2. But, without the actual expectations of parents and teachers it is impossible to check the veridicality of headteachers' perceptions and thus either deny or establish the 'objective' reality of such proposed sensitivity.

A second interpretation of the differences between male and female headteachers' perceptions follows from those studies of the school principal which have suggested that male principals more than females, are likely to desire more strongly autonomous roles in their relationships with staff and parents. (Hemphill et al., 1962; Colombotos 1962; Hoyle and Randall 1967). In support of these studies, the present data might be seen to suggest that male heads are more ready to align themselves with one member of their role-set against the other, whereas female heads more readily 'compromise' between the two in the light of their perceptions of disparate expectations of their role-set partners.

COMBINED ROLE TYPE SITUATIONS 3 and 4

RTS 3 + 4 represent incongruence between headteachers' role conceptions and the expectations which they believe both teachers and parents hold for their role behaviour as heads. Their own role conceptions show either significantly stronger support or significantly less support of the itemised behaviour than the similar expectations which they attribute to both teachers and to parents. RTS 3, in which heads' role conceptions are significantly stronger than their attributions to teachers or parents is the major contributor to this combined role type situation classification.

Extrapolation from Tables 5.(1, 2) to 10. (1, 2) shows that the pupil role sector of the HRDI is the focus of the phenomenological perceptions of all headteacher groups, the teacher and parent role sectors being significantly less represented. (Pupils 118, teachers 53, parents 19).

Table 11.4 indicates that the headteacher leadership dimension most commonly-perceived in RTS 3 + 4 is communication behaviour in which the headteacher seeks information or seeks to facilitate the exchange of information in connection with pupils and with teachers. Communication behaviour is further concerned with the despatch of information to pupils and teachers and with the headteachers' awareness of relevant information appertaining to these two groups.

Extrapolation from Appendices 5.0 to 10.0 shows that of 48 recordings of communication behaviour, 25 concern pupils and 23 concern teachers.

Initiation behaviour describing the institution and facilitation of new ideas and practices by the head is the second most commonly-perceived aspect of leadership behaviour classified under RTS 3 + 4. The pupil and teacher role sectors are the location of the heads' initiation behaviour, 18 of the 29 recordings being in connection with pupils, 11 in connection with teachers.

Items describing membership and integration behaviour are respectively recorded 26 and 25 times as examples of RTS 3 + 4. Membership behaviour items are distributed over the role sectors as, 16 pupil, 3 teacher and 7 parent. Integration behaviour items are distributed over the role sectors as, 12 pupil, 11 teacher and 2 parent.

Items from the pupil role sector which are commonly perceived by all headteacher groups to involve them in role type situations 3 + 4, account for 62% of all the items in this phenomenological classification. This finding supports previous discussions of the overall and direct responsibility of the headteacher for the welfare of the children committed to his charge. Extrapolation from Appendices 5.0 to 10.0 shows that a number of items reflect the headteacher's concern for the quality of his relationships with children, variously referred to in earlier discussion as the 'idiographic' or 'consideration' dimensions of his leadership behaviour. At the same time, a number of items describing communication and initiation behaviour are starkly task-orientated and their classification in RTS 3 + 4 supports those studies which have noted the strong organizational emphasis of British headteachers' role conceptions (Burnham 1964; Cohen 1965; Glossop 1966; Finlayson and Cohen 1967).

COMBINED ROLE TYPE SITUATIONS 5 and 6

RTS 5 + 6 represent incongruence between headteachers' role conceptions and the expectations that they attribute to teachers. Teachers are perceived to accord significantly greater or significantly less support to the itemised behaviour than heads themselves believe appropriate. At the same time, heads perceive congruence between their role conceptions and parental expectations. Role type situations 5 and 6 represent cognitive alliances on the part of headteachers with parent members of their role-set.

Extrapolation from Tables 5.(1, 2) to 10.(1, 2) indicates that all

three role sectors of the HRDI are represented in the phenomenological classification RTS 5 + 6. (Pupils 54, teachers 68, parents 63).

Table 11.5 shows that the leadership dimension most commonly-perceived in RTS 5 + 6 is organization behaviour. Extrapolation from Appendices 5.0 to 10.0 shows that of the 46 recordings of organization behaviour, 27 are in connection with defining or structuring the work of teachers or the relationships between members of the teaching staff. Furthermore, all 27 recordings occur in RTS 5 in which teachers are perceived to be significantly less in support of the itemised behaviour than heads or parents.

Domination behaviour is the second most commonly-perceived aspect of leadership behaviour categorized in RTS 5 + 6. Of 35 recordings in this category, 18 refer to teachers and 10 to parents.

Communication behaviour, recorded 26 times by all headteacher groups refers primarily to seeking and exchanging information in respect of the pupils' work (18 recordings).

The inner-ring school group of headteachers is selected for comment within the RTS 5 + 6 classification.

Reference to Table 11.1 shows that 23 of the 78 HRDI items (almost 30% of the total inventory) are perceived by these headteachers to involve them in RTS 5 + 6 situations.

Reference to the inner-ring school, outer-ring school phenomenological analysis in Appendix 8.0 indicates that inner-ring school heads share common perceptions with their outer-ring school colleagues in respect of

12 items of role behaviour and differ in their perceptions of 15 other items.

One interpretation of the greater incidence of cognitive alliances with parents on the part of inner-ring school headteachers as compared with their colleagues in outer-ring schools follows from the acceptance of reports of a greater degree of apathy and indifference towards the school among parents of lower socio-economic status. (Kerr 1958; Mays 1962; Webb 1962; Carter 1962; McMahon 1962; Jackson and Marsden 1962). The interpretation assumes that inner-ring school heads' perceptions of parental expectations are "passive" in the sense that to all intents and purposes they are "non-perceptions". Headteachers of inner-ring schools fail to perceive precise parental expectations for their behaviour as heads because, in fact, such expectations are less often communicated to them. In the absence of actual expectations, headteachers attribute to parents expectations which are generally aligned with their own role conceptions particularly over items of headteacher behaviour which heads believe involve them in incongruence with teacher expectations. By contrast, headteachers of outer-ring schools perceive more precisely parental expectations because, in fact, such expectations are more precisely communicated to them. Outer-ring school heads, therefore, are more capable of finer discrimination between their own role conceptions and the expectations they believe parents hold for their behaviour. Support for this line of interpretation comes from the greater incidence among outer-ring school heads of RTS 1 + 2 perceptions. Table 11.1 shows that outer-ring school heads perceived 27 items as involving them in RTS 1 + 2 situations as compared with only 13 items recorded as such by headteachers of the

inner-ring schools.

A second interpretation of the reported differences between the two groups of headteachers accepts that such perceptions, in an "active" sense, do relate to differing parental expectations. To a greater extent than his outer-ring school colleague, the inner-ring school head perceives that parents of lower socio-economic status acquiesce to his position as an authority figure and invest him with rights of decision-making in respect of pupils' and teachers' behaviour, and, indeed, in his relationships towards them as parents. This interpretation too has some support in the literature already cited above. But, as was noted in an earlier discussion (p. 142) such interpretations can only be supported by data from inner-ring and outer-ring neighbourhoods and the comparison of actual parental expectations with the attributed expectations of headteachers.

COMBINED ROLE TYPE SITUATIONS 7 and 8

RTS 7 + 8 represent incongruence between headteachers' role conceptions and the expectations they attribute to parents. Parents are perceived to accord significantly greater support or significantly less support to the itemised behaviour than heads themselves believe appropriate. At the same time, heads perceive congruence between their role conceptions and teacher expectations. Role type situations 7 and 8 represent cognitive alliances on the part of headteachers with teacher members of their role-set.

Extrapolation from Tables 5.(1, 2) to 10.(1, 2) indicates that all three role sectors of the HRDI are represented in the phenomenological

classification RTS 7 + 8. (Pupils 51, teachers 75, parents 50).

Table 11.6 shows that the leadership dimension most commonly-perceived in RTS 7 + 8 is integration behaviour. Extrapolation from Appendices 5.0 to 10.0 shows that of the 43 recordings of integration behaviour, 24 are in connection with teachers and 19 in connection with pupils, the headteacher's primary concern being with reducing intra-group conflict between members and in the case of children, promoting the individual's adjustment to his peer group. 37 of the 43 recordings of integration behaviour occur in RTS 7 in which parents are perceived to be significantly less in support of the itemised behaviour than heads or teachers.

Communication behaviour, the second most commonly-perceived aspect of leadership classified in RTS 7 + 8 is recorded 27 times in connection with the head's relationships with parents (16) and with teachers (11).

Domination behaviour, the third most commonly-perceived leadership dimension is recorded 20 times in connection with the headteacher's relations with pupils (12) and with teachers (8).

The older headteacher group is selected for comment within the RTS 7 + 8 classification.

Reference to Table 11.1 shows that 19 of the 78 HRDI items (24% of the total inventory) are perceived by older heads to involve them in RTS 7 + 8 situations. Younger heads perceive 14 items within this phenomenological classification.

The older-younger headteacher analysis in Appendix 9.0 indicates that older and younger heads hold common perceptions in respect of 11 items

of role behaviour and differ in their perceptions of 11 other items.

In connection with the following aspects of a headteacher's role behaviour, older heads' role conceptions are congruent with what they perceive to be teacher expectations whereas younger heads' role conceptions are not, -

....the head's structuring of his own work in respect of timetabled teaching; his facilitation of new methods and practices within the classroom; his efforts to advance the interests of individual teachers; his informal interaction with parents and his communication to them of levels of achievement or effort required by the school.

Younger heads' role conceptions are congruent with what they perceive to be teacher expectations whereas older heads' role conceptions are not, in connection with the following aspects of a headteacher's behaviour,

....his work in advancing the interests of pupils; his efforts to act on behalf of parents and his concern to be aware of affairs appertaining to parents.

In each of these aspects of headteacher behaviour, younger heads' beliefs match those they attribute to teachers in giving significantly less support to the role behaviour than they believe parents would wish to accord to it. In contrast, older heads' perceptions are not so structured. In connection with awareness of affairs appertaining to parents, older heads align themselves with perceived parental wishes in opposition to those that they attribute to teachers.

These differing patterns of older and younger headteachers' per-

ceptions support observations made in previous discussion (p. 96) in which older headteachers were found to exhibit a greater degree of paternalism in their relationships with pupils, teachers and parents than their younger colleagues.

SUMMARY OF PHENOMENOLOGICAL ANALYSIS PART I

340 headteachers are differentiated according to situational and personal criteria into 11 groupings.

In each grouping, the relationship between headteachers' role conceptions and the expectations that they attribute to teachers and to parents is identified by the McNemar test for the significance of change in respect of 78 items describing headteacher role behaviour.

From each headteacher grouping's perceptions of each of the 78 items, a typology of role-set relationships is deduced. The typology consists of nine logically-exclusive classifications.

By combining role type situation classifications 1 + 2, 3 + 4, 5 + 6, 7 + 8, focus is centred upon the patterning of heads' role conceptions in relation to the expectations they attribute to both members of their role-set.

By combining role type situation classifications 2 + 3 + 5, 1 + 4 + 6, 1 + 3 + 7, 2 + 4 + 8, focus is centred upon the patterning of heads' role conceptions in relation to the expectations they attribute to one or other member of their role-set.

Results are set out in terms of major similarities and differences between headteacher groups.

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Results are set out in terms of major similarities and differences between headteacher groups.

Similarities

(1) Headteachers, in general, tend toward similar perceptions of the number of items of their role behaviour involved in specific role type situation classifications. (Evidence: Tables 3 and 4).

Differences

Exceptions to the statement above are Infant, Small school and Outer-ring school headteachers.

Similarities

(2) Headteachers, in general, tend toward similar perceptions of the number of items of their role behaviour involved in combined role type situation classifications which describe the relationships that they perceive with both members of their role-set. (Evidence: Tables 5, 6, 7, 8.)

Similarities

(3) Headteachers, in general, tend toward similar perceptions of the number of items of their role behaviour involved in combined role type situation classifications which describe the relationships that they perceive with one or other member of their role-set.

- a. In 7 headteacher groupings, the number of items on which teachers are perceived to give less support than heads themselves believe appropriate is greater than expected by chance. (Evidence Table 9).

Differences between groups

Exceptions to the statement above are Infant, Junior, Inner-ring school, and Older headteachers.

- b. In 9 headteacher groupings the number of items on which teachers are perceived to give greater support than heads themselves believe appropriate is less than expected by chance (Evidence Table 10).

Differences between groups

Exceptions to the statement above are Outer-ring school, and Younger headteachers.

- c. In 10 headteacher groupings the number of items on which parents are perceived to give less support than heads themselves believe appropriate does not differ from a number expected by chance. (Evidence: Table 11).

Differences between groups

An exception to the statement above is the Older headteacher group.

- d. In 10 headteacher groupings the number of items on which parents are perceived to give greater support than heads themselves believe appropriate does not differ from a number expected by chance. (Evidence: Table 12).

Differences between groups

An exception to the statement above is the Inner-ring school headteacher group.

Similarities

- (4) Headteachers, in general, tend toward similar perceptions of the number of items from specific role sectors which involve them in certain combined role type situations. (Evidence: Appendix Tables 5.1, 5.2 to 10.1, 10.2).

Items describing relationships with pupils tend to be seen as involving headteachers in role type situation 0.

Items describing relationships with parents tend to be seen as involving headteachers in combined role type situations 1 + 2.

Items describing relationships with pupils tend to be seen as involving headteachers in combined role type situations 3 + 4.

Items describing relationships in all three role sectors (pupils, teachers and parents) are more proportionally represented in combined role type situations 5 + 6 and 7 + 8.

Similarities

(5) Headteachers, in general, tend toward similar perceptions of the dimensions of leadership behaviour involved in combined role type situations. (Evidence Appendix Tables 5.5, 5.6 to 10.5, 10.6).

Recognition behaviour, in particular, tends to be associated with role type situation 0. (Evidence: Appendix Table 11.2)

Representation behaviour, in particular, tends to be associated with combined role type situations 1 + 2. (Evidence: Appendix Table 11.3).

Communication behaviour, in particular, tends to be associated with combined role type situations 3 + 4. (Evidence: Appendix Table 11.4)

Organization behaviour, in particular, tends to be associated with combined role type situations 5 + 6. (Evidence: Appendix Table 11.5).

Integration behaviour, in particular, tends to be associated with combined role type situations 7 + 8. (Evidence: Appendix Table 11.6).

Similarities

(6) The perceptions of headteachers that the pupil role sector of the

HRDI involves them in role type situations 3 + 4 is discussed in the light of the suggestion in American studies of two major dimensions of school leadership behaviour and by reference to British studies which have emphasised, in particular, one of those dimensions.

Differences between groups

The Infant headteacher group is selected for discussion on the number of items which are perceived by Infant heads to involve them in role type situation 0. Discussion centres upon the informal contact and communication between home and school at the Infant stage, and upon the major role orientation of the Infant school teaching staff.

The Female headteacher group is selected for discussion on the number of items which are perceived by female heads to involve them in combined role type situations 1 and 2. Discussion centres upon previous studies of male and female school principals which suggest that female heads may be more sensitive than male heads to problematic situations and less desirous of strongly autonomous roles as occupants of the headteacher position.

The Inner-ring school headteacher group is selected for discussion on the number of items which are perceived by Inner-ring school heads to involve them in combined role type situations 5 + 6. Discussion centres upon two possible interpretations of the data. Firstly, that heads interpret parental expectations "passively" because such expectations are rarely communicated. Secondly, that heads interpret parental expectations "actively", ascribing to parents expectations which seek to invest the headteacher with authority which he believes inappropriate to his office. The analysis in Table 12 tends to support the second inter-

pretation.

The Older headteacher group is selected for discussion on the number of items which are perceived by older heads to involve them in combined role type situations 7 + 8. Discussion centres upon the greater degree of paternalism exhibited by older heads in their relationships with pupils, teachers and parents. The analysis in Table 11 tends to support this interpretation of the data.

THE PHENOMENOLOGICAL ANALYSIS - PART 2

Introduction:

The major finding of the first section of the phenomenological analysis is the similarity that exists in the perceptions of various headteacher groupings rather than the differences that exist between them.

Purpose:

The second section of the analysis, therefore, attempts to extend the applicability of the previous discussion by operationalizing a concept used in the State police study of role conflict by Preiss and Ehrlich (1966). Adequate stimuli, according to Preiss and Ehrlich, define those systematic elements which are invariably perceived by position-occupants to involve them in specific patterns of role relationships with persons occupying counter-positions to their own. Applied to the data at hand, adequate stimuli represent those items describing headteacher behaviour which are 'invariably' perceived by heads to involve them in specific role relationships with teachers and with parents.

Extrapolating from the data in Appendices 5.0 to 10.0, detailing the phenomenological perceptions of the 11 headteacher groupings, each HRDI item is accorded a score from 0 to 11 indicating the number of times it is commonly-perceived by each headteacher grouping as one of the 9 role type situations. The score accorded to each item is designated as the adequate stimulus weighting of that item in respect of the phenomenological perceptions of headteachers generally.

Thus, a weighting of 11 would indicate that in all of the head-

teacher subgroups (by age, sex, type of school etc.) the specific behaviour itemised is "invariably" perceived by the respondents as an example of one of the nine possible role situation types. Similarly, a weighting of 0 would indicate that no headteacher group perceives that specific item to be an example of the role situation type under discussion. The criterion for the classification of a specific item as an "adequate stimulus" derives from the following scale. The range of weightings (0 to 11) is arbitrarily broken to give four groups and these are labelled:-

<u>Weighting</u>	<u>Adequate stimulus rating</u>
11, 10, 9	very high
8, 7, 6	high
5, 4, 3	medium
2, 1, 0	low

Criterion of adequate stimulus weighting

Only those items which are weighted 'very high', that is, 11, 10, or 9, are considered to be adequate stimuli, commonly-perceived by headteachers to involve them in certain types of role set relationships with teachers and with parents.

Table 13 below reports the adequate stimulus weighting of each HRDI item and identifies the 44 items which meet the criterion weighting.

Quantitative measures

Quantitative measures are introduced in order to establish the direction and intensity of the role conceptions and attributed expectations of the headteacher respondents to the 44 items, and to determine the degree of consensus with which they hold those role conceptions and att-

Items by Role Sectors C T P			Role Type Situation 0			Role Type Situation 1			Role Type Situation 2			Role Type Situation 3			Role Type Situation 4			Role Type Situation 5			Role Type Situation 6			Role Type Situation 7			Role Type Situation 8		
			C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P
1	27	53																											
2	20	54																											
3	29	55																											
4	30	56																											
5	31	57																											
6	32	58																											
7	33	59																											
8	34	60																											
9	35	61																											
10	36	62																											
11	37	63																											
12	38	64																											
13	39	65	2	2	1	5																							
14	40	66																											
15	41	67																											
16	42	68																											
17	43	69																											
18	44	70																											
19	45	71																											
20	46	72																											
21	47	73																											
22	48	74																											
23	49	75	11	3																									
24	50	76	6																										
25	51	77	4																										
26	52	78	2																										

tribute role expectations to teachers and parents.

Directions and intensity indices are derived from the weighted mean response scores of all headteachers to each of the 44 items. By imposing exact limits upon the five interval response scale it is possible to describe headteachers' responses as mandatory (absolutely must), preferential (preferably should), and unresolved (may or may not). These refer to the INTENSITY of the response.

By prefixing the terms mandatory and preferential with positive and negative, the DIRECTION of the response is also identified.

The DEGREE OF CONSENSUS of headteacher responses is given by the variance score of each distribution for each item.

Dichotomizing the total range of variance scores for (H), (T) and (P) separately, at the median variance scores, results in two groups:- high variance scores represent LOW CONSENSUS, low variance scores represent HIGH CONSENSUS.

Full details of all these measures are given in Appendix 12.

In addition to previously-used conventions, the following symbols appear henceforward in Tables and in discussion:

- M + = positive mandatory (absolutely must)
- M - = negative mandatory (absolutely must not)
- P + = positive preferential (preferably should)
- P - = negative preferential (preferably should not)
- U = unresolved (may or may not)
- H = high consensus (low variance)
- L = low consensus (high variance)

Tables 14 to 18 below report headteachers' role conceptions and their attributed expectations to teachers and parents identified by direction, intensity and consensus. The HRDI items are identified by number, role-sector and role type situation classification. A classification appears, labelled potential-for-conflict. The derivation of this latter classification is discussed in detail below.

