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GRADUATE COLLEGE

CHANGES IN THE SELECTION AND RETENTION OF SENIOR HIGH  
SCHOOL PRINCIPALS IN OKLAHOMA 1954 TO 1964

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY


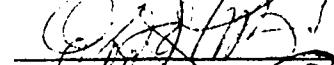
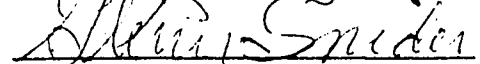
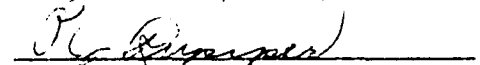

WILLIAM CARSON HAMM

Norman, Oklahoma

1964

CHANGES IN THE SELECTION AND RETENTION OF SENIOR HIGH  
SCHOOL PRINCIPALS IN OKLAHOMA 1954 TO 1964

APPROVED BY

DISSERTATION COMMITTEE

To Linda

Whose inspiration and assistance  
made this study possible

## ACKNOWLEDGMENTS

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CHANGES IN THE SELECTION AND RETENTION  
OF SENIOR HIGH SCHOOL PRINCIPALS  
IN OKLAHOMA 1954 TO 1964

CHAPTER I

INTRODUCTION

Background and Need for the Study

The secondary school principalship was the first administrative position to emerge from our early schools. It began as one of the most unimportant of all educational posts. It was stated by Jacobson, Reavis, and Logsdon, "In addition to teaching and administering his school, he often served as town clerk, church chorister, official visitor of the sick, bell ringer of the church, grave digger, court messenger, and performed other occupational duties."<sup>1</sup>

One of the needs of a good school is a first-rate principal. The attitude of the parents toward the school, the enthusiasm of teachers, and the morale of students are determined in a large part by the leadership provided by the principal.

McVey stated that, "Educational organizations face the recurring problem of selecting capable personnel for administrative positions.

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<sup>1</sup>Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal, (New York: Prentice-Hall, Inc., 1963, p. 491.

Wise selection of personnel is important in all organizations, but it is particularly so in education. The selection of capable individuals who will be effective administrators for the schools presents a problem as great and probably more crucial than that of training them."<sup>1</sup>

The development of the principalship was divided into five stages by Edmonson, Roemer, and Bacon.<sup>2</sup> These five stages are:

1. The principal of the one-room secondary school. He had influence mainly with the pupils in his own classes.
2. When two or more teachers were required in the school, one was designated as head teacher or principal. His chief duty was, aside from teaching class, that of maintaining discipline.
3. As the school continued to grow, several teachers were employed and the responsibilities and influence of the principal expanded.
4. The point was finally reached where the principal was increasingly freed from teaching class duties. He was now in a better position to devote his attention to the school as a whole.
5. As the school enrollment increased still further and many high schools became large and complex organizations, vice-principals, deans, department heads, and clerical help became part of school organization. The principal became more and more the professional leader as details of administration and problems of students were centered in these individuals. His function became that of coordinating the efforts of all individuals under him, integrating the school as a whole, keeping in touch with outside agencies, and devoting attention to professional improvement and progressive programs.

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<sup>1</sup>Richard C. McVey, "Personality: A Key to Administrative Success," Administrator's Notebook, Vol. 5, No. 8, Apr. 1957.

<sup>2</sup>J. B. Edmonson, Joseph Roemer, and Francis Bacon, The Administration of the Modern Secondary School, (New York: The MacMillan Company, 1953), p. 78-79.

In a majority of cases, the principal is nominated by the superintendent of schools, subject to ratification by the board of education. Nominations are made from lists of either eligible persons within the school system or competent persons from outside. However, Jacobson, Reavis, and Logsdon<sup>1</sup> stated that, "In recent years some cities have tended to eliminate from consideration, persons outside the system, or have required a specified number of years of teaching experience in a particular system before an individual may become eligible for a school principalship. This practice automatically excludes many administrators who have already proved their competence elsewhere."

Other methods of selecting the principal are being used today. One such method was briefly described by Read<sup>2</sup> when he said, "If we really believe in the democratic approach to the solution of problems, it would seem inevitable that in making such an important decision as the appointment of a principal, consideration should be given to the opinions and feelings of all groups affected by the appointment." This approach to the selection of a principal used several groups such as the parents of the school concerned, the teaching staff of that school, the entire teaching group, the non-teaching staff, administrators, and the board of education. A representative from each of these groups was selected to be on an advisory committee to assist in the selection of the principal.

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<sup>1</sup>Op. cit., p. 513.

<sup>2</sup>Lawrence F. Read, "Appointing a Principal," The American School Board Journal, (New York: Bruce Publishing Company, July 1959), p. 14.

Studies in educational administration have indicated that the smaller the school system the more likely it was that there would be frequent changes of administrators. There was reason to believe that frequent changes in leadership may have an adverse effect on the continuity and other aspects of the educational program.

The causes of turnover are varied and they are difficult to ascertain. As a result, many studies of administrative turnover have not attempted to deal to any degree with the actual causes of changes in principals.

A great amount of material was available in secondary sources on the organization and purposes of the secondary schools. Much had been written about the curriculum and the psychology of learning. A few studies had been made of the exact status of the official who is chiefly and immediately responsible for the success or failure of this unit.

Two doctoral studies had been made in Oklahoma which dealt with the selection and retention of secondary principals. Rezabek,<sup>1</sup> in 1953, studied the selection and retention of high school principals; and French,<sup>2</sup> in 1954, studied the selection and retention of junior high school principals.

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<sup>1</sup>Bernard V. Rezabek, "Preferred Practices in the Selection and Retention of Senior High School Principals in Oklahoma," Unpublished Doctor's dissertation, University of Oklahoma, 1953, 191 pp.

<sup>2</sup>Harold K. French, "The Selection and Retention of Secondary School Principals in Oklahoma With Emphasis Upon the Junior High School," Unpublished Doctor's dissertation, University of Oklahoma, 1954, 123 pp.

There was a need to make a follow-up study of the selection and retention practices of senior high school principals in Oklahoma because:

(1) Several local and national organizations have been formed and are now working more in this area of selection and retention than previously. Such organizations include the National School Boards Association, established in 1948,<sup>1</sup> the Oklahoma State School Boards Association, formed in 1944<sup>2</sup> but relatively inactive until 1955, and the Oklahoma Commission on Educational Administration, established in 1955.<sup>3</sup> The University of Oklahoma, Oklahoma State University, and the National Association of Secondary Principals have projects with aims to develop instructional leaders through on-the-job training in certain schools. The goal is a principal who understands the change process and has prepared himself to become an effective agent of change. (2) The principal of today is more of a professional leader than he was ten years ago. In many cases, the principal selects the teachers he is to work with, makes the schedule, fills out all necessary reports to the State Department of Education, and operates the total school program. (3) Certification standards for principals are considerably higher at the present time than they were ten years ago. (4) Several school districts have been abolished since the study was made by Rezabek. Larger schools have a better chance of having the better qualified principals apply for a principalship, and these principals should have a likelihood of longer tenure in the position.

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<sup>1</sup>Albert M. Harris, "The Oklahoma State School Boards Association," Unpublished Doctor's dissertation, Oklahoma Agricultural and Mechanical College, 1955, 232 pp.

<sup>2</sup>Ibid., 232 pp.

<sup>3</sup>Oklahoma Commission on Educational Administration, "Annual Report of Oklahoma Commission on Educational Administration," 1958-59, p. 1.



### The Problem

The problem of this study was to determine the current practices used by school districts of Oklahoma in the selection and the retention of senior high school principals and to compare them with those existing twelve years ago.

### Purpose of the Study

The specific purpose of this study was to discover what significant changes have taken place in the practices of selecting and retaining senior high school principals of Oklahoma in the past twelve years and to compare these practices with those existing in the 1952-53 study. It is hoped that these findings will lay a foundation for the improvement of practices in the selection and retention of the senior high school principal.

### Delimitation of the Problem

This study was limited to a survey of selected senior high schools in Oklahoma for the school year 1963-64. Many of the smaller schools in the State do not employ a high school principal as defined by school law.<sup>1</sup> In such schools, the faculty is small, the principal teaches almost full-time, and the superintendent assumes the administrative role for all levels of the system. Therefore, the study was restricted to 213 senior high school districts involving 241 schools, which employ a staff of ten or more high school teachers. These high schools are accredited institutions offering at least thirteen and one half units of credit for the three

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<sup>1</sup>School Laws of Oklahoma, 1963, (Oklahoma City: The State Board of Education, 1963), Art. 1, sec. 18, p. 21.

grades, 10 through 12, or those offering eighteen or more units for the four grades, 9 through 12.<sup>1</sup> One hundred and fifty-two of the 241 senior high schools falling into this classification have North Central accreditation, and all of them have been accredited by the State Department of Education.

At least one school from each of 72 of the 77 counties in Oklahoma has been included in the study. Three counties in the state did not have a high school that employed ten or more teachers, and thus were eliminated from the study. The other two counties did not respond to the questionnaire.

#### Definition and Use of Terms

Selection. The term selection means that intended preference had been used in choosing the principal.

Retention. A term that means deliberate efforts were made by the school administration to encourage the principal to continue in his position.

Administration. A term that refers to the board of education or to any person or group of persons legally delegated to act for the board.

Superintendent of Schools. A term that refers to that person appointed by the board of education to administer the educational program and other affairs of the school district. The terms superintendent, city superintendent, and executive officer are used synonymously.

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<sup>1</sup>Annual Bulletin for Elementary and Secondary Schools, 1963,  
(Oklahoma City: The State Board of Education, 1963), Section VI,  
Regulation c, p. 23.

Principal. As defined by state law,<sup>1</sup> the "principal" shall be:

. . . any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers.

Principalship. A term that refers to the position in any and all schools for which a principal is hired.

Applicant. Any person, who by some appropriate action, signifies his willingness to accept a principalship.

Candidate. Any person who is being seriously considered by the board of education or its representative for the principalship.

Secondary school. This term is used to define both the junior high school and the senior high school.

Senior high school. This term is used to define a secondary school other than the junior high school. The term senior high school and high school are used synonymously.

#### Basic Assumptions Underlying This Study

Certain assumptions seem essential in this study. These assumptions are set forth in order of importance.

1. The pattern or organization of the secondary schools will not tend to alter in any way the information sought.

2. The standards for certification of principals in Oklahoma have been raised; the raising of the standards has possibly changed the selection methods of some school districts.

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<sup>1</sup>School Laws of Oklahoma, 1963, op. cit. p. 21.

3. The techniques and methods used by Rezabek and French in studying the selection and retention of principals can be used with equal reliability today as they were ten years ago.

4. The superintendent selects and the board appoints the senior high school principal.

#### Nature and Sources of Data

The primary data for this study were obtained by the use of a check-list type of questionnaire sent to selected superintendents in the state of Oklahoma. The secondary data were obtained through standard techniques of library research which included professional books in school administration, periodical literature, special reports, bulletins, pamphlets, and other materials. In addition, various library guides and indexes were utilized. Many valuable suggestions were found in unpublished studies and manuscripts. Finally, much information was gathered from the State Department of Education in Oklahoma City. An adequate treatment of secondary sources will be discussed in Chapter II.

#### Method of Research and the Treatment and Interpretation of the Data

The normative survey method of research was used to obtain the primary data since this method was most appropriate for this type of problem and the nature of the primary data needed.<sup>1</sup> The check-list form of questionnaire was the instrument used to secure the data from the superintendents. The content of the questionnaire was changed

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<sup>1</sup>Carter V. Good, A. S. Barr, and Douglass E. Scates, The Methodology of Educational Research, (New York: Appleton-Century-Crofts, Inc., 1941), p. 289.

somewhat from the original used by Rezabek. Minor changes were made in topics I and VII of the original questionnaire. Topics III, IV, V, VI, X, and XII were eliminated from the original questionnaire because they dealt with status of the senior high school principal rather than selection and retention. Topics IV B and IX were added to this questionnaire. These changes, deletions, and additions were made after consulting with the chairman of this committee and principals of the Oklahoma City Public School System. A copy of the questionnaire has been included in the appendix of this volume.<sup>1</sup>

Rezabek mailed his questionnaire to the 197 public school superintendents of Oklahoma's white independent school districts having high school faculties of ten or more teachers. There were 204 such high schools included because some of the districts had more than one senior high school which fell into this category. The total returns from the 197 initial contacts numbered 178, or 90.36 per cent, and represented 185 senior high schools in this category. The present study included all of the senior high schools in Oklahoma which were on the approved list of the State Department of Education having ten or more faculty members. Questionnaires were sent to 213 such districts involving 241 senior high schools. Questionnaires and letters were sent on May 14, 1964;<sup>2</sup> and on May 26, 1964, follow-up letters were sent to those superintendents who had failed to respond to that date.<sup>3</sup>

The total returns from the 213 initial contacts numbered 177, or 83.1 per cent, and every questionnaire was returned in usable form.

