A Descriptive Study of the Leadership Styles of School Business Officials in Selected Michigan School Districts

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A DESCRIPTIVE STUDY OF THE LEADERSHIP STYLES OF
SCHOOL BUSINESS OFFICIALS IN SELECTED
MICHIGAN SCHOOL DISTRICTS

by

Daniel S. Gilmore

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
April 1984
A DESCRIPTIVE STUDY OF THE LEADERSHIP STYLES OF
SCHOOL BUSINESS OFFICIALS IN SELECTED
MICHIGAN SCHOOL DISTRICTS

Daniel S. Gilmore, Ed.D.
Western Michigan University, 1984

This study described the leadership style of school business officials employed by Michigan school districts with an enrollment range between 5,000 and 20,000 students. The population was comprised of 68 public school districts.

The dependent variable of leadership style and the independent variables of age, experience, professional orientation, and enrollment size were investigated. The basis for a predominant leadership style was also established.

Leadership style was defined as the extent to which the leader is concerned about (a) task or production, and (b) people or relationships. Various theories focusing on the dimensions of concern for task and concern for people were reviewed. Blake and Mouton's (1964) Managerial Grid and associated style taxonomy was selected for this study since it provided the enhancements of a scale and an additional style classification (5,5 moderate concern for task and people) when compared to other quadrant approaches.

A researcher-designed instrument to gather personal data was attached to the Style of Management Inventory (SMI). The SMI was used to collect data on leadership style. These questionnaires were mailed to the population with a response rate of 70.6%.
No relationship was found between the leadership style and the independent variables of age, experience, professional orientation, and enrollment size. Blake and Mouton's style classification of 5,5, used by 52.1% of the respondents, was established as the predominant leadership style.
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ACKNOWLEDGMENTS

This study and academic degree were the result of inspiration, hard work, personal sacrifice, direction, and most importantly, support. I would like to dedicate this accomplishment to my father, Daniel W. Gilmore, who challenged and inspired me, almost 20 years ago in one of our many father-and-son chats, to set and complete significant goals in life. That "chat," still well remembered, has been a primary motivational force in my career and educational endeavors.

Although highly inspired, completion of this goal would not have been possible without the continued support of family, friends, and interested faculty members. My wife, Katherine, and close friends Dr. Dave Myers, Marilyn Giannangeli, and Jim Gambino were always there when things got tough. Their love, friendship, support, and confidence were invaluable. Supportive faculty members Smidchens, Sheffer, Munsterman, and Kryszak all demonstrated the highest level of professionalism and genuine interest in their students. These dedicated professionals went "the extra mile" and never refused a request for help.

Finally, I would like to acknowledge the support received from Mrs. Betty Mitschang and Dr. Gene Megiveron of Lake Shore Public Schools, Dr. Wallace Piper, MSBO, and the school business officials who responded during the data gathering phase of the study, for without them, this study would not have been possible.

Daniel S. Gilmore

ii
# TABLE OF CONTENTS

ACKNOWLEDGMENTS .......................................................... ii

LIST OF TABLES ............................................................. vii

CHAPTER

I. INTRODUCTION ......................................................... 1
   Statement of the Problem .................................. 2
   Need and Significance of the Study .................. 3
   Limitations of the Study .................................. 5
   Selected Michigan School Districts .................. 5
   The School Business Official ......................... 6
   Overview ....................................................... 6

II. REVIEW OF THE SELECTED LITERATURE ......................... 8
   Dependent Variable—Leadership Style ............... 8
      Definition .................................................. 8
      Theories .................................................. 9
      Ohio State Leadership Research .................. 9
      McGregor's Theory X and Theory Y ............. 11
      Blake and Mouton's Managerial Grid .......... 11
      Likert's Management Systems ................. 12
      Fiedler's Contingency Model .................... 13
      Hersey and Blanchard's Life Cycle Theory .... 14
      Reddin's Three Dimensional Leadership Theory . 14
      Theory and Study Synthesis .................... 15
   Independent Variables ................................. 16

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Table of Contents—Continued

CHAPTER

Age of the School Business Official ........ 16
Experience ....................................... 17
Professional Orientation ...................... 18
Enrollment Size ................................. 19
Predominant Leadership Style ................. 19
Summary ............................................. 20

III. DESIGN AND METHODOLOGY .................. 22

Population of the Study ....................... 22
Instrumentation ..................................... 23
Design and Procedure ............................. 24
Summary ............................................. 27

IV. RESULTS ............................................. 28

General Characteristics of the Population .... 28
Description of the Sample ..................... 28
Leadership Style ................................. 29
Response Rate ..................................... 30
Age ............................................. 30
Experience ....................................... 31
Professional Orientation ...................... 31
Enrollment ....................................... 31
Predominant Leadership Style .................. 32
Test of the Hypotheses .......................... 32
Age ............................................. 32
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Frequency Distributions of Predominant Leadership Style</td>
<td>62</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>64</td>
</tr>
</tbody>
</table>
LIST OF TABLES

1. Age of Leader and Leadership Style .................. 33
2. Experience of Leader and Leadership Style ........... 35
3. Professional Orientation of Leader and Leadership Style ........................................ 36
4. Enrollment Size of School District and Leadership Style .............................................. 36

vii
CHAPTER I

INTRODUCTION

During the 10 years preceding this study, numerous changes occurred in technology, accounting methods, governmental reporting requirements, and enrollment trends that impacted the responsibility areas of the school business official.

Manual and mechanical bookkeeping systems were replaced by computers, improving the speed and control for processing financial information. Ten years ago computers were bulky, expensive, and required specialized programming personnel and large climate-controlled rooms. Today, computers are smaller, faster, much less expensive, user-oriented, and can operate under normal office environmental conditions. These technological advances resulted in widespread acceptance of computers in business office operations.

In 1976, Michigan public school districts were required by the Michigan Department of Education to conform to the accrual (rather than cash) method of accounting, and to adopt a state-wide standardized chart of asset, liability, revenue, and expenditure accounts. Due to the change in accounting method (cash to accrual) and the new chart of accounts, school employees and the public experienced difficulty understanding the financial position of school districts.

Governmental reporting requirements increased during the 10-year period in the areas of school finance, occupational health and safety, worker's compensation, special education, vocational
education, federal projects, and unemployment compensation. Tax limitation and governmental-unit budget legislation (Truth in Taxation and Uniform Budgeting Acts) further required that school districts hold special public hearings and publish financial information prior to the local boards of education taking action on the matters.

Many of Michigan's public school districts during this 10-year period also experienced declining enrollment coupled with dwindling financial resources. The closing and sale of school facilities resulting from enrollment decline was a dramatic turn of events from the school construction and enrollment boom of the 1950s, 1960s, and early 1970s. Just as dramatic was the increased competition between state agencies for funding that had not kept pace with programmatic or inflationary expansion, and the frequency of local school district millage election failures.