The following concepts are employed in the discussion of the headteacher data which follows:-

- COLLEGIABILITY - (Bidwell 1965) refers to the quality of the relationships between headteachers and teachers arising out of the similarity of their professional socialization.
- POWER - (King 1968) refers to the ability of a position occupant to control the action of others. It is used particularly in connection with the headteacher's power.
- LEGITIMATION - (King 1968) refers to social approval of the headteacher's behaviour. Legitimation may derive from rational, legal and traditional bases.
- AUTHORITY - (King 1968) refers to the legitimised power of the headteacher.
- FUNCTIONAL DEPENDENCE - (Kahn et al. 1964) refers in particular to the relationship between headteacher and teacher. Though occupying different positions their role behaviours are necessarily inter-related and inter-dependent.
- FREQUENCY OF INTERACTION and ORGANIZATIONAL PROXIMITY.- (Kahn et al. 1964) refers to the greater degree of contact between head-

teacher and teacher than between headteacher and parent or between teacher and parent.

THRUST - (Halpin and Croft 1962) refers to headteacher behaviour which is intended to set an example to pupils, staff and parents in "moving the organization towards its goals."

PRODUCTION EMPHASIS - (Halpin and Croft 1962) refers to the social control exercised by the headteacher in respect of pupils, teachers and parents. Close supervision of teachers' records and preparation of work illustrates production emphasis in relation to teaching staff.

CONSIDERATION - (Halpin and Croft 1962) refers to the headteacher's concern for the personal well-being of individual members of the school.

ALOOFNESS - (Halpin and Croft 1962) refers to the headteacher's behaviour which is formal, impersonal, "goes by the book"; the head behaves, or is expected to behave universalistically rather than particularistically.

The concepts of Halpin and Croft are adopted in the current discussion in that they afford finer discrimination within leadership dimensions elsewhere identified as expressive-instrumental, idiographic-nomothetic, and consideration-initiating structure.

ROLE CONFLICT - refers to the perception by the headteacher that his role conceptions are incongruent with role expectations that are held for him by one or more counter-positions to his own.

While the perception of role conflict by headteachers does not necessarily lead to the experience of psychological conflict, it is a reasonable assumption that a particular dimension of leadership behaviour a particular sector of role-set relationships, a particular type of role situation, or some combination of these is more likely than others to lead to psychological or experienced conflict (Kahn et al. 1964). For example, HRDI item 10 describing integrative behaviour on the part of the headteacher towards children, when perceived as an example of role type situation 0 may be held to possess no potential-for-conflict. By way of contrast, HRDI item 32, describing representational behaviour by the head in supporting a teacher whom he knows to have behaved unjustly toward a child, when perceived as an example of role type situation 1 probably possesses considerable potential for conflict.

POTENTIAL-FOR-CONFLICT - refers to the likelihood that the behaviour described in an item will lead to the experience of conflict on the part of the headteacher.

In Tables 14 to 18, specific items of role-behaviour are identified as more likely than others to possess potential for conflict.

This broad distinction between items is made by reference to the interdependence of both the quantitative measures used to describe the phenomenological perceptions of the headteacher sample and the qualitative concepts employed to describe the perceived relationships between the chosen members of the role-set.

Quantitative measures indicate the direction, intensity and degree of consensus of role conceptions and attributed expectations, and locate these in specific role type situations.

Qualitative concepts describe the relationships perceived to exist between the principal actors, their collegiality or non-collegiality, their frequency of interaction, their organizational proximity, their power of reward or punishment, the legitimacy or illegitimacy of their expectations, and the greater necessity of cooperation between certain members in respect of certain aspects of the itemised role behaviour.

Potential-for-conflict is an inferential concept following from discussion in phenomenological psychology (Snygg and Combs 1959) and from dissonance theory (Festinger 1962).

Snygg and Combs suggest that behaviour is determined by the totality of experiences of which an individual is aware, that is, his phenomenal field. Given a description of that phenomenal field, they suggest that the individual's behaviour may be predicted. (Purkey 1968).

An individual strives for cognitive consistency. Dissonance is psychologically uncomfortable and the person is motivated to reduce dissonance between cognitions (Festinger 1962).

The concept of potential-for-conflict is used to infer from data concerning dissonant cognitions and the relationships between them, that certain aspects of headteachers' role behaviour are likely to be psychologically-uncomfortable for them.

Table 19 summarises the quantitative and qualitative data on which the potential-for-conflict of a particular item is adjudged.

TABLE 14.

Headteachers' positive mandatory role conceptions,
their attributed expectations, and potential-for-
conflict classification.

ITEM NO.	ROLE SECTOR	ROLE TYPE SITUATION	HEADTEACHERS		TEACHERS		PARENTS		POTENTIAL FOR CONFLICT
			CONCEPT	CONSENSUS	EXPECTATION	CONSENSUS	EXPECTATION	CONSENSUS	
8	C	3	M+	H	P+	H	P+	H	no
10	C	3	M+	H	M+	H	M+	H	no
20	C	5	M+	H	P+	H	M+	H	no
27	T	3	M+	H	M+	H	P+	H	no
28	T	7	M+	H	M+	H	P+	H	no
36	T	7	M+	H	M+	H	M+	H	no
38	T	3	M+	H	P+	H	P+	H	no
39	T	5	M+	H	P+	H	M+	H	no
46	T	3	M+	H	M+	H	M+	H	no
47	T	3	M+	H	P+	H	P+	H	no

TABLE 15.

Headteachers' positive preferential role conceptions,
their attributed expectations, and potential-for-
conflict classification.

ITEM NO	ROLE SECTOR	ROLE TYPE SITUATION	HEADTEACHERS CONCEPT- TION	HEADTEACHERS CONSEN- SUS	TEACHERS EXPECTA- TION	TEACHERS CONSEN- SUS	PARENTS EXPECTA- TION	PARENTS CONSEN- SUS	POTENTIAL FOR CON- FLICT
4	C	3	P+	H	P+	L	P+	H	no
9	C	1	P+	L	P+	L	U	L	yes
12	C	7	P+	L	P+	H	P+	L	no
19	C	3	P+	H	P+	H	P+	H	no
22	C	3	P+	H	P+	H	U	L	yes
23	C	0	P+	L	P+	H	P+	L	no
34	T	1	P+	H	M+	H	P+	H	yes
37	T	7	P+	H	P+	H	P+	H	no
40	T	5	P+	L	P+	L	P+	H	no
52	T	5	P+	H	P+	L	P+	H	no
53	P	2	P+	H	U	H	P+	H	yes
58	P	2	P+	L	U	L	P+	L	no
61	P	1	P+	L	P+	L	U	L	yes
65	P	8	P+	L	P+	L	P+	L	no
72	P	7	P+	H	P+	H	U	L	no
73	P	2	P+	L	U	L	P+	H	yes
75	P	3	P+	H	P+	H	P+	H	no

TABLE 16.

Headteachers' unresolved role conceptions, their attributed expectations, and potential-for-conflict classification.

ITEM NO.	ROLE SECTOR	ROLE TYPE SITUATION	HEADTEACHERS		TEACHERS		PARENTS		POTENTIAL FOR CONFLICT
			CONCEPT- TION	CONSEN- SUS	EXPECTA- TION	CONSEN- SUS	EXPECTA- TION	CONSEN- SUS	
3	C	4	U	L	U	L	P+	L	yes
6	C	2	U	L	P-	L	P+	L	yes
14	C	3	U	L	U	L	U	L	no
16	C	8	U	L	P+	L	P+	L	no
17	C	3	U	L	P-	L	P-	L	no
29	T	2	U	L	P-	L	P+	L	yes
30	T	0	U	L	U	L	U	L	no
32	T	1	U	L	P+	L	P-	L	yes
43	T	5	U	L	U	L	P+	L	yes
54	P	2	U	L	U	L	P+	L	yes
59	P	2	U	H	U	L	P+	H	yes
62	P	2	U	L	U	L	P+	H	yes
70	P	1	U	L	P+	L	P-	L	yes
76	P	6	U	L	U	L	U	L	no

TABLE 17.

Headteachers' negative preferential role conceptions,
their attributed expectations, and potential-for-
conflict classification.

ITEM NO.	ROLE SECTOR	ROLE TYPE SITUATION	HEADTEACHERS CONCEPT- CONSEN- TION	TEACHERS EXPECTA- TION	CONSEN- SUS	PARENTS EXPECTA- TION	CONSEN- SUS	POTENTIAL FOR CON- FLICT
68	P	6	P- L	P- L	L	P- L	L	no
69	P	1	P- L	U	L	P- L	L	yes

TABLE 18.

Headteachers' negative mandatory role conceptions,
their attributed expectations, and potential-for-
conflict classification.

ITEM NO.	ROLE SECTOR	ROLE TYPE SITUATION	HEADTEACHERS CONCEPTION	TEACHERS EXPECTATION	CONSENSUS	PARENTS EXPECTATION	CONSENSUS	POTENTIAL FOR CONFLICT
50	T	8	M-	M-	H	P-	L	no

TABLE 19

[illegible]

DISCUSSION OF RESULTS

Only two members out of an unknown number of those constituting the totality of the headteacher's role set have been selected to occupy counterpositions to that of the headteacher. Teachers and parents were chosen in that, in so far as they were likely to be affected whether directly or indirectly by the headteacher behaviour itemised in the Role Inventory, they would probably constitute a group of effective role-definers.

Clearly, teachers and parents are differently able to, and differently motivated to impress upon the headteacher their expectations as to what he should or should not do over as wide a range of behaviour as that itemised in the HRDI. We would expect, for example, that teachers as compared with parents would be more highly motivated to project expectations towards the headteacher in connection with the amount of timetabled-teaching that he undertakes because they would be the more likely to be satisfactorily (or unsatisfactorily) affected by the particular outcome of that aspect of the head's behaviour.

We are reasonably assured that the role-set partners that have been chosen are, in fact, effective role definers since our data are derived from the headteachers' perceptions of their expectations and not from the actual expectations of teachers or parents about which headteachers could, conceivably, be unaware.

Nevertheless, our first task is to establish the different bases of the effectiveness of teachers and parents as sources of influence upon the headteacher before attempting to interpret their effectiveness by examining the direction, the intensity, and the degree of consensus in their

expectations, which the heads themselves perceive.

Parents as effective role-definers

Parents are an important source of legitimation of the headteacher's authority. In private schools, for example, where parents "pay the piper", they exercise the powerful ultimate sanction of withdrawal of their child from a school which fails to take cognizance of their expectations. In the State system, parental approval of the school may be more important at the Primary and the non-selective Secondary levels than at the selective Secondary level for in the latter case, parental acceptance of a place for their child carries with it a stronger commitment to support the goals of the particular school (King 1968).

Parents, however, are external to the school's everyday functioning, they are generally infrequent in their interaction with school personnel including the headteacher, who is not functionally- dependent upon them in the daily enactment of his role behaviour. Nevertheless, parents represent for the headteacher, more than for teachers, powerful, latent role-definers. The headteacher has the ultimate responsibility for all that happens within the school and that responsibility centres upon the parent-surrogate behaviour of school personnel towards the children placed in his ultimate charge. To the extent that the legal legitimation of the headteacher's authority over pupils (*in loco parentis*) is wide and diffuse in interpretation, the greater may be the concern of the head lest he fail to fully measure up to his responsibilities.

The degree of permeability of the school which is permitted to parents rests very much in the hands of the headteacher. He may be subject to strong expectations from school staff to restrict parental contact to

expectations, which the heads themselves perceive.

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The degree of permeability of the school which is permitted to parents rests very much in the hands of the headteacher. He may be subject to strong expectations from school staff to restrict parental contact to

infrequent, formalised and ritualised occasions. To the extent, however, that he complies with such expectations, he minimises his own ability to properly perceive parental expectations and maximises the probability of "perceptual seduction" (Burnham 1968), that is, wrongly interpreting the expectations of role-definers who are ultimately important to him.

Teachers as effective role-definers.

The headteacher exercises considerable power over the actions of his teachers, power, moreover, which is legitimised both legally and traditionally. He is able to control the career prospects of teaching staff through his use of testimonials and confidential references; he can directly reward or punish staff through his allocation of allowances and posts of responsibility; he can indirectly reward or punish staff through his allocation of "difficult" or "easy" classes, good or poor facilities etc.

His authority, however, must ultimately derive from other than legal or traditional sources. The head must earn his authority; such authority in the last analysis lies in his teachers' evaluation of his behaviour as a head. (Burnham 1968). The crude exercise of power over staff members without legitimation may soon become dysfunctional. (King 1968).

The relationship between the headteacher and his staff arising out of their common professionalization is essentially one of collegiality. They are frequent-in-interaction and functionally dependent in their concern that the everyday activities of the school are carried out effectively. For the most part, however, the teacher is relatively invisible in the performance of his role and the headteacher must trust the teacher as a professional and acknowledge his autonomy in carrying out his responsibilities.

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Whereas the relationships of the headteacher with parents are marked by organizational distance and infrequency of interaction, the patterning of the head's relations with teachers suggests that he may have clearer perceptions of their expectations for his role behaviour and (as an ex-teacher himself), greater insight into the range of sanctions at the disposal of staff in the event of his failure to comply with their more important demands. Withdrawal of labour in the sense of a "work to rule" by teaching staff can have far-reaching effects upon the school (and thus, ultimately upon the head) since many of the school's activities depend upon the goodwill and professional commitment of teachers above and beyond the teaching-learning process within the classroom.

HEADTEACHERS' ROLE CONCEPTIONS AND THE POTENTIAL FOR CONFLICT IN THEIR ATTRIBUTED EXPECTATIONS TO TEACHERS AND TO PARENTS.

(1) POSITIVE MANDATORY ROLE CONCEPTIONS

Positive mandatory role conceptions refer to the beliefs of headteachers that they absolutely must exhibit the role behaviour that is described in the particular HRDI item. Heads generally, perceive these items as expressing powerful legitimate prescriptions for the incumbent of the headteacher-position.

Table 14 shows that positive mandatory role conceptions are held in connection with pupils and teachers, but not in connection with parents. Social control and social needs satisfaction dimensions of the headteacher's leadership are illustrated in the 3 items from the pupil role sector and the 7 items from the teacher role sector of the inventory.

Items 8 and 38, describing the headteacher's concern for the personal well-being of individual pupils and teachers, refer to that aspect of leadership identified as CONSIDERATION by Halpin and Croft.

Items 10 and 36, refer to the task of the headteacher in establishing kindness and courtesy in children's relations one with another and friendly personal contacts with his teaching staff. Leadership behaviour through personal example is referred to as THRUST.

Items 27 and 28 are also included within the dimension THRUST in so far as they describe the head's concern for the quality of his teachers' professional performance and for ways of helping them improve their teaching effectiveness. The review of the literature cites numerous examples from American studies of the school principalship of the importance placed upon the 'instructional leadership' by the school administrator. British headteachers, too, place strong emphasis upon this aspect of their work.

Items 20, 39, 46 and 47 refer to the social control exercised by the headteacher in respect of pupils' and teachers' work. The inspection of children's work and the supervision of teachers' preparation of work are examples of PRODUCTION EMPHASIS on the part of headteachers.

The desire for knowledge of the strengths and weaknesses of individual teachers (item 46) and of staff feelings on important school issues (item 47) are also included within the dimension PRODUCTION EMPHASIS in that they are interpreted as part of the headteacher's concern for the goals of the school as an organization rather than the idiosyncratic needs of its personnel.

Potential-for-Conflict

Table 14 shows that despite headteachers' perceptions of role conflict in respect of all 10 items of their role behaviour (no item is classified as RTS 0), no potential-for-conflict is recorded.

The reasoning behind this decision is briefly outlined and may be followed by reference to Table 19.

On all 10 items there is congruence between headteachers' role conceptions and their attributions of expectations to teachers and parents in respect of direction, degree of consensus, and legitimacy. Differences occur only in the intensity of role conceptions and attributed expectations.

In other words, headteachers believe that teachers and parents commonly acknowledge the authority of the head to exercise social control over the work and performance of pupils and staff. At the same time, they recognise the strong obligations that are expressed by teachers and parents for headteacher behaviour which concerns itself with promoting the individual well-being of children and teachers. Since both the 'rights' and 'obligations' dimensions of those perceived expectations are congruent with headteachers' own beliefs, there is probably little, if any, potential-for-conflict in the situations as headteachers perceive them.

Items 20 and 39, on which heads' mandatory conceptions contrast with their perceptions of teachers' preferential expectations, might be thought to contain the seeds of conflict. Closer supervision of the teacher's work than the latter considers professionally justifiable might provoke him to exercise negative sanctions against the head by what Halpin and Croft have aptly termed disengagement, in which teachers "go through the motions

only". The important factor in deciding about the potential-for-conflict in these two situations is the perceived legitimacy of such supervision that headteachers attribute to their teaching staffs.

(2) POSITIVE PREFERENTIAL ROLE CONCEPTIONS

Positive preferential role conceptions refer to the beliefs of headteachers that they preferably should exhibit the role behaviour that is described in the particular HRDI item. Heads generally, perceive these items as expressing legitimate prescriptions for the incumbent of the headteacher position.

Table 15 shows that positive preferential role conceptions are held in connection with pupils, teachers and parents. Social control and social needs satisfaction dimensions of the headteacher's leadership are illustrated in the 6 items from the pupil role sector, the 4 items from the teacher role sector, and the 7 items from the parent role sector of the inventory.

The social needs satisfaction dimension of the headteacher's leadership is particularly represented.

Certain items of role behaviour classified within this dimension are recorded in Table 19 both as CONSIDERATION and as THRUST.

Item 23, for example, "Compliment a child about his work in front of other children", may be seen as behaviour on the part of the head intended both as a reward to the individual pupil and as a spur to his fellows to emulate his achievement. Similarly, item 37, "Encourage an equal voice in school matters to young and old teachers alike", suggests both a

concern for the individual teacher's opinion in school matters and a recognition of the desirability of promoting participation in decision-making in a professionally-staffed organization.

Items 4, 23, 34, 37, 52, 53, 72 and 75, exemplify headteacher behaviour, the purpose of which is to move the school toward certain goals, goals which may more often be implicitly understood than explicitly stated.

Recognizing individual achievement (item 23), acknowledging group cooperation (item 75), facilitating experimentation in teaching methods (item 27) and encouraging in-service course attendance (item 52,) are all concerned with headteacher behaviour aptly termed THRUST - a dynamic leadership quality involving both personal enthusiasm and example together with skill in facilitating the individual achievement of organization members.

Items 12, 22, 23, 34, 37, 58, 65, 72 and 73, describing headteacher's relationships with pupils, teachers and parents, have in common the orientation of the headteacher toward the personal welfare of individual members of these groups. Counselling children (item 12) or parents (item 65) in connection with their problems, relieving teachers of busy work (item 34) and defending parents from unjustifiable criticisms (item 58), express CONSIDERATION behaviour on the part of headteachers.

The social control dimension of leadership receives positive preferential support by headteachers in respect of 4 items.

ALOOFNESS is used to describe bureaucratically-orientated behaviour, formal, impersonal, stressing universalistic criteria as opposed to particularistic considerations. Three items, 9, 19 and 61 are classified in Table 15 under this dimension. Item 19, describes organizational behaviour to do

with the communication of policy and procedures. Items 9 and 61 are concerned with stressing universalistic criteria in formulating school policy in connection with children (item 9) and in considering requests from parents for special consideration (item 61).

One item, 40, describing the control of teachers' work through the regular inspection of their records and forecasts, relates to PRODUCTION EMPHASIS on the part of the headteacher.

Potential-for-Conflict

Table 15 shows that 6 of the 17 items are recorded as possessing potential-for-conflict for the headteacher. These items are grouped for purpose of discussion.

Headteachers' relations with parents

Item 9. "Put the welfare of all pupils above that of an individual child."

Teachers are perceived to give significantly stronger support to this aspect of headteacher role behaviour than heads themselves believe appropriate (Appendix 12). Despite this difference of intensity between teachers and heads they share in common the view that such behaviour is legitimate. From the parental point of view, however, the legitimacy of the head's universalistic behaviour towards their child is seen to be unresolved.

Item 61. "Apply a general school rules policy when particular parents request special consideration for their child".