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<sup>1</sup>Appendix B, p. 118.

<sup>2</sup>A copy of the letter to superintendents appears in Appendix A, p. 116.

<sup>3</sup>A copy of the follow-up letter is shown in Appendix C, p. 121.

It was felt that this was an adequate sampling for the intended study and no further statistical treatment was necessary. Any questionnaires received after June 6, 1964, were not used in the study.

Table I shows the distribution of the school districts by counties which were used in this study. Since three counties contained no senior high schools having ten or more faculty members, it will be noted that questionnaires were sent to only seventy-four of the seventy-seven counties. The percentages show the proportions of all questionnaires which were sent to each county.

Seventy-two of the seventy-four counties to which questionnaires were mailed, are represented in the study by at least one return. Only two counties failed to respond.

Table II shows the extent of response by number and percentage of all counties in Oklahoma. Forty-nine of the counties, or 63.63 per cent, responded one-hundred per cent. One county, or 1.30 per cent, responded eighty-three per cent; and one, or 1.30 per cent, returned eighty per cent of the questionnaires. Five counties, or 6.50 per cent of the counties, responded seventy-five per cent; one county, or 1.30 per cent of the counties, gave a 71 per cent response; and three counties, or 3.89 per cent of the total, returned sixty-six per cent of the questionnaires. One county, or 1.30 per cent of the counties, responded to sixty per cent of the questionnaires; ten counties, or 12.99 per cent of the counties, gave a fifty per cent return; and one county, or 1.30 per cent of the counties, responded to thirty-three per cent of the questionnaires. Two counties, or 2.60 per cent of the counties receiving questionnaires failed to respond. Three counties were not contacted for this study.

TABLE I

DISTRIBUTION BY COUNTY OF THE 213 SCHOOL  
DISTRICTS RECEIVING QUESTIONNAIRES

County	Number	Per cent	County	Number	Per cent
Adair.....	2	.92	Le Flore.....	4	1.84
Alfalfa....	1	.46	Lincoln.....	4	1.84
Atoka.....	1	.46	Logan.....	1	.46
Beaver.....	2	.92	Love.....	1	.46
Beckham....	3	1.38	Major.....	1	.46
Blaine.....	4	1.84	Marshall.....	2	.92
Bryan.....	4	1.84	Mayes.....	5	2.31
Caddo.....	6	2.78	McClain.....	4	1.84
Canadian...	3	1.38	McCurtain....	4	1.84
Carter.....	5	2.31	McIntosh.....	2	.92
Cherokee...	2	.92	Murray.....	2	.92
Choctaw....	2	.92	Muskogee.....	4	1.84
Cimmaron...	1	.46	Noble.....	1	.46
Cleveland..	4	1.84	Nowata.....	1	.46
Coal*.....	0	.00	Okfuskee.....	1	.46
Comanche...	2	.92	Oklahoma.....	10	4.61
Cotton.....	2	.92	Okmulgee.....	4	1.84
Craig.....	1	.46	Osage.....	7	3.25
Creek.....	3	1.38	Ottawa.....	7	3.25
Custer.....	2	.92	Pawnee.....	2	.92
Delaware...	3	1.38	Payne.....	4	1.84
Dewey.....	3	1.38	Pittsburg....	3	1.38
Ellis*.....	0	.00	Pontotoc.....	3	1.38
Garfield...	2	.92	Pottawatomie.	4	1.84
Garvin.....	6	2.78	Pushmataha...	1	.46
Grady.....	4	1.84	Roger Mills*.	0	.00
Grant.....	2	.92	Rogers.....	4	1.84
Greer.....	2	.92	Seminole.....	4	1.84
Harmon.....	1	.46	Sequoyah.....	3	1.38
Harper.....	2	.92	Stephens.....	4	1.84
Haskell....	1	.46	Texas.....	3	1.38
Hughes.....	2	.92	Tillman.....	3	1.38
Jackson....	1	.46	Tulsa.....	6	2.77
Jefferson..	3	1.38	Wagoner.....	2	.92
Johnston...	1	.46	Washington...	4	1.84
Kay.....	4	1.84	Washita.....	2	.92
Kingfisher.	2	.92	Woods.....	1	.46
Kiowa.....	3	1.38	Woodward.....	2	.92
Latimer....	1	.46			
			Total.....	213	100.00

\*Questionnaires were not mailed to three counties, none of which had a school district with a ten-teacher high school faculty.

TABLE II

DISTRIBUTION OF THE 77 COUNTIES ACCORDING TO  
NUMBER AND PER CENT OF RESPONSE

Per Cent of Response	Number of Counties	Per Cent of Counties
100	49	63.63
83	1	1.30
80	1	1.30
75	5	6.50
71	1	1.30
66	3	3.89
60	1	1.30
50	10	12.99
33	1	1.30
No Response	2	2.60
Not Contacted*	3	3.89
TOTAL	77	100.00

\*Three counties not contacted because they had no ten teacher high school faculty.

The data throughout the chapters are arranged to focus attention upon the practices as reported by the respondents. An interpretation is made in the comments which accompany each table. In these comments an effort has been made to direct attention to the significance of practices presently reported for the senior high school principal as these practices relate to those reported for senior high school principals by Rezabek.



### Overview of the Study

This study is divided into six chapters with the following information in each.

Chapter I. The present chapter contains an introduction which includes the background and need for the study, purpose for the study, the problem, delimitation of the problem, definition and use of terms, basic assumptions underlying the study, nature and sources of data, and method of research and the treatment and interpretation of the data.

Chapter II. This chapter is concerned with a review of related literature for the past ten years.

Chapter III. This chapter is concerned with the basic information gathered from an analysis of item I of the questionnaire.

Chapter IV. This chapter deals with the practices used in selection of high school principals in Oklahoma. It presents the data obtained from respondents to the major headings II through VI of the check-list questionnaire.

Chapter V. This chapter is concerned with the current preferred practices of school districts in retaining the high school principal. The remaining thirty-three items are discussed under the three major headings VII through IX.

Chapter VI. The final chapter attempts to summarize the findings and present certain definite recommendations and conclusions.

## CHAPTER II

### A REVIEW OF RELATED RESEARCH

A survey of the professional literature in education revealed that much material had been written on selection and retention of classroom teachers. A large portion of this material is concerned with teacher evaluation and merit. Because the material on this subject is voluminous and also because the material had been reviewed recently by many doctoral candidates, this chapter will be concerned with only a survey of the literature dealing with practices used in the selecting and retaining of school administrators.

This survey also revealed that numerous texts and professional articles had been written about secondary administration, but only a few, comparably speaking, had been devoted to the high school principal and an even smaller number to the practices of selecting and retaining this administrator.

More had been written in text books in general administration in the past few years concerning the professional role of the principal, but even now in most cases, only a chapter or two are devoted to the administrative details of a secondary school.

There are several types of sources of information concerning selection and retention practices of school administrators. These

sources are: doctoral dissertations; studies and pronouncements by professional administrative organizations at the national, state, and local levels; the joint sponsorship of various educational organizations; articles in periodical literature; and textbooks on secondary administration.

The contribution of doctoral dissertations in this area has been significant. However, many of them are concerned with status studies of administrators throughout the United States. While this type of study is needed from time to time, it is doubtful that the studies of this type make the kind and quality of contribution so badly needed in the two areas of selection and retention.

This review of the literature will cover in most part what has been written on the subject in the past ten years, since Rezabek<sup>1</sup> made a complete survey prior to that time.

#### Selecting and Retaining the Superintendent

Blecha<sup>2</sup> made a study of procedures used in the selection and retention of superintendents in fifty selected small schools. Through this study, he developed the following criteria:

1. The board of education should establish before hand, systematic procedures by which specific responsibilities are assigned to individual board members concerning selection procedures.

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<sup>1</sup>Rezabek, op. cit., 191 pp.

<sup>2</sup>Milo Kasel Blecha, "Study of Procedures Used in the Selection and Retention of Superintendents in Fifty Selected Small Schools," Unpublished Doctor's dissertation, University of Nebraska, 1956, 196 pp.

2. The qualifications and characteristics felt to be desirable in a superintendent should be decided in terms of the needs of the community.
3. The qualifications of the superintendent should be determined in terms of personal experience, professional training, and other experience considered necessary by the boards of education.
4. The salary should be set at a definite amount contingent upon the desired qualifications before applications are received.
5. Desirable candidates should be actively sought by the board.
6. The qualifications desired in the superintendent and their importance to the community and school should be formulated and made available for all prospective candidates.
7. The credentials of the candidate should be studied and a select group of candidates with the best qualifications should be established by the board as a whole.
8. Provisions should be made for a personal interview with the best qualified candidates.
9. The board should obtain accurate and reliable information concerning each candidate.
10. The superintendent should be chosen by unanimous agreement of the board.
11. The board should have provisions by which it evaluates the work of the superintendent.
12. The board should provide and assure the successful superintendent tenure in the office for a prolonged time.

Garber<sup>1</sup> stated that, "Although most teachers in the United States are covered by tenure laws, a relatively small proportion of superintendents, probably not more than 10 to 15 per cent, are apparently covered by such legislation."

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<sup>1</sup>Lee O. Garber, "Tenure for Administrators," The Nations Schools, LVIII (August 1956), p. 49.

Nimnicht<sup>1</sup> made a study of successful superintendents and their leadership ability. He found that by the use of three tests, the Edwards Personal Preference Inventory, Study of Values by Allport, Vernon, and Lindzey, and the California F Scale, it was possible to distinguish between superintendents according to their leadership ability.

A national survey<sup>2</sup> was made in 1958 concerning tenure for superintendents. This survey revealed that sixty-five per cent of the superintendents were in favor of tenure for the chief administrator, 32 per cent were against tenure, and three per cent expressed no opinion. When asked if they thought the superintendent should be placed on probation before getting tenure, 68 per cent expressed agreement, one per cent disagreed, and 31 per cent expressed no opinion.

Spalding and Hummel<sup>3</sup> made a study in which they concluded:

It appears we may generalize that, disregarding present incumbents, the tenure in large superintendencies is tending to increase, but that individually the tenure pattern during the past ten to twenty years has not demonstrated the job stability evidenced during the 1920-30 period.

During the past 25 years, 17 out of 109 terminations were due to dismissal: A rebuttal to the oft-repeated charge that in nine out of ten cases superintendents are forced to resign because of a whim of the school board.

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<sup>1</sup>Glendon P. Nimnicht, "A Study of Successful Superintendents and Their Leadership Ability," Unpublished Doctor's dissertation, Stanford University, 1958, 142 pp.

<sup>2</sup>"Tenure for Superintendents; Opinion Poll," Nations Schools, LXII (August 1958), p. 6.

<sup>3</sup>Willard B. Spalding and Errett Hummel, "How Fares the Superintendent's Tenure," The American School Board Journal, CXXXVIII (September 1958), pp. 37-39.

Puffer<sup>1</sup> made a study of the factors associated with long tenure of school administrators. He found that the size of community bore no markedly significant relationship to long tenure except that fewer superintendents of long tenure were found in extremely small districts having fewer than twenty teachers and no long tenure superintendents were found in districts having fewer than ten teachers. He also found that long tenure in the superintendency does not appear to be associated with high property valuation. Finally, he found that long tenure of the superintendency did not appear to be related to expenditure per pupil.

Puffer's findings on the size of the school district with fewer than ten teachers will bear out the findings in this study, which were that usually the smaller the district, the greater percentage of turnover.

A study made by Bewley<sup>2</sup> attempted to isolate the characteristics of successful school superintendents.

Social and financial stresses in public education have been reflected in an increasing turnover among the nation's school superintendents. The tendency to use the chief administrator of a district as a scapegoat for the public's dissatisfaction with education in general or the local tax rate in particular, will prove a grave stumbling-block in the way of professional upgrading if it cannot be overcome.<sup>3</sup>

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<sup>1</sup>Kenneth H. Puffer, "Factors Associated with Long Tenure of School Administrators in Michigan," Unpublished Doctor's dissertation, University of Michigan, 1959, 241 pp.

<sup>2</sup>Fredrick W. Bewley, "The Characteristics of Successful School Superintendents," Unpublished Doctor's dissertation, University of Southern California, 1960, 152 pp.

<sup>3</sup>Emery Stoops and M. L. Rafferty, Jr., Practices and Trends in School Administration, (Boston: Ginn and Company, 1961), p. 10.

A study made by McLain<sup>1</sup> concerning tenure and attitude of administrators and school board members toward authority revealed that:

1. Long tenure administrators are significantly more authoritarian than short tenure administrators.
2. The school board members of short tenure administrators are more authoritarian than school board members of long tenure administrators.
3. The long tenure administrators are significantly more like their respective school board members than are the short tenure administrators.