As a result of many of these events, Candoli, Hack, Ray, and Stollar (1978) indicated that the school business official would become more visible in the eyes of the education profession and general public due to the leadership function he or she must provide.

Statement of the Problem

As the focus, demands, and expectations intensify on the school business official's function, it becomes increasingly important that exploratory research be performed. Research is available on what the school business official does, but is sadly lacking on how he or she does it. As a result, little is known about those currently
holding the position and how they lead. Is there a predominant leadership style used by these professionals? Do personal characteristics or training background influence their leadership style?

In an unpublished dissertation, Fein (1982) explored the power of the school business official in the decision-making processes of the boards of education in selected Michigan school districts. As part of his recommendations for further research, Fein suggested that the variables of professional orientation, experience, and personal characteristics of school business officials be investigated. Professional orientation referred to the type of education and experience acquired by individuals in the mutually exclusive categories of education and business.

This study investigated the school business official's leadership style in relation to the variables of age, years of experience as a school business official, professional orientation, and district enrollment size.

Need and Significance of the Study

The position of school business official was introduced to public education during the early 1900s, brought about mainly by the consolidation of school districts and the desire for increased accountability. The position evolved from a head-bookkeeper to executive administrator level as a result of increasing technical complexities in the areas of finance, plant operations, transportation, cafeteria services, and collective bargaining. More recently, organizational importance for the position has been maintained due
to new challenges created by the energy shortage, economic recession, declining enrollment, data processing, property tax revolt, and expanded media attention.

The American Association of School Administrators (1971) reported that the school business official has become:

- a highly specialized and important member of the superintendent's administrative team. The effective incumbent in this position today is a leader who is well trained and competent in decision-making. He has high-level managerial responsibilities as well as staff responsibilities as an advisor to the superintendent concerning financial affairs and matters of general importance to the education program. He is at the same time, a specialist in the financial operation of the system, a director of the logistical support component of the system, a consultant and advisor to the instructional and administrative staff, an implementer of innovations in financial planning and operations, a practitioner of good public and human relations, and an active participant in the decision-making and policy-development processes within the system. (p. 72)

As previously indicated, literature is available that describes what the school business official does, but is lacking on how he or she does it. As a leader, the school business official must work with others to accomplish organizational goals. To what extent does he or she balance concern for getting the job done and effectively working with people?

The significance of this study is that it (a) adds to the limited quantity of research on the school business official, (b) adds to existing research on leadership style, (c) provides insight for those aspiring to become school business officials, (d) helps those currently in the profession examine their own leadership style, and (e) assists boards of education and superintendents in the
selection of a school business official whose leadership style would be beneficial to the school district. Research studies were not available that described the leadership style of the school business official with or without the relationship of the aforementioned variables of age, experience, professional orientation, district enrollment size, or style predominance. Replication of previous studies on other educational employee groups (superintendents and principals) provides theoretical significance for this study.

Limitations of the Study

Selected Michigan School Districts

In order to compare school business officials operating under similar conditions, it becomes necessary to limit the study to a specific school district enrollment range. In small school districts (enrollments between 500 and 4,999), the business responsibilities may be shared by the superintendent and building administrators. Large school districts (enrollments above 20,000) tend to have a specialized assistant superintendent level business administrator in purchasing, finance, risk management, operations, and other business functions. Candoli et al. (1978) established an enrollment range of 5,000 to 20,000 students as a medium size school district. Such school districts generally employ a single school business official reporting directly to the superintendent. School business officials in districts of this size tend to be skilled in all phases of business and noninstructional operations.
Medium size school districts in the state of Michigan were selected for purposes of this study since they (a) greatly exceeded the number of large school districts, and (b) employed an individual reporting directly to the superintendent to assume major responsibility for business-oriented services.

The 1980-81 Bulletin 1011, Analysis of Michigan Public School Revenues and Expenditures (Michigan Department of Education, 1982) was used to locate the 69 school districts falling within the student enrollment range parameters. One school district was excluded since it employed the researcher, thereby leaving 68 school districts for the population of the study.

The School Business Official

Titles for the position of the school business official vary from district to district. The most common titles include Assistant Superintendent for Business, Business Manager, Director of Business, and Controller. For purposes of this study, the school business official will be the central office administrator with responsibility for budgeting, accounting, risk management, maintenance, operations, transportation, cafeteria, and other noninstructional services.

Overview

Chapter I provided an introduction, statement of the problem, need and significance of the study, and limitations of the study. Chapter II will present a review of the literature, Chapter III the
research design and methodology.

Chapter IV will provide the results of the research, and Chapter V offers conclusions and suggested areas for further research.
CHAPTER II

REVIEW OF THE SELECTED LITERATURE

What is leadership style? Is there a predominant leadership style? Do the variables of age, experience, professional orientation, and organization size have any relationship to leadership style? More specifically, how do these factors relate to the school business officials in this study?

Definition

Sergiovanni and Starratt (1979) stated:

By and large experts agreed that leadership style is defined by the extent to which the leader seems to show concern for, focuses on, or seems oriented toward getting work done or accomplishing tasks and the extent to which the leader seems to show concern for, focuses on, or seems oriented toward the needs or feelings of people and his or her relationships with them. (pp. 111-112)

Since this study describes leadership style from the leader's perspective, rather than the perspective of others, the previously stated definition was modified for clarity. Therefore, for purposes of this study, leadership style is the extent to which the leader is concerned for, focuses on, or is oriented toward getting work done or accomplishing tasks and the extent to which the leader is concerned for, focuses on, or is oriented toward the needs or feelings of people and relationships with them. More succinctly stated,
leadership style is the extent to which the leader is concerned about (a) task or production, and (b) people or relationships.

Theories

Research over the last four decades on the relationship of concern for task and concern for people (in chronologic order) included the Ohio State Leadership Research (1945), McGregor's Theory X and Theory Y (1960), Blake and Mouton's Managerial Grid (1964), Likert's Management Systems (1967), Fiedler's Contingency Model (1967), Hersey and Blanchard's Life Cycle Theory (1969), and Reddin's Three Dimensional Leadership Theory (1976). These well-known works shared two common dimensions in leadership style, concern for task and concern for people. Prior to the Ohio State Leadership Research (1945), leadership style was defined on a continuum between concern for task and concern for people. The continuum suggested that increased concern for one dimension would decrease concern for the other dimension.

The theories presented in this chapter were sequenced in chronologic order, one building on the next, and each sharing the common dimensions of concern for task and concern for people.