An identical patterning of role-set relationships to that obtaining in item 9 is shown in Table 15, and a similar interpretation is advanced. Headteachers, and they believe teachers, subscribe to the legitimacy of universally applying school rules and regulations in the face of parents'

requests for special consideration, although headteachers are significantly less in support of such behaviour than they believe teachers would wish them to be. Parents, however, are perceived by heads to question the legitimacy of the behaviour. In both situations, headteachers perceive the incompatibility of teacher demands for leadership behaviour which maintains the 'system' and the teachers' authority within the system, and parental demands for leadership behaviour which is orientated toward the particular needs of individual members of the system.

Differences are perceived in the intensity of expectations and the legitimacy of expectations. Whilst there is low consensus among heads concerning what teachers and parents expect of them, there is the possibility of sanctioning behaviour from both parties. (Table 19). Both situations are classified as possessing potential-for-conflict.

Item 22. "Require important incidents concerning pupils in out-of-school hours to be brought to his notice."

Table 15 shows a patterning of perceived role-set relationships in which, despite the stronger subscription of headteachers to the desirability of the behaviour than they perceive in their teachers' expectations, both share a common belief in the legitimacy of the behaviour. Parents are believed to question its legitimacy. The beliefs of heads and their attributions to teachers have in common a high degree of consensus.

The potential-for-conflict of item 22 lies in the extent to which the headteacher's legitimate authority is perceived to encompass the behaviour of children outside of the school. Heads perceive teacher, but not parental support. The sanctioning power of parents (non-compliance) is a

source of potential conflict for the head. As parent-surrogate he needs to know about individual children in order to make appropriate decisions concerning their welfare. Teachers too, need to know about individual children's behaviour in order to maintain their classroom authority.

Headteachers' relations with teachers

Item 73. "Provide meetings when parents' suggestions and requests can be discussed with the head and the staff concerned."

The situation outlined in item 73 differs from those described earlier in that headteachers' beliefs and the expectations that they attribute to parents are congruent in their direction, intensity and perceived legitimacy, although parental support for the behaviour is perceived as stronger than heads believe appropriate. (Appendix 12). For teachers, the legitimacy of the behaviour is perceived as unresolved. The potential-for-conflict for the headteacher centres upon his control of the permeability of the school to parental influence. In this respect, incompatible expectations impinge upon him from what he perceives to be legitimate parental demands for limited access, and collegial pressures which urge him maintain the professional autonomy of the teacher in decision-making with respect to school affairs. The sanctioning power of teachers rather than parents is probably a more significant factor in this situation.

Item 53. "Implement suggestions made by H.M.I. for the improvement of some aspect of the school curriculum or teaching method."

Item 53 represents a potentially-conflictful situation for headteachers arising out of a patterning of perceived role-set relationships similar to those reported in item 73.

There is a high consensus in headteachers' beliefs and perceived parental expectations concerning the legitimacy of the behaviour although parental expectations are significantly stronger than headteacher beliefs. (Appendix 12). By contrast, teacher expectations are also high in their consensus that the desirability of the behaviour is questionable and its legitimacy is unresolved.

From a different external source to that identified in item 73, the headteacher is again under incompatible expectations for the degree of permeability to outside influence that he permits in connection with the teaching and organization of subject matter within the school.

Whilst it may be assumed that parents are ignorant of specific recommendations that Her Majesty's Inspectorate may make to headteachers, parents in Authorities which operate selective secondary procedures and parents in middle-class suburban areas may be significant sources of pressure upon headteachers in relation to the behaviour described in item 53, with powerful sanctions at their disposal when consensus of opinion runs high. Perceived teacher expectations, as in item 73, are for the headteacher's support in maintaining their professional autonomy especially as it affects their classroom performance.

Item 74. "Relieve teachers of clerical duties by his own efforts or those of secretarial staff."

Halpin and Croft (1962) describe the school principal's burdening of his teachers with routine duties and busywork as HINDRANCE and show that low hindrance is an important contributing factor to the "open-climate" school.

In connection with item 34, congruence in direction, consensus and legitimacy is a feature of the perceived role-set relationships. All are believed to be in agreement that the headteacher should relieve his teachers of the mundane clerical chores which hinder their professional performance as teachers. Heads' beliefs differ, however, in intensity from those they attribute to teachers.

Preferential affirmation by heads is incongruent with mandatory affirmation attributed to teachers, and it is this incongruence in intensity which is held to possess potential-for-conflict for headteachers.

The preferential "should" on the part of the headteacher permits him a range of discretion - he may not always be able to avoid requiring clerical chores of his staff. The mandatory "must" on the part of teachers denies the head any latitude and attests that busywork forms no part of the teachers' professional responsibility. Table 19 records that power of sanction in this respect lies with the teachers.

(3) UNRESOLVED ROLE CONCEPTIONS

Unresolved role conceptions refer to the beliefs of headteachers that they may or may not exhibit the role behaviour that is described in the particular HRDI item.

Heads generally, perceive these items as expressing questionable or unresolved legitimacy in the prescriptions they make for the incumbent of the headteacher position.

Table 16 shows unresolved role conceptions are held in connection with 5 items from the pupil role sector, 4 items from the teacher role sector and 5 items from the parent role sector of the inventory.

3 items of role behaviour are classified in Table 19 both as THRUST and as CONSIDERATION within the social needs satisfaction dimension of leadership behaviour. 1 item is classified both as ALOOFTNESS and as PRODUCTION EMPHASIS within the social control dimension of the headteacher's leadership. These items are now discussed.

Items 17, 54 and 59 refer to headteacher behaviour which allows children at times to act upon wrong decisions on their part, and permits parental expression of opinion on school procedures and policies. Whether or not such behaviour is considered to show concern or lack of concern for the individuals specified, it is classified as CONSIDERATION behaviour, and in Halpin and Croft's usage, would be appropriately qualified by the prefixes HIGH or LOW. The behaviour detailed in items 17, 54 and 59, might also be considered to exhibit HIGH or LOW THRUST. Under properly-controlled conditions, discretionary use of children's mistakes is the sine qua non of discovery learning and the development of critical independent judgement, a long term goal of the educational process to which most headteachers would heartily subscribe. Similarly, the invitation to parents to discuss new practices and procedures before their institution in the school programme has long been a recognised practice in North American community school systems. Item 54 could well express a goal in home-school relations in a British setting.

Within the social control dimension, item 29 describing the headteacher's prohibition of "outlandish" classroom methods may express both PRODUCTION EMPHASIS in respect of his close supervision of his teachers' professional performances and ALOOFTNESS in his desire to bureaucratize the approach to teaching within the school by efforts to standardize classroom

procedures.

Unresolved role conceptions are elicited from headteacher respondents in connection with 9 items of social needs satisfaction and 5 items of social control.

Items 3, 14, 17, 54, 59, 62, and 76 are concerned with THRUST. Stressing the teaching of the 3R's (item 3), encouraging pupils' participation in rule-making and permitting their occasional indiscretions (items 14 and 17), inviting parental discussion on school matters and encouraging parent-teacher social activities (items 54, 59 and 62), publicly expressing disappointment at poor parental cooperation (item 76), are all of unresolved legitimacy for headteachers generally.

Items 6, 17, 32, 54 and 59 are concerned with CONSIDERATION. Supporting the child or the teacher in disciplinary problems within the school (items 6 and 32) describes leadership behaviour about which headteachers are unresolved.

Items 16, 29, 30, 43 and 70 are concerned with ALOOFNESS. Headteachers manifest their irresolution in respect of the regimentation of children's movement about the school (item 16), the restriction of teachers' classroom practices (item 29), the maintenance of social distance between themselves and teachers within the school (item 30), the use of what may be considered non-legitimated power over staff (item 43), and the employment of browbeating tactics when dealing with "difficult" parents (item 70).

Item 29 is also interpreted as PRODUCTION EMPHASIS.

Potential-for-Conflict

Table 16 shows that 9 of the 14 items are recorded as possessing

potential-for-conflict for the headteacher. These items are grouped for discussion.

Headteachers' relations with parents

Three items 54, 59 and 62 are directly concerned with the degree to which headteachers permit parental influence to permeate school policy-making and school planning. Item 70 is also discussed within this grouping in so far as it is concerned with a form of 'boundary maintenance' on the part of the headteacher.

Item 54. "Invite parental discussion of new practices before their introduction into the school programme."

Despite incongruence in the direction of headteacher beliefs and perceived teacher expectations (Table 19 and Appendix 12), Table 16 reports congruence between heads and teachers in their questioning of the legitimacy of headteacher behaviour which promotes parental influence in the professional affairs of the school. Parents, by contrast, are believed to consider such behaviour on the part of the head both as preferential and legitimate.

Item 59. "In formulating general school policy, carefully consider the wishes of the majority of parents."

Table 16 shows a similar patterning of perceived role-set relationships to that obtaining in item 54, heads and teachers being commonly unresolved about the efficacy of the itemised behaviour, parental beliefs being perceived as high in consensus about the desirability of representation in the formulation of general school policy. Appendix 12 shows, however, that

headteachers' beliefs ($\bar{x} = 2.56$) almost reach the positive preferential rating and are high in consensus. In this important respect the patternings of perceived relationships in items 54 and 59 are dissimilar.

Item 62. "Encourage the development of joint parent-teacher social activities."

Table 16 shows that perceived parental preference is high in consensus and contrasts with headteacher beliefs and their attributed expectations to teachers questioning the advisability of encouraging joint parent-teacher social activities. Reference to Table 19 and Appendix 12 indicates that headteachers' beliefs and their perceptions of teacher expectations differ in overall direction.

Item 70. "When dealing with a 'difficult' parent, speak in a voice not to be questioned."

Headteacher irresolution over the desirability of the browbeating behaviour described in item 70 contrasts with the perceptions of incompatible expectations of teachers and parents. Table 19 shows that the direction of headteacher beliefs and their attributed expectations to teachers is incongruent.

Common to items 54, 59, 62 and 70 is the man-in-the-middle situation in which headteachers believe themselves to be placed.

As in earlier discussion (see items 53 and 73), perceived parental expectations for a greater degree of influence in school affairs are incompatible with perceived teacher expectations for the preservation of their professional autonomy. The potential-for-conflict in these situations

lies in:

- a. the probability that headteachers' beliefs, which are significantly different from either teachers' or parents' expectations, may be satisfactory to neither party,
- b. the probability that the perception of high consensus in parental expectations is related to actual 'sent-pressures' (Kahn et al, 1964) from parental groups for greater representation in school matters,
- c. the probability that by inclining toward acceptance of the legitimacy of some parental claims (item 59), headteachers may invite negative sanctions from their teachers.

To no small extent parental legitimation of the head's authority is dependent upon his sensitivity to parental opinion and some visible indication that their wishes are implemented in the policies of the school.

From the teachers' point of view, the head's authority is, in part, legitimated by his creation of conditions which maintain their professional autonomy. The behaviour described in items 54, 59 and 62, may be held by teachers to work against staff interests.

Headteachers' relations with teachers

In items 6, 29, 32 and 43, focus is centred upon the headteachers' collegial relations with teachers in order to identify the salient aspects of the perceived role-set relationships which may possess potential-for-conflict. The items are grouped for discussion.

Items 6 and 32 refer specifically to the degree to which teachers may expect support from the headteacher over matters of discipline where

the problem is seen to arise from the teacher's behaviour rather than from the pupil's.

Items 29 and 43 are concerned with the professional judgement of teachers and their part in decision-making processes within the school.

Item 6. "Support the child in a pupil-teacher discipline problem where the teacher, in the head's opinion, has acted unfairly."

Item 32. "Support a teacher's disciplinary decision even when he believes it to be unfair to the pupil(s)."

Table 16 shows a similar patterning of perceived role-set relationships in respect of both situations outlined above, the reversals of positive and negative preferential support by teachers and parents being in the expected direction. In both situations headteachers' role conceptions are unresolved; in both situations role conceptions and attributed expectations show low consensus. Reference to the variance scores (Appendix 12) indicates the wide range of beliefs and perceived expectations in connection with the itemised behaviours. The general direction of headteachers' beliefs is congruent with parental expectations rather than teachers'.

The potential-for-conflict in items 6 and 32 lies in the incompatibility of parental expectations for 'justice' and teacher expectations for unconditional collegial support. Both parents and teachers are able to sanction the headteacher's resultant behaviour.

Item 29. "Forbid teachers to use classroom methods that are in his opinion too 'outlandish' and impracticable."

Headteachers indicate that they are unresolved in their beliefs concerning the legitimacy of placing constraints upon the teacher's classroom methodology when the latter's approach is seen to be impracticable or

unorthodox. Teachers are perceived to view such constraints as illegitimate behaviour, representing unwarranted interference with their professional performance. Parents, however, are seen as holding positive preferential expectations that the head should exercise control over this aspect of the teacher's work. As was noted in earlier discussion (item 53) selective procedures at Primary level and the desire for marketable qualifications at the completion of Secondary school may focus parental attention upon the classroom performance of teachers. Parental anxiety for their children's success may well manifest itself in representations to the headteacher that classroom procedures be formally geared to examination goals.

The potential-for-conflict for the headteacher lies in the incompatibility of teacher expectations for autonomy in the organization of their classrooms and parental demands that the head exercise control in this area of teacher performance.

The teacher may sanction what he considers to be 'unprofessional' behaviour on the part of the headteacher by direct confrontation or through his professional association. Parental sanctioning, though indirect, may nonetheless be a source of conflict experienced by the headteacher. Reference to Appendix 12 shows that the direction of headteachers' beliefs is toward congruence with perceived teacher expectations rather than parents'

Item 43. "Use veto power when a staff decision is contrary to his firmly-held convictions."

Parents, but not teachers are perceived to legitimate the headteacher's exercise of the authority of his office in the event of a staff decision

which is contrary to the head's beliefs.

Whilst both headteachers' beliefs and their perceptions of teacher expectations are classified in Table 16 as 'unresolved', reference to Appendix 12 indicates that headteachers' role conceptions ($\bar{x} = 2.62$) tend toward positive preferential support of the itemised behaviour whereas perceived teacher expectations ($\bar{x} = 3.47$) almost reach the level of disapproval.

The potential-for-conflict in item 43 lies in the degree of discrepancy between headteachers' beliefs and what they perceive to be teachers' expectations.

The necessity for the headteacher to exercise authority in the circumstances described in item 43 may cause him to experience considerable conflict, for it works against the 'spirit' of his collegial relationships with his staff.

Item 3. "Stress the teaching of the 3 R's as the school's most important task."

Headteachers' role conceptions show that they question the legitimacy of the itemised behaviour. They believe, however, that they face parental expectations urging the implementation of a more formal curriculum and methodology than they themselves believe appropriate. Although teachers' expectations are also perceived to question the legitimacy of giving prominence to more traditional methods, teachers are believed to give significantly more support to the item than headteachers. Reference to Appendix 12 shows that attributed expectations to teachers are almost within the positive preferential category ($\bar{x} = 2.51$).

The attribution of more 'traditional' expectations to parents is in line with the earlier discussion of parental motivation in items 53 and 29. The perception of stronger teacher support than headteachers themselves believe appropriate suggests that the potential-for-conflict in the role of instructional leader may arise out of the necessity to direct THRUST behaviour towards teachers as well as parents.

(4) NEGATIVE PREFERENTIAL ROLE CONCEPTIONS

Negative preferential role conceptions refer to the beliefs of headteachers that they preferably should not exhibit the role behaviour that is described in the particular HRDI item. Heads, generally, perceive these items as expressing illegitimate prescriptions for the incumbent of the headteacher position.

Table 17 shows that negative preferential role conceptions are held in connection with two items from the parent role sector of the inventory.

Item 68 refers to ALOONNESS on the part of the headteacher in refusing parents admission to the school without appointment. Heads believe this is not legitimate role behaviour and perceive that parents and teachers also reject it, parents being significantly stronger in their denunciations than teachers.

Item 69 refers to CONSIDERATION behaviour on the part of the headteacher in controlling the opportunities for parents to express opinions about school matters.

Potential-for-Conflict

Item 69. "Exclude parents from expressing opinions about the introduction of new courses or the choice of external examinations."

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Potential-for-Conflict

Item 69. "Exclude parents from expressing opinions about the introduction of new courses or the choice of external examinations."

Item 69 is a further example of the potential-for-conflict in aspects of the headteacher's role behaviour which have to do with the control of parental influence in school affairs. Table 17 shows that heads' beliefs are congruent with those they attribute to parents in expressing the view that it is not legitimate behaviour on their part to exclude parental opinion. Teachers, however, are believed to be unresolved over the question of legitimacy. Again, the headteacher believes that he faces the incompatibility of legitimate parental expectations for a voice in matters of concern to them, and a general reluctance on the part of teachers to encourage parental participation.

(5) NEGATIVE MANDATORY ROLE CONCEPTIONS

Negative mandatory role conceptions refer to the beliefs of headteachers that they absolutely must not exhibit the role behaviour that is described in the particular HRDI item. Heads, generally, perceive these items as expressing powerful illegitimate prescriptions for the incumbent of the headteacher position.

Table 18 shows that negative mandatory role conceptions are held in connection with one item from the teacher role sector of the inventory.

Item 50, expressing headteacher behaviour in reprimanding a teacher about his work in front of his colleagues is recorded as THRUST and as CONSIDERATION, both dimensions being qualified by the prefix LOW.

Public sanctioning of professional staff is neither the most humane nor the most effective way of altering inappropriate behaviour; it achieves neither personal nor organizational ends.

Table 18 shows that despite the differing intensity of the expectations attributed to teachers and parents, the item is not considered to hold potential-for-conflict for the headteacher.

SUMMARY OF PHENOMENOLOGICAL ANALYSIS - PART 2

From the 78 items of the Headteacher Role Definition Instrument, 44 were selected on the criterion that headteachers generally shared common phenomenological perceptions of their role-set relationships with teachers and parents in connection with the itemised behaviour.

From quantitative data computed in respect of each item, descriptions were derived to identify the direction, intensity, and consensus of headteachers' role conceptions and their perceptions of teachers' and parents' expectations.

The direction and intensity of headteachers' role conceptions concerning the desirability of practising the itemised behaviour were as follows: absolutely must (10 items), preferably should (17 items), may or may not (14 items), preferably should not (2 items), absolutely must not (1 item).

That is to say, 27 items were held to express legitimate prescriptions for a headteacher's behaviour, 14 items were held to express prescriptions about whose legitimacy headteachers were unresolved, and 3 items were held to express illegitimate prescriptions.

The direction of the expectations attributed to teachers and parents tended to be congruent with the direction of headteachers' role conceptions. Teachers' perceived expectations were congruent in direction on 37 of the

44 items, parents' perceived expectations were congruent in direction on 41 of the 44 items (Evidence: Tables 14 to 19).

The intensity of the expectations attributed to teachers and to parents tended to be less congruent with the intensity of headteachers' role conceptions. Teachers' perceived expectations were congruent in intensity on 26 of the 44 items, parents' perceived expectations were congruent in intensity on 22 of the 44 items (Evidence: Tables 14 to 19).

The consensus of the expectations attributed to teachers and to parents tended to be congruent with the consensus of headteachers' role conceptions. Teachers' perceived expectations were congruent in consensus on 40 of the 44 items, parents' perceived expectations were congruent in consensus on 36 of the 44 items (Evidence: Tables 14 to 19).

Halpin and Croft's conception of the school principal's leadership behaviour was adopted for the discussion and interpretation of results.

31 of the 44 items represented the social needs satisfaction dimension of leadership behaviour, concerned with CONSIDERATION and/or THRUST.

13 of the 44 items represented the social control dimension of leadership behaviour, concerned with PRODUCTION EMPHASIS and/or ALOOFNESS.

Quantitative measures and qualitative relationships were employed to infer the potential-for-conflict that an item possessed for the occupant of the headteacher position.

No Potential-for-Conflict

28 of the 44 items were classified as possessing no potential for conflict 20 of these items were concerned with CONSIDERATION and/or THRUST

8 of these items were concerned with PRODUCTION EMPHASIS and/or ALOOFNESS.

21 of the 28 items were perceived by headteachers to express legitimate prescriptions for their role behaviour; 7 of the 28 items were perceived to express prescriptions for behaviour about which headteachers were either unresolved or which they held to be illegitimate.

Common to the role type situation classification of the majority of the items which had no potential-for-conflict (20 of the 28) was the headteachers' greater support of the itemised behaviour than one or both of his role-set. (Evidence: Tables 14 to 18, - RTS 3 = 11 items; RTS7 = 5 items; RTS 5 = 4 items).