Manwaring<sup>2</sup> wrote a dissertation on analyzing the relationship between the processes used by boards of education in selecting superintendents and the congruence of administrative behavioral expectations of board members and final candidates for the position of superintendent. He found there was little relationship among:

1. Accuracy of candidates' awareness of board preferred professional strengths and candidates' personal qualities.
2. Preferred ranking of candidates by board members.
3. Quality of selection process.

Brause<sup>3</sup> identified major factors affecting the dismissal of school superintendents. These were:

1. Failure to carry out board of education instructions or directions.

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<sup>1</sup>John D. McLain, "Relationship Between Administrative Tenure and Attitude of Administrator's and School Board Members Toward Authority," Unpublished Doctor's dissertation, University of Oregon, 1962, 178 pp.

<sup>2</sup>James R. Manwaring, "Selection Processes and Behavioral Expectations for Chief School Administrative Appointees in Four School Systems of New York State," Unpublished Doctor's dissertation, Syracuse University, 1963, 520 pp.

<sup>3</sup>Dorsey W. Brause, "Identification of Major Factors Affecting the Dismissal of School Superintendents," Unpublished Doctor's dissertation, Ohio State University, 1963, 133 pp.

2. Allowing differences on critical issues between himself and the board members to become and remain personal.
3. Failure to favorably interpret and overtly support board of education policies.
4. Publicly expressing criticisms of the board of education or a member thereof.

Todd<sup>1</sup> made a study of administrative tenure and found that:

1. A significant difference did not exist between the administrative tenure of superintendents of high performance school districts and superintendents of low performance school districts.
2. A significant difference did not exist between the administrative tenure of superintendents of "large" school districts and superintendents of "small" school districts.
3. A significant difference did not exist between the administrative tenure of superintendents of "rapid growth" school districts and superintendents of "slow growth" districts.

#### Selecting and Retaining the Elementary School Principal

Hadley<sup>2</sup> offered other information relative to the scope of search for candidates. He said that the search for good candidates should be extended over a wide geographical area. His reasoning was that new ideas are available from other parts of the country. The principalship should not merely be a reward for individuals from within the local school system; it should be an opportunity available to them. The study recommends that sufficient funds should be budgeted to conduct a comprehensive search for candidates.

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<sup>1</sup>Eugene A. Todd, "The Administration of Change: A Study of Administrative Tenure," Unpublished Doctor's dissertation, University of Houston, 1963, 239 pp.

<sup>2</sup>W. M. Hadley, "Selection of School Principals," American School Board Journal, CXXV (July 1952), pp. 25-26.



In Yonkers, New York, according to Templeton<sup>1</sup>, the administration invited applications by sending a written form to the entire teaching staff.

Greene<sup>2</sup> conducted a study concerned primarily with current practices in the selection of elementary school principals, in cities with a population of more than 250,000. Information was obtained concerning methods of selection used in thirty-one large cities. His survey showed that approximately one-half of the cities covered in the study made no public announcement requesting applications; names were submitted for consideration only by supervisors.

Whitaker<sup>3</sup> discussed the procedures developed and followed in choosing a principal in a California community. He stated that his committee first notified the near-by colleges and the interested individuals within the district that the principalship was available. Applications were accepted from both inside and outside the school district. He went on to explain that the local applicants would have preference, all other qualifications being equal, or nearly so.

Practices of selection of school principals were described by Flescher and Morrison<sup>4</sup> in their study conducted within the State of Ohio. They advised that, except for Cincinnati, principalship training programs

<sup>1</sup>A. F. Templeton, "Yonkers System of Selecting Principals," School Executive, LXXI (June 1952), p. 61.

<sup>2</sup>J. E. Greene, "Techniques and Methods in the Selection of Elementary School Principals for Large School Systems," Unpublished Doctor's dissertation, New York University, 1954, 260 pp.

<sup>3</sup>W. E. Whitaker, "How the Committee Chose a New Principal," School Executive, LXXIII (March, 1954), pp. 78-81.

<sup>4</sup>W. R. Flescher and H. S. Morrison, "Current Practices in the Selection of School Principals," Ohio Schools, XXXIV (April 1956), pp. 10-11.

which were related to selection programs were in effect in many systems. Applicants were selected for participation in a training program. These applicants were carried on the rolls as teachers. Their work within the training program was evaluated. This evaluation was part of the determining factor in their appointment to the principalship.

Stapley<sup>1</sup> concluded that the majority of systems do not have a program for identifying prospective elementary school principals and that schools employing a larger number of principals tend to use a greater variety of identification techniques than do those employing fewer principals. He also found that the administration does not tend to inform staff members when it is searching for prospective principals, that systems tend to confine their search for principalship candidates to their own state; and that oral and written tests are the least popular means of selecting a principal.

Ebert<sup>2</sup> stated that these scales, Miller Analogies Test, Minnesota Teacher Attitude Inventory, F Scale, Allport, Vernon, and Lindzey, Study of Values, and Edwards Personal Preference Schedule, are useful for the selection of elementary school principals.

Bronfield<sup>3</sup> made a study which was to identify criteria utilized in selection and appointment of full-time elementary principals. He found

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<sup>1</sup>Howard S. Stapley Jr., "A Study of the Identification, Local Pre-Service Training, Selection, and Orientation of Elementary School Principals in Selected Indiana Schools," Unpublished Doctor's dissertation, Indiana University, 1958, 262 pp.

<sup>2</sup>Francis J. Ebert, "An Empirical Evaluation of Five Tests for the Selection of Elementary School Principals," Unpublished Doctor's dissertation, Stanford University, 1960, 116 pp.

<sup>3</sup>Jack W. Bronfield, "A Study to Identify Criteria Utilized in Selection and Appointment of Full-Time Elementary School Principals in the Commonwealth of Pennsylvania," Unpublished Doctor's dissertation, The Pennsylvania State University, 1962, 155 pp.

that the most important implications relating to colleges dealt with the following:

1. Preference for male administrators.
2. Internship programs.
3. Special education.
4. Status of the elementary principal's position.
5. Academic course areas.

#### Selecting and Retaining Senior High School Principals

The importance of recruitment in the selection process cannot be over-emphasized. It is this phase of the program upon which later selection procedure depends. An eventual choice of one individual from a number of candidates is predicated upon the quality level of the group of applicants attracted to the position originally. A supporting view of this was cited by Greene.<sup>1</sup>

It should be clear that no plan for selecting principals can be fully effective unless there is a plan for attracting candidates. Without plans and procedures for recruitment, the supply of potential appointees necessarily rests largely upon an accidental basis.

The customary pattern in administrator recruitment is classroom teacher, to a type of supervisor, to assistant principal, to principal, to superintendent. This method takes for granted that a superior teacher will usually possess the combination of personality elements and skills which will qualify him for an administrative position.

A study by Burk<sup>2</sup> showed that the internship had favorable effect on sponsoring school systems and co-operating school administrators.

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<sup>1</sup>Greene, op. cit., 260 pp.

<sup>2</sup>James M. Burk, "The Effects of the Internship Program in Educational Administration on Sponsoring School Systems and Co-operating School Administrators in the CPEAMAR," Unpublished Doctor's dissertation, University of Pittsburg, 1956, 308 pp.

Although interns rendered many services to school systems, many administrators stated that the outstanding aspect of the internship was that it caused them to make a self evaluation of current practices. School administrators also received consultant services from interns and members of the university staff.

In studying the practices and procedures in the selection, examination and appointment of secondary school principals, McNamara<sup>1</sup> found that these personal qualities were of vital importance:

1. Character of applicant.
2. Candidate's ability to enlist cooperation.
3. Candidate's intelligence.
4. Candidate's ability to organize.
5. Candidate's ability to make decisions.
6. Candidate's ability to inspire the respect of his fellow workers.

This study also revealed that the greater number of successful candidates had taught in areas of social studies, mathematics, and science prior to being appointed to the principalship.

Morrison<sup>2</sup> studied the selection processes for principalships in Ohio, and he found that generally, an essay examination, an objective test, an interview or an oral examination by a committee or panel, and a field rating and/or related evidence were used.

A study made by Greer<sup>3</sup> indicated that a large majority of the North Carolina Public School Superintendents questioned believed the

<sup>1</sup>Robert A. McNamara, "A Study of the Practices and Procedures in the Selection, Examination, and Appointment of Secondary-School Principals in Pennsylvania," Unpublished Doctor's dissertation, University of Pittsburg, 1956, 168 pp.

<sup>2</sup>Hugh S. Morrison, "Selection Processes for Principalship Position: With Emphasis on Seven City School Systems in Ohio," Unpublished Doctor's dissertation, Ohio State University, 1957, 337 pp.

<sup>3</sup>Frank B. Greer, "The Internship for Prospective School Administrators: A Determination of Best Practices and Proposals for Programs in North Carolina," Unpublished Doctor's dissertation, University of North Carolina, 1958, 262 pp.

internship in educational administration to be practicable and worthwhile and are interested in considering the acceptance of interns by the system. The North Carolina superintendents and college representatives accepted most of the internship practices and provisions considered desirable by those experienced in the operation of internship programs.

Peterson<sup>1</sup> used a series of six tests in attempting to select the best administrators. These tests included: The Miller Analogies Test, which he said was a good predictor for selecting administrators; Contemporary Affairs Test, which was a good predictor; Minnesota Teachers Attitude Inventory, which had little predictive value; Public Opinion Questionnaire, which had little predictive value; Edwards Personal Preference Schedule, where certain variables appeared to be effective for administrative success; and Study of Values, which was related to administrative success.

Briner<sup>2</sup> found that a not commonly defined and accepted procedure was used by public school superintendents to appraise the qualifications of administrative candidates. The three kinds of information within which the administration appraised the qualifications of an administrative candidate were: The physical and character image, levels of professional and personal potential, and levels of demonstrated professional and non-professional competence.

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<sup>1</sup>Ted T. Peterson, "Selecting School Administrators: An Evaluation of Six Tests," Unpublished Doctor's dissertation, Stanford University, 1958, 111 pp.

<sup>2</sup>Conrad Briner, "Identification and Definition of the Criteria Relevant to the Selection of Public School Administrative Personnel," Unpublished Doctor's dissertation, Stanford University, 1958, 171 pp.

Hartsell<sup>1</sup> studied the selection of administrators through role playing. He concluded that role playing situations could be developed which could reveal basic behavioral characteristics of school administrators. However, the basic aim of his study was not realized.

Several studies have been made attempting to discover tests that will predict the administrative success. One such study was made by Boyce<sup>2</sup> when he used the Miller Analogies Test, Minnesota Teacher Attitude Inventory, F Scale, Allport, Vernon, Lindzey, Study of Values, Edwards Personal Preference. The criterion used was the Purdue Rating Scale for administrators and executives. The findings were that all scales are generally useful as measures for screening potentially successful school administrators.

James<sup>3</sup>, using the same series of tests, concluded that the test battery appeared to have utility as a screening device to discriminate between extreme cases--those most likely to be failures and successes--and so reduce the risk in administrator selection procedures.

Hoff<sup>4</sup> made a study that was to make use of case studies to develop a test for examining the problem solving ability of secondary

<sup>1</sup>Charles W. Hartsell, "Role Playing As A Means of Selecting Administrators," Unpublished Doctor's dissertation, University of Tennessee, 1959, 108 pp.

<sup>2</sup>Richard D. Boyce, "An Empirical Evaluation of Five Tests for Administrator Selection: The Composite Study," Unpublished Doctor's dissertation, Stanford University, 1960, 208 pp.

<sup>3</sup>Kenneth R. James, "An Empirical Evaluation of Five Tests for Administrator Selection in A Metropolitan School District," Unpublished Doctor's dissertation, Stanford University, 1960, 158 pp.

<sup>4</sup>Foster H. Hoff, "A Case Study Test and Its Application to the Selection Process for High School Principals: An Exploration of the Use of a Test Dealing With the Ability to Handle Administrative Situations As An Aid in Selecting High School Principals," Unpublished Doctor's dissertation, New York University, 1961, 581 pp.

school principals and to determine the effectiveness of the case study test as an aid in the selection process for secondary school principals.

Descriptions of difficult or embarrassing situations encountered by secondary school principals from a variety of schools were obtained through an extended series of interviews with school personnel.

He stated that there is some evidence that the case study test is capable of distinguishing between principals labeled superior and other groups of people in education, such as, other principals, assistant-principals and guidance counselors, teachers, and college students preparing to teach. He also stated that there is subjective evidence which suggests that certain characteristics which might be associated with superior principals are not identified by the test. Finally, he concluded that it is not possible to recommend use of the case study test for screening purposes in the selection process for secondary school principals. However, he did recommend that the case study test be evaluated further for use in selecting secondary school principals.

In opposition to the use of tests, Koos<sup>1</sup> stated that no one test, or formula, can be used to unerringly select a successful principal, because the degree of his success depends largely upon his situation. It is up to the school district to define its needs, then pick the right man for the right position. The study itself reaches the conclusion that "selection of a principal remains what it always has been--highly complex." "There is really only one test of professionalism, and that is public acceptance."

