

THE ROLE OF LEADERSHIP STYLE IN THE  
PERCEPTION OF STRESS AMONG HIGH SCHOOL PRINCIPALS

A Dissertation

by

MARK ROBERT GOODMAN

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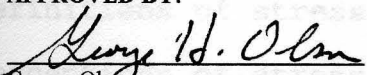
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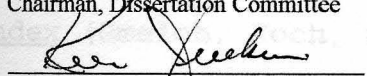
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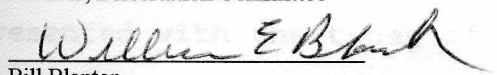
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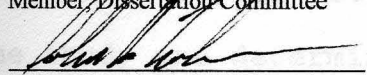
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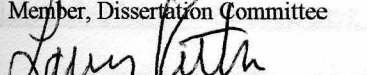
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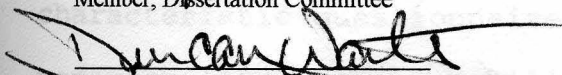
  
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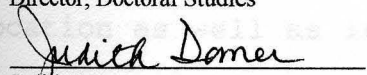
  
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## Abstract

### THE ROLE OF LEADERSHIP STYLE IN THE PERCEPTION OF STRESS AMONG HIGH SCHOOL PRINCIPALS

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In this study the linkage between leadership style and the amount of role-related stress perceived by 300 high school principals in North Carolina and Virginia was examined. The definitions of stress and its effect on principals are discussed. Perceptions of stress are measured by the Administrative Stress Index (Gmelch, Koch, Swent, & Tung, 1982) and divided into four stress factors. Leadership style theories and models are presented with the types of behavior prevalent for those particular styles outlined. Leadership styles of principals in the study are determined by the Leader Effectiveness and Adaptability Description (Hersey & Blanchard, 1982) survey.

In addition, each respondent completed a demographic characteristic questionnaire which portrayed school manageability, school mobility, size of school, and school location as well as individual gender and years of experience. The data acquired from the surveys and the demographic questionnaire were treated with a Multivariate Profile Analysis.

North Carolina principals identified more stressors in every stress situation than did Virginia principals. Information acquired from North Carolina and Virginia Departments of Public Instruction and individuals employed in both states indicates the primary factor affecting subjects' perceptions of stress to be employer reporting structure: North Carolina principals work for two employers, the state and the local board, whereas Virginia principals are hired and paid by the local board and therefore answer only to them.