Potential-for-Conflict

16 of the 44 items were classified as possessing potential-for-conflict.

11 of those items were concerned with CONSIDERATION and/or THRUST.

5 of those items were concerned with PRODUCTION EMPHASIS and/or ALOOFNESS.

6 of the 16 items were perceived by headteachers to express legitimate prescriptions for their role behaviour; 10 of the 16 items were perceived to express prescriptions for behaviour about which headteachers were either unresolved or which they held to be illegitimate.

Common to the role type situation classification of the majority of the items which had potential-for-conflict (13 of the 16) was the perception of the teachers' or the parents' greater support of the itemised behaviour than headteachers themselves accorded to it. (Evidence: Tables 14 to 18, RTS 2 = 7 items; RTS 1 = 6 items).

The potential-for-conflict of the 16 items was inferred from the following

perceived role-set relationships.

- a. Teachers' and parents' expectations for the headteacher's CONSIDERATION were incongruent (Items 6, 32).
- b. Teachers' expectations for the headteacher's ALOOFNESS were incongruent with parents' expectations for the headteacher's CONSIDERATION (Items 9, 61).
- c. Teachers' expectations for PROFESSIONAL AUTONOMY were incongruent either with headteachers' or parents' expectations or with both headteachers' or parents' expectations (Items 29, 34, 43).
- d. Headteachers' role conceptions and parents' expectations were incongruent with respect to the headteacher's THRUST (Item 3).
- e. Headteachers' role conceptions and parents' expectations were incongruent with respect to the EXTENT OF THE HEADTEACHER'S LEGITIMATE AUTHORITY (Item 22).
- f. Teachers' expectations for BOUNDARY MAINTENANCE and PROFESSIONAL AUTONOMY were incongruent with parents' expectations for INFLUENCE IN SCHOOL AFFAIRS. Both teachers' and parents' expectations were incongruent with headteachers' role conceptions. (Items 53, 54, 59, 62, 69, 70, 73).

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- a. Teachers' and parents' expectations for the headteacher's CONSIDERATION were incongruent (Items 6, 32).
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- f. Teachers' expectations for BOUNDARY MAINTENANCE and PROFESSIONAL AUTONOMY were incongruent with parents' expectations for INFLUENCE IN SCHOOL AFFAIRS. Both teachers' and parents' expectations were incongruent with headteachers' role conceptions. (Items 53, 54, 59, 62, 69, 70, 73).

CHAPTER 5CONCEPTIONS OF HEADTEACHERS CONCERNING THEIR ROLE: DISCUSSION AND
CONCLUSIONS.

This Chapter focusses initially upon the forty four items of headteacher behaviour commonly-perceived by heads to involve them in particular role-set relationships with teachers and parents.

The headteacher is seen as the incumbent of a boundary position between the school's internal and external systems and subject to conflicting expectations when specific aspects of his role behaviour closely articulate the two systems. In the light of this particular view of the headteacher position some possible applications of the present findings to the design and content of headteacher in-service training courses are suggested.

The second part of the chapter focusses upon the differing perceptions of various headteacher groups and by reference to the limitations of the present findings suggests some possible directions for future research projects in connection with the role of the headteacher.

(1) COMMON CONCEPTIONS OF HEADTEACHERS CONCERNING THEIR ROLE.

Forty four items have been winnowed out of the 78-item Role Inventory on the criterion that they describe behaviour about which headteachers in general hold congruent phenomenological perceptions. These items map out, as it were, the world of the headteacher as commonly-perceived by the total headteacher sample in their responses to the role definition instrument. The 'core' beliefs of headteachers concerning their role, those mandatory prescriptions which are commonly-accepted by all, are directed solely

toward the internal system of the school. Headteachers are fundamentally concerned with pupils and teachers as members of the school organization. The school in relation to its external system is not the subject of mandatory role conceptions on the part of headteachers.

The internal system of the school is used to refer to the subordinate and superordinate positions together with their reciprocal relationships that are located within the school itself. The external system of the school refers to position-occupants outside of the school who hold expectations for school members. Apart from one reference to the position of Her Majesty's Inspectorate, the present study identifies one position only in the external system, that occupied by parents.

Headteachers' leadership behaviour

The core beliefs of headteachers are seen to refer both to social needs satisfaction and social control dimensions of leadership behaviour.

Many American studies have argued the need for the judicious intermixture of both dimensions in the leadership exhibited by the school principal. British headteachers are seen to acknowledge that 'transactional' leadership is fundamental to their role behaviour in the setting of the school itself.

The uniformly-high consensus found among headteachers in respect of these core role beliefs refutes, in part at least, a recent observation (Kelsall and Kelsall 1969) that, "as yet in Britain no agreement exists either among heads themselves or more widely, about the different aspects of the headteacher's role and the relative importance to be attached to each of them." Heads do commonly agree upon a number of priority prescri-

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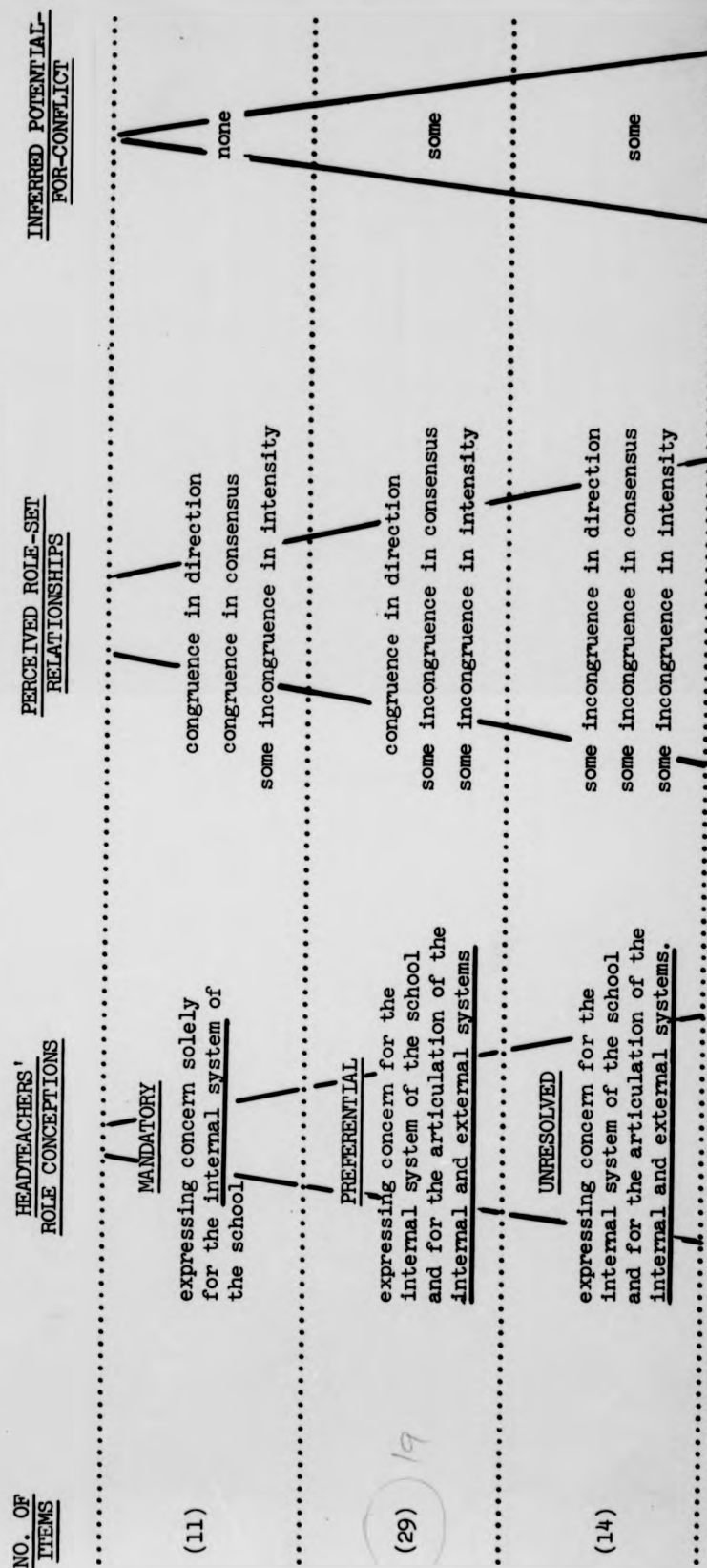
ptions for their role behaviour. Three have been identified. Firstly, headteachers are concerned for the personal well-being of individual pupils and teachers. Secondly, headteachers are concerned that warm, friendly relationships should govern the interactions of school members and they believe that their own example of kindness, courtesy and approachability is important in implementing this aim. Thirdly, headteachers are concerned for the quality of performance of both staff and pupils and for ways of improving and of supervising that performance. This last finding is in line with the many American studies in which the instructional role of the head in improving the performance of his teaching staff has received emphasis, not the least from principals themselves. British headteachers, too, are shown to hold this aspect of their work as a central concern.

Whether or not there is agreement more widely concerning the relative importance of various aspects of the headteacher's role is a matter that awaits research. From the point of view of the heads themselves, they uniformly ascribe to teachers and to parents high consensual legitimation of the core elements of their role behaviour. One suspects from the recent study of Baron and Howell (1968) on the authority of the contemporary headteacher that these phenomenological prescriptions of the present headteacher respondents may map the actual expectations of teachers and parents with a fair degree of accuracy. The oft-quoted analogy, 'captain of his own ship' may well be substantially true in so far as it refers to these core role conceptions of headteachers concerning their leadership within the school.

Reference to Diagram 2 shows, however, that the 'core' beliefs represent only one quarter of those items of role behaviour commonly-perceived

DIAGRAM 2

CONCEPTIONS OF HEADTEACHERS CONCERNING THEIR ROLE ON 44 ITEMS OF ROLE BEHAVIOUR



by the total headteacher group.

Less central than the 'core' beliefs are those aspects of headteachers' behaviour about which preferential role conceptions are held. These refer both to the internal and to the external systems of the school.

Generally, a high degree of consensus in headteacher role conceptions is found in connection with behaviour which does not articulate the internal and external systems. For example, in matters of communicating school policy to school members, in assisting teachers in the course of their work or improving their professional performance, headteachers commonly show high agreement in their role beliefs, further evidence against the claim that no agreement exists among heads concerning role priorities.

Where, however, the itemised behaviour does articulate the internal and external systems, irrespective of whether or not the item refers directly to the parent role sector, low consensual agreement among headteachers is more generally the case. For example, headteacher behaviour which places priority upon the welfare of all children as opposed to an individual child, or the head's counselling of a pupil who does not wish to discuss his problems with parents are both points of conjunction between home and school, concerning which there is low consensual agreement.

Unresolved role conceptions on the part of headteachers are uniformly low in consensual agreement and consist of two distinct groups, those which refer solely to the internal system of the school and the relationships between school members and those which refer to the articulation of the internal and external systems.

The boundary position of the headteacher

Green and Biddle (1964) propose a 'social distance' hypothesis representing a combination of the principles of frequency of interaction and similarity of professional socialization to account for the greater degree of agreement in principal-teacher as opposed to principal-parent role conceptions and expectations. Phenomenologically, the present data provide no support for the social distance hypothesis without careful qualification, for over the total range of the headteacher role inventory, heads do not perceive greater agreement with teachers as opposed to parents. Indeed, the evidence summarised in Table 19, particularly in connection with the direction of perceived expectations, might suggest the contrary.

A broader perspective than the 'interactional' hypothesis proposed by Green and Biddle is necessary to account for the present findings. Discussion is, therefore, directed to an organizational level in the suggestion that the headteacher occupies the focal point of articulation between the school's internal and external systems, a boundary position towards which are directed incompatible expectations of internal and external position-occupants.

Westwood (1966) alludes to the head's boundary position when he observes that, "the head must play a protective role towards the outside world on behalf of both staff and pupils, protecting staff from the criticism and interference of parents and other outsiders, and the children from the pernicious effects of the community's values - or lack of them". Kelsall and Kelsall (1969) see the headteacher as, "often the sole representative outside the school who is felt to be able to speak authoritatively regarding the school's aims and interests."

It is as occupants of boundary positions that headteachers in the present study perceive the greatest incongruence in the direction, intensity and consensus of expectations that are held for their role behaviour.

Taylor's (1969) definition of the school administrator's role is useful in clarifying the nature of the perceived incongruence. Taylor sees school administration and management as, "functions that arise from the interpersonal and intergroup processes involved in system maintenance, task direction and goal attainment within the organization, and from the relationship of the organization to its publics..."

In the present discussion, Taylor's formulation is modified in order to examine the relative degrees of incongruence perceived by headteachers as a consequence of the articulation of the school organization with one of its 'publics', namely the parent group.

Two major responsibilities are attributed to the headteacher in his role as school administrator. Firstly, the headteacher is responsible for system maintenance. For purposes of discussion two inter-related and interdependent elements are identified:

- i. system maintenance in relation to personnel, and
- ii. system maintenance in relation to structure.

Secondly, the headteacher is responsible for system growth, a concept subsuming Taylor's 'task direction' and 'goal attainment'.

It will be argued that both in respect of system maintenance and system growth certain aspects of headteachers' role behaviour more than others more closely articulate the internal and external systems of the school. Furthermore, it is at such points of close articulation that the

greatest degree of incongruence is perceived between the expectations of the respective position-occupants, and the greatest potential-for-conflict is located.

(1) the role of the headteacher in system maintenance. (a) the personnel

Of all the professions, notes Wilson (1962), teaching is "most carefully and continually under extensive and intensive public scrutiny". To no small extent, it is the continuous association of adults with the very young which makes the school so sensitive to its external system. The direct and final responsibility of headteachers for the personal well-being of pupils is reflected in the intensity and consensus of their core beliefs concerning their counselling role towards children and their insistence upon friendly, warm relationships in dealing with pupils.

Heads place high priority too, on role behaviour which creates harmonious conditions of work for teaching staff and a climate of superordinate-subordinate relations in which teachers are encouraged to discuss school problems with the head. Implicit in headteachers' role conceptions is a recognition of the school as a 'high-discretion', professionally-staffed organization where the communication and discussion of school problems is a vital part of its activities. (Bell 1967). At the same time, the work of the teacher must be subjected to supervision, and the inspection of teachers' records and plans affords opportunities to headteachers for controlling the activities of their staffs.

In connection with these aspects of their work, headteachers anticipate little incongruence between their own beliefs and what they understand to be teachers' and parents' wishes.

There, however, in respect of school personnel, the internal and external systems of the school are brought into close conjunction, head-teachers tend to perceive incongruence and role-set relationships are held to be potentially-conflictful. In connection with children, head-teachers perceive particularistic expectations on the part of parents arising out of the "essentially ascriptive, subjective basis of the parent-child relationship" (Taylor 1968). By contrast, attributed teacher expectations based upon a "more objective, achievement-orientated teacher pupil relationship", urge heads to apply universalistic criteria in their dealings with pupils.

In connection with teachers, collegial relationships require that heads give unconditional support to staff involved in disciplinary problems with pupils whereas parental expectations urge that the 'justice' of the situation should motivate the headteachers' behaviour.

In such events, where heads perceive wide discrepancies in the direction and intensity of expectations, experienced-conflict is likely to be maximal.

ii. the role of the headteacher in system
maintenance. (b) the structure.

The direct responsibility of headteachers for the effective everyday operation of the school is reflected in their concern for the receipt and communication of information and the implementation of rules and regulations by which to order the daily routine. In connection with these internal aspects of their administrative behaviour, heads perceive little incongruence between their own beliefs and those they attribute to teachers and parents.

Where the maintenance of the school's everyday operations depends upon the receipt of relevant information from its external system, in particular, from parents, and the communication of information to parents about school policies and organizational matters, incongruence is perceived and conflict is inferred. Parental cooperation and support in matters of general behaviour, dress, homework and the like, are important to the school's effective functioning. Headteachers perceive incongruence in role-set expectations in these matters and they are held to be sources of potential conflict for heads generally.

To no small extent, system maintenance from the point of view of the teaching staff may be construed as 'boundary-maintenance' and perceived by headteachers as strong demands that staff be shielded from interference in their professional work from external sources whether expert or lay. By contrast, the permeability of the school to parental influence is more strongly supported by headteachers. More than teachers, heads need accurate knowledge of parental opinion since policies which are initiated in contravention of parental support direct opposition and hostility primarily towards headteachers rather than teaching staff.

iii. the role of the headteacher in system growth

Above and beyond maintaining the school as an efficiently-functioning organization, the headteacher is charged with the responsibility of directing the school towards the attainment of educational goals. Long-term educational goals are highly diffuse, intangible and difficult to define (Kratwohl 1965), and when translated into short term objectives (Maguire 1969) give rise to a number of difficulties, not the least of which is that

certain goals are found to be incompatible with others (Hoyle 1969).

Heads generally perceive role-set approval of the more conventional aspects of their task-directing activities within the school. For example in supervising the work of pupils and teachers, encouraging in-service course attendance, allocating funds for new materials, and supporting new approaches in classroom method, little incongruence is perceived and no potential conflict is inferred as a consequence of headteachers' leadership.

Other aspects of headteachers' task-directing activities are related to the pursuit of educational goals about which heads believe a considerable measure of disagreement exists within the role-set.

The fundamental incompatibility of the school's dual task as an agent of socialization and of selection lies at the heart of the differing emphases that headteachers perceive for the content and style of teaching, the fostering of critical thinking, and the restriction of 'outlandish' classroom methodology. In many of these areas of activity headteachers believe themselves to be more innovative than either teachers or parents.

Lipham's (1964) distinction between the 'leadership' and 'administrative' aspects of a headteacher's role behaviour is useful in the present context. It is the innovative leadership act, intending to move the school towards certain educational objectives which tends to be perceived by headteachers as giving rise to incongruent expectations in one or more members of their role-set.

In respect of both system maintenance and system growth, the articulation of the school's internal and external systems presents headteachers with a number of incompatible expectations from members of their role-set.

Despite 'mechanisms' for the avoidance of the full impact of conflicting expectations (Toby 1952, Merton 1957, Goffman 1959, 1961, Litwak 1961) the probability remains that an inevitable degree of conflict is experienced by the majority of heads as occupants of boundary positions. As Burnham (1969) comments, "leadership and innovation generate costs...and give rise to increased tension and conflict within the organization." Whereas conflict is thought by many headteachers as "bad", it might "more rationally be perceived as the healthy concomitant of innovation and change."

(2) SOME APPLICATIONS OF THE PRESENT FINDINGS

The present findings go some way to qualify a recent observation that "the facts simply are not available...upon which to base a satisfactory programme of preparation and in-service development for headteachers." (Taylor 1969). In the place of "subjective experience, hunch and guess-work", a number of points emerging from the present study appear pertinent to those concerned with the design and content of headteacher in-service training courses.

1. A social-psychological understanding of the school as a social system should provide headteachers with more useful and fundamental knowledge by way of preparation for their positions than a programme based solely upon the application of principles and rules of educational administration or techniques of school leadership.
2. In furthering such understanding, role theory and organization theory have utility as tools of analysis enabling headteachers to identify and understand the role structure of the school in its extraorganizational context.

3. The present data provide a phenomenological view of a limited area of the role structure of a representative sample of schools. Nevertheless the area encompassed in the role inventory describes those "administrative and interpersonal minutiae of the daily round" which probably occupy a considerable portion of the time and energy of many headteachers.

4. A sufficient number of specific descriptions of such minutiae are commonly-perceived by all headteachers to involve them in certain role-set relationships with teacher and parent members of their role set. These descriptions are taken to represent global reference points which both map broad aspects of the everyday work of headteachers and identify the patterning of internal and external forces of support and constraint which heads believe impinge upon them in the course of their work. As such, they might usefully provide basic material content for lecture, seminar, discussion, case or simulation technique presentation in connection with a general introductory course of in-service training.

5. In addition, concern to avoid the inevitable sterility and generality deriving from a holistic use of the concept of role (Pugh 1966) led to the operationalizing of concepts such as legitimacy, consensus, direction, intensity, potential-for-conflict; to the developing of a classification of role type situations; and to the introducing of a limited number of 'school' variables, both situational and personal, by which to differentiate within the total headteacher group. These data, it is suggested, provide more specialized material content enabling the work of the headteacher to be examined and analysed in more detailed behavioural terms in in-service training courses.