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<sup>1</sup>Leonard V. Koos, "How to Locate the Best Principal for Your District," School Management, VI (February 1962), p. 56.

Davies<sup>1</sup> wrote on the effects of the internship program in educational administration. He stated that interns should be placed in schools where principals are willing to teach them about school administration. Finally, he suggested that the internship program be made a requirement as part of post-masters degree programs in elementary, secondary, and general school administration.

A recent survey<sup>2</sup> revealed that whatever gains that might be made by rotation of principals would be lost because of lack of continuity within the overall program. Stability comes from having a general plan and seeing it through. If a principal is a professional he will not allow himself to become 'stale'.

Seventy-nine per cent of the replies from an opinion poll by Michigan and Ohio schoolmen stood firmly against the plan of rotating high school principals.

Arguments for and against tenure, according to the survey were:

"Tenure in one school district for a reasonable length of time is mandatory in order for a principal to build, operate, and evaluate a program."

"Rotation should not be a 'cover-up' for incompetence nor a device to permit perpetual community cantankerousness."

"It is stimulating for an administrator to meet new situations. It keeps him from getting into a rut. A principal, remaining in the same school year after year, creates an image that is difficult to change with the existing staff."

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<sup>1</sup>Daniel R. Davies, The Internship in Educational Administration, (Washington, D. C.: The Center for Applied Research in Education, Inc., 1962), 117 pp.

<sup>2</sup>"School Principals Should Stay Put; Balk at Rotation; School Administrators Opinion Poll Findings," The Nations Schools, LXXI (May 1963), p. 24.



Stewart<sup>1</sup> made a study of the criteria used by superintendents in the selection of principals. He found that the superintendents' criteria for selection vary widely but have some common elements among different school systems. He also found that there is high agreement between personal characteristics principals perceive as being responsible for their selection and the actual criteria for selection as reported by superintendents.

The internship method of training administrators is becoming popular throughout the country. Many universities have internship programs, but probably of more significance, The National Association of Secondary-School Principals has supported this method of training administrators.<sup>2</sup>

#### Summary

A review of secondary source material indicated that throughout the United States a basic similarity regarding qualifications sought for in the principal candidate existed. Those responsible for selection sought a person with experience, pleasing personality, health, and of good repute.

The internship appears to be gaining in popularity in the past few years. All studies indicated that the school districts questioned in regard to this type of program favored it highly.

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<sup>1</sup>Harold G. Stewart, "Criteria Used By Superintendents in the Selection of Beginning Building Principals in Certain Wisconsin Schools," Unpublished Doctor's dissertation, 1963, 140 pp.

<sup>2</sup>"Design for Leadership: The Administrative Internship in Secondary-School Improvement," The National Association of Secondary-School Principals, 1963-64, 14 pp.

Several studies have been made in regard to the use of tests. Most of these studies have concluded that tests can predict very successful or unsuccessful candidates for the principalship.

Investigation of the literature revealed that few studies have actually been made in regard to the selection practices of administrators and still fewer on practices of retention used by administrators. Therefore, it is believed that a study of this nature is necessary and timely.

## CHAPTER III

### BASIC INFORMATION CONCERNING THE HIGH SCHOOL PRINCIPALSHIP AND PRINCIPALS IN OKLAHOMA

The purpose of this chapter is to present the data on certain basic information concerning the high school principalship and principals in Oklahoma. The information was gathered in two ways: (1) from the Oklahoma Educational Directory<sup>1</sup> and (2) from the questionnaire sent to superintendents of school districts throughout the state. The data for this study show the information received on 197 principalships from 177 school districts for the school year 1963-64. Results have been compared with the study made by Rezabek<sup>2</sup> in 1953, where possible; and some differences have been pointed out between the findings of the two studies.

#### The Senior High School Administrative Plan

The returns from 177 superintendents who reported on the 197 senior high schools under their administration indicated that 157, or 79.70 per cent, operated a three-year senior high school, grades 10

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<sup>1</sup>Oklahoma Educational Directory, 1953-54 through 1963-64, (Oklahoma City: State Superintendent of Public Instruction, 1953-54 through 1963-64), Roster of Administrative Personnel Employed in Oklahoma Was Used in Each Series.

<sup>2</sup>Rezabek, op. cit., 191 pp.

through 12. Rezabek indicated that only 66.48 per cent of the schools which he studied operated under the three-year program in 1952-53. Twenty-five, or 12.69 per cent reported the four-year senior high school organization in this study; while in 1952-53, 26.49 per cent reported as using this type of plan. Fifteen, or 7.61 per cent of the superintendents reported other types of organization. This compares with 10 schools, or 5.41 per cent, for the 1952-53 study. All superintendents reporting in this category indicated their type of organizational plan to be grades seven through twelve. Table III shows the distribution of responses to this question for both this study and Rezabek's study.

TABLE III  
NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 AS REPORTED BY  
SUPERINTENDENTS AS TO THE TYPE OF  
ADMINISTRATIVE PLAN

Administrative Plan	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Three year, (10-12)	157	79.70	123	66.48
Four year, (9-12)	25	12.69	49	26.48
Other	15	7.61	10	5.41
No Response	0	.00	3	1.62
TOTAL	197	100.00	185	100.00

Douglass<sup>1</sup> points out that the current trend in school organization is toward the 6-3-3 plan. Oklahoma schools are no exception to this trend. They are moving more in the direction of the 6-3-3 plan, and it appears that they will continue to do so as the school districts become larger.

The Principalship as a Position of Responsible  
Leadership and Authority

Administrators of the Senior High School Program

The principal should have much authority and responsibility, but it should always be recognized that this has been delegated to him by the superintendent of schools.

The high school principalship has been viewed as a position from which to move to the superintendency. Some secondary school principals now regard their assignment as sufficiently challenging and rewarding, but many look forward to early changes into more desirable positions. Oklahoma superintendents have recognized their senior high school principals as the responsible head of the senior high school as Table IV indicates. It shows that 95.43 per cent of the superintendents have given the principal authority to administer their own school while 4.57 per cent of the superintendents did not delegate this authority. Rezabek's study showed that 86.49 per cent of the principals administered their own schools while 9.73 per cent were not given the authority.

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<sup>1</sup>Harl R. Douglass, Modern Administration of Secondary Schools, (Boston: Ginn and Company, 1963), p. 588.

TABLE IV

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH  
SCHOOLS IN 1963-64 AND 1952-53 REPORTED  
BY SUPERINTENDENTS AS ADMINISTERED BY  
PRINCIPALS AND BY OTHER OFFICIALS

School Official Administering High School	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Senior High School Principal	188	95.43	160	86.49
Superintendent	9	4.57	18	9.73
Not Identified	0	.00	1	.54
No Response	0	.00	6	3.24
TOTAL	197	100.00	185	100.00

Teamwork between the principal and superintendent is of utmost importance in order that a well developed educational program can be administered. French, Hull, and Dobbs<sup>1</sup> have stated that:

The principal and the superintendent owe each other candor and frankness. When it is possible, they should spend time together informally discussing their common aims. They should learn to disagree in friendly fashion presenting a united front to the public. If the principal should be overruled by the superintendent in a matter of major policy and find himself unable to support the superintendent's decision, he should find another position. For his part, the superintendent should do everything possible to magnify and dignify the prestige of the principal's position. All communications between the superintendent and the teachers or pupils of the school should go through the hands of the principal. The superintendent should refer to the principal all questions of patrons concerning

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<sup>1</sup>Will French, J. Dan Hull, and B. L. Dodds, American High School Administration, Policy and Practice, (New York: Rinehart and Company, Inc., 1960), p. 111.

the high school. All complaints about the school should be settled by the principal or in his presence. However, the principal should understand that an appeal to the superintendent from his decision is always in order.

#### Number of Hours Taught Daily by the Senior High School Principal

The number of classes per day that the principal teaches usually is dependent upon the size of the school. It was stated by Neagley and Evans<sup>1</sup> that:

The teaching principal faces a particularly difficult task in trying to provide leadership in the improvement of instruction. First of all, he has a full- or part-time job as a classroom teacher. At the elementary level, he may teach a self-contained classroom all day. As a secondary principal, he may teach several periods per day. Before and after school he must administer his building. Often it is almost impossible to find time for supervisory activities.

Table V shows that 106, or 53.80 per cent, of the principals in Oklahoma are non-teaching principals. There was a significant difference between this and the 31.35 per cent reported in the 1952-53 study. Twenty-one principals, or 10.66 per cent, teach one hour per day in the present study, where 17.84 per cent taught one period in 1952-53. Principals teaching two hours per day in 1963-64 constitute 17.77 per cent of the principals of this study, whereas in 1952-53, 23.24 per cent of the principals taught two periods. Twenty-one of the principals, or 14.21 per cent, taught three hours per day in 1963-64 and 15.68 per cent taught three periods per day in 1952-53. Those principals teaching four hours per day in 1963-64 number six, or 3.05 per cent of the total.

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<sup>1</sup>Ross L. Neagley and N. Dean Evans, Handbook For Effective Supervision of Instruction, (New Jersey: Prentice-Hall, Inc., 1964), p. 27.

TABLE V

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 REPORTED BY SUPERINTENDENTS  
ACCORDING TO THE NUMBER OF HOURS TAUGHT  
BY THE PRINCIPALS

Hours Per Day Taught By Principal	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
None	106	53.80	58	31.35
One	21	10.66	33	17.84
Two	35	17.77	43	23.24
Three	28	14.21	29	15.68
Four	6	3.05	16	8.65
Five	1	.51	3	1.62
Six	0	.00	1	.54
No Response	0	.00	2	1.08
TOTAL	197	100.00	185	100.00

This is compared with 8.65 per cent in the 1952-53 study. Only one principal, or .51 per cent, was reported as teaching five hours per day in 1963-64, whereas, three principals, or 1.62 per cent, taught five periods per day in 1952-53. According to the information received from the superintendents, there were no principals teaching six hours per day in 1963-64, but in 1952-53, one principal, or .54 per cent, did teach six periods per day. All superintendents responded to this question in the present study. Two, or 1.08 per cent, did not respond in 1952-53.



It becomes a very perplexing task to find time to perform supervisory duties and at the same time meet the daily demands specified by laws and state and local regulations. According to Jacobson, Reavis, and Logsdon<sup>1</sup>, more than one-fourth of the high school principals must teach at least part of the time. This study revealed that 46.20 per cent of the principals of Oklahoma do some teaching, which would indicate that Oklahoma principals are not as well off as principals as a whole nationally.

Changes in the High School Principalship  
From 1953-54 Through 1963-64

The fact that the principalship is viewed as a stepping stone to a superintendency, as stated previously, is probably one of the big factors in the rapid turnover in the principalship. Tables VI, VII, and IX present data taken from the roster section of the Oklahoma Educational Directories from 1953-54 through 1963-64.<sup>2</sup> The purpose for this was to show the frequency of turnover in principalships for all senior high schools in Oklahoma. Data taken from the Oklahoma Educational Directory indicated that the smaller the senior high school, the more frequent the turnover in the principalship.

Table VI shows the changes per year in principalships of Oklahoma according to the size of the school. The data includes all independent school districts in Oklahoma and schools were listed according to the way they appeared in the 1963-64 Oklahoma Educational Directory<sup>3</sup>.

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<sup>1</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 13.

<sup>2</sup>Oklahoma Educational Directory, op. cit., Roster.

<sup>3</sup>Ibid., Administrative Roster.

TABLE VI

CHANGES PER YEAR IN PRINCIPALSHIPS BY SIZE OF  
SENIOR HIGH SCHOOLS 1954-55 THROUGH 1963-64

Year	Size of Senior High School by Number of Teachers						Per Cent Change
	Under 10	10 - 24	25 - 49	50 - 99	Over 100	Total	
1954-55	88	39	2	1	0	130	24.3
1955-56	79	38	2	3	1	123	23.0
1956-57	98	28	4	2	0	132	24.7
1957-58	82	34	3	0	0	119	22.2
1958-59	69	34	2	4	0	109	20.4
1959-60	64	26	2	2	0	94	17.6
1960-61	78	33	3	1	0	115	21.5
1961-62	70	47	5	1	1	124	23.2
1962-63	71	46	3	5	0	125	23.4
1963-64	79	25	4	5	0	113	21.1
Total	778	350	30	24	2	1184	
Yearly Average	77.8	35.0	3.0	2.4	.2	120.2	
Per cent of Yearly Change	26.5	18.7	9.7	10.9	10.0		
Number of Schools	294	186	31	22	2	535	

This table revealed that 26.5 per cent of the senior high schools with less than ten faculty members had changes in the principalship each year. The principalship turnover for senior high schools of ten to twenty-four teachers is 18.7 per cent. Turnover in the principalship was lowest in those high schools employing 25 to 49 teachers with 9.7 per cent. High schools employing 50 to 99 teachers had a principalship turnover of 10.9 per cent with 10.0 per cent turnover in those high schools employing more than 100 teachers.