Ohio State Leadership Research

Significant leadership research on two dimensional leadership was developed by Ohio State University's (OSU) Bureau of Business Research in 1945. The research identified initiating structure and consideration as the two dimensions of a leader's behavior.
Initiating structure referred to "the leader's behavior in delineating the relationship between himself and members of the work-group and endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure" (Halpin, 1959, p. 4). Initiating structure, the leader's concern for task, provided the framework for how the task would be accomplished. Consideration referred to "behavior indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and members of his staff" (Halpin, 1959, p. 4). Consideration, the leader's concern for people, identified the humanistic factor in leadership style.

Prior to the OSU research, leadership style could only be plotted on a continuum at a point between concern for task and concern for people. The OSU leadership research suggested that it could be possible for a leadership style to be both high on concern for task and on concern for people. Consequently, a quadrant approach was selected to graphically portray this concept.

The quadrant approach made it possible to examine the two dimensions (people and task) simultaneously as opposed to the continuum approach. A leader's style could be classified as being (a) high concern people, low concern task; (b) low concern people, low concern task; (c) high concern people, high concern task; or (d) low concern people, high concern task. The leadership continuum only permitted the classifications of (a) higher concern people, lower concern task, or (b) lower concern people, higher concern task.
McGregor's Theory X and Theory Y

McGregor (1960) presented a continuum type theory that suggested leadership style could be either task oriented (Theory X) or people oriented (Theory Y). Theory X classified employees as being dishonest, lazy, concerned about their own self-interests, and only understanding threats and other punitive measures to perform. Theory Y, on the other hand, classified employees as being honest, motivated, goal oriented when committed to organizational goals, and motivated by goal attainment.

Blake and Mouton's Managerial Grid

Blake and Mouton's (1964) Managerial Grid theory refined the Ohio State Leadership Research quadrant approach by developing an 81-cell grid and five leadership style categories. The two-dimensional leadership approach (concern for task and concern for people) was maintained.

The horizontal axis (concern for production) and vertical axis (concern for people) were each scaled from 1 (low) to 9 (high) thereby measuring the leader's degree of concern. The five coordinates and associated leadership style categories included:

1. 1,1 Management. Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

2. 1,9 Management. Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.
3. 5,5 Management. Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

4. 9,1 Management. Efficiency in operations result from arranging conditions of work in such a way that human elements interfere to a minimum degree.

5. 9,9 Management. Work accomplished is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect. (Blake & Mouton, 1964, p. 10)

The significant enhancement to the Ohio State quadrant approach was the addition of a scale, the recognition of a 5,5 classification of leadership style, and the advocacy of a 9,9 leadership style. Ten years later, Blake and Mouton (1974) modified their one best style approach to accommodate the use of other leadership styles based on situational factors.

Likert's Management Systems

Likert (1967) developed a four-system approach to describe leader behavior based on his research of organizations. Essentially the four systems approximated a continuum ranging from high task to high people orientation.

System 1 presented a management system that described an exploitive-authoritative environment. Management had little trust or confidence in subordinates, decision making was at the highest possible level, and the fear of punishment was required to accomplish tasks.

System 2 presented a management system that described a benevolent-authoritative environment. Management acted in a
condescending manner, decisions allowed to be made at lower levels were made within parameters, and some rewards in addition to punishment were used for motivation.

System 3 management described a consultive-democratic environment. Management had a degree of trust and confidence in employees, however made all important decisions at the highest possible level.

System 4 management described a participative-democratic environment. Management had a high degree of trust and confidence in employees and encouraged decentralized decision making. The environment was friendly and communications were unrestricted.

System 1 and System 4 paralleled McGregor's (1960) Theory X and Theory Y, respectively, on the leadership style continuum of people versus task orientation.

**Fiedler's Contingency Model**

Fiedler (1967), in his Contingency Model of Leadership Effectiveness Theory, added a position power dimension to the previously stated people and task dimensions. The inclusion of the power dimension created eight possible conditions that existed between task, people, and position power.

Fiedler postulated that there was no one best mix of the three dimensions that could be used in all situations. Rather than attempt to modify the leader's style, the contingency approach advocated modifying the situation. Situation modification could be performed either by alteration of the environment or selection of a
leader whose mix of the three dimensions was most suited to the situation.

**Hersey and Blanchard's Life Cycle Theory**

In their Life Cycle Theory of Leadership, Hersey and Blanchard (1969) incorporated the four-quadrant task-people approach with a maturity of follower continuum to create a unique approach to the variable relationships. Hersey and Blanchard suggested that as the maturity of the follower increased, the lesser task and greater relationship mix should occur in the leader.

An everyday analogy to this theory would be the parental relationship during the developmental process of the child. When the child was young, the parents created a highly structured environment. As the child matured and relied less heavily on the parents for support, the parents decreased the structure and increased the relationship-oriented environment. Although somewhat simplified, Hersey and Blanchard suggested that such a relationship between the dimensions of task and people was impacted by the third dimension of maturity.

**Reddin's Three Dimensional Leadership Theory**

Reddin (1976/1980) recommended that the dimension of leader effectiveness be added to the previously established dimensions of task and people orientation, along with the contingency approach from Fiedler (1967). Reddin therefore combined the Blake and Mouton (1964) Managerial Grid with the third dimension of leader effectiveness.
effectiveness together with Fiedler's (1967) contingency approach to develop the Three Dimensional Leadership Theory.

A significant aspect of this theory was to establish a continuum between effective leadership style and ineffective leadership style.

Theory and Study Synthesis

Although theorists have attempted to interject a third dimension into the quadrant portrayal of leadership style, a common third dimension cannot consistently be found in the literature, as can the two main dimensions of task and people. Further, for purposes of this study, the contingency model of leadership style was inappropriate in its pure application to the school business official since a requisite of that model includes the flexibility to assign a new leader to a given task based on his or her specific mix of behavioral characteristics. In this study, only one individual is qualified to perform in the position, thereby negating the flexibility to substitute a more suitable replacement in any given situation.

The common characteristics of leadership style throughout the literature review were the dimensions of task and people orientation. The ability to simultaneously measure these two dimensions led the researcher from a continuum approach to a quadrant or grid approach that permitted a simultaneous evaluation of concern for task and people. It was also extremely important that the theory selected for the theoretical basis of the study was one that stood the test of widespread use, peer criticism, and that was supported by
measuring instruments that were both valid and reliable.

Therefore, based on the above, Blake and Mouton's (1964) Managerial Grid was used to measure and categorize the leadership style of school business officials in this study.

Independent Variables

The literature reviewed indicated that some degree of concern for task and concern for people is demonstrated in the behavior of all leaders. To what degree do school business officials believe their behavior demonstrates these characteristics? Fein (1982) recommended that further investigation into personal characteristics of school business officials be undertaken. To what degree do these personal characteristics influence leadership style?

The independent variables selected for the study were age, experience, professional orientation, and district enrollment size. During the literature review, an Educational Resources Information Center (ERIC) search revealed that research on the leadership style of school business officials did not exist. This condition required the researcher to examine research on other administrative positions in order to determine the directionality of the expected relationship between the dependent and various independent variables.