(3) DIFFERING PERCEPTIONS OF HEADTEACHERS CONCERNING THEIR ROLE

The evidence presented in the interpositional analysis and in part one of the phenomenological analysis suggests that specific situational and personal variables are contributing factors both to the way in which various headteacher groups define their role and to the way in which they perceive others to define it.

Since it was not the primary purpose of the study to undertake a systematic exploration of the reported differences between particular groups of headteachers, the absence of control over correlated variables permits only limited speculation on the present findings.

The situational variable 'type of school' is shown to be a factor associated with the degree of congruence which heads perceive to exist between their own beliefs and those that they attribute to teachers and parents in respect of the headteacher's dealings with pupils. The situational variables 'size of school' and 'location of school', are, respectively, shown to be factors associated with headteachers' bureaucratized role conceptions and their perceptions of cognitive alliances with teachers and with parents. The personal variables 'age of head' and 'sex of head' are, respectively, shown to be factors associated with headteachers' paternalistic role conceptions and with their heightened sensitivity to what they believe to be different expectations of teachers and parents for their work as headteachers.

It may well be that as Gullahorn (1956) has shown in connection with decision-making processes, certain combinations of situational and personal variables cumulatively influence both the role definitions of heads and

their perceptions of role-set expectations. Where, for example, in separate analyses, it has been shown that male, secondary, outer-ring, and large school headteachers hold more bureaucratized role conceptions for certain aspects of their behaviour than female, primary, inner-ring, and small school headteachers, it seems probable that some combination of two or more of these variables is potentially the best predictor of strong bureaucratic role conceptions on the part of headteachers.

Similarly, some combination of two or more of the variables 'female', 'young', 'outer-ring school', and 'primary school', may be the best predictor both of heightened sensitivity to disparate expectations of teachers and parents, and potential for the experience of psychological conflict as occupant of the headteacher position.

The contribution of this preliminary exploration of the perceptions of various headteacher groups is that it shows phenomenological differences to exist between groups in respect of particular aspects of their leadership behaviour in connection with particular role-set partners. Future, more systematic research designs may pinpoint precisely the specific effects of the variables studied here (and others) as they variously influence the role conceptions of headteachers and their perceptions of the expectations of their role-set. It is to a consideration of the possible directions in which further research projects may build upon the present study that attention is now turned.

(4) SUGGESTIONS FOR FUTURE RESEARCH

i. The effective role definers of the headteacher position.

The arbitrary decision in the present study to identify only two

counter-positions to that occupied by the head was made solely on consideration of the ability of the individual researcher to handle the volume of data deriving from a long role inventory completed by a national sample of respondents. Clearly, an important task for future research is the identification of the full complement of effective role definers both within the internal and external organizational contexts of the school. Initial identification may follow from methods similar to those employed by Gross, Mason and McEachern (1958) in their superintendency study. The assessment and measurement of the effectiveness of those positions thus identified, using criteria similar to those in Gross et al., 1958, Ehrlich et al., 1962, Miller and Schull 1962, Preiss and Ehrlich 1966, should add considerably to our knowledge of the motivational aspects of headteacher behaviour.

ii. Differentiation between headteachers.

Future research designs, enabling systematic controls to be imposed upon refined situational and personal variables may add greatly to our knowledge of the phenomenological perceptions of highly-differentiated headteacher groups. Using continuous as opposed to dichotomous variables in respect of 'age' and 'size of school', adapting socio-economic indices such as those employed by Wiseman (1964) in place of inner-ring - outer-ring school distinctions, should make possible a more precise differentiation between the phenomenological perceptions of headteacher groups and add to our understanding of the process of headteacher socialization, the role conceptions of heads of very large schools, and the problems perceived by heads in the most deprived of our city schools.

iii. The veridicality/non-veridicality of headteachers' attributions to teachers and parents.

In contrast to the assumption expressed by Jenkins and Lippitt (1951) that a person cannot be indifferent to how others perceive him when he is obliged to interact with them in order to attain his goals is the view of a number of commentators that social relations may be constructed around or may benefit from inaccuracies in the perception of others' expectations (Moore and Tumin 1949, Goffman 1959, Biddle et al., 1966).

A small number of British studies has been concerned with inaccurate perceptions among teachers; none, to date, however, have examined these phenomena in headteachers.

Knowledge of the accuracy or inaccuracy of headteachers' attributions to teachers and parents would be an extremely useful addition to the current findings. Areas of role relationships both within and between the internal and external systems of the school may well be organized around "the perpetuating of partial or distorted communication systems" (Biddle et al., 1966). Veridical data obtained from representative teacher and parent groups would enable the systematic identification of such areas and direct future research into the purposes which inaccurate perceptions serve.

Concluding Remarks

These few suggestions for continuing research serve to emphasise that despite the growing interest of social scientists during the past decade in the processes of education in Great Britain, little systematic attention has as yet been paid to the school as an organization and even less to the

study of its professional personnel. In the light of voluminous American research into the school principalship extending back over some thirty years it hardly seems possible that to date only one empirical British study (Glossop 1966) has solely concerned itself with the application of social science perspectives to the investigation of the headteachers' position.

If the present research has made some contribution to our knowledge of the phenomenological world of headteachers as they themselves perceive it and, at the same time, indicated areas of ignorance that only future research can dispel, then it has achieved its primary purpose.

FINAL SUMMARY

A Headteacher Role Definition Instrument (H.R.D.I.), based upon the Leadership Behaviour Description Questionnaire (L.B.D.Q.) of Stodgill and Coons (1957) and the Superintendency Role Inventory of Gross, Mason and McEachern (1958) was constructed with the assistance of headteachers to establish the validity of 78 descriptions of headteacher behaviour in connection with pupils, teachers and parents. The final form of the H.R.D.I. was tested and accepted as a reliable instrument (test-retest $r = .804$ $n = 37$).

343 Infant, Junior and Secondary headteachers, 86.8% of a national sample of 395 heads throughout England and Wales responded to the H.R.D.I. in three ways. Firstly, they indicated their role conceptions in respect of each of the 78 items; secondly, they attributed to teachers-in-general expectations for a head's behaviour in respect of the 78 items; thirdly, they attributed to parents-in-general expectations for a head's behaviour in respect of the 78 items.

The sample of headteachers was differentiated on situational criteria (type of school, location of school, size of school) and on personal criteria (sex of headteacher, age of headteacher).

Comparisons of the role conceptions of headteachers grouped on situational and personal criteria constituted the Interpositional Analysis. The major findings were:

1. Hypotheses predicting relationships between the type of school (differentiated in terms of pupils' development, academic level, hierarchical structure, degree of parental contact) and headteachers' role conceptions were supported.
2. Hypotheses predicting relationships between the size of the school and the bureaucratic role conceptions of headteachers were supported.
3. Hypotheses predicting that the socio-economic location of the school would not be related to headteachers' role conceptions were supported.
4. Hypotheses predicting that male headteachers' role conceptions as compared with female headteachers' role conceptions would show greater concern for role autonomy and greater stress on production-emphasis were supported.
5. Hypotheses predicting that male headteachers' role conceptions as compared with female headteachers' role conceptions would show a greater degree of authoritarianism were not supported.
6. Hypotheses predicting that female headteachers' role conceptions as compared with male headteachers' role conceptions would show a greater degree of service-ideal were not supported, the findings being contrary to what was hypothesised.

7. Hypotheses predicting that older headteachers' role conceptions as compared with younger headteachers' role conceptions would show a greater degree of paternalism were supported.
8. Hypotheses predicting that older headteachers' role conceptions as compared with younger headteachers' role conceptions would show a greater degree of authoritarianism were not supported, the findings being contrary to what was hypothesised.

Comparisons of the role conceptions of headteachers with their attributed expectations to teachers and to parents were made in respect of the headteachers grouped on the situational and personal criteria described above. These comparisons constituted the Phenomenological Analysis Part 1. A phenomenological typology of nine logically-exclusive role type situation categories was deduced.

9. The major finding of the phenomenological analysis (Part 1) was the broad similarity in the phenomenological perceptions of the various headteacher groups.

An adequate stimulus weighting was therefore adopted to identify those phenomenologically-perceived situations which were common to headteachers-in-general. Forty four of the 78 H.R.D.I. items were thus identified. These items constituted the data of the Phenomenological Analysis Part 2. A potential-for-conflict rating based upon quantitative measures and qualitative relationships was assigned to the 44 items of role behaviour. The major findings of the phenomenological analysis (Part 2) were:

10. Headteachers' mandatory role conceptions were primarily directed towards the internal system of the school. Mandatory role conceptions were marked by high consensus, both actual and attributed, and by no potential-for-conflict.
11. Headteachers' positive and negative preferential role conceptions, together with their unresolved role conceptions were directed towards the internal and external systems of the school.
12. Those items of headteacher behaviour which articulated the internal and external systems of the school were generally identified as potentially-conflictful for headteachers. The commonest source of such conflict was held to arise out of the headteachers' perceptions of the incompatibility of teacher-expectations for professional autonomy and boundary-maintenance and parent-expectations for representation and influence in specific aspects of the school's affairs.

The data of the present study were suggested as useful basic material content for lecture, seminar, and simulation techniques in connection with headteacher in-service training.

Suggestions were made for future research into the headteacher position as follows:

- a. the identification of the full complement of the headteacher's effective role definers.
- b. the introduction of greater refinement in connection with situational and personal criteria together with research strategies which permit their systematic control.

- c. the examination of veridicality of headteachers' attributions to teachers and to parents, and, in the event of non-veridicality, the investigation of the purposes served by inaccurately-attributed expectations on the part of headteachers.

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APPENDIX 1

THE HEADTEACHER ROLE DEFINITION INSTRUMENT (H.R.D.I.)

1. Encourage children to follow up their own interests in specific periods allocated for this purpose.
2. Encourage pupils and staff to develop clubs and societies as out-of-school activities.
3. Stress the teaching of the 3 R's as the school's most important task.
4. Meet representatives groups (prefects, class reps.) to discuss school problems such as movement about the school, lost property etc.
5. Get to know children in out-of-school situations such as visits, week-end camps, school trips abroad.
6. Support the child in a pupil-teacher discipline problem where the teacher, in the head's opinion, has acted unfairly.
7. Use contacts with officials of local firms to help school leavers find worthwhile employment.
8. Know the emotional problems of children in the school and help them with their difficulties.
9. Put the welfare of all pupils above that of an individual child.
10. By his own example, in dealing with children, stress kindness and courtesy.
11. Act as a mediator in conflicts between children.
12. Allow a child to confide in him with problems he does not wish to discuss with his parents.

13. Teach specific classes on the school timetable.
14. Encourage children to form class councils to make rules for their own classroom behaviour.
15. Make the final decision on the promotion or demotion of pupils within the school.
16. Require children's movement about the school to and from classes and to play to be supervised by teachers or prefects.
17. Allow children to act upon what he considers to be wrong decisions on their part.
18. Teach children to obey orders at once and without question.
19. Keep children informed about policy and organizational changes that in any way affect them.
20. Examine a representative sample of the work of each class during the school year.
21. Insist that children's personal record cards be kept up to date by teachers and secretarial staff.
22. Require important incidents concerning pupils in out-of-school hours to be brought to his notice.
23. Compliment a child on his work in front of other children.
24. Reprimand a child about his work in front of other children.
25. Insist upon neatness and tidiness in children's written work.
26. Inspect the work and progress of those children suspected of underachievement by teachers and parents.

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18. Teach children to obey orders at once and without question.
19. Keep children informed about policy and organizational changes that in any way affect them.
20. Examine a representative sample of the work of each class during the school year.
21. Insist that children's personal record cards be kept up to date by teachers and secretarial staff.
22. Require important incidents concerning pupils in out-of-school hours to be brought to his notice.
23. Compliment a child on his work in front of other children.
24. Reprimand a child about his work in front of other children.
25. Insist upon neatness and tidiness in children's written work.
26. Inspect the work and progress of those children suspected of underachievement by teachers and parents.

27. Discuss with teachers new material and methods which might improve the quality of the teaching.
28. Requisition appropriate equipment for staff who wish to experiment with new methods.
29. Forbid teachers to use classroom methods that are, in his opinion, too "outlandish" and impracticable.
30. Stay out of the staff common room.
31. Meet members of staff informally in his own home.
32. Support a teacher's disciplinary decision even when he believes it to be unfair to the pupil(s).
33. Bring the work of deserving teachers to the notice of higher authority.
34. Relieve teachers of clerical duties by his own efforts or those of secretarial staff.
35. Put the welfare of the whole staff above that of an individual member.
36. Encourage a pleasant atmosphere among staff members by being friendly and approachable to all.
37. Encourage an equal voice in school matters to young and old teachers alike.
38. Know his staff well enough to be able to help them with personal problems in connection with their work as teachers.
39. Supervise the preparation and the teaching of newly-qualified staff.

40. Require records or forecasts of every teacher's work.
41. Assign teachers to various working committees to develop the school programme.
42. Expect staff to carry out his decisions even when they believe them to be unsound.
43. Use veto power when a staff decision is contrary to his firmly-held convictions.
44. Discourage discussion of his decisions at staff meetings.
45. Keep staff informed about policy and organizational changes that in any way affect them.
46. Get to know the strengths and weaknesses of his teachers.
47. Expect the deputy-head or heads of departments to inform him of general staff feeling on important school issues.
48. Know what is going on in each classroom in the school.
49. Compliment a teacher on his work in front of other members of staff.
50. Reprimand a teacher about his work in front of other members of staff.
51. Make his requirements about school standards known to each member of the staff.
52. Expect staff to support in-service professional courses relevant to their subject or age range.
53. Implement suggestions made by H.M.I. for the improvement of some aspect of the school curriculum or teaching method.
54. Invite parental discussion of new practices before their introduction into the school programme.

55. Resist external pressures from parents to alter the school curriculum or the teaching methods used.
56. Meet parents informally in local community affairs and activities.
57. Get right away from the school locality for his relaxation and entertainment.
58. Defend parents against unsubstantiated criticisms by teachers.
59. In formulating general school policy, carefully consider the wishes of the majority of parents.
60. Personally act as a "go-between" for parents needing to contact child welfare services.
61. Apply a general school rules policy when particular parents request special consideration for their child.
62. Encourage the development of joint parent-teacher social activities.
63. Mediate between parent(s) and a teacher over a child's school behaviour or performance.
64. Advise parents new to the district about neighbourhood affairs and amenities.
65. Schedule a definite period during which parents may discuss problems with the headteacher.
66. Require staff to be available to discuss pupils' work at a school "parents' evening".
67. Limit parents' work for the school to fund raising activities.
68. Refuse parents admission to the school building without appointment.

69. Exclude parents from expressing opinions about the introduction of new courses or the choice of external examinations.
70. When dealing with a 'difficult' parent, speak in a voice not to be questioned.
71. Inform parents of changes in school planning and activities.
72. Seek information from parents about children's homework habits, bedtime, week-end activities, reading habits.
73. Provide meetings when parents' suggestions and requests can be discussed with the head and the staff concerned.
74. Take an active interest in the problems of the school neighbourhood by holding a responsible position in a community organisation.
75. Publicly thank parents for their co-operation.
76. Publicly express disappointment at the lack of parental co-operation.
77. Let parents know what he considers to be desirable standards concerning school dress, time devoted to homework etc.
78. Send for parents of children whose attitudes or behaviour do not satisfy the standards he requires for the school.

APPENDIX 2

Hypothetical example of interposition analysis by chi square

The hypothetical example below illustrates the comparison of the responses of younger and older headteacher groups on item 32 of the HRDI. "Support the teacher's disciplinary decision even when he believes it to be unfair to the pupil(s)."

Headteachers' role conceptions (H)

GROUP	AM	PS	MMN	PSN	AMN	
OLDER	76	40	30	15	5	(166)
YOUNGER	44	30	40	40	20	(174)

$$\text{Chi square } (X^2) = \frac{(f_0 - f_E)^2}{f_E} \quad \text{where } f_0 = \text{the observed frequency} \\ \text{and } f_E = \text{the expected frequency}$$

f_0	76	40	30	15	5
	44	30	40	40	20

f_E	58.58	34.17	34.17	26.85	12.20
	61.40	35.82	35.82	28.14	12.79

$\frac{(f_0 - f_E)^2}{f_E}$	5.167	0.984	0.516	5.264	4.249
	4.931	0.940	0.493	5.040	4.050

$$X^2 = 31.634 \quad \text{df.4} \quad \text{sign.at .001}$$

Interpretation: Older headteachers as compared with younger headteachers give significantly greater support to the statement that they should support a teacher's disciplinary decision even when they believe it to be unfair to the pupils.

APPENDIX 3

The adaptation of the McNemar test for the significance of change

The following symbols and terms are adopted in describing the direction and the intensity of changes along the five point continuum of the response scale.

(+) change in the direction of 'absolutely must' and 'preferably should' indicates greater support for the proposition described in the HRDI item.

(-) change in the direction of 'preferably should not' and 'absolutely must not' indicates less support for the proposition described in the HRDI item.

	AM	PS	MMN	PSN	AMN	
'D' represents positive movement, i.e. (+) <u>greater</u> support →	AM		-	-	-	← 'A' represents negative movement i.e. (-) <u>less</u> support
	PS	+		-	-	
	MMN	+	+		-	
	PSN	+	+	+		
	AMN	+	+	+	+	
						<u>no change</u>

$$C.R.(z) = \frac{|A - D|}{\sqrt{A + D}}$$

where $20 > A + D > 10$, the correction factor $|A - D| - 1$ is applied.
where $A + D < 10$, no analysis made.

Hypothetical example of phenomenological analysis by the adaptation of the McNemar test of significance of change

The hypothetical example below illustrates the measurement of change in respect of Secondary headteachers role conceptions (H) and their attributions to teachers (T) and parents (P) on item 32 of the HRDI, "Support the teacher's disciplinary decisions even when he believes it to be unfair to the pupil(s)."

Headteachers' role conceptions (H) and attributions
to teachers (T)

(H)

	(T)				
	AM	PS	MMN	PSN	AMN
AM	20	8	1	0	0
PS	25	6	3	0	0
MMN	6	14	5	0	0
PSN	7	4	0	4	0
AMN	2	2	0	0	3

(n = 110)

$$C.R. = \frac{|A - D|}{\sqrt{A + D}} = \frac{|12 - 60|}{\sqrt{72}} = 5.657 \text{ (sign. at .001 level)}$$

direction (+)

Interpretation: Headteachers attribute to teachers significantly greater support for the statement than they themselves believe should be accorded to it.

On the five point continuum of the response scale, the respective positions taken by the headteachers and attributed to teachers can be represented as:-

(significant beyond the .01 level)

(T) \longleftrightarrow (H)

AM (+)	AMN (-)
<u>Greater support</u>	<u>Less support</u>

Headteachers' role conceptions (H) and attributions
to parents (P)

(H)

	(P)				
	AM	PS	MMN	PSN	AMN
AM	0	2	5	16	6
PS	0	3	7	14	10
MMN	3	4	10	6	2
PSN	4	5	4	2	0
AMN	0	1	4	2	0

(n = 110)

$$C.R. = \frac{|A - D|}{\sqrt{A + D}} = \frac{|68 - 27|}{\sqrt{95}} = 4.309 \text{ (sign. at .001 level)}$$

direction (-)

Interpretation: Headteachers attribute to parents significantly less support for the statement than they themselves believe should be accorded to it.

On the five point continuum of the response scale, the respective positions taken by the headteachers and attributed to parents can be represented as:-

(significant beyond the .01 level)

(H) \longleftrightarrow (P)

<hr style="width: 100%;"/> AM (+) <u>greater support</u>	<hr style="width: 100%;"/> AMN (-) <u>less support</u>
--	--

Examining the headteachers' role conceptions in relation to their attributions to teachers and parents, they can be represented as:-

(significant beyond the .01 level)

(T) \longleftrightarrow (H) \longleftrightarrow (P)

<hr style="width: 100%;"/> AM (+) <u>greater support</u>	<hr style="width: 100%;"/> AMN (-) <u>less support</u>
--	--

Interpretation: Headteachers attribute to teachers significantly greater support, and to parents significantly less support for the statement than they themselves believe should be accorded to it.

APPENDIX 4

Phenomenological typology of the headteacher's role-set relationships as described in the HRDI

A 9-part typology was empirically-deduced from the analysis of the phenomenological data. The typology is discussed below. The symbolic representation of each discrete type is a simplification of the notation used to illustrate the analysis of the hypothetical example in Appendix 3.