These findings are in keeping with those found in studies described in Chapter II, that the smaller the school district, the more frequent the turnover in the principalship.

Table VII shows the number of principals serving the various sized school districts in Oklahoma during the past ten years. This data was taken from the Oklahoma Educational Directory<sup>1</sup> roster. The extremes show that four school districts employed eight principals while 103 districts employed the same principal for the entire ten year period.

Educators are of the opinion that time is needed to show a principal's worth to a community. The desirable length of the principal's tenure is still undetermined. This seemed to be a matter which varied in the different localities.

Table VIII shows the number of changes in the principalship of ten or more teacher high schools as reported by the superintendents. Fifty-three, or 26.90 per cent of the principals, have not changed positions during the past ten years. Fifty-six, or 28.43 per cent,

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<sup>1</sup>Ibid.

TABLE VII  
NUMBER OF DIFFERENT INDIVIDUALS SERVING AS PRINCIPALS  
IN EACH SCHOOL, 1954-55 THROUGH 1963-64

Number of Principals	Size of Senior High School by Number of Teachers					Number Of Schools	Per cent
	Under 10	10 - 24	25 - 49	50 - 99	Over 100		
1	40	42	13	8	0	103	19.25
2	60	45	12	7	2	126	23.55
3	65	43	5	5	0	118	22.06
4	56	33	0	2	0	91	17.01
5	35	19	0	0	0	54	10.09
6	21	3	1	0	0	25	4.67
7	14	0	0	0	0	14	2.62
8	3	1	0	0	0	4	.75
9	0	0	0	0	0	0	.00
10	0	0	0	0	0	0	.00
TOTAL	294	186	31	22	2	535	100.00

TABLE VIII  
 NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
 IN 1963-64 AND 1952-53 SHOWING THE NUMBER OF  
 PRINCIPAL CHANGES AS REPORTED BY THE  
 SUPERINTENDENT

Changes in Principalship	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
None	53	26.90	37	20.00
One	56	28.43	31	16.76
Two	34	17.26	27	14.60
Three	25	12.69	41	22.16
Four	11	5.58	28	15.14
Five	7	3.55	9	4.86
Six	5	2.54	2	1.08
Seven	0	.00	2	1.08
Eight	0	.00	1	.54
No Response	6	3.05	7	3.78
TOTAL	197	100.00	185	100.00

reported there had been only one change in the principalship in the past ten years. Thirty-four superintendents reported that the principalship had changed two times, or 17.26 per cent. Twenty-five, or 12.69 per cent, reported that the principalship had changed three times during the past ten years. Eleven principalships, or 5.58 per cent were reported by the superintendent as having changed four times, and 3.55 per cent

had changed five times. The most changes in principalships reported by the superintendents were six, or 2.54 per cent, for the ten year period. Six superintendents, or 3.05 per cent, did not respond to the question.

Comparing the 1963-64 responses to those of 1952-53, it would appear that tenure for the high school principal is somewhat better now than previously. More than 55 per cent of the senior high schools with ten or more teachers had changed only once or had not changed at all during the past ten years. This was in contrast to slightly less than 37 per cent for the previous study. It was significant to note that no schools in the present study made more than six changes, while the 1952-53 study revealed three districts replaced their principals more than six times during the ten year period.

#### The Turnover of Senior High School Principals During A Ten Year Period

Approximately one-half of the principals in Oklahoma have held their present position three years or less as pictured in Table IX. The table reveals that 126, or 23.6 per cent, of the 535 schools studied were new to the principalship during the 1963-64 school year. Eighty-six, or 16.1 per cent have spent two years in their present position, while 10.7 per cent have completed three years in their position. Forty-three, or 8.0 per cent, have completed their fourth year and twenty-eight, or 5.2 per cent, have held their present position for five years. The smallest number of principals, twenty, or 3.8 per cent, have been in one principalship for six years, while 5.8 per cent have remained for seven years. The tenure for the principalship for eight years was 3.9 per cent and for nine years 4.4 per cent. The second largest number

TABLE IX  
CONSECUTIVE YEARS OF SERVICE BY PRINCIPALS IN THE  
POSITION HELD IN 1963-64

Years of Service	Size of Senior High School by Number of Teachers					Number	Per cent
	Under 10	10 - 24	25 - 49	50 - 99	Over 100		
1	79	39	4	4	0	126	23.6
2	46	31	5	4	0	86	16.1
3	37	13	5	1	1	57	10.7
4	29	13	1	0	0	43	8.0
5	16	9	1	2	0	28	5.2
6	10	6	1	3	0	20	3.8
7	13	15	3	0	0	31	5.8
8	11	9	1	0	0	21	3.9
9	13	9	1	0	1	24	4.4
10	40	42	9	8	0	99	18.5
Total	294	186	31	22	2	535	100.0

of principals, ninety-nine or 18.5 per cent, have held their present position for ten or more years. These data were gathered from the rosters of the Oklahoma Educational Directory.<sup>1</sup>

Table X shows that the questionnaire sent to superintendents revealed that thirty-five of the 197 principals in 1963-64, or 17.77 per cent of the principals in senior high schools of ten or more teachers, were in that position for the first year. This was an increase over the 1952-53 study which indicated 16.76 per cent in that position for the first time. This study revealed that 34.01 per cent had been in the principalship from two to five years which was a decrease over the 1952-53 study which showed 42.70 per cent. Forty-nine, or 24.87 per cent of the principals in 1963-64 had remained in their present position six through ten years, whereas, 25.41 per cent had remained in their position for this length of time in 1952-53. Twenty-two, or 11.17 per cent of the principals of 1963-64, had remained in their present position from eleven through fifteen years. This was an increase over 1952-53 when there were 9.73 per cent of the principals in this category. A large increase was noted in this study where 12.18 per cent of the principals had remained in their position for more than fifteen years and in the 1952-53 study only 4.86 per cent of the principals had remained in one position for more than fifteen years.

The pattern for retaining principals showed that there seemed to be a trend for longer tenure as revealed by the number of high school principals remaining in a position for more than fifteen years and that

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<sup>1</sup>Ibid.



TABLE X

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 SHOWING THE NUMBER OF  
YEARS PRINCIPALS HAVE SERVED IN THEIR  
PRESENT POSITION AS REPORTED BY  
THE SUPERINTENDENT

Years in Present Position	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
First year	35	17.77	31	16.76
2 through 5 years	67	34.01	79	42.70
6 through 10 years	49	24.87	47	25.41
11 through 15 years	22	11.17	18	9.73
Over 15 years	24	12.18	9	4.86
No Response	0	.00	1	.54
TOTAL	197	100.00	185	100.00

there was less moving about of principals from the two through five year category. All other years seemed to remain fairly constant.

#### Certification

The State School Laws of Oklahoma<sup>1</sup> require all principals to hold a valid administrator's certificate. The regulation requiring this states:

It shall be unlawful for any person to serve, or to contract or agree to serve, as superintendent, principal, supervisor, librarian, school nurse, classroom teacher or other instructional, supervisory or administrative employee

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<sup>1</sup> School Laws of Oklahoma, op. cit., sec. 94, p. 59.

of a school district unless such person holds a valid certificate of qualification issued in accordance with the rules and regulations of the State Board of Education to perform the services he performs or contracts or agrees to perform.

Oklahoma provides two types of administrative certificates; standard which is valid for a period of five years and provisional which is valid for a period of three years.

Table XI shows that 155, or 78.68 per cent of the principals, hold standard administrative certificates, while 18 principals, or 9.14 per cent, hold provisional certificates. Two of the respondents, or 1.01 per cent, indicated the principal held temporary certificates; however, the Oklahoma State Department of Education does not issue temporary administrator's certificates. Therefore, it is assumed that these certificates were provisional, or, that these principals did not hold a valid administrator's certificate. Twenty superintendents indicated that their respective principals, or 10.16 per cent, held neither of these, or 1.01 per cent of the superintendents, did not respond to the question.

Responses from the superintendents indicated that more principals now hold standard administrator's certificates than in 1952-53. However, it also showed that a much larger percentage hold no valid administrator's certificate. The State School Law<sup>1</sup> states:

A principal shall be any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two (2) or more teachers. A teaching principal shall be a principal who devotes at least one-half the time school is in session to classroom teaching. Provided teaching principals shall not be required to hold administrative certificates.

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<sup>1</sup>Ibid., sec. 18, p. 21.

TABLE XI

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOL  
PRINCIPALS IN 1963-64 AND 1952-53 SHOWING THE  
TYPE OF ADMINISTRATIVE CERTIFICATE HELD AS  
REPORTED BY THE SUPERINTENDENT

Type of Certificate	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Standard	155	78.68	139	75.14
Provisional	18	9.14	12	6.49
Temporary*	2	1.01	20	10.81
No Certificate	20	10.16	6	3.24
No Response	2	1.01	8	4.32
TOTAL	197	100.00	185	100.00

\*Temporary certificates are not issued by the Oklahoma State Department of Education.

All twenty principals not holding valid administrator's certificates were identified as teaching principals.

#### Degrees Held

In order to obtain a standard administrator's certificate in the State of Oklahoma, a person is required to have a master's degree with a minimum of sixteen hours of graduate work above this degree from an approved university or college.<sup>1</sup>

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<sup>1</sup>Laws and Regulations Concerning the Certification of Teachers and Administrators, State of Oklahoma, State Department of Education, (Oklahoma City: The State Board of Education, July 1, 1950), Part II, p. 8.

The amount of education shows professionalism in teaching and this is particularly true in administration where there has been an increase in the degree requirements since 1949.

Table XII reveals that three principals, or 1.52 per cent held doctor's degrees. Seventy-three, or 37.06 per cent of the principals, had sixteen or more hours above a master's degree while 112, or 56.85 per cent, held master's degrees. Nine principals, or 4.57 per cent, held baccalaureate degrees.

Douglass<sup>1</sup> wrote on some of the hazards encountered by principals concerning their continued educational growth when he stated:

In some cases early successes serve to turn his head and to lead him to underestimate the need for increasing his professional knowledge and improving his professional skills and techniques. The ignorance of his constituency about technical phases of administration makes it easy for the principal to procrastinate and to let well enough suffice. The importance of making friends in the community leads some to put all reliance in this mode of getting on. The younger principal, flattered by the opportunities offered to him to assume leadership in many community enterprises or organizations, is prone to fill his leisure hours with activities which, while valuable to his community, contribute little to increasing his permanent professional efficiency.

Each year there may be found coming as students into summer sessions of the universities older administrators of small schools who have decided, after years of professional stagnation and neglect, to make an effort to regain the ground lost in ten, fifteen, or twenty years. They are waging an uphill battle. Their records are against them; employing bodies and individuals are prone to be suspicious, feeling that their lack of progress indicates lack of ability.

The data collected for this study indicated that principals are gaining more professional knowledge. While this study showed that 37.06

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<sup>1</sup>Douglass, op. cit., pp. 39-40.

TABLE XII

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 ARRANGED ACCORDING TO  
THE HIGHEST DEGREE HELD BY THE PRINCIPALS  
AS REPORTED BY SUPERINTENDENTS

Highest Degree Held	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Doctors degree	3	1.52	2	1.08
Sixteen or more hours above the masters degree	73	37.06	35*	18.92
Masters degree	112	56.85	113	61.08
Baccalaureate degree	9	4.57	34	18.38
No Response	0	.00	1	.54
TOTAL	197	100.00	185	100.00

\*Based on ten or more hours above a Masters Degree

per cent of the principals now have sixteen or more hours above the master's degree, in 1952-53, only 18.92 per cent had ten hours above the masters. The number of baccalaureate degrees had dropped from 18.38 per cent in 1952-53 to 4.57 per cent in 1963-64. Master's and Doctoral degrees have remained fairly constant.

It was stated by Jacobson, Reavis, and Logsdon<sup>1</sup> that:

On the whole it is fair to say that principals are generally better trained than teachers, that the master's degree is becoming almost a prerequisite for the selection of principals, and that the doctor's degree has not yet been required of many public school principals. There is

<sup>1</sup>Jacobson, Reavis, and Logsdon, op. cit., pp. 512-13.

reason to believe that persons who aspire to the most important principalships will in the future seek the doctor's degree with greater frequency than in the past.

#### Age

Bronfield<sup>1</sup> made a study on the ages of principals and found that 72 per cent of his respondents indicated a minimum age of thirty as most desirable, while 73 per cent of these respondents indicated up to age fifty as the maximum desirable age.