**Age of the School Business Official**

In their study of situational leadership determinants, Filley, House, and Kerr (1976) found that age of the leader was one of several key variables. Stogdill (1974) suggested that age might be
a significant factor in the use of a particular leadership style. Sistrunk and Jenkins (1980) found that younger Mississippi superintendents favored a leadership style approximating Blake and Mouton's (1964) classification of 9,9 as opposed to their older colleagues that preferred 5,5. The difference between the two leadership styles was that the 9,9 placed greater emphasis on leader concern for both task and people.

Based on the literature review, it was hypothesized that younger school business officials would use a leadership style higher in both concern for task and concern for people than their older colleagues.

**Experience**

Filley et al. (1976) suggested that length of experience in the position was also one of the several key situational factors influencing leadership style. Even though the variable of age was investigated, it was assumed that there might or might not be a direct relationship between age and years of experience as a school business official. F. W. Hill (1982) reported that most school business officials began their careers as teachers. From that point, they worked their way into building and, finally, central administration. The alternate, but least used, career path to enter the school business field was directly from a related job in business, industry, government, or service organizations. Although least used, this career path to become a school business official could be faster and could result in a relatively less experienced person holding the
Sistrunk and Jenkins (1980) found the same relationship existed between leadership style and years of experience as they did with the independent variable of age. Their results indicated a greater preference for a leadership style approximating Blake and Mouton's classification of 9,9 for less experienced Mississippi school superintendents than their more experienced colleagues.

It was therefore hypothesized that less experienced school business officials would use a leadership style higher in both concern for task and concern for people than their more experienced colleagues.

**Professional Orientation**

In his study involving school business officials, Fein (1982) found that 37.7% classified themselves as having a business orientation as opposed to the 62.3% who reported having an educational orientation. Fein recommended further research on the impact of this relationship.

Kryszak (1980) examined the leadership style of juvenile court administrators with various educational majors. He hypothesized that those administrators with behavioral science majors would use a more people-oriented leadership style than those with business or law majors. After tabulating results of the educational majors of respondents on the grid (1,9 concern for people and 9,1 concern for task), 75% of the law and business majors were primarily concerned with task as compared to only 50% of the behavioral science majors.
It was therefore hypothesized that school business officials with a business-oriented background would use a leadership style with a higher concern for task than their education-oriented colleagues.

**Enrollment Size**

This study focused on "medium" sized school districts with enrollments ranging from 5,000 to 20,000 students. It was assumed that even within the enrollment range of this study, the number of subordinate administrative positions to the school business official would vary depending on the size of the district. It was further assumed that as the number of subordinate administrative positions increased, the school business official's position would become more generalized. This condition could increase the conceptual and decrease the technical aspects of the position, thereby increasing the tendency for the school business official to become more reliant on subordinate administrators for their technical expertise.

It was therefore hypothesized by the researcher that school business officials in larger districts would use a leadership style with a higher concern for people than their colleagues in smaller school districts.

**Predominant Leadership Style**

Blake and Mouton's (1964) Managerial Grid provides a basis for comparing the various leadership styles of school business officials as well as comparisons with other positions in business, industry,
and government. In a study of Mississippi school superintendents' leadership style, Sistrunk and Jenkins (1980) found that the most frequently used leadership style fell into Blake and Mouton's classification of 5,5 followed closely by the style approximating 9,9. Kryszak's (1980) study of the leadership style of juvenile court administrators indicated that the Blake and Mouton style classification of 1,1 was found to be the most frequently used.

Both studies were able to identify a particular leadership style more frequently used than others. However, the style varied significantly between groups.

**Summary**

This chapter defined leadership style as the extent to which a leader is concerned about (a) task or production, and (b) people or relationships. A review of the literature was presented that began with the Ohio State Leadership Research in 1945 and the development of a leadership style quadrant through the two and three dimensional theories of the present. Based on a variety of factors, Blake and Mouton's (1964) Managerial Grid Theory and leadership style classifications were selected for this study.

Four hypotheses were constructed and a research question developed based on the literature review and the function of the school business official. The directionality of the hypotheses were that:

1. Younger school business officials will use a leadership style higher in both concern for task and concern for people than their older colleagues.
2. Less experienced school business officials will use a leadership style higher in both concern for task and concern for people than their more experienced colleagues.

3. School business officials with a business-oriented background will use a leadership style with a higher concern for task than their education-oriented colleagues.

4. School business officials in larger districts will use a leadership style with a higher concern for people than their colleagues in smaller school districts.

The research question developed as a result of the literature review was whether or not a predominant leadership style existed for school business officials.
CHAPTER III

DESIGN AND METHODOLOGY

This chapter presents the design and methodology used in the study. It includes information on the population, instrumentation, research design, procedure, and statistical technique selected for data analysis.

Population of the Study

The population of the study included all school business officials employed in Michigan K-12 public school districts with an enrollment range of 5,000 to 20,000 students. Excluding one school district (the researcher's employer), 68 school districts fell into this category at the conclusion of the 1980-81 school year.

The school business official was previously defined as the central office administrator with responsibility for budgeting, accounting, risk management, maintenance, operations, transportation, cafeteria, and other noninstructional services. The school districts were selected for the study from Bulletin 1011 compiled by the Michigan State Board of Education (Michigan Department of Education, 1982), and the school business officials' names and titles were located in the 1982-83 Michigan School Business Officials (1982) Membership Directory.

The school districts in the population represented 12% of the state's 574 school districts and 31% of total public school
enrollment in the state of Michigan during the 1980-81 school year.

Instrumentation

Two instruments were used to gather data. The first was a researcher-designed instrument to collect data on the respondent's age, experience, and professional orientation (either business or education). This instrument was attached to the cover of the second instrument.

The second instrument was the Style of Management Inventory, copyrighted by Teleometrics International of Woodland, Texas. This instrument, based on Blake and Mouton's (1964) Managerial Grid, has been used extensively with groups of upper and middle managers.

The Style of Management Inventory (SMI) was developed in 1964 specifically for providing data to coincide with the Managerial Grid classifications of leadership style. After 9 years of use it was revised in 1973 and again 7 years later in 1980. The SMI was used to gather data on the predominant leadership style of each school business official. It is important to recognize the difference between "predominant" and "preferred" leadership style. Predominant leadership style is the behavior most likely to be demonstrated by the leader. Preferred leadership style is the behavior that the leader would rather demonstrate. The SMI permits the researcher to distinguish between predominant and preferred leadership style by providing backup style information.

The backup style information includes style identification and style adherence strength. Since raw scores are converted to
T scores with a scoring mechanism, it is possible to identify whether the preferred leadership style is also the predominant leadership style. In the event that one standard deviation or less existed between preferred and backup leadership style, the backup leadership style was used. This technique identified the behavior that the leader actually demonstrated rather than the behavior that the leader would rather demonstrate.