TYPE 0 Headteachers attribute both to teachers (T) and to parents (P) expectations that do not differ significantly from their own role conceptions (H) in respect of the statement of a head's behaviour.

(H)
(T)
(P)

TYPE 1 Headteachers attribute both to teachers (T) and to parents (P) expectations that are significantly different from their own role conceptions. They attribute to teachers expectations that show significantly greater support and to parents expectations that show significantly less support for the statement of a head's behaviour than they themselves (H) believe should be accorded to it.

(T) (H) (P)

TYPE 2 Headteachers attribute both to teachers (T) and to parents (P) expectations that are significantly different from their own role conceptions. They attribute to teachers expectations that show significantly less support and to parents expectations

that show significantly greater support for the statement of a head's behaviour than they themselves (H) believe should be accorded to it.

(P) (H) (T)

TYPE 3 Headteachers attribute both to teachers (T) and to parents (P) expectations that show significantly less support for the statement of a head's behaviour than they themselves (H) believe should be accorded to it.

(H) (T)
(P)

TYPE 4 Headteachers attribute both to teachers (T) and to parents (P) expectations that show significantly greater support for the statement of a head's behaviour than they themselves (H) believe should be accorded to it.

(T)
(P) (H)

TYPE 5 Headteachers attribute to parents (P) expectations that are not significantly different from their own role conceptions (H), but they attribute to teachers (T) expectations that show significantly less support for the statement of a head's behaviour than they themselves (H) believe should be accorded to it.

(H)
(P) (T)

TYPE 6 Headteachers attribute to parents (P) expectations that are not significantly different from their own role conceptions (H), but they attribute to teachers (T) expectations that show

significantly greater support for the statement of a head's
behaviour than they themselves (H) believe should be accorded
to it.

	(H)
(T)	(P)

TYPE 7 Headteachers attribute to teachers (T) expectations that
are not significantly different from their own role conceptions
(H), but they attribute to parents (P) expectations that show
significantly less support for the statement of a head's
behaviour than they themselves (H) believe should be accorded
to it.

	(H)
(T)	(P)

TYPE 8 Headteachers attribute to teachers (T) expectations that are
not significantly different from their own role conceptions
(H), but they attribute to parents (P) expectations that show
significantly greater support for the statement of a head's
behaviour than they themselves (H) believe should be accorded
to it.

	(H)
(P)	(T)

APPENDIX 5.

ANALYSES	J. HT(T)	J. HT(P)
3.538607	1	3.750000
4.318004	1	1.083473
1.750000	1	5.661385
2.363516	1	2.672612
4.989644	1	1.171700
5.128226	1	7.313071
1.043498	1	2.142857
4.427189	1	6.714286
3.713070	1	4.063777
3.086975	1	3.211586
2.032002	1	4.714045
1.131371	1	6.114296
3.905633	1	3.254723
4.276180	1	3.542914
5.176592	1	2.688774
2.076881	1	5.898907
2.840188	1	5.266852
3.054236	1	2.121320
3.780756	1	4.128375
5.335784	1	0.801784
5.588006	1	1.405564
3.328201	1	6.215189
0.267241	1	0.508001
2.000000	1	0.337526
1.312785	1	3.845077
2.030259	1	1.234427
4.109475	1	3.983456
1.264911	1	4.647580
3.100868	1	6.539886
1.109400	1	2.516611
1.543033	1	3.159293
7.111888	1	6.685632
2.545584	1	4.532899
2.142857	1	4.626814
1.986799	1	1.780172
0.392232	1	4.110961
1.474420	1	5.252257
3.015113	1	4.647580
3.812464	1	0.288675
4.572005	1	0.534522
4.409586	1	0.404520
4.417410	1	1.732051
4.965212	1	2.565558
0.366508	1	5.062896
0.208514	1	5.374012
5.554921	1	2.645751
4.635863	1	5.500000
4.003204	1	2.832353
2.022600	1	2.966954
2.334869	1	7.102765
4.003786	1	0.870388
5.578519	1	0.254000
3.833491	1	4.063777
3.401480	1	6.555556
2.393775	1	4.755564
5.921443	1	0.354034
1.905159	1	6.230642
5.584068	1	4.572005
3.054236	1	6.363961
3.538607	1	1.920553
3.200922	1	4.272392
4.608177	1	4.318004
2.660532	1	1.250000
3.576237	1	0.762001
0.428571	1	2.781518
5.249512	1	1.785687
5.588006	1	1.195229
5.340517	1	1.664479
4.093146	1	3.548938
5.588006	1	4.541869
3.538152	1	3.207135
1.575677	1	4.000000
3.515101	1	4.481291
1.979899	1	2.500000
4.330127	1	3.000000
4.714045	1	1.477098
0.700140	1	2.496151
3.285714	1	3.713070

APPENDIX 5.

ANALYSES	I. NT(T)	I. NT(P)
2.474874	0	3.939193
5.032453	0	1.752920
2.886751	+	6.437263
3.086067	+	3.316625
3.919447	+	0.884652
5.080005	+	6.128259
1.914854	+	1.264911
3.452379	+	5.000000
2.309401	+	3.952420
1.527525	+	2.041241
0.801784	+	2.581989
0.294884	+	4.900770
2.609851	+	2.141799
1.386750	+	1.510966
4.464419	+	2.888742
1.088662	+	4.157609
1.857143	+	1.692456
2.946839	+	1.171700
4.423259	+	2.777460
6.350006	+	1.769303
6.017733	+	1.761410
2.831639	+	4.780914
0.137361	+	1.336306
1.414214	+	0.717137
0.301511	+	4.365641
3.703280	+	2.846050
4.314555	+	5.307910
2.057983	+	4.714286
3.653657	+	5.421152
2.160247	+	2.287331
2.000000	+	1.093216
4.905779	+	7.397576
3.244428	+	4.810702
4.422459	+	2.609851
0.632456	+	2.064187
2.294157	+	4.458963
1.405564	+	4.532899
4.529039	+	4.714286
2.846050	+	0.324443
4.060812	+	2.794003
3.151354	+	2.939874
4.837355	+	2.794003
5.921443	+	1.785687
2.828427	+	4.798687
0.000000	+	4.743416
5.947444	+	2.414039
3.676955	+	3.904344
2.465985	+	3.362691
2.428571	+	1.364382
1.279204	+	6.379052
4.381780	+	1.714986
4.808326	+	2.828427
3.394113	+	2.771435
4.989079	+	5.888889
3.154293	+	5.000000
4.128375	+	4.354648
2.714286	+	5.735016
5.761860	+	4.201806
5.538152	+	5.514870
0.762493	+	3.159293
2.994345	+	5.019960
3.354895	+	6.974858
3.207135	+	0.848528
2.948839	+	2.292280
1.896245	+	4.296234
5.181036	+	3.893314
4.900770	+	2.516611
5.082341	+	1.937926
4.082483	+	3.556004
4.340868	+	6.096006
4.160251	+	4.060812
1.021055	+	2.100420
2.359071	+	4.850713
0.557086	+	5.374012
3.568871	+	1.543033
1.697056	+	0.124035
2.412091	+	0.507093
0.980196	+	4.117461

TABLE 5.1

Infant headteachers' perceptions of HRDI items
by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	8	0	1	6	1	4	1	3	2
TEACHERS	4	4	6	3	0	4	1	4	2
PARENTS	3	2	8	1	0	3	2	1	4
TOTALS	15	6	15	10	1	11	4	8	8

(78)

TABLE 5.2

Junior headteachers' perceptions of HRDI items
by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	4	2	1	8	0	4	1	1	5
TEACHERS	2	3	2	4	0	7	0	7	3
PARENTS	2	4	8	1	0	5	3	3	1
TOTALS	8	6	11	13	0	16	4	11	9

(78)

TABLE 5.3

Infant and Junior headteachers' perceptions by
combined role type situations of HRDI items

ROLE TYPE SITUATIONS	Infant headteachers	Junior headteachers
0	15	8
1 + 2	21	17
3 + 4	11	13
5 + 6	15	20
7 + 8	16	20
	(78)	(78)

TABLE 5.4

Infant and Junior headteachers perceptions of
HRDI items by combined role type situations

ROLE TYPE SITUATIONS	Infant headteachers	Junior headteachers
2 + 3 + 5	36	39
1 + 4 + 6	11	11
1 + 3 + 7	24	31
2 + 4 + 8	24	19
	(78)	(78)

TABLE 5.5

Infant headteachers' perceptions of HRDI items by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	4	2	1	2
MEMBERSHIP	2	1	2	1	0
REPRESENTATION	1	5	1	1	1
INTEGRATION	3	2	1	2	4
ORGANIZATION	2	3	1	2	1
DOMINATION	1	4	0	3	1
COMMUNICATION	1	1	3	3	4
RECOGNITION	4	0	0	1	1
PRODUCTION	1	1	1	1	2

(78)

TABLE 5.6

Junior headteachers' perceptions of HRDI items by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	2	1	3
MEMBERSHIP	1	0	0	2	3
REPRESENTATION	1	4	1	1	2
INTEGRATION	1	3	2	2	4
ORGANIZATION	0	1	2	5	1
DOMINATION	0	2	1	4	2
COMMUNICATION	1	3	4	2	2
RECOGNITION	2	0	1	1	2
PRODUCTION	2	1	0	2	1

(78)

APPENDIX 6.

ANALYSES	S. NT(T)	S. NT(P)
	3.741657	0.554700
	7.607675	5.163978
	3.254723	6.399449
	4.318004	4.989644
	6.139679	5.612486
	7.020118	4.638124
	1.905159	2.060408
	4.437602	4.989079
	3.200379	3.719924
	3.591997	3.666667
	1.313064	2.223782
	1.360828	4.129483
	0.130189	3.719924
	4.389381	2.213211
	5.000000	1.360828
	0.361158	3.299832
	3.972733	3.824732
	4.184915	2.691946
	5.165514	3.882901
	4.589285	0.140028
	6.325771	2.886751
	2.781518	4.882401
	1.721892	0.000000
	3.200379	2.333333
	1.213460	0.000000
	3.265986	2.335130
	3.708735	4.540868
	1.179536	3.605551
	3.200379	6.182518
	1.016001	1.068103
	1.260252	0.848528
	7.730207	7.267170
	0.603023	6.785955
	4.242641	4.647580
	2.380476	1.723281
	2.293659	5.939697
	1.069045	3.356586
	4.900980	5.960396
	1.721892	0.597360
	5.737948	0.118678
	3.207135	0.565685
	6.555556	1.032796
	7.484101	0.738549
	2.390457	3.810512
	2.773501	6.714286
	6.557439	5.396407
	6.379257	6.677372
	1.752920	4.900770
	2.432701	3.298575
	0.208514	6.573841
	4.381780	3.307475
	4.556612	0.801784
	3.818136	5.086605
	5.165676	7.444444
	2.032002	5.276562
	5.695489	0.868243
	3.302003	5.741964
	6.495753	3.556004
	4.837355	5.577874
	2.940588	3.348938
	4.695048	1.358732
	5.588006	3.542914
	2.888742	2.060408
	2.714286	3.046424
	2.032002	3.302003
	7.181325	1.093216
	5.416026	1.912366
	5.505978	0.911322
	5.500934	3.775478
	6.340751	2.621093
	3.151354	0.662266
	0.142857	2.108590
	4.608177	3.151354
	2.609851	0.911322
	6.017733	3.175426
	1.673320	1.501111
	1.460593	5.461092
	0.324443	6.400758

APPENDIX 6.

ANALYSES	J. HT(T)	J. HT(P)
	3.538607	3.750000
	4.318004	1.083473
	1.750000	5.661385
	2.363516	2.672612
	4.989444	1.171700
	5.128226	7.313071
	1.043498	2.142857
	4.427189	6.714286
	3.713070	4.063777
	3.086975	3.211586
	2.032002	4.714045
	1.131371	6.114296
	3.905633	3.254723
	4.274180	3.542914
	5.176592	2.688774
	2.076881	5.898907
	2.840188	5.266852
	3.054236	2.121320
	3.780756	4.128375
	5.335784	0.801784
	5.588006	1.405564
	3.328201	6.215189
	0.267261	0.508001
	2.000000	0.337526
	1.312785	3.845077
	2.030259	1.234427
	4.109975	3.983438
	1.264911	4.647580
	3.100868	6.539886
	1.109400	2.516611
	1.543033	3.159293
	7.111888	6.685632
	2.545584	4.532899
	2.142857	4.626814
	1.986799	1.780172
	0.392232	4.110961
	1.474420	5.252257
	3.015113	4.647580
	3.812464	0.288675
	4.572005	0.534522
	4.409586	0.404520
	4.417410	1.732051
	4.965212	2.565558
	0.366508	5.062896
	0.208514	5.374012
	5.554921	2.645751
	4.635863	5.500000
	4.003204	2.832353
	2.022600	2.966954
	2.334869	7.102765
	4.003786	0.870388
	5.578319	0.254000
	3.833491	4.063777
	3.401480	6.555556
	2.393775	4.755564
	5.921443	0.356034
	1.905159	6.230642
	5.584068	4.572005
	3.054236	6.363961
	3.538607	1.920553
	3.200922	4.272392
	4.608177	4.318004
	2.660532	1.250000
	3.576237	0.762001
	0.428571	2.781518
	5.249512	1.785687
	5.588006	1.195229
	5.340517	1.664479
	4.093146	3.348938
	5.588006	4.541869
	3.538152	3.207135
	1.575677	4.000000
	3.515101	4.481291
	1.979899	2.500000
	4.330127	3.000000
	4.714045	1.477098
	0.700140	2.496151
	5.285714	3.713070

TABLE 6.1

Junior headteachers' perceptions of HRDI
items by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	4	2	1	8	0	4	1	1	5
TEACHERS	2	1	2	4	0	7	0	7	3
PARENTS	2	4	7	1	0	5	3	3	1
TOTALS	8	7	10	13	0	16	4	11	9 (78)

TABLE 6.2

Secondary headteachers' perceptions of HRDI
items by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	4	1	1	9	2	5	1	2	1
TEACHERS	4	2	1	6	0	5	0	4	4
PARENTS	3	2	8	2	0	4	3	3	1
TOTALS	11	5	10	17	2	14	4	9	6 (78)

TABLE 6.3

Junior and Secondary headteachers' perceptions
of HRDI items by combined role type situations

ROLE TYPE SITUATIONS	Junior headteachers	Secondary headteachers
0	8	11
1 + 2	17	15
3 + 4	13	19
5 + 6	20	18
7 + 8	20	15
	(78)	(78)

TABLE 6.4

Junior and Secondary headteachers' perceptions
of HRDI items by combined role type situations

ROLE TYPE SITUATIONS	Junior headteachers	Secondary headteachers
2 + 3 + 5	39	41
1 + 4 + 6	11	11
1 + 3 + 7	31	31
2 + 4 + 8	19	20
	(78)	(78)

TABLE 6.5

Junior headteachers' perceptions of HRDI items by leadership dimension and combined role type situation

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	2	1	3
MEMBERSHIP	1	0	0	2	3
REPRESENTATION	1	4	1	1	2
INTEGRATION	1	3	2	2	4
ORGANIZATION	0	1	2	5	1
DOMINATION	0	2	1	4	2
COMMUNICATION	1	3	4	2	2
RECOGNITION	2	0	1	1	2
PRODUCTION	2	1	0	2	1

(78)

TABLE 6.6

Secondary headteachers' perceptions of HRDI items by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	3	1	2
MEMBERSHIP	2	0	3	1	0
REPRESENTATION	1	6	1	0	1
INTEGRATION	2	3	2	2	3
ORGANIZATION	1	0	0	6	2
DOMINATION	0	2	2	3	2
COMMUNICATION	2	1	6	2	1
RECOGNITION	2	0	1	1	2
PRODUCTION	1	0	1	2	2

(78)

LARGE SCHOOL HEADS(X) SMALL SCHOOL HEADS (o)

APPENDIX 7

ANALYSIS	L.MT(T)	L.MT(P)
	3.009646	1.059370
	6.677947	5.594831
	3.470652	7.064764
	4.672384	4.565641
	6.184143	3.862358
	8.140806	5.870719
	2.032602	4.000000
	4.276140	6.196773
	4.387843	3.544745
	3.666623	3.893314
	2.886751	4.251502
	1.664479	6.114015
	2.906888	5.040028
	4.695743	3.076936
	6.194225	1.912366
	0.325396	4.170288
	3.900067	4.824306
	1.285493	2.944810
	5.812382	4.224217
	5.661385	0.516398
	7.509344	2.424571
	4.153736	6.967576
	0.868243	2.046580
	5.145492	1.293548
	0.235702	1.626978
	4.000000	3.200922
	4.000000	4.727082
	2.100403	5.555554
	5.253351	6.755755
	1.414214	0.220863
	0.000000	0.000000
	7.890454	7.944544
	1.838290	6.550855
	5.000000	4.391092
	1.016001	2.858853
	1.568529	6.067299
	2.425356	4.734272
	4.905779	5.067146
	5.000000	0.254000
	2.053272	0.862682
	2.555556	1.270171
	5.800000	0.525396
	7.921140	0.421657
	2.465459	4.477687
	2.838853	7.588007
	1.280110	5.000000
	6.764655	7.313071
	5.456496	4.058856
	2.789043	3.961774
	1.218544	7.675226
	4.217757	1.581139
	4.214045	0.465071
	5.434014	5.817506
	4.041452	7.258303
	2.193931	6.053272
	6.139679	2.465859
	4.024422	6.802819
	6.934761	5.801316
	4.076197	6.594558
	5.200422	3.441236
	4.719863	4.120655
	5.808889	5.892100
	5.916579	2.829503
	5.248575	3.441667
	1.967767	4.895743
	7.002012	0.534522
	6.182518	5.040028
	5.212880	2.587702
	4.960308	4.905616
	7.313485	4.120655
	5.760699	2.254885
	1.505460	5.533809
	5.988870	3.740699
	2.141799	1.888889
	5.658115	2.852799
	2.984810	0.524142
	0.288675	4.290000
	0.412082	6.982972

APPENDIX 7

ANALYSIS	SMHT(T)	SMHT(P)
	5.000000	4.676675
	7.116943	1.372813
	2.502173	7.833495
	3.183144	4.395661
	6.111041	2.372321
	6.127946	8.770580
	1.568203	0.917663
	5.656854	7.233165
	3.385724	5.860853
	3.285714	3.576237
	0.800000	3.511885
	0.536056	4.061281
	2.384989	4.510671
	3.796283	2.885608
	6.047432	3.681638
	0.792118	6.549190
	3.316625	4.157609
	4.075196	1.873172
	5.237274	4.529108
	7.492686	2.201394
	7.192404	2.525573
	3.127716	6.259907
	0.404041	0.194116
	2.177599	1.425393
	0.585206	5.003702
	5.535534	2.223782
	5.680376	6.184881
	1.524002	6.822423
	3.333974	7.947590
	1.888889	2.645751
	3.638034	3.841749
	4.275554	9.508061
	3.535534	6.672461
	3.849742	5.081063
	3.145492	1.523019
	1.897367	5.820855
	0.942804	5.448077
	5.114806	7.183154
	5.628276	1.012579
	5.775459	1.890571
	5.910625	2.060839
	6.933752	2.372895
	7.058578	3.188533
	1.726088	6.708204
	0.000000	6.423641
	7.306770	3.708735
	5.495844	6.111041
	3.152943	5.000000
	2.649495	2.394566
	1.982441	8.574214
	5.987642	2.944345
	7.192904	1.523019
	5.175473	4.254502
	6.934741	8.300149
	3.842784	6.272727
	6.807580	2.000000
	2.400347	7.443871
	7.431695	6.768734
	5.244944	7.890454
	2.982403	3.566502
	6.039850	4.707859
	5.569675	6.359354
	3.127716	0.825137
	4.146140	1.787266
	1.394972	4.001316
	7.327042	2.886751
	6.467007	1.554057
	7.576030	1.193118
	6.148170	3.950850
	6.200400	6.417436
	4.460308	4.088311
	0.768350	3.081862
	4.950822	6.350853
	1.832542	4.926949
	5.811489	3.628276
	3.726207	0.561951
	1.376494	2.357023
	2.836833	4.664005

TABLE 7.1

Small school headteachers' perceptions of HRDI
items by role type situation and role sector.