Table XIII shows there are no principals under the age of twenty-five as indicated by the 197 superintendents responding to the question. Fifty-nine, or 29.95 per cent of the principals included in this study were between the ages of 25 through 39. Seventy-six principals, or 38.57 per cent, were between 40 and 49 years of age, while sixty of the principals or 30.46 per cent, were over 50 years old. Two superintendents, or 1.02 per cent did not respond to this question.

Comparing the data from this study with the 1952-53 study, indications were that the average age of the senior high school principal was somewhat higher now. There were fewer principals between the ages of 25 through 39 in 1963-64 than in 1952-53 and more principals over 50 years of age now than in 1952-53.

#### Salary

Salaries were perhaps the most talked about topic at professional meetings. They were usually based on the local living conditions and as a result may never be standardized.

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<sup>1</sup>Bronfield, op. cit., 155 pp.

TABLE XIII

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 ARRANGED ACCORDING TO  
THE AGE OF THE PRINCIPALS AS REPORTED  
BY THE SUPERINTENDENTS

Age Group	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Under 25 years old	0	.00	0	.00
25 through 39 years	59	29.95	82	44.32
40 through 49 years	76	38.57	70	37.84
Over 50 years old	60	30.46	31	16.76
No Response	2	1.02	2	1.08
TOTAL	197	100.00	185	100.00

In regard to administrative salaries, Douglass<sup>1</sup> stated:

Administrative positions, of course, pay much greater salaries than teaching positions. Although these salaries are not yet equal to the salaries of business executives, there is a much greater probability of attaining a well-paid administrative position in a school than of attaining one in business, assuming an inability to make large capital investments. In 1961-62, the salaries of principals of four-year and senior high schools were rarely less than \$6,000, ranging up to \$12,500 and . . .

Table XIV shows the salaries paid principals in Oklahoma as reported by the superintendents. These are not compared with the salaries of principals in the 1952-53 study since the present day principal is paid on a much higher scale than previously. However, the

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<sup>1</sup>Douglass, op. cit., pp. 22-23.

TABLE XIV

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 and 1952-53 ARRANGED ACCORDING TO  
THE SALARY OF THE PRINCIPALS AS  
REPORTED BY SUPERINTENDENTS

Salaries	Number of Principals 1963-64	Per cent of Total
Under \$5,000	0	.00
\$5,000 to \$6,000	18	9.14
\$6,000 to \$7,000	67	34.01
\$7,000 to \$8,000	63	31.98
\$8,000 to \$9,000	34	17.26
Over \$9,000	15	7.61
TOTAL	197	100.00

1952-53		
Under \$3,000	1	.54
\$3,000 to \$4,000	53	28.65
\$4,000 to \$5,000	91	49.19
\$5,000 to \$6,000	26	14.05
Over \$6,000	14	7.57
TOTAL	197	100.00

findings of that study will be shown in Table XIV. Of the 1963-64 schools studied, there were no principals receiving under \$5,000. Eighteen, or 9.14 per cent of the principals, made annual salaries ranging from \$5,000 to \$6,000. Sixty-seven of the 197 principals,



or 34.01 per cent, received annual salaries from \$6,000 to \$7,000, while there were 63, or 31.98 per cent of the principals, with an annual salary from \$7,000 to \$8,000. Thirty-four, or 17.26 per cent of the principals, had annual salaries of \$8,000 to \$9,000 while fifteen, or 7.61 per cent, made annual salaries of more than \$9,000.

### Experience

According to the Oklahoma State School Laws, the high school principal in Oklahoma is required to have two years of satisfactory teaching, supervisory, or administrative experience in a secondary school to qualify for either of the two secondary school administrator's certificates.<sup>1</sup>

In regard to teaching experience, Douglass<sup>2</sup> stated:

In all states having certificates, teaching experience is required. In thirty of the states three years of teaching experience are required; in seven states only two years of experience are required; and in eight states four or five years of experience are required.

Table XV shows that only one of the 197 senior high school principals, or .51 per cent, did not have any public school experience prior to 1963-64. The remaining responses revealed that two, or 1.02 per cent, had less than two years; nine principals, or 4.57 per cent, had from two to three years experience; eight, or 4.06 per cent, had four through five years; and 177, or 89.84 per cent, had over five years experience. If these findings are compared with Table X,<sup>3</sup> it would seem to indicate that many of the principals gained their experience outside their present position.

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<sup>1</sup>School Laws of Oklahoma, op. cit., sec. 25, p. 25.

<sup>2</sup>Douglass, op. cit., p. 50.

<sup>3</sup>Supra., p. 46.

TABLE XV

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 ARRANGED ACCORDING TO  
THE EXPERIENCE OF THE PRINCIPALS AS  
REPORTED BY SUPERINTENDENTS

Years of Experience	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
No experience	1	.51	0	0.00
Less than 2 years	2	1.02	2	1.08
2 through 3 years	9	4.57	14	7.57
4 through 5 years	8	4.06	4	2.16
Over 5 years	177	89.84	163	88.11
No Response	0	.00	2	1.08
TOTAL	197	100.00	185	100.00

There were not any significant differences noted between this study and the study of 1952-53.

#### Previous Positions

It is important to discover the previous positions held by senior high school principals since educational experience plays such an important role in the school principalship.

Jacobson, Reavis, and Logsdon<sup>1</sup> reported that:

The senior high school principal has had a somewhat different background. More persons come to the high school principalship from high school teaching than from any other source.

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<sup>1</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 511.

The data reported in Table XVI show the positions held by the senior high school principals immediately prior to their present assignments. The largest group was that of high school teachers, with fifty-one, or 25.89 per cent, in this group. The second group in rank was one of another principalship, where fifty, or 25.38 per cent of the principals were located. The third ranking group was junior high school principals, with twenty-one, or 10.66 per cent of the senior high school principals, in this group. Nineteen, or 9.64 per cent, came from elementary principalships; while eighteen, or 9.14 per cent, came from the superintendents rank. One of these, or .51 per cent, was an assistant superintendent. Eleven, or 5.58 per cent, were coaches in their previous jobs; while eight, or 4.06 per cent, were assistant senior high school principals. The next group included seven, or 3.55 per cent, who were previously junior high school principals. Four, or 2.03 per cent, had been counselors. Three, or 1.52 per cent of the high school principalships, were filled with former elementary teachers. Two, or 1.02 per cent, were previously junior high school teachers; while two, or 1.02 per cent, came from non-teaching jobs. Finally, one respondent, or .54 per cent, did not answer this portion of the questionnaire. There were no significant differences noted between this study and the previous study.

A further classification of the group indicated as having been high school classroom teachers is shown on Table XVII. Commerce rated top among this group with eight, or 15.69 per cent; while seven, or 13.73 per cent, came from the social studies and coach group. Mathematics teachers ranked next with 9.80 per cent, while English and Industrial Arts teachers each had 7.85 per cent. Three principals, or

TABLE XVI

NUMBER AND PER CENT OF OKLAHOMA SENIOR HIGH SCHOOLS  
IN 1963-64 AND 1952-53 ARRANGED ACCORDING TO  
THE POSITION HELD BY THE PRINCIPAL  
IMMEDIATELY PRIOR TO THE PRESENT  
POSITION AS REPORTED BY THE  
SUPERINTENDENT

Previous Position	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
Superintendent	18	9.14	24	12.97
Senior High School Principal	50	25.38	40	21.62
Assistant High School Principal	8	4.06	6	3.24
Junior High School Principal	21	10.66	22	11.90
Assistant Junior High Principal	7	3.55	3	1.62
Elementary School Principal	19	9.64	21	11.36
High School Classroom Teacher	51	25.89	42	22.70
Junior High School Teacher	2	1.02	5	2.70
Elementary Teacher	3	1.52	2	1.08
Coach	11	5.58	13	7.03
Band Instructor	0	.00	2	1.08
Other*	4	2.03	0	.00
Administrative Staff**	0	.00	2	1.08
Non-teaching Job***	2	1.02	3	1.62

TABLE XVI--Continued

Previous Position	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
No Response	1	.51	0	.00
TOTAL	197	100.00	185	100.00
* Counselors	***1 secretary-treasurer of wholesale company			
**1 college registrar	1 not specified			
1 Junior College Dean	2 military service			
	1 college student			

TABLE XVII

DISTRIBUTION OF 51 SENIOR HIGH SCHOOL PRINCIPALS IN  
OKLAHOMA ACCORDING TO SUBJECT MATTER FIELDS  
TAUGHT AS CLASSROOM TEACHERS PRIOR TO  
THE PRESENT PRINCIPALSHIPS

Subject Matter Fields	Number of Principals 1963-64	Per cent of Total
Commerce	8	15.69
Social Studies and Coach	7	13.73
Mathematics	5	9.80
English	4	7.85
Industrial Arts	4	7.85
Mathematics and Coach	3	5.88
Social Studies	3	5.88
English and Coach	2	3.92

TABLE XVII--Continued

Subject Matter Fields	Number of Principals 1963-64	Per cent of Total
Mathematics and Social Studies	2	3.92
Vocational Agriculture	2	3.92
Science	1	1.96
Mathematics and Science	1	1.96
Biology and Coach	1	1.96
Social Studies and Commerce	1	1.96
Industrial Arts and Coach	1	1.96
Spanish	1	1.96
T. and I. Coordinator	1	1.96
Vocal Music	1	1.96
Science and Social Studies	1	1.96
Science, Mathematics, and Coach	1	1.96
No Response	1	1.96
TOTAL	51	100.00

5.88 per cent, were former teachers of mathematics and coaching. Three, or 5.88 per cent, were former social studies teachers. English-coach, mathematics-social studies, and vocational agriculture each were named as fields from which two principals, or 3.92 per cent, formerly were associated. Subject matter fields having only one, or 1.96 per cent of the principals named, included: science; mathematics and science; biology and coach; social studies and commerce; industrial arts and coach;

Spanish; T. and I. Coordinator; vocal music; science and social studies; science, mathematics and coach. A total of twenty-six principals, or 13.20 per cent, were formerly full-time or part-time coaches. One respondent did not answer this question.

### Summary

The prevailing pattern of organization in Oklahoma was a three-year senior high school having grades 10 through 12.

With very few exceptions, the senior high school principal administered the school program. Most of the superintendents delegated this authority to the principal, and did not administer the program themselves. Slightly more than one-half the senior high school principals of the "ten teacher or larger" schools did not teach any classes. Senior high school principals moved, on the average, about once every four years. There was evidence that the smaller the school, the more rapid the turnover in the principalship.

Approximately one-half the senior high schools with ten or more teachers, had principals who had been in their present position less than five years; whereas, approximately one-half of all principals in Oklahoma had been in their present position three years or less.

A majority of the principals in Oklahoma held standard administrator's certificates. Nearly 90 per cent had at least a master's degree. More than 65 per cent of the senior high school principals made between \$6,000 and \$8,000 yearly. Most of the senior high school principals of Oklahoma came from the classroom teaching ranks prior to their present assignments.

## CHAPTER IV

### PREFERRED PRACTICES USED IN THE SELECTION OF SENIOR HIGH SCHOOL PRINCIPALS

The purpose of this chapter is to present the data on preferred practices used in the selection of senior high school principals as reported by 177 superintendents of schools in Oklahoma involving 197 principalships. These data are set forth in seven tables. The chapter is divided into five main headings which include: adopting the selection procedure, recruiting candidates, investigating the candidates, nominating the candidates, and selection of the principal.

#### Adopting the Selection Procedure

Recruiting candidates for the principalship is of utmost importance. A plan should be formulated which will attract applicants for senior high school principalships when vacancies occur. According to most authorities, the board of education has the responsibility of adopting policies, and these policies are carried out by the superintendent.

Table XVIII shows the practices followed in adopting the selection procedures as indicated by 177 school superintendents of Oklahoma. The largest group, 90.96 per cent, indicated that 161 of



TABLE XVIII

DISTRIBUTION OF RESPONSES OF 177 SUPERINTENDENTS IN  
OKLAHOMA IN 1963-64 AND 178 SUPERINTENDENTS IN  
OKLAHOMA IN 1952-53 INDICATING THEIR  
PRACTICE IN EXECUTING THE SELECTION  
OF SENIOR HIGH SCHOOL PRINCIPALS

Practice Used	Senior High School 1963-64		Senior High School 1952-53	
	Number	Per cent	Number	Per cent
1. The Superintendent, with approval of the board	161	90.96	165	92.70
2. The Board of Education, in corporate body	2	1.13	1	.56
3. A member, or committee, of the board designated with that responsibility	0	.00	0	.00
4. No special plans are made in advance, but the superintendent assumes responsibility	13	7.35	12	6.74
5. Other*	1	.56	0	.00
TOTAL	177	100.00	178	100.00

\*Director of Secondary Education

the 177 superintendents formulated the plan by which an applicant was found, with the approval of the board of education. Two, or 1.13 per cent, indicated the board of education made advanced planning in a corporate body. Thirteen, or 7.35 per cent of the respondents, indicated that special plans were not made in advance, but that the superintendent assumed the responsibility. Only one, or .56 per cent of the schools had other types of selection procedures with the responsibility being

given to the Director of Secondary Education. None of the schools indicated that they had a member, or committee, of the board designated with this responsibility. Only one noticeable difference between this study and the study of 1952-53 existed. This was the one response indicating that the Director of Secondary Education had the responsibility of formulating the plan of selection.