Comparison scores in the SMI are based on the data of 4,819 managers from business, industry, government, and service organizations. Approximately 24% of the sample came from the top and upper management levels; 30% from middle management; and 12% represented lower management levels. The remaining 34% could not be identified relative to organizational rank. Reliability and validity information supplied by Teleometrics indicated that the SMI underwent three essential steps in development. First, an item analysis was conducted in which each item was correlated with its criterion score. Items were rejected that did not correlate significantly. Second, reliability was measured using the median coefficient of stability which ranged from .69 to .74. The final step was testing construct validity by canonical analysis of the instrument with the Minnesota Multiphasic Personality Inventory.

Design and Procedure

The study was designed to test four research hypotheses related to the leadership style of school business officials:
1. Younger school business officials use a leadership style higher in both concern for task and concern for people than their older colleagues.

2. Less experienced school business officials use a leadership style higher in both concern for task and concern for people than their more experienced colleagues.

3. School business officials with a business-oriented background use a leadership style with a higher concern for task than their education-oriented colleagues.

4. School business officials in larger districts use a leadership style with a higher concern for people than their colleagues in smaller school districts.

A researcher-designed instrument for personal data and a standardized instrument for leadership style data were used to gather the necessary information (Appendix C). Professional endorsement of the study was obtained from Dr. Wallace Piper, Executive Secretary of the Michigan School Business Officials Association (Appendix A). A copy of the endorsement letter was included with the instruments mailed to the school business officials in the study.

The instruments were pilot tested on five school business officials outside of the target population. The purpose of the pilot test was to determine if (a) the instructions to complete the instruments were clear, (b) the items were appropriate for the study, (c) the cover letter and endorsement letter encouraged participation, and (d) the participants had concerns about providing the requested information. In all cases, the pilot test group reported that the
cover letter, endorsement letter, and instruments did not require further modification.

Therefore, the cover letter, endorsement letter, instruments, and self-addressed stamped return envelope were mailed to the 68 school business officials in the study. A code number was placed on each instrument to record returned responses and provide for confidentiality. Two weeks later, a follow-up letter, replacement instrument, and stamped return envelope were mailed to those failing to respond. An additional 2-week period was provided to receive the data from the follow-up respondents. Telephone contacts were made to a random sample of those individuals failing to respond to the follow-up request to determine the reason for not responding.

Personal data (age, experience, and professional orientation) received from the respondents were compiled and raw scores from the SMI were converted to T scores. The T scores provided the actual leadership style information from the Teleometrics scoring mechanism. The various leadership styles (1,1; 1,9; 5,5; 9,1; 9,9) were rank-ordered based on highest to lowest usage for each respondent.

Research Hypotheses 1, 2, 3, and 4 were tested using a 2 x 2 contingency table and the Fisher Exact Probability Test. An alpha level of .01 was used to determine the level of significance. A frequency distribution of predominant leadership style was constructed to determine whether a predominant leadership style existed.

The 2 x 2 contingency tables for Hypotheses 1 and 2 were constructed after determining the median age and experience, respectively, and leadership style. The 2 x 2 contingency table for
Hypothesis 3 was based on either education or business professional orientation, and Hypothesis 4 based on those school districts falling above and below the reported enrollment range median.

Summary

Chapter III presented information on the population of the study, instrumentation, research design, and procedure.

The population was comprised of school business officials employed by 68 Michigan public school districts falling within the enrollment range of 5,000 to 20,000 students. Two instruments were used to collect data following a pilot test. Endorsement of the project was obtained from the Michigan School Business Officials Association.

Hypotheses 1, 2, 3, and 4 were tested by constructing 2 x 2 contingency tables with the Fisher Exact Probability Test using an alpha level of .01. A frequency distribution was constructed to determine the existence of a predominant leadership style.

The testing results are presented in Chapter IV.
CHAPTER IV

RESULTS

This chapter presents the general characteristics of the population, description of the sample, and hypotheses testing. The study was designed to explore the leadership style of a select group of Michigan school business officials, and attempt to identify the relationship of the variables of age, experience, professional orientation, and enrollment size.

General Characteristics of the Population

The population consisted of 1 female and 67 male school business officials employed by Michigan school districts with an enrollment range between 5,000 and 20,000 students. Incumbents in position were central office administrators reporting directly to the superintendent with responsibility for budgeting, accounting, risk management, maintenance, operations, transportation, cafeteria, and other noninstructional services.

During the 1980-81 school year, 69 Michigan school districts fell within this enrollment range; however, one school district was excluded from the study since it employed the researcher.

Description of the Sample

This section presents the findings of the study. The definition of leadership style is reviewed, followed by the questionnaire...
results, a discussion of the independent variables, and predominant leadership style.

Leadership Style

In order to categorize the school business official's degree of concern for task and concern for people, Blake and Mouton's (1964) Managerial Grid classifications were used:

1. 1,1 Management. Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

2. 1,9 Management. Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.

3. 5,5 Management. Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

4. 9,1 Management. Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

5. 9,9 Management. Work accomplished is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect. (p. 10)

Leadership style, as defined, was the extent to which a leader is concerned for task or production, and concerned for people or relationships. The use of the Managerial Grid, as opposed to the leadership continuum, provided a quadrant format for simultaneously measuring the dimensions of concern for task and concern for people.
Response Rate

A researcher-designed questionnaire was developed to gather data on the age, experience, and professional orientation of the population. The Style of Management Inventory was used to identify leadership style. The researcher-designed questionnaire and SMI were pilot tested on five school business officials outside of the target population with a 100% return rate.

On September 23, 1983, 68 instruments were mailed to the identified population of the study. During the 2-week waiting interval, 27 (39.7%) responses were received, requiring implementation of the follow-up procedure. On October 10, 1983, 41 follow-up instruments were mailed to the nonrespondents. The follow-up procedure produced an additional 21 responses for a total return of 48 (70.6%). Telephone contacts with 25% of the nonrespondents revealed two major factors for failing to respond. First, 60% of those contacted did not wish to be compared or evaluated by someone unknown to them; and second, 40% believed that they had numerous other matters of more importance requiring their time. It was believed by the researcher, based on the telephone contacts, that any contribution to the study from this group was unlikely.

Age

The mean age of the population was 43.8 with the median age falling at 41.5 years old and the mode being in the interval 36-40.
The range was 36 years and the standard deviation was 9.6 (Appendix F).

**Experience**

School business officials responding for this study possessed an average of 8.5 years experience. The median years of experience were 7. A distribution of the respondents' years of experience disclosed the mode in the interval 1-5. The range was 26 years and the standard deviation was 6.3 (Appendix F).