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	3	1	1	9	0	5	1	2	4
TEACHERS	0	3	3	6	0	6	1	4	3
PARENTS	1	5	9	1	0	3	3	2	2
TOTALS	4	9	13	16	0	14	5	8	9 (78)

TABLE 7.2

Large school headteachers' perceptions of HRDI
items by role type situation and role sector.

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	2	2	1	10	3	4	1	1	2
TEACHERS	3	2	3	5	0	6	0	5	2
PARENTS	1	5	8	3	0	3	1	4	1
TOTALS	6	9	12	18	3	13	2	10	5 (78)

TABLE 7.3

Small and large school headteachers perceptions of HRDI items
by combined role type situations.

ROLE TYPE SITUATIONS	Small school headteachers	Large school headteachers
0	4	6
1 + 2	22	21
3 + 4	16	21
5 + 6	19	15
7 + 8	17	15
	(78)	(78)

TABLE 7.4

Small school and large school headteachers' perceptions
of HRDI items by combined role type situations.

ROLE TYPE SITUATIONS	Small school headteachers	Large school headteachers
2 + 3 + 5	43	43
1 + 4 + 6	14	14
1 + 3 + 7	33	37
2 + 4 + 8	22	20
	(78)	(78)

TABLE 7.5

Small school headteachers' perceptions of HRDI items
by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	4	2	1	2
MEMBERSHIP	0	0	2	2	2
REPRESENTATION	1	7	1	0	0
INTEGRATION	0	3	2	3	4
ORGANIZATION	0	1	2	4	2
DOMINATION	0	3	1	3	2
COMMUNICATION	0	3	4	2	3
RECOGNITION	2	0	1	2	1
PRODUCTION	1	1	1	2	1

(78)

TABLE 7.6

Large school headteachers' perceptions of HRDI items by
leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	3	1	2
MEMBERSHIP	2	0	3	1	0
REPRESENTATION	0	6	1	0	2
INTEGRATION	0	4	4	0	4
ORGANIZATION	1	2	1	4	1
DOMINATION	0	3	2	2	2
COMMUNICATION	1	2	5	3	1
RECOGNITION	1	1	1	2	1
PRODUCTION	1	0	1	2	2

(78)

APPENDIX 8.0

Items by Role	Role Type Situation 0			Role Type Situation 1			Role Type Situation 2			Role Type Situation 3			Role Type Situation 4			Role Type Situation 5			Role Type Situation 6			Role Type Situation 7			Role Situation 8		
	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P	C	T	P
127 53																											
228 54									X	X	X	X															
329 55											X	X															
430 56																											
531 57																											
632 58																											
733 59																											
834 60																											
935 61																											
1036 62																											
1137 63																											
1238 64																											
1339 65																											
1440 66																											
1541 67																											
1642 68																											
1743 69																											
1844 70																											
1945 71																											
2046 72																											
2147 73																											
2248 74																											
2349 75																											
2450 76																											
2551 77																											
2652 78																											

APPENDIX 8

ANALYSES	BMNT(T)	BMNT(P)
3.333333	1	1.285714
5.986586	+	0.149071
3.370999	+	6.456234
3.833401	+	3.285714
4.521815	+	2.218801
6.273807	+	4.923660
1.946657	+	1.859339
4.115966	+	4.767571
1.540308	+	3.640679
3.530090	+	2.710687
0.447214	+	0.816497
2.309401	+	4.725217
2.335130	+	2.323790
3.175426	+	2.660532
4.060812	+	1.285714
0.437595	+	3.741657
3.938355	+	3.456096
3.810317	+	2.251705
4.422459	+	3.452379
4.543441	+	1.341641
5.741146	+	2.694080
3.538607	+	4.431294
0.447214	+	2.359071
3.220644	+	0.640184
0.164309	+	1.820364
2.468854	+	2.030259
4.216602	+	4.643716
0.480384	+	3.646675
3.614784	+	5.335494
2.713602	+	1.432078
0.164309	+	1.046657
4.096006	+	6.812733
1.183216	+	5.715476
3.362891	+	4.142857
1.622214	+	2.654955
1.091099	+	3.889087
2.309401	+	3.919647
4.323460	+	4.937707
3.812464	+	0.538816
4.489479	+	1.043448
3.376237	+	2.218801
4.157609	+	2.939874
5.662609	+	1.109600
0.000000	+	4.157609
0.250000	+	3.887710
5.778429	+	2.750000
4.423259	+	4.841347
2.595543	+	3.000000
1.785887	+	2.351130
2.132007	+	5.980645
3.400000	+	1.511858
4.428571	+	0.140028
3.478505	+	3.752777
4.160251	+	4.935820
1.896245	+	4.481291
4.807620	+	1.088662
2.479705	+	4.106050
5.500000	+	2.993821
3.882401	+	4.180039
1.808384	+	2.771435
5.939193	+	3.298575
3.910359	+	3.810317
3.571429	+	0.884652
3.015113	+	1.441376
1.285714	+	2.218801
6.142857	+	1.761410
4.898979	+	0.980196
4.816990	+	1.386750
5.345225	+	1.870829
5.077464	+	4.296234
5.202470	+	2.309401
1.717911	+	4.064004
3.640679	+	2.884572
2.271100	+	1.405564
5.604485	+	2.959320
2.660532	+	0.000000
0.353553	+	2.342606
0.707107	+	5.773503

APPENDIX 8

ANALYSIS	OUT. HT(T)	OUT. HT(P)
4.560052		4.203808
7.780074		1.281556
2.916235		8.380887
4.180078		5.244944
7.623931		3.770272
7.897065		9.266137
1.702044		2.839119
5.775939		8.241955
5.500185		5.692100
1.585646		4.478343
3.157409		5.478775
0.200000		7.509553
2.421197		4.905779
5.084752		3.283219
7.603783		3.985573
0.169031		6.680767
3.535534		5.277790
4.926019		2.574410
6.434283		5.148767
8.231912		0.777029
8.638684		2.475411
3.790491		8.221503
1.288804		0.088736
2.395863		1.862761
0.384900		4.531579
4.746538		5.214550
3.427093		8.292853
2.777778		4.490974
4.805372		8.964588
1.053609		1.290924
3.040626		2.244570
9.669876		10.183130
1.798120		7.243551
5.222245		5.515277
2.586131		1.979525
2.238068		7.442872
1.251086		6.414270
5.642881		7.181818
5.694264		0.381585
6.738174		1.678363
4.899852		1.347151
8.058230		0.507093
8.915735		1.647509
1.535534		6.814366
1.850339		8.966496
8.510498		5.266852
7.364597		8.139288
3.878654		5.687387
3.432465		3.781177
1.360878		9.825113
6.474981		2.966954
7.305141		1.473372
5.125893		8.010808
6.699645		10.323708
5.931668		7.669940
7.818393		3.034885
5.790451		9.120083
8.548747		6.655174
5.396607		9.333353
4.080600		3.931668
4.772471		5.318432
7.120393		7.670511
3.559076		2.209379
4.350314		3.509381
0.240021		5.860853
8.082239		1.876630
7.659423		3.144902
7.718519		2.267787
5.938574		4.251201
8.064173		6.144239
5.246651		3.933660
0.658505		2.785430
5.199469		6.789029
1.876630		4.805372
6.090440		3.610630
3.958114		0.880322
1.251086		4.001316
3.220470		6.090909

APPENDIX 8

OUT, NT(T)	OUT, NT(P)
ANALYSIS	
4.549058	4.203808
7.786076	1.281536
2.916235	8.380887
4.180978	5.244944
7.623031	3.770272
7.897065	9.264137
1.782086	2.830110
5.775059	8.241955
5.500185	5.692100
3.585086	4.478343
3.157409	5.878775
0.200000	7.509553
2.421187	4.905779
1.084752	3.283219
7.603783	3.983573
0.169011	6.880767
3.535534	5.277700
4.926019	2.574410
6.454283	5.148767
8.231932	0.777029
8.638686	2.479411
3.790451	8.221503
1.288804	0.088736
2.395863	1.862761
0.384900	4.531579
4.744538	1.214550
3.427093	8.292853
2.777778	8.400974
4.805372	8.944588
1.053609	1.290904
3.040026	2.244570
9.669876	10.183130
1.798120	7.243551
5.222245	5.315277
2.586131	1.079525
2.238088	7.442822
1.251086	6.414270
5.642881	7.181818
3.694264	0.381385
4.738174	1.678363
4.899852	1.347151
8.058230	0.507093
8.915735	1.647509
1.535534	6.814306
1.854339	8.968496
4.510498	5.266852
7.364547	8.139287
3.878654	5.687388
3.432465	3.781177
1.360878	9.825113
6.474981	2.966954
7.305141	1.873172
5.125803	8.010408
8.699645	10.323708
1.931688	7.469940
7.818303	3.034885
5.790451	9.120083
8.548747	6.655174
5.396407	9.333333
4.000400	3.931668
4.772471	5.318432
7.120393	7.670511
3.559026	2.209379
4.350414	3.309381
0.290021	5.860853
8.082239	1.878630
7.654423	3.144902
7.718519	2.267787
5.938574	6.251201
8.064123	6.144239
5.294651	3.933660
0.638505	2.785430
5.109469	8.789029
1.878630	4.805372
6.090440	3.610830
3.938114	0.080322
1.251086	4.001316
3.220470	6.090909

TABLE 8.1

Inner-ring school headteachers' perceptions of HRDI
items by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	6	0	1	8	1	5	2	2	1
TEACHERS	2	2	2	4	0	6	1	6	3
PARENTS	3	2	6	1	0	5	4	4	1
TOTALS	11	4	9	13	1	16	7	12	5

(78)

TABLE 8.2

Outer-ring school headteachers' perceptions of HRDI
items by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	2	2	1	11	2	3	1	1	3
TEACHERS	2	4	4	5	0	8	0	2	1
PARENTS	0	6	10	2	0	2	2	2	2
TOTALS	4	12	15	18	2	13	3	5	6

(78)

TABLE 8.3

Inner and outer-ring school headteachers' perceptions of HRDI items
by combined role type situations.

ROLE TYPE SITUATIONS	Inner-ring school headteachers	Outer-ring school headteachers
0	11	4
1 + 2	13	27
3 + 4	14	20
5 + 6	23	16
7 + 8	17	11
	(78)	(78)

TABLE 8.4

Inner and outer-ring school headteachers' perceptions
of HRDI items by combined role type situations.

ROLE TYPE SITUATIONS	Inner-ring school headteachers	Outer-ring school headteachers
2 + 3 + 5	38	46
1 + 4 + 6	12	17
1 + 3 + 7	29	35
2 + 4 + 8	15	23
	(78)	(78)

TABLE 8.5

Inner-ring school headteachers' perceptions of HRDI items
by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	2	2	2
MEMBERSHIP	1	0	1	3	1
REPRESENTATION	1	5	1	0	2
INTEGRATION	1	2	2	2	5
ORGANIZATION	2	0	1	6	0
DOMINATION	0	2	1	4	2
COMMUNICATION	1	1	5	2	3
RECOGNITION	2	0	1	2	1
PRODUCTION	3	0	0	2	1

(78)

TABLE 8.6

Outer-ring school headteachers' perceptions of HRDI items
by leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	5	3	1	0
MEMBERSHIP	1	1	3	1	0
REPRESENTATION	0	7	1	0	1
INTEGRATION	1	4	3	1	3
ORGANIZATION	0	2	2	4	1
DOMINATION	0	3	1	4	1
COMMUNICATION	0	3	4	3	2
RECOGNITION	2	1	1	1	1
PRODUCTION	0	1	2	1	2

(78)

APPENDIX 9

O. NT(T)		O. NT(P)	
ANALYSES			
3.558004	1	3.262755	1
6.846753	+	1.546041	+
3.019318	+	7.118653	+
5.670652	+	4.129483	+
5.590170	+	3.444444	+
7.263771	+	5.874780	+
1.032796	+	1.408406	+
4.626814	+	7.071068	+
2.849014	+	5.076479	+
3.182278	+	3.904344	+
0.883452	+	2.857738	+
1.000000	+	5.616377	+
2.193931	+	2.857738	+
4.248529	+	3.262755	+
5.405989	+	3.117691	+
0.618853	+	4.981990	+
2.201398	+	4.162919	+
3.040026	+	1.428869	+
4.153736	+	4.431294	+
5.097866	+	0.246183	+
6.068731	+	2.994345	+
2.108590	+	6.114015	+
1.732051	+	0.341882	+
1.745743	+	2.394566	+
0.707107	+	2.812720	+
3.905633	+	2.750000	+
4.737555	+	8.063391	+
0.404520	+	5.427093	+
4.013213	+	6.614378	+
1.585188	+	1.650274	+
5.395499	+	3.487772	+
7.600000	+	7.366788	+
0.620174	+	6.625892	+
5.542914	+	4.230144	+
2.250000	+	2.429494	+
2.190890	+	6.196773	+
0.984732	+	4.882401	+
4.816990	+	6.437263	+
2.528103	+	0.124035	+
5.381335	+	2.372321	+
4.500335	+	1.605910	+
5.616377	+	2.620712	+
4.798772	+	1.724088	+
1.843909	+	4.002903	+
2.857738	+	6.785955	+
4.900012	+	4.003204	+
4.882401	+	6.150853	+
2.794003	+	4.250000	+
3.254934	+	3.796120	+
1.183216	+	6.082972	+
5.773503	+	2.844050	+
6.456563	+	0.549803	+
5.708735	+	5.158920	+
5.735393	+	7.246316	+
2.680281	+	5.157106	+
4.882472	+	0.639602	+
2.277770	+	4.130751	+
4.534974	+	3.975335	+
4.076197	+	4.807380	+
1.731941	+	2.717465	+
2.587987	+	4.081379	+
4.838087	+	4.717282	+
4.429108	+	2.300457	+
3.824732	+	1.341641	+
2.305049	+	3.249683	+
4.037384	+	2.897728	+
4.672384	+	1.054093	+
5.348707	+	1.888889	+
4.417261	+	4.050814	+
6.323466	+	4.898979	+
2.768875	+	3.487429	+
1.434274	+	3.906832	+
4.564358	+	4.638124	+
2.626129	+	2.182621	+
4.215189	+	2.966954	+
2.963635	+	0.000000	+
1.386730	+	3.880570	+
0.277350	+	6.187983	+

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ANALYSES	Y. HT(T)	Y. HT(P)
	4.391092	2.770142
	6.947576	0.200000
	3.092083	7.799204
	4.146140	4.612860
	6.677987	2.717465
	6.930785	8.913376
	2.528103	3.262755
	5.347391	6.413001
	4.772127	4.467915
	3.741657	3.538152
	2.592379	4.811252
	1.091089	6.538530
	3.030458	4.723678
	4.230144	2.713602
	6.733753	2.653614
	1.140647	5.806832
	5.019011	4.752708
	5.232490	3.302372
	6.754309	4.530522
	8.023913	2.060839
	7.677159	1.969464
	4.848732	6.006367
	0.426401	1.837117
	3.506882	0.368230
	1.053370	3.931660
	3.628276	2.629505
	4.080079	5.000000
	3.100888	5.097866
	4.467915	8.088934
	1.732051	1.000000
	0.258199	0.500000
	8.541986	9.853177
	4.837355	6.399449
	5.196152	5.287913
	2.085521	1.909572
	1.333333	5.669467
	2.324453	5.715476
	5.196152	5.902918
	4.123106	0.917663
	6.463947	0.497519
	4.088311	1.745743
	7.118052	0.292770
	8.161057	1.068004
	2.311587	6.337502
	0.192450	6.051595
	7.631672	4.525483
	7.167829	7.023508
	3.787253	4.817730
	2.225496	2.525343
	2.030254	9.200000
	4.522670	1.952834
	5.838604	1.492405
	6.960508	6.871673
	5.454824	8.770580
	3.450340	7.061788
	6.111041	3.718640
	4.162825	8.000971
	7.818393	6.130731
	5.744944	7.514451
	2.425356	4.000000
	6.000000	4.767313
	6.532796	7.746316
	2.494700	1.031421
	3.666667	3.629331
	1.755617	5.455447
	8.191418	0.727607
	7.964544	5.383578
	7.552593	1.865992
	6.604001	4.772127
	7.129062	5.669467
	5.775459	7.984810
	0.872872	3.055050
	4.610084	5.616377
	1.414214	4.510671
	5.276562	3.542914
	3.735523	0.093250
	2.828427	2.667892
	3.362422	5.481281

TABLE 9.1

Older headteachers' perceptions of HRDI items
by role type situation and role sector.

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	1	1	1	10	1	2	1	4	3
TEACHERS	4	3	2	6	0	5	0	5	2
PARENTS	1	5	8	1	0	4	3	4	1
TOTALS	6	9	11	17	1	11	4	13	6

(78)

TABLE 9.2

Younger headteachers' perceptions of HRDI items
by role type situation and role sector

ROLE SECTOR	0	1	2	3	4	5	6	7	8
CHILDREN	3	1	2	11	2	3	1	1	4
TEACHERS	3	3	3	4	0	7	0	3	2
PARENTS	0	7	9	2	0	1	2	1	3
TOTALS	6	11	14	17	2	11	3	5	9

(78)

TABLE 9.3

Older and younger headteachers perceptions of HRDI items
by combined role type situations

ROLE TYPE SITUATIONS	Older headteachers	Younger headteachers
0	6	6
1 + 2	20	25
3 + 4	18	19
5 + 6	15	14
7 + 8	19	14
	(78)	(78)

TABLE 9.4

Older and younger headteachers' perceptions of HRDI
items by combined role type situations.

ROLE TYPE SITUATIONS	Older headteachers	Younger headteachers
2 + 3 + 5	39	42
1 + 4 + 6	13	16
1 + 3 + 7	39	33
2 + 4 + 8	18	25
	(78)	(78)

TABLE 9.5

Older headteachers' perceptions of HRDI items by
leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	4	3	1	1
MEMBERSHIP	1	0	3	1	1
REPRESENTATION	1	6	1	0	1
INTEGRATION	1	3	2	2	4
ORGANIZATION	1	1	2	3	2
DOMINATION	0	2	0	4	3
COMMUNICATION	0	3	4	2	3
RECOGNITION	2	1	1	1	1
PRODUCTION	0	0	2	1	3

(78)

TABLE 9.6

Younger headteachers' perceptions of HRDI items by
leadership dimension and by combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	5	3	1	0
MEMBERSHIP	2	1	3	0	0
REPRESENTATION	0	6	1	0	2
INTEGRATION	2	4	2	0	4
ORGANIZATION	0	2	2	4	1
DOMINATION	0	2	2	3	2
COMMUNICATION	0	3	4	2	3
RECOGNITION	2	0	1	2	1
PRODUCTION	0	2	1	2	1

(78)

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ANALYSIS	P. NT(T)	P. NT(P)
	3.405551	4.286607
	6.567207	1.279204
	3.373804	8.510360
	4.153736	4.780914
	5.811989	2.121320
	6.158603	8.744195
	2.215647	1.053370
	4.826005	7.114963
	3.273244	5.591861
	3.042435	5.538607
	2.037014	4.677667
	1.025645	6.331738
	3.373096	3.448652
	3.019318	3.007160
	6.394812	3.629331
	0.976187	5.288454
	3.273268	3.762561
	3.273268	1.818275
	4.503332	3.491190
	7.060181	1.462614
	7.632517	2.151411
	3.262755	5.965953
	0.108465	0.963456
	1.646464	0.470360
	0.679366	5.510398
	3.679023	2.629503
	5.431783	6.184145
	2.393775	5.742430
	5.025179	7.242860
	1.053370	2.097618
	2.852799	3.254934
	7.187515	9.141627
	5.491190	6.947576
	5.434930	3.275268
	2.254885	1.847367
	2.333333	5.410583
	1.780172	5.807304
	5.662209	6.313433
	4.031592	0.801929
	5.748657	2.335296
	4.133992	5.523549
	6.292853	3.448652
	7.437088	1.941741
	2.740641	5.570860
	0.784465	6.527290
	7.584309	3.354895
	5.668667	5.964809
	3.500000	4.520264
	2.943920	2.694501
	1.422214	8.684112
	5.824552	1.870424
	5.965588	1.240991
	5.287913	3.487429
	4.465987	7.801398
	4.345991	4.510398
	6.484597	4.350642
	3.666067	7.141325
	6.735753	5.004346
	3.537971	7.481167
	2.215647	5.794733
	5.636549	4.899852
	4.914350	7.800000
	3.262755	0.632456
	5.170376	3.411211
	1.287453	4.960308
	6.695620	5.064124
	5.629888	2.626397
	5.919800	2.650357
	5.288454	4.490731
	6.037034	6.864749
	5.505978	4.097645
	0.232493	7.984810
	3.444444	5.344826
	0.816497	4.467774
	5.578319	2.668774
	2.850357	0.099506
	1.885618	1.385870
	1.481487	5.590170

TABLE 10.1

Male headteachers' perceptions of HRDI items by
role type situation and role sector.