### Recruiting Candidates

The adequacy of promotion from a classroom teacher to an administrator is under increasing questioning and a search for a more systematized method of recruiting is overdue.<sup>1</sup>

The responses of the superintendents in regard to their recruitment practices of senior high school principals are presented in Table XIX. The largest group, eighty-nine, or 50.28 per cent of the respondents, indicated that the names of applicants were secured from successful administrators. The second largest group, 39.54 per cent, used college and university placement services; while there were 68 superintendents, or 38.42 per cent, who reported that the board adhered to a policy of promotion from within the system. Fifty-one, or 28.82 per cent of the respondents, indicated applicants were secured through public announcement. There were 43 superintendents, or 24.29 per cent, who requested recommendations from the State Department of Education. Forty-two, or 23.73 per cent of the superintendents, indicated that there was not a plan of recruitment established in their district. This fact may be explained by referring to the 53,

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<sup>1</sup>Stoops and Rafferty, op. cit., p. 9.

TABLE XIX

DISTRIBUTION AND RANK OF RESPONSES OF 177 SUPERINTENDENTS IN OKLAHOMA IN 1963-64  
AND 178 SUPERINTENDENTS IN OKLAHOMA IN 1952-53 INDICATING THEIR PRACTICES  
IN RECRUITING CANDIDATES FOR THE SENIOR HIGH SCHOOL PRINCIPALSHIP

Practices	Number of Responses 1963-64	Per Cent of Respondents	Rank	Number of Responses 1952-53	Per Cent of Respondents	Rank
1. The board adheres to a policy of promotion from within the system	68	38.42	3	70	39.33	3
2. Applicants are secured by public announcement	51	28.82	4	45	25.28	5
3. Applicants are secured from successful administrators	89	50.28	1	89	50.00	1
4. Recommendations are requested from university and college	70	39.54	2	75	42.14	2
5. Recommendations are re- quested from the State Department of Education	43	24.29	5	56	31.46	4
6. Commercial placement services are contacted	3	1.69	13	1	.56	14
7. Individual professors are consulted	38	21.47	7	36	20.22	6

TABLE XIX--Continued

Practices	Number of Responses 1963-64	Per Cent of Respondents	Rank	Number of Responses 1952-53	Per Cent of Respondents	Rank
8. Only applicants who write letters of inquiry or apply in person are considered	7	3.95	11	10	5.62	11
9. The search for a candidate is extended beyond the state area	24	13.56	9	12	6.47	10
10. Funds are provided for the administration to carry on a comprehensive search	25	14.12	8	25	14.05	9
11. Funds are provided to reimburse expenses incurred by candidates	7	3.95	11	4	2.25	12
12. No special plan of recruitment has been established	42	23.73	6	34	19.10	7
13. Others, please describe	12	6.78	10	3	1.68	13
No response	1	.56	--	2	1.12	--

or 26.90 per cent of schools reported in Table VIII<sup>1</sup>, as having no change in the principalship in the past ten years. Thirty-eight superintendents, or 21.47 per cent, indicated that individual professors were consulted; while twenty-five, or 14.12 per cent, indicated that funds were provided for the administration to carry on a comprehensive search.

Twenty-four superintendents, or 13.56 per cent, indicated the search for a candidate was carried on beyond the state area. Only applicants who wrote letters of inquiry or applied in person were considered by seven, or 3.95 per cent of the superintendents. Funds were provided by seven, or 3.95 per cent of the school districts, to reimburse expenses incurred by candidates. Responses indicated that commercial placement services were used by three, or 1.69 per cent of the school districts.

There were 12 superintendents, or 6.78 per cent, who indicated that other methods were used in the recruitment of principals. These responses are set forth in Table XX. Six, or 50.00 per cent of these superintendents, reported that they selected the principal. Three, or 25.00 per cent of this group, indicated that they checked with the former employer; and the remaining three, or 25.00 per cent, indicated that they preferred to select from within their schools--but if qualified persons were not available, they searched elsewhere.

Two distinct differences were noted between this study and the 1952-53 study in regard to recruiting candidates. There was a noticeable decrease in the percentage of schools now using the State Department of Education as a source of recruitment. The respondents indicated that 31.46 per cent used this service in 1952-53, while only 24.29 per cent

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<sup>1</sup>Supra., p. 42.

TABLE XX

DISTRIBUTION AND RANK OF RESPONSES OF 12 SUPERINTENDENTS  
IN OKLAHOMA INDICATING THEIR PRACTICES IN RECRUITING  
CANDIDATES FOR THE OFFICE OF SENIOR HIGH SCHOOL  
PRINCIPAL DURING THE TEN YEAR PERIOD  
1954-55 THROUGH 1963-64

Practice Used	Number of Responses	Per cent of Respondents
Superintendent selects	6	50.00
Investigate by checking with former employer	3	25.00
Check qualifications of present employees. If none are qualified, look elsewhere	3	25.00
TOTAL	12	100.00

indicated they were using it today. The present study showed that there were twenty-four, or 13.56 per cent of the superintendents, searching out of state for prospective candidates, while only twelve superintendents, or 6.47 per cent, did so in the previous study.

#### Investigating the Candidate

Investigation of a candidate for the principalship is a very important and difficult task for the superintendent and/or board of education to perform because of its proximity to the final selection. It is important to look at the professional qualifications of the candidate in terms of the service that can be rendered to the community he will serve, as well as his personal qualifications.

Prospective Oklahoma principals were investigated in several different ways, as Table XXI reveals, two standing well in front of the others. The largest group of respondents indicated that 127, or 71.75 per cent, studied the credentials and selected the principal from this information. The second largest group indicated that the superintendent requested the professional credentials be filed in his office. The respondents checking this numbered 121, or 68.36 per cent.

Permission was obtained from the applicant's immediate superior before he was questioned, 41.81 per cent of the time. Sixty-five, or 36.72 per cent of the superintendents, interviewed all candidates; while fifty-nine, or 33.33 per cent, had an organized plan to make contact with each applicant. The superintendent made an effort to interview the wife of the candidate under final consideration in 20.34 per cent of the cases; while 17.51 per cent of the superintendents observed top candidates on the job. Twenty-one, or 11.30 per cent of the school districts, had screening committees to evaluate qualifications and select the top men; while twenty, or 10.72 per cent, invited the first choice candidate for an interview. Only six, or 3.39 per cent, did not make any special effort to evaluate the qualifications of candidates before the interview. Five respondents, or 2.83 per cent, indicated that they had other means of investigating the candidate. These included: No administrator is brought from without the system; careful check is made of a candidate's prior success; extensive visit is made in candidate's present community; the superintendent does all selecting.

TABLE XXI

DISTRIBUTION AND RANK OF RESPONSES OF 177 SUPERINTENDENTS IN OKLAHOMA IN 1963-64  
AND 178 SUPERINTENDENTS IN OKLAHOMA IN 1952-53 INDICATING THEIR PRACTICES  
IN THE INVESTIGATION OF CANDIDATES FOR THE SENIOR HIGH SCHOOL  
PRINCIPALSHIP

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
1. An organized plan is made to contact each applicant	59	33.33	5	52	29.21	5
2. Permission is obtained from the applicant's immediate superior before he is questioned	74	41.81	3	75	42.14	4
3. Candidates are requested to file professional credentials with your office	121	68.36	2	126	70.79	1
4. The superintendent studies the credentials and selects the preferred men	127	71.75	1	113	63.48	2
5. A screening committee evaluates the qualifications and selects the top men	21	11.30	8	15	8.30	9
6. All candidates are interviewed	65	36.72	4	91	52.12	3



TABLE XXI--Continued

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
7. Only the first choice candidate is asked for an interview	19	10.17	10	24	13.48	8
8. Each applicant is kept informed concerning his standing in the process	20	10.73	9	14	7.86	10
9. Top candidates are observed on the job held at the time of consideration	31	17.51	7	41	23.03	7
10. An effort is made to interview the wife of each candidate under final consideration	36	20.34	6	45	25.28	6
11. No special effort is made prior to the interview to evaluate the qualifications of the candidates	6	3.39	11	2	1.12	12
12. Others	5	2.83	12	4	2.25	11
No Response	1	.56	--	7	3.93	--

The most noticeable difference found in this study and the previous one was in item six which indicated that 36.72 per cent of the superintendents in 1963-64 interviewed all candidates. In 1952-53, 52.12 per cent of all candidates were interviewed.

### Personal Factors

This section on personal qualifications of the principal was not included in the original questionnaire. However, these qualities are not less important than professional qualifications. Several secondary administration books have listed numerous personal qualities which the principal should have. Some of these are:

1. above-average intellectual ability
2. sound mental and physical health coupled with abundant energy
3. ability to exercise sound, mature judgment
4. a personality that encourages others to respect his professional competence and to seek his counsel and assistance
5. a sane, workable, consistent philosophy of education and the ability to translate it in terms of instructional purposes, programs, and procedures
6. derive great satisfaction from assisting others to develop their potential and skill in motivating others to realize their greatest potential
7. demonstrated ability in democratic leadership and effective decision-making
8. ability to work well with others in a peer-group relationship
9. ability to communicate effectively through the use of both the written and spoken word<sup>1</sup>

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<sup>1</sup>Neagley and Evans, op. cit., p. 89.

As a leader of the instructional staff and the community, the principal is in need of the qualities sought in all teachers. He should be respected for his general scholarship and for his special competence in at least one area of learning. He should have had successful experience as a teacher. He should be able to express himself accurately and stimulate others effectively. He needs mental and physical health and their accompanying energy. . . .<sup>1</sup>

The principal should have demonstrated his own competence to teach if he is to recognize good teaching when he sees it in the classroom.

It is important that the principal possess good health and that he be free from physical deformities and defects in speech or hearing.

More important than any physical characteristics are the mental. It is essential that he possess intelligence of high order to enable him to acquire the technical training required of the position.

Personal charm may be mentioned as an extremely desirable attribute of the principal.<sup>2</sup>

It is extremely important that personal qualifications be closely checked as a candidate is considered for a principalship. Table XXII depicts what superintendents of Oklahoma consider the most important personal factors of a candidate. Speaking ability was rated highest with 163, or 92.09 per cent, of the 177 superintendents checking this trait. One hundred forty-three, or 80.79 per cent of the respondents, considered grooming as the second highest ranking; while 131, or 74.01 per cent, ranked dress as third. Fourth ranking of the personal qualifications was voice tone, with 126, or 71.19 per cent of the respondents, checking this item. Eighty-four respondents, or 47.46 per cent, indicated that they did not consider candidates with physical defects. The sixth ranking factor was weight with forty-three, or 24.29 per cent of the

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<sup>1</sup>French, Hull, and Dodds, op. cit., p. 125.

<sup>2</sup>Jacobson, Reavis, and Logsdon, op. cit., p. 509.

TABLE XXII

DISTRIBUTION AND RANK OF RESPONSES OF 177 DISTRICT SCHOOL  
SUPERINTENDENTS IN OKLAHOMA INDICATING THEIR PRACTICES  
IN THE INVESTIGATION OF CANDIDATES' PERSONAL FACTORS  
DURING THE TEN YEAR PERIOD  
1954-55 THROUGH 1963-64

Personal Factors	Number of Responses	Per cent of Respondents	Rank
Dress	131	74.01	3
Grooming	143	80.79	2
Speech (ability to speak)	163	92.09	1
Voice (tone)	126	71.19	4
Height	36	20.34	7
Weight	43	24.29	6
Physical Defects	84	47.46	5
Other	21	11.38	8

superintendents, indicating its importance; while 20.34 per cent, or thirty-six of the respondents, checked height as an important factor. Twenty-one, or 11.30 per cent of the respondents, listed other personal traits they felt important. The distribution of this group is shown in Table XXIII. Five, or 23.81 per cent, listed both intelligence and personality as important personal factors; while four, or 19.05 per cent, named administrative ability.

Two of the superintendents, or 9.53 per cent, listed poise and self confidence. The remaining five factors, experience and success, character, color, tact, and marital status were each listed once.