**Professional Orientation**

Professional orientation for purposes of this study was the professional training and educational background acquired by the respondents in the mutually exclusive fields of education or business. Fein (1982) reported that Michigan school business officials employed by school districts with an enrollment range between 2,200 and 3,200 students had a greater percentage of educational orientation (62.3%) than business orientation (37.7%). Surprisingly, the school business officials in this study reported a much greater percentage of business orientation (66.7%) than educational orientation (33.3%) when responding to the same question (Appendix F).

**Enrollment**

The enrollment range established in this study for medium size school districts was between 5,000 and 20,000 students. Although the midpoint of this range was 12,500, the asymmetrical distribution
of enrollments lowered the median to 8,133. The mode was in the interval 8,001-9,500, and the standard deviation was 2,936.2 (Appendix F).

**Predominant Leadership Style**

A frequency distribution of reported leadership styles revealed that the majority (52.1%) of school business officials categorized themselves as using a 5,5 leadership style (Appendix G). Previous studies (Kryszak, 1980; Sistrunk & Jenkins, 1980) had indicated that predominant leadership styles also existed in other administrative classifications (5,5 superintendents, and 1,1 juvenile court administrators, respectively).

A redistribution of the data (Appendix G) indicated that 83.3% of the respondents had an equal balance of concern for task and concern for people (leadership styles 1,1; 5,5; 9,9). Only 4.2% were highly task oriented (9,1), and 12.5% highly people oriented (1,9).

**Test of the Hypotheses**

This section presents the test of the hypotheses and is subdivided for each of the independent variables. The Fisher Exact Probability Test was used in each case with the established alpha level of .01.

**Age**

A review of selected literature indicated that it was reasonable to assume that younger school business officials would use a
leadership style higher in both concern for task and concern for people than their older colleagues. The emphasis of the research hypothesis for purposes of testing was that a direct relationship existed between age and leadership style.

Using the Fisher Exact Probability Test, it was determined that support does not exist for the research hypothesis since the probability is .34.

The leadership styles of 9,9 (high concern for task and people) and 1,1 (low concern for task and people) were compared in each group. Although a greater percentage of the younger school business officials (50%) than older school business officials (20%) are classified as 9,9, the difference is not large enough to support the research hypothesis (Table 1).

| Table 1 |
| Age of Leader and Leadership Style |

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Age 41 yrs. and under</th>
<th>42 yrs. and over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>9,9 Style (high task and people)</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>1,1 Style (low task and people)</td>
<td>5</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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Experience

The research hypothesis developed as a result of the selected literature review was that less experienced school business officials would use a leadership style higher in both concern for task and concern for people than their more experienced colleagues. The emphasis of the research hypothesis for purposes of testing was that a direct relationship existed between years of experience as a school business official and leadership style.

Using the Fisher Exact Probability Test, it was determined that support does not exist for the research hypothesis since the probability is .72.

The leadership styles of 9,9 (high concern for task and people) and 1,1 (low concern for task and people) were compared in each group. It was found that although less experienced school business officials have a greater percentage of 9,9 classification (44.4%) than their more experienced colleagues (33.3%), the difference is not large enough to support the research hypothesis (Table 2).

Professional Orientation

A review of selected literature suggested that school business officials with a business-oriented background would use a leadership style with a higher concern for task than their education-oriented colleagues. The emphasis of the research hypothesis for purposes of testing was that a direct relationship existed between professional orientation and leadership style.
Table 2

Experience of Leader and Leadership Style

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>7 yrs. and under</th>
<th>8 yrs. and over</th>
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<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>9,9 Style (high task and people)</td>
<td>4</td>
<td>44.4</td>
</tr>
<tr>
<td>1,1 Style (low task and people)</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Using the Fisher Exact Probability Test, it was determined that support does not exist for the research hypothesis since the probability is .21.

The leadership styles 9,1 (high concern for task) and 1,9 (high concern for people) were compared for each group. It was found that although business-oriented school business officials have a greater percentage of 9,1 classification (50%) than their education-oriented colleagues (0), the difference is not large enough to support the research hypothesis (Table 3).

Enrollment Size

The research hypothesis developed as a result of the selected literature review was that school business officials in larger districts would use a leadership style with a higher concern for people than their colleagues in smaller districts. The emphasis of the research hypothesis for purposes of testing was that a direct
relationship existed between enrollment size and leadership style.
The leadership styles of 1,9 (high concern for people) and 9,1 (high concern for task) were compared for each group (Table 4).

Using the Fisher Exact Probability test, it was determined that support does not exist for the research hypothesis since the probability is .91.

Table 3
Professional Orientation of Leader and Leadership Style

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Professional orientation</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>9,1 Style (high task, low people)</td>
<td></td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>1,9 Style (high people, low task)</td>
<td></td>
<td>2</td>
<td>50.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4
Enrollment Size of School District and Leadership Style

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Enrollment</th>
<th>8,133 students and under</th>
<th>8,134 students and over</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>9,1 Style (high task, low people)</td>
<td></td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>1,9 Style (low task, high people)</td>
<td></td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Summary

The population consisted of 1 female and 67 male school business officials employed by Michigan school districts with an enrollment range between 5,000 and 20,000 students. Following a pilot test, instruments designed to gather leadership style and personal data were mailed to the population with a response rate of 70.6%.

Results of the study indicated that the majority of school business officials (52.1%) used the 5,5 leadership style and that the research hypotheses for leadership style and the variables of age, experience, professional orientation, and enrollment size could not be supported based on the alpha level established by the researcher. A profile, based on median scores, of the school business officials in this study projected a 41.5-year-old male having 7 years of experience, with a business-oriented background, employed by a school district with an enrollment of 8,133 students, using a 5,5 leadership style.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Introduction

This study was designed to: (a) describe the leadership styles of school business officials employed by Michigan school districts with an enrollment range between 5,000 and 20,000 students; (b) investigate and test the relationship between leadership style and the independent variables of age, experience, professional orientation, and enrollment size; and (c) establish a predominant leadership style. Chapter V draws conclusions based on the results of the study and the review of selected literature. It also provides suggestions for future research and a summary of the study.

Conclusions

The conclusion section is organized in the same categories as Chapter II. The dependent variable of leadership style is followed by the independent variables of age, experience, professional orientation, and enrollment size. The research question regarding predominant leadership style and summary are also presented.

Leadership Style

Leadership style, as defined by Sergiovanni and Starratt (1979) and modified by the researcher was the extent to which a leader is
concerned for, focuses on, or is oriented toward getting work done or accomplishing tasks and the extent to which the leader is concerned for, focuses on, or is oriented toward the needs or feelings of people and relationships with them. The theme of task-structure and people-consideration were included in the works of the Ohio State Leadership Research (1945), McGregor's Theory X and Theory Y (1960), Blake and Mouton's Managerial Grid (1964), and Likert's Management Systems (1967).

