Principals’ Perceptions of the Barriers and Impediments to Distribute Leadership and Share Decision Making Under an Era of Heightened Accountability: An Exploratory Study Using Q-Technique

By Dr. Michelle Grace Maltempi

INTRODUCTION
Perspective and perceptions are key elements in human behaviors and decision-making. At seven years old and beyond, in which the world becomes less egocentric and more altruistic, we become aware of those around us, as we consider their needs and expectations. Leaders in an organizational structure like an educational system have the cumbersome job of not only basing decisions and behaviors centered upon their own egocentric needs and motives, but they also have the job of considering the many needs of those under their charge.

ANALYSIS / DATA
This study employed both R and Q methodological procedures. In this study a single concept was under analysis.
- This study employed a common factor analysis to reduce the random error and rather, to focus on the shared variance developed by these models.
- This study utilized a Varimax rotation with Kaiser normalization to maximize the variance through a statistically-based rotation.
- Q factor scores were converted to precisely determine the sorting decisions made by respondents.
- The results of the Q-technique step with those produced during the R-based results were combined to analyze conglomerate data.

RESEARCH QUESTIONS
RQ 1: What are the dominant shared viewpoints about distributed leadership held by public high school principals?
RQ 2: What are the main differences and similarities between model viewpoints identified?
RQ 3: How and to what extent are covarying factors associated with identified shared viewpoints?

COVARIATES
(a) Years of experience as a public-school administrator
(b) Years of prior experience as a teacher
(c) Highest level of education
(d) Decade graduated from high school
(e) Views on the effectiveness of distributed leadership

CONCLUSIONS AND SUGGESTIONS FOR FUTURE RESEARCH
When I commenced this study, I believed that there would be some variation among sample subgroups regarding the effectiveness of distributed leadership and of the potential barriers and impediments to implementing this approach. The evidence analyzed and interpreted supported these expectations. The findings of this study highlight the immense influences of culture, school climate, and the hierarchical nature and structure of the educational system on the ability to distribute leadership responsibilities from the perspectives of public high school principals.