ROLE SECTOR	0	1	2	3	4	5	6	7	8	
CHILDREN	2	1	1	11	2	3	1	2	3	
TEACHERS	3	2	2	5	0	6	0	5	3	
PARENTS	0	3	7	3	0	5	3	4	1	
TOTALS	5	6	10	19	2	14	4	11	7	(78)

TABLE 10.2

Female headteachers' perceptions of HRDI items
by role type situations and role sector.

ROLE SECTOR	0	1	2	3	4	5	6	7	8	
CHILDREN	3	2	1	10	1	4	1	1	3	
TEACHERS	2	3	6	5	0	5	0	4	1	
PARENTS	1	6	10	2	0	1	1	2	3	
TOTALS	6	11	17	17	1	10	2	7	7	(78)

TABLE 10.3

Male and female headteachers' perceptions of HRDI items
by combined role type situations

ROLE TYPE SITUATIONS	Male headteachers	Female headteachers
0	5	6
1 + 2	16	28
3 + 4	21	18
5 + 6	18	12
7 + 8	18	14
	(78)	(78)

TABLE 10.4

Male and female headteachers' perceptions of HRDI
items by combined role type situations.

ROLE TYPE SITUATIONS	Male headteachers	Female headteachers
2 + 3 + 5	43	44
1 + 4 + 6	12	14
1 + 3 + 7	36	35
2 + 4 + 8	19	25
	(78)	(78)

TABLE 10.5

Male headteachers' perceptions of HRDI items by
leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	3	3	1	2
MEMBERSHIP	2	0	3	1	0
REPRESENTATION	0	6	1	0	2
INTEGRATION	1	3	3	1	4
ORGANIZATION	0	0	1	6	2
DOMINATION	0	2	2	3	2
COMMUNICATION	0	2	5	3	2
RECOGNITION	1	0	1	2	2
PRODUCTION	1	0	2	1	2

(78)

TABLE 10.6

Female headteachers' perceptions of HRDI items by
leadership dimension and combined role type situations

LEADERSHIP DIMENSION	Combined Role Type Situations				
	0	1+2	3+4	5+6	7+8
INITIATION	0	4	3	1	1
MEMBERSHIP	1	1	3	1	0
REPRESENTATION	1	6	1	0	1
INTEGRATION	1	4	2	1	4
ORGANIZATION	0	4	2	2	1
DOMINATION	0	5	1	2	1
COMMUNICATION	0	3	4	2	3
RECOGNITION	2	1	1	1	1
PRODUCTION	1	0	1	2	2

(78)

Appendix 11.

Headteacher groups ranked by number of HRDI items perceived as examples of combined role type situations and of each leadership dimension.

TABLE 11.1

Headteacher groups ranked by number of HRDI items
perceived as examples of combined role type situations

ROLE TYPE SITUATIONS

0	1 + 2	3 + 4	5 + 6	7 + 8
Inf. 15	Fem. 28	Mal. 21	Inn. 23	Jun. 20
Inn. 11	Out. 27	Lrg. 21	Jun. 20	Old. 19
Sec. 11	Yng. 25	Out. 20	Sml. 19	Mal. 18
Jun. 8	Sml. 22	Yng. 19	Mal. 18	Inn. 17
Fem. 6	Lrg. 21	Sec. 19	Sec. 18	Sml. 17
Lrg. 6	Inf. 21	Fem. 18	Out. 16	Inf. 16
Old. 6	Old. 20	Old. 18	Old. 15	Lrg. 15
Yng. 6	Jun. 17	Sml. 16	Inf. 15	Sec. 15
Mal. 5	Mal. 16	Inn. 14	Lrg. 15	Yng. 14
Sml. 4	Sec. 15	Jun. 13	Yng. 14	Fem. 14
Out. 4	Inn. 13	Inf. 11	Fem. 12	Out. 11
(82)	(225)	(190)	(185)	(176)
				<u>858</u>

Infant	-	Inf.	Junior	-	Jun.
Inner	-	Inn.	Outer	-	Out.
Small	-	Sml.	Female	-	Fem.
Older	-	Old.	Younger	-	Yng.
Secondary	-	Sec.	Large	-	Lrg.
Male	-	Mal.			

TABLE 11.2

Headteacher groups ranked by number of HRDI items
perceived as examples of each leadership dimension

ROLE TYPE SITUATION 0

INITIA- TION	MEMBER- SHIP	REPRES- ENTATION	INTEGRA- TION	ORGANIS- ATION	DOMINA- TION	COMMUNI- CATION	RECOGNI- TION	PRODUC- TION
FEM. 0	MAL. 2	FEM. 1	INF. 3	INF. 2	INF. 1	SEC. 2	INF. 4	INN. 3
MAL. 0	LRG. 2	INN. 1	SEC. 2	INN. 2	FEM. 0	INN. 1	FEM. 2	JUN. 2
INN. 0	YNG. 2	SML. 1	YNG. 2	LRG. 1	MAL. 0	INF. 1	INN. 2	FEM. 1
OUT. 0	SEC. 2	OLD. 1	FEM. 1	OLD. 1	INN. 0	JUN. 1	OUT. 2	MAL. 1
LRG. 0	INF. 2	SEC. 1	MAL. 1	YNG. 1	OUT. 0	LRG. 1	SEC. 2	SML. 1
SML. 0	INN. 1	INF. 1	OLD. 1	JUN. 0	JUN. 0	YNG. 0	JUN. 2	SEC. 1
YNG. 0	OUT. 1	JUN. 1	OUT. 1	SEC. 0	SEC. 0	OLD. 0	YNG. 2	LRG. 1
OLD. 0	JUN. 1	YNG. 0	INN. 1	SML. 0	YNG. 0	SML. 0	OLD. 2	INF. 1
INF. 0	FEM. 1	LRG. 0	JUN. 1	OUT. 0	OLD. 0	OUT. 0	SML. 2	YNG. 0
JUN. 0	OLD. 1	OUT. 0	SML. 0	MAL. 0	SML. 0	FEM. 0	LRG. 1	OLD. 0
SEC. 0	SML. 0	MAL. 0	LRG. 0	FEM. 0	LRG. 0	MAL. 0	MAL. 1	OUT. 0

(0) (15) (7) (13) (7) (1) (6) (22) (11)

TABLE 11.3

Headteachers groups ranked by number of HRDI items
perceived as examples of each leadership dimension

ROLE TYPE SITUATIONS 1 + 2

INITIA- TION	MEMBER- SHIP	REPRES- ENTATION	INTEGRA- TION	ORGANIS- ATION	DOMINA- TION	COMMUNI- CATION	RECOGNI- TION	PRODUC- TION
YNG. 5	YNG. 1	OUT. 7	FEM. 4	FEM. 4	FEM. 5	FEM. 3	FEM. 1	YNG. 2
OUT. 5	OUT. 1	SML. 7	OUT. 4	INF. 3	INF. 4	OUT. 3	OUT. 1	OUT. 1
FEM. 4	FEM. 1	FEM. 6	YNG. 4	OUT. 2	OUT. 3	YNG. 3	LRG. 1	SML. 1
SML. 4	INF. 1	YNG. 6	LRG. 4	YNG. 2	LRG. 3	SML. 3	OLD. 1	JUN. 1
OLD. 4	LRG. 0	MAL. 6	OLD. 3	LRG. 2	SML. 3	JUN. 3	YNG. 0	INF. 1
INF. 4	OLD. 0	OLD. 6	JUN. 3	OLD. 1	YNG. 2	OLD. 3	SML. 0	LRG. 0
JUN. 3	JUN. 0	LRG. 6	SML. 3	JUN. 1	OLD. 2	LRG. 2	JUN. 0	OLD. 0
LRG. 3	SML. 0	SEC. 6	MAL. 3	SML. 1	JUN. 2	MAL. 2	MAL. 0	FEM. 0
SEC. 3	MAL. 0	INF. 5	SEC. 3	MAL. 0	MAL. 2	INF. 1	SEC. 0	MAL. 0
MAL. 3	SEC. 0	INN. 5	INF. 2	SEC. 0	SEC. 2	SEC. 1	INF. 0	SEC. 0
INN. 3	INN. 0	JUN. 4	INN. 2	INN. 0	INN. 2	INN. 1	INN. 0	INN. 0
(41)	(4)	(64)	(35)	(16)	(30)	(25)	(4)	(6)

TABLE 11.4

Headteacher groups ranked by number of HRDI items
perceived as examples of each leadership dimension

ROLE TYPE SITUATION 3 + 4

INITIA- TION	MEMBER- SHIP	REPRES- ENTATION	INTEGRA- TION	ORGANIS- ATION	DOMINA- TION	COMMUNI- CATION	RECOGNI- TION	PRODUC- TION
SEC. 3	SEC. 3	SEC. 1	LRG. 4	JUN. 2	SEC. 2	SEC. 6	SEC. 1	MAL. 2
MAL. 3	MAL. 3	MAL. 1	OUT. 3	OUT. 2	MAL. 2	MAL. 5	JUN. 1	OUT. 2
FEM. 3	FEM. 3	FEM. 1	MAL. 3	YNG. 2	YNG. 2	LRG. 5	MAL. 1	OLD. 2
OUT. 3	OUT. 3	INN. 1	YNG. 2	OLD. 2	LRG. 2	INN. 5	FEM. 1	LRG. 1
LRG. 3	OLD. 3	OUT. 1	OLD. 2	SML. 2	FEM. 1	YNG. 4	INN. 1	SML. 1
OLD. 3	YNG. 3	LRG. 1	JUN. 2	FEM. 2	OUT. 1	OLD. 4	OUT. 1	SEC. 1
YNG. 3	LRG. 3	SML. 1	SML. 2	LRG. 1	JUN. 1	JUN. 4	SML. 1	INF. 1
SML. 2	SML. 2	OLD. 1	SEC. 2	INN. 1	SML. 1	SML. 4	LRG. 1	YNG. 1
INN. 2	INF. 2	YNG. 1	INN. 2	MAL. 1	INN. 1	OUT. 4	OLD. 1	FEM. 1
INF. 2	INN. 1	INF. 1	FEM. 2	INF. 1	OLD. 0	FEM. 4	YNG. 1	INN. 0
JUN. 2	JUN. 0	JUN. 1	INF. 1	SEC. 0	INF. 0	INF. 3	INF. 0	JUN. 0

(29) (26) (11) (25) (16) (13) (48) (10) (12)

TABLE 11.5

Headteacher groups ranked by number of HRDI items perceived as examples of each leadership dimension

ROLE TYPE SITUATION 5 + 6

INITIA- TION	MEMBER- SHIP	REPRES- ENTATION	INTEGRA- TION	ORGANIS- ATION	DOMINA- TION	COMMUNI- CATION	RECOGNI- TION	PRODUC- TION
INN. 2	INN. 3	INF. 1	SML. 3	SEC. 6	JUN. 4	LRG. 3	MAL. 2	SEC. 2
SEC. 1	JUN. 2	JUN. 1	SEC. 2	INN. 6	INN. 4	MAL. 3	INN. 2	INN. 2
JUN. 1	SML. 2	SEC. 0	INN. 2	MAL. 6	OLD. 4	INF. 3	LRG. 2	LRG. 2
OUT. 1	SEC. 1	INN. 0	INF. 2	JUN. 5	OUT. 4	OUT. 3	SML. 2	SML. 2
LRG. 1	OUT. 1	OUT. 0	OLD. 2	LRG. 4	MAL. 3	SEC. 2	YNG. 2	JUN. 2
OLD. 1	OLD. 1	OLD. 0	JUN. 2	SML. 4	SEC. 3	OLD. 2	SEC. 1	YNG. 2
YNG. 1	LRG. 1	YNG. 0	FEM. 1	YNG. 4	YNG. 3	INN. 2	FEM. 1	FEM. 2
SML. 1	FEM. 1	LRG. 0	OUT. 1	OUT. 4	INF. 3	YNG. 2	OLD. 1	OLD. 1
FEM. 1	MAL. 1	SML. 0	MAL. 1	OLD. 3	SML. 3	JUN. 2	OUT. 1	OUT. 1
MAL. 1	INF. 1	FEM. 0	LRG. 0	FEM. 2	LRG. 2	SML. 2	INF. 1	MAL. 1
INF. 1	YNG. 0	MAL. 0	YNG. 0	INF. 2	FEM. 2	FEM. 2	JUN. 1	INF. 1

(12) (14) (2) (16) (46) (35) (26) (16) (18)

TABLE 11.6

Headteacher groups ranked by number of HRDI items
perceived as examples of each leadership dimension

ROLE TYPE SITUATION 7 + 8

INITIA- TION	MEMBER- SHIP	REPRES- ENTATION	INTEGRA- TION	ORGANIS- ATION	DOMINA- TION	COMMUNI- CATION	RECOGNI- TION	PRODUC- TION
JUN. 3	JUN. 3	JUN. 2	INN. 5	SEC. 2	OLD. 3	INF. 4	SEC. 2	OLD. 3
SEC. 3	SML. 2	MAL. 2	MAL. 4	MAL. 2	MAL. 2	FEM. 3	JUN. 2	INF. 2
INF. 2	INN. 1	INN. 2	INF. 4	SML. 2	SEC. 2	OLD. 3	MAL. 2	LRG. 2
MAL. 2	OLD. 1	YNG. 2	LRG. 4	OLD. 2	SML. 2	YNG. 3	OUT. 1	OUT. 2
INN. 2	INF. 0	LRG. 2	OLD. 4	INF. 1	YNG. 2	SML. 3	INF. 1	FEM. 2
LRG. 2	YNG. 0	OUT. 1	JUN. 4	FEM. 1	LRG. 2	INN. 3	FEM. 1	MAL. 2
SML. 2	LRG. 0	FEM. 1	SML. 4	YNG. 1	INN. 2	OUT. 2	INN. 1	SEC. 2
FEM. 1	OUT. 0	OLD. 1	FEM. 4	LRG. 1	JUN. 2	JUN. 2	SML. 1	SML. 1
OLD. 0	FEM. 0	SEC. 1	YNG. 4	OUT. 1	OUT. 1	MAL. 2	YNG. 1	YNG. 1
YNG. 0	MAL. 0	INF. 1	OUT. 3	JUN. 1	FEM. 1	LRG. 1	OLD. 1	JUN. 1
OUT. 0	SEC. 0	SML. 0	SEC. 3	INN. 0	INF. 1	SEC. 1	LRG. 1	INN. 1

(17) (7) (15) (43) (14) (20) (27) (14) (19)

APPENDIX 12.

Appendix 12 shows the 44 items which meet the required adequate stimulus weighting.

Each item is located in the role type situation classification which it illustrates.

Mean response scores (\bar{x}) and variance scores (σ^2) for headteachers' role conceptions (H) and attributed expectations (T) and (P) are shown.

Median variance scores for (H), (T) and (P) are reported at the bottom of the last Table.

High and low consensus - H and L - are derived from the median variance scores.

By imposing exact limits upon the five-interval response scale, it is possible to describe headteachers' role conceptions and role expectations as 'mandatory', 'preferential' or 'unresolved'. The diagram below indicates the exact limits and the terminology used to describe the data.

1	2	3	4	5	
AM	PS	MMN	PSN	AMN	
0.5	1.5	2.5	3.5	4.5	5.5
positive mandatory	positive preferential	unresolved	negative preferential	negative mandatory	
positive direction			negative direction		

APPENDIX 12.

ITEM NO.	ROLE TYPE SITUATION 0								
	(H)			(T)			(P)		
	\bar{x}	σ^2		\bar{x}	σ^2		\bar{x}	σ^2	
23	2.14	0.768	L	2.19	0.597	H	2.09	0.743	L
30	3.07	1.214	L	2.94	0.984	L	2.95	0.655	H
	ROLE TYPE SITUATION 1								
9	2.10	1.121	L	1.78	0.815	L	2.58	1.328	L
32	2.71	1.120	L	1.92	1.017	L	3.79	1.149	L
34	1.65	0.398	H	1.42	0.307	H	1.98	0.506	H
61	2.49	1.084	L	2.14	1.054	L	2.94	1.260	L
69	3.78	1.060	L	3.23	1.075	L	4.18	0.930	L
70	3.16	1.599	L	2.49	1.258	L	3.72	1.543	L
	ROLE TYPE SITUATION 2								
6	2.99	1.395	L	3.78	1.313	L	2.03	1.147	L
29	3.12	0.987	L	3.51	1.193	L	2.25	1.285	L
53	2.25	0.441	H	2.52	0.468	H	1.91	0.489	H
54	2.95	0.772	L	3.37	0.727	L	2.13	0.903	L
58	2.26	0.770	L	2.97	0.916	L	1.86	0.688	L
59	2.56	0.675	H	2.94	0.744	L	2.01	0.687	H
62	2.72	0.779	L	3.13	0.747	L	2.24	0.621	H
73	2.31	0.682	L	2.60	0.710	L	1.91	0.491	H

APPENDIX 12.

ITEM NO.	ROLE TYPE SITUATION 3								
	(H)			(T)			(P)		
	\bar{x}	σ^2		\bar{x}	σ^2		\bar{x}	σ^2	
4	2.08	0.610	H	2.38	0.730	L	2.43	0.683	H
8	1.23	0.194	H	1.51	0.350	H	1.69	0.568	H
10	1.10	0.107	H	1.27	0.279	H	1.28	0.294	H
14	2.60	0.676	L	2.91	0.702	H	2.87	0.800	L
17	3.36	0.786	L	3.62	0.832	L	3.73	0.853	L
19	1.59	0.420	H	1.94	0.582	H	1.86	0.508	H
22	1.88	0.629	H	2.11	0.624	H	2.50	1.028	L
27	1.20	0.215	H	1.43	0.328	H	1.55	0.465	H
38	1.31	0.250	H	1.59	0.425	H	1.72	0.479	H
46	1.11	0.103	H	1.49	0.355	H	1.29	0.248	H
47	1.33	0.466	H	1.73	0.604	H	1.82	0.635	H
75	1.58	0.466	H	1.93	0.534	H	1.76	0.401	H
	ROLE TYPE SITUATION 4								
3	2.80	1.845	L	2.51	1.377	L	1.82	0.878	L

APPENDIX 12

ITEM NO.	ROLE TYPE SITUATION 5								
	(H)			(T)			(P)		
	\bar{x}	s^2		\bar{x}	s^2		\bar{x}	s^2	
20	1.46	0.460	H	1.93	0.583	H	1.50	0.397	H
39	1.45	0.413	H	1.65	0.482	H	1.49	0.420	H
40	2.01	0.899	L	2.48	0.861	L	1.88	0.676	H
43	2.62	1.417	L	3.47	1.399	L	2.48	1.134	L
52	1.78	0.504	H	2.24	0.722	L	1.72	0.533	H
	ROLE TYPE SITUATION 6								
68	4.18	0.879	L	3.61	1.155	L	4.31	0.847	L
76	3.15	1.370	L	2.77	1.313	L	3.17	1.260	L

APPENDIX 12

ITEM NO.	ROLE TYPE SITUATION 7									
	(H)			(T)			(P)			
	\bar{x}	s^2		\bar{x}	s^2		\bar{x}	s^2		
12	1.81	0.678	L	1.91	0.646	H	2.44	1.132	L	
28	1.46	0.372	H	1.37	0.291	H	1.84	0.633	H	
36	1.12	0.121	H	1.18	0.168	H	1.44	0.387	H	
37	1.54	0.615	H	1.66	0.672	H	1.95	0.844	L	
72	2.33	0.590	H	2.36	0.564	H	2.57	0.697	L	
ROLE TYPE SITUATION 8										
16	2.53	1.299	L	2.43	0.900	L	2.00	0.724	L	
50	4.76	0.328	H	4.81	0.362	H	3.97	1.126	L	
65	2.35	1.099	L	2.28	0.750	L	2.01	0.958	L	

Median variance

(H) = 0.676

Median variance

(T) = 0.710

Median variance

(P) = 0.688