Various third dimensions added to task and people were suggested by Fiedler (1967), Hersey and Blanchard (1969), and Reddin (1976/1980); however, a common third dimension did not exist among the writers. It was therefore determined that the leadership style dimensions of task and people would be used for purposes of this study.

The Ohio State Leadership Research (1945) suggested that a leader could be both high or low in concern for task and people. This research moved leadership style theorists from the continuum (either-or) approach to a quadrant approach creating the additional categories of high concern for task and people, and low concern for task and people.

Blake and Mouton (1964) refined the leadership style quadrant approach by superimposing a 9-point gridded scale on each axis and adding the style classification of 5,5 (moderate concern for task and people). Since the scale and additional style classification enhanced the precision of the quadrant approach, the Managerial
Grid and associated leadership style classifications were used for purposes of this study.

**Age**

Filley et al. (1976) and Stogdill (1974) suggested that age was a situational factor influencing leadership style. Sistrunk and Jenkins (1980) found that younger Mississippi superintendents favored the 9,9 leadership style classification as opposed to their older colleagues who favored the 5,5 classification.

Based on the selected literature review, the research hypothesis developed was that younger school business officials would use a leadership style higher in both concern for task and concern for people than their older colleagues. Although the percentage of 9,9 classification was greater for the younger group, the difference was not large enough, for purposes of this study, to support the research hypothesis. Based on the findings, it is concluded that even though statistical analysis failed to indicate support for the research hypothesis, it would be inappropriate to conclude (due to the probability of committing a Type II error) that the relationship does not exist.

**Experience**

The selected literature review for the independent variable of experience disclosed similar findings to those for age. The directionality of the hypothesis was based on the study by Sistrunk and Jenkins (1980) suggesting that less experienced superintendents were
9,9 oriented when compared to their more experienced colleagues.

The research hypothesis for purposes of this study was that less experienced school business officials would use a leadership style higher in both concern for task and concern for people than their more experienced colleagues. As found with the variable of age, less experienced school business officials had a greater percentage of 9,9 classification; however, the difference was not large enough, for purposes of this study, to support the research hypothesis. Based on the findings, it is concluded that even though statistical analysis failed to indicate support for the research hypothesis, it would be inappropriate to conclude (due to the probability of committing a Type II error) that the relationship does not exist.

The study did disclose that the group having the most years of experience were not necessarily the same members as the group with the higher years of age.

Since Michigan requires a valid teaching certificate to become superintendent, one must follow the traditional career path through the teaching and administrative ranks toward the superintendency. As F. W. Hill (1982) indicated, an alternate career path was available through business, government, or service organizations for those aspiring to become school business officials. This second career path may be a faster route to the position of school business official than through the educational institution.
Professional Orientation

For purposes of this study, professional orientation was defined as the experience and educational training of the respondent in the mutually exclusive categories of business or education. Fein (1982) reported that 37.7% of the school business officials in his study of small Michigan school districts classified themselves as having a business-oriented professional background. Replicating Fein's questionnaire item regarding the professional orientation of the respondents, it was found that 66.7% classified themselves as having a business-oriented professional background. This finding was contrary to both Fein (1982) and F. W. Hill (1982) who reported that the majority of school business officials had an education-oriented professional background. According to F. W. Hill (1982), the average size school district (nationally) had 2,700 students. The average size school district in Michigan (excluding Detroit) had 2,858. Fein (1982) limited his study to school districts between 2,200 and 3,200 students. Since the school districts selected for this study had a much larger enrollment size (5,000-20,000 students), it can be postulated that candidates with business-oriented backgrounds are more attractive to larger than average school districts.

The research hypothesis constructed for this variable was that school business officials with a business-oriented background would use a leadership style higher in concern for task than their education-oriented colleagues. The percentage of business-oriented school business officials using a 9,1 (high concern for task)
leadership style (50%) was greater than their education-oriented colleagues (0); however, the difference was not large enough, for purposes of this study, to support the research hypothesis. Based on the findings, it is concluded that even though statistical analysis failed to indicate support for the research hypothesis, it would be inappropriate to conclude (due to the probability of committing a Type II error) that the relationship does not exist.

Enrollment Size

The research hypothesis for the variable of enrollment size was that school business officials in larger districts would use a leadership style with a higher concern for people (1,9) than their colleagues in smaller school districts. The enrollment range of the study was 5,000 to 20,000 students, and was designed to be generalizable to school districts in other states within the established enrollment range.

Based on the findings, it is concluded that even though statistical analysis failed to indicate support for the research hypothesis, it would be inappropriate to conclude (due to the probability of committing a Type II error) that the relationship does not exist.

Predominant Leadership Style

Various studies, Sistruck and Jenkins (1980) and Kryszak (1980) found that predominant leadership styles existed in their respective populations. The data in this study also revealed a predominant leadership style. Blake and Mouton's leadership style classification
of 5,5 was found to be used by 52.1% of the school business officials in this study. The least identified leadership style was 9,1 (high concern for task) used by only 4.1% of the respondents.

It was interesting to note that 83.3% of the respondents used a leadership style that equally balanced concern for task and concern for people (9,9; 5,5; and 1,1).

**Summary**

Leadership style was defined as the extent to which a leader is concerned for task and concerned for people. Attempts were made to interject a third dimension; however, no third dimension was as consistent as the primary dimensions of task and people. Blake and Mouton's Managerial Grid and associated style taxonomy was selected for this study since it provided the enhancements of a scale and an additional style classification (5,5 moderate concern for task and people) when compared to other quadrant approaches.

Conclusions reached as a result of hypotheses testing revealed that even though statistical analysis failed to indicate support for the research hypotheses concerning leadership style and the independent variables of age, experience, professional orientation, and enrollment size, it would be inappropriate to conclude (due to the probability of committing a Type II error) that a relationship does not exist. The leadership style category of 5,5 was established as the predominant style, used by 52.1% of the respondents in the study. Over 83% of the respondents used a leadership style that equally balanced concern for task and concern for people. The least
used style category was 9,1.

Since this study was confined to school business officials employed by medium size school districts in Michigan, it would be inappropriate, without further research, to generalize the findings of this study to all school business officials. It is also recommended that any specific organizational condition peculiar to a particular state or school district and not referenced in the literature be thoroughly evaluated prior to generalizing this study.

Recommendations for Future Research

As cited earlier in this study, very limited research is available on how school business officials lead and the personal or background characteristics of the group. Although this study added to that research, there still exists many other areas that should be investigated. Which leadership style is most effective for the position of school business official? Blake and Mouton (1964) suggested the 9,9 leadership style as being most effective for all leaders. Which leadership style is most widely used by successful school business officials? Is one leadership style more effective in certain size districts than in others? Is there a predominant leadership style used by college or university business officials?

This study identified the personal characteristics of age, experience, and professional orientation of school business officials in districts between 5,000 and 20,000 students. What are the personal characteristics of school business officials in school districts outside that enrollment range? Since respondents in this
This study described the leadership style of school business officials employed by Michigan school districts with an enrollment range between 5,000 and 20,000 students. The population was comprised of 68 public school districts.

The dependent variable of leadership style and the independent variables of age, experience, professional orientation, and enrollment size were investigated. The basis for a predominant leadership style was also established.

Leadership style was defined as the extent to which the leader is concerned about (a) task or production, and (b) people or relationships. Various theories focusing on the dimensions of concern for task and concern for people were reviewed. Blake and Mouton's (1964) Managerial Grid and associated style taxonomy was selected for this study since it provided the enhancements of a scale and an additional style classification (5,5, moderate concern for task and people) when compared to other quadrant approaches.

A researcher-designed instrument to gather personal data was attached to the Style of Management Inventory. The SMI was used to collect data on leadership style. These questionnaires were mailed to the population with a response rate of 70.6%.
No relationship was found between leadership style and the independent variables of age, experience, professional orientation, and enrollment size. Blake and Mouton's (1964) style classification of 5,5, used by 52.1% of the respondents, was established as the predominant leadership style.
Appendix A

Endorsement Letter
May 10, 1983

Mr. Daniel S. Gilmore  
Assistant Superintendent for Business Affairs  
Lake Shore Public Schools  
30401 Taylor Street  
St. Clair Shores, MI  48082

Dear Mr. Gilmore:

We are pleased to learn of your interest to pursue a study related to the leadership styles of the school business officials in the State of Michigan.

We understand your study seeks to determine 1) if a predominant leadership style exists and 2) if the variables of age, experience, professional orientation, or enrollment size impact leadership style.

Michigan School Business Officials is honored to endorse this study as the data generated should provide a great deal of valuable information for those interested in the field of educational administration.

We wish you the best in your efforts and if we can be of further assistance please feel free to contact us.

Sincerely,

Wally Piper  
Executive Director  
WP/pd
Appendix B

Cover Letter
September 23, 1983

Dear Fellow School Business Official,

I am in the process of collecting data for the dissertation requirement of my doctoral degree from Western Michigan University and need your help. Currently, little is known about the leadership style of school business officials and whether the variables of age, experience, and professional orientation have any effect. Your responses on the attached questionnaire will greatly impact the outcome of the study.

This study has been endorsed by Dr. Wally Piper of M.S.B.O. I respectfully request that you take about 20 minutes of your time to complete the questionnaire. Your responses, as an individual, will remain strictly confidential. If you have any questions, please feel free to call me collect at (313) 445-4731 or (313) 748-9435. It is important that the questionnaire be returned within the next 10 days. A stamped return envelope has been included for your convenience.

Sincerely,

Daniel S. Gilmore
Assistant Superintendent for Business Affairs

DSG:bjm
Attach.

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Appendix C

Personal Information Questionnaire
PERSONAL INFORMATION QUESTIONNAIRE

1. How old were you on your last birthday? _________

2. How many years have you held the position of school business official in a district between 5,000 and 20,000 students? ______

3. If you had to categorize your professional orientation, which of the following would you choose?

   (Please check (x) the appropriate category)

   _____ training and experience more in the field of business than in education.

   _____ training and experience more in the field of education than in business.
Appendix D

Follow-Up Letter
Dear Fellow School Business Official,

HELP! Two weeks ago, you received a questionnaire on leadership styles of school business officials. This information is necessary to accurately describe and analyze the way we perform as a collective group.

I have attached another copy of the questionnaire for your convenience. Please complete and return it at your earliest convenience. Your help is greatly appreciated.

Sincerely,

Daniel S. Gilmore
Assistant Superintendent for Business Affairs

DSG:bjm

Attach.
Appendix E

Human Subjects Review Approval
August 12, 1983

Mr. Daniel Gilmore
Educational Leadership
College of Education

Dear Mr. Gilmore:

Your research proposal entitled: "Leadership Styles of Michigan School Business Officials" was reviewed by the HSIRB under the category of "expedited review" at its August 10, 1983 meeting. The research proposal was given unanimous approval.

The Board wishes you much success in your efforts.

Sincerely

Chris Koronakos
Chair

cc: Dr. Richard Munsterman
Appendix F

Frequency Distributions of the Independent Variables
### Age of the Leader

<table>
<thead>
<tr>
<th>Range of years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td>2</td>
<td>4.2</td>
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<tr>
<td>31-35</td>
<td>9</td>
<td>18.8</td>
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<td>36-40</td>
<td>12</td>
<td>25.0</td>
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<td>41-45</td>
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<td>10.4</td>
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<tr>
<td>46-50</td>
<td>5</td>
<td>10.4</td>
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<tr>
<td>51-55</td>
<td>9</td>
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</tr>
<tr>
<td>56-60</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>61-65</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Experience of the Leader

<table>
<thead>
<tr>
<th>Range of years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>19</td>
<td>39.6</td>
</tr>
<tr>
<td>6-10</td>
<td>16</td>
<td>33.3</td>
</tr>
<tr>
<td>11-15</td>
<td>7</td>
<td>14.6</td>
</tr>
<tr>
<td>16-20</td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>26-30</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Professional Orientation of the Leader

<table>
<thead>
<tr>
<th>Professional orientation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>32</td>
<td>66.7</td>
</tr>
<tr>
<td>Education</td>
<td>16</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Leader's School District Student Enrollment

<table>
<thead>
<tr>
<th>Range of students</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,000-6,500</td>
<td>11</td>
<td>22.9</td>
</tr>
<tr>
<td>6,501-8,000</td>
<td>12</td>
<td>25.0</td>
</tr>
<tr>
<td>8,001-9,500</td>
<td>11</td>
<td>22.9</td>
</tr>
<tr>
<td>9,501-11,000</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>11,001-12,500</td>
<td>3</td>
<td>6.3</td>
</tr>
<tr>
<td>12,501-14,000</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>14,001-15,500</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>15,501-17,000</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>17,001-18,500</td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td>18,501-20,000</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

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Appendix G

Frequency Distributions of Predominant Leadership Style
### Predominant Leadership Style

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,9</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>5,5</td>
<td>25</td>
<td>52.1</td>
</tr>
<tr>
<td>9,1</td>
<td>2</td>
<td>4.1</td>
</tr>
<tr>
<td>1,9</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>1,1</td>
<td>9</td>
<td>18.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### Orientation of Leadership Style

<table>
<thead>
<tr>
<th>Leadership style</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task oriented (9,1)</td>
<td>2</td>
<td>4.2</td>
</tr>
<tr>
<td>People oriented (1,9)</td>
<td>6</td>
<td>12.5</td>
</tr>
<tr>
<td>Equally task and people oriented (9,9; 5,5; 1,1)</td>
<td>40</td>
<td>83.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
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