TABLE XXIII

DISTRIBUTION AND PER CENT OF 21 DISTRICT SCHOOL  
SUPERINTENDENTS IN OKLAHOMA INDICATING THEIR  
PREFERENCE OF OTHER PERSONAL FACTORS OF  
CANDIDATES FOR THE HIGH SCHOOL  
PRINCIPALSHIP

Other Personal Factors	Number of Responses	Per cent of Respondents
Intelligence	5	23.81
Personality	5	23.81
Administrative Ability	4	19.05
Poise and Self Confidence	2	9.53
Experience and Success	1	4.76
Character	1	4.76
Color	1	4.76
Tact	1	4.76
Marital Status	1	4.76
TOTAL	21	100.00

Nominating the Candidate

The selection of the principal is related to the improvement of instruction in Oklahoma, as a great majority of the superintendents indicated that the principal administers the senior high school program as shown in Table IV.<sup>1</sup> Superintendents should screen closely the final candidates to make certain that they are picking the most qualified person.

<sup>1</sup>Supra., p. 35.

The most frequently used method of making the final selection of the principal was the combined impressions of the written records and the interview as shown on Table XXIV. One hundred forty-two, or 80.23 per cent of the superintendents, responded to this item. Ninety-six, or 54.24 per cent of the respondents, checked that the superintendent designated the time and extent of the final interview. Fifty-two, or 29.38 per cent, indicated that letters of reference were re-evaluated in terms of interview impressions; while forty-six, or 25.99 per cent, indicated that one or more board members were present at the interview.

Thirty, or 16.95 per cent of the superintendents, reported that open letters of recommendation were accepted; while twenty-eight, or 15.82 per cent indicated that a follow-up visit of the desired candidate was made. The seventh ranking practice was revealed to be selecting by the interview alone. This method was named seven times, or 3.95 per cent.

Four, or 2.26 per cent of the superintendents, made their selection in terms of a summarized written report of the candidate. The last two ranking practices revealed that three, or 1.69 per cent, had one or more teachers present at the interview and that staff members had an opportunity to interview the candidate and advise the superintendent. Two superintendents, or 1.13 per cent, did not respond to this portion of the questionnaire.

#### Selection of the Principal

The role of the selection process for senior high school principals is such that it demands the constant attention of the

TABLE XXIV

DISTRIBUTION AND RANK OF RESPONSES OF 177 SUPERINTENDENTS IN OKLAHOMA IN 1963-64  
AND 178 SUPERINTENDENTS IN OKLAHOMA IN 1952-53 INDICATING THEIR PRACTICES  
IN THE NOMINATING OF CANDIDATES FOR THE SENIOR HIGH SCHOOL PRINCIPALSHIP

Practices	1963-64 Number of Responses	Per cent of Respondents	Rank	1952-53 Number of Responses	Per cent of Respondents	Rank
1. The superintendent designates the time and extent of the final interview	96	54.24	2	93	52.25	2
2. Selection is made in terms of the interview alone	7	3.95	7	3	1.68	14
3. Selection is made in terms of the combined impressions of the written records and the interview	142	80.23	1	105	58.99	1
4. Selection is made in terms of a summarized written report of the candidate	4	2.26	8	4	2.25	13
5. One or more members of the board are present at the interview	46	25.99	4	41	23.03	9

TABLE XXIV--Continued

Practices	1963-64 Number of Responses	Per cent of Respondents	Rank	1952-53 Number of Responses	Per cent of Respondents	Rank
6. One or more teachers are present at the interview	3	1.69	9	0	0.00	15
7. Staff members have an opportunity to interview the candidate and advise the superintendent	3	1.69	9	9	5.06	12
8. A follow-up visit of the desired candidate is made	28	15.82	6	18	10.11	11
9. Open letters of recommendation are accepted	30	16.95	5	52	29.21	7
10. Letters of reference are re-evaluated in terms of interview impressions	52	29.38	3	49	27.53	8
No Response	2	1.13	--	5	2.81	--

Note--Five practices were eliminated from the original questionnaire



superintendent if the educational program is to function properly. A continual improvement of the selection program involves efforts to make the standard selective devices more effective. The point has not been reached where the application blank, the interview, and references are completely satisfactory.

The importance of careful selection of highly qualified administrators was stressed by Castetter<sup>1</sup> in the following statement:

The importance of selecting highly qualified administrators is generally recognized in public education, as it is in most every kind of organization.

A lot of time and thought should go into the selection of the principal. The superintendent must choose a person he can depend on to make decisions for the betterment of the community and the educational program.

Table XXV shows the practices used by superintendents in the selection of the senior high school principals in Oklahoma. The practice used by 146 school districts, or 81.92 per cent, was that of the superintendent making a single nomination for the position. Eighty-two superintendents, or 46.33 per cent, notified all candidates of the board's decision; while fifty-three, or 29.95 per cent, indicated there must be unanimous approval of the board. Superintendents indicated that in forty-nine districts, or 27.68 per cent, a majority vote of the board was needed; while in twenty-seven districts, or 15.25 per cent, board members were asked to vote on one of the top candidates.

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<sup>1</sup>William B. Castetter, Administering the School Personnel Program, (New York: The MacMillan Company, 1962), p. 210.

TABLE XXV

DISTRIBUTION AND RANK OF RESPONSES OF 177 DISTRICT SCHOOL  
SUPERINTENDENTS IN OKLAHOMA INDICATING THEIR PRACTICES  
IN MAKING THE FINAL SELECTION OF A HIGH SCHOOL  
PRINCIPAL DURING THE TEN YEAR PERIOD  
1954-55 THROUGH 1963-64

<i>Practice Used</i>	<i>Number of Responses</i>	<i>Per cent of Respondents</i>	<i>Rank</i>
1. The superintendent makes a single nomination for the position	146	81.92	1
2. Board members are asked to vote on one of the top candidates	27	15.25	5
3. Election is made by majority vote of the board	49	27.68	4
4. Unanimous approval of the board is demanded	53	29.95	3
5. All candidates are notified of the board's decision	82	46.33	2
6. Others	2	1.13	
No Response	1	.56	

Two superintendents, or 1.13 per cent, indicated that other methods were used. These were: The superintendent recommends after a discussion with the board; and candidates are screened to three persons and a one hour interview is given with the superintendent and board of education. The superintendent then makes his choice for the position. One, or .56 per cent of the superintendents, did not respond.

Summary

The plan most frequently used in adopting the selection procedures of the senior high school principals of Oklahoma was carried out by the superintendent with the approval of the board of education. Slightly more than seven per cent of the school districts made no plans in advance, but the superintendent assumed the responsibility.

There was no outstanding method used to recruit candidates for the principalship in Oklahoma. The three most preferred practices were: Applicants are secured from successful administrators; recommendations are requested from university and college placement bureaus; and, the board adheres to a policy of promotion from within the system.

A majority of candidates for the senior high school principalship were investigated in one of two ways: The superintendent studied the credentials and selected the preferred person; and/or, candidates were requested to file professional credentials in the superintendent's office.

The ability to speak and communicate properly was the most preferred personal factor that Oklahoma superintendents desired in a principal. Grooming, dress, and voice tone rated high among the personal qualities desired.

The nominations to fill a principalship were made in terms of the combined impressions of the written records and the interview, in most instances. However, the superintendent did designate the time and extent of the final interview in many cases.

The final selection of the senior high school principal was usually made by the superintendent making a single nomination for the

position. Almost eighty-two per cent of the principalships were filled in this manner.

## CHAPTER V

### PREFERRED PRACTICES IN THE RETENTION OF SENIOR HIGH SCHOOL PRINCIPALS

Several state wide studies concerning the retention of superintendents have been reported in this study, but none were found on the retention of the senior high school principal. However, studies were made by Puffer<sup>1</sup>, McClain<sup>2</sup>, and Todd<sup>3</sup> concerning the retention of administrators. Therefore, there are no studies to indicate how much effort is actually being made to retain successful senior high school principals.

The purpose of this chapter is to present the data on practices used in the retention of successful senior high school principals as reported by 177 superintendents in Oklahoma. These data will be set forth in five tables, each showing the retention practices as reported.

The chapter is divided into three main headings. The material covered under these headings includes: Seeking to retain a desirable principal; evaluating the services of the principal; and reason or

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<sup>1</sup>Supra., p. 19.

<sup>2</sup>Supra., p. 20.

<sup>3</sup>Supra., p. 21.

reasons the previous principal left his position. The first two sections of this chapter will compare the results found with those of the study of 1952-53. The last section was added to the present questionnaire and no comparisons could be made.

### Seeking to Retain A Desirable Principal

A community will usually gain greater service where the tenure of the principal is sufficiently long enough to add continuity to the educational program. This point is brought out in a statement by the American Association of School Administrators:<sup>1</sup>

A second aspect of the current concern in educational administration is community leadership. Educational administration, while unique in many respects, is becoming increasingly important as a major segment of public administration. The unique responsibilities inherent in educational leadership pose special burdens on administration. These burdens have to do with community understandings, knowledge of community forces and their impact on the schools, community decision making, and the interpretation of education and educational needs to the public.

Table XXVI shows the preferred practices as indicated by superintendents of Oklahoma concerning what was being done to retain desirable principals. Ranking highest, with 174, or 98.30 per cent of the superintendents checking the practice, was that the superintendent and board support the principal in his decisions; whereas 140 superintendents, or 79.10 per cent, indicated the administration assisted in finding suitable housing facilities for the high school principal and his family. One hundred twenty-eight, or 72.32 per cent of the superintendents, indicated that the principal was freed of

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<sup>1</sup>Inservice Education for School Administration, American Association of School Administrators, Washington 6, D. C., p. 60.

TABLE XXVI

DISTRIBUTION AND RANK OF RESPONSES OF 177 SUPERINTENDENTS IN OKLAHOMA IN 1963-64  
AND 178 SUPERINTENDENTS IN OKLAHOMA IN 1952-53 INDICATING THEIR PRACTICES  
IN THE RETAINING OF PRINCIPALS FOR THE SENIOR HIGH SCHOOL PRINCIPALSHIP

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
1. The school administration assists in finding suitable housing facilities for the high school principal and his family	140	79.10	2	133	74.72	2
2. The school district furnishes a teacherage for the principal	7	3.95	13	4	2.25	14
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	110	61.58	4	132	74.16	3
4. The administration assures the principal of a renewed contract	62	35.03	8	103	57.86	4
5. The board of education prescribes an annual increment	43	24.29	10	30	16.85	10

TABLE XXVI--Continued

(	Practices	1963-64			1952-53		
		Number of Responses	Per cent of Respondents	Rank	Number of Responses	Per cent of Respondents	Rank
6.	The board of education makes provisions for tenure	22	12.43	12	26	14.61	11
7.	The board of education provides merit raises	37	20.90	11	39	21.91	9
8.	The district provides funds for annual vacation, leaves of absence, professional study, or travel	44	24.86	9	15	8.43	12
9.	The board provides adequate secretarial and clerical help explicitly for the principal	88	49.71	6	63	35.39	6
10.	The superintendent and board support the principal in his decisions	174	98.30	1	162	91.01	1
11.	The principal is free of teaching classes	97	54.80	5	53	29.78	7



TABLE XXVI--Continued

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
12. The principal is freed of sponsoring extra-curricular organizations	128	72.32	3	98	55.06	5
13. The principal is given full responsibility in the recommendation and selection of his teaching staff	74	41.81	7	45	25.28	8
14. No special effort is made to retain a desirable principal	3	1.69	14	2	1.12	15
15. Others	2	1.13	15	6	3.37	13

sponsoring extra-curricular organizations; while 110 superintendents, or 61.58 per cent, indicated that they helped the principal and his family to make social contacts.

Ninety-seven, or 54.80 per cent of the superintendents, stated that the principal was freed of teaching classes. This is consistent with the results shown on Table V.<sup>1</sup> Eighty-eight, or 49.71 per cent, indicated that there was adequate secretarial and clerical help; while seventy-four, or 41.81 per cent of the respondents, gave the principal full responsibility in the recommendations and selection of his teaching staff.

Sixty-two superintendents, or 35.03 per cent, indicated the principal was assured of a renewed contract; and forty-four, or 24.86 per cent of the districts, provided funds for leaves of absence, professional study, or travel. The board provided for annual increments in forty-three, or 24.29 per cent of the cases; whereas merit raises were provided by thirty-seven, or 20.90 per cent of the districts. The twelfth ranked practice was that provisions were made for tenure. This was indicated by twenty-two, or 12.43 per cent of the districts. Seven, or 3.95 per cent of the respondents, indicated that the principal was furnished a teacherage.

Only three, or 1.96 per cent of the districts, made no special effort to retain a desirable principal. Finally, two, or 1.13 per cent of the respondents, indicated there were other practices used in attempting to retain successful principals. These were: A three year contract

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<sup>1</sup>Supra., p. 37.

was given (this is not in keeping with the State School Laws of Oklahoma);<sup>1</sup> and the other indicated this matter was handled by the Director of Secondary Education.

A number of distinct differences were noted in comparing this study with the 1952-53 study. There was a 12.58 per cent decrease in the superintendents and community leaders who helped the principal and his family make social contacts. Also, there was a 22.83 per cent decrease in the administration assuring the principal of a renewed contract. However, there was a 5.44 per cent increase in prescribing annual increments; and a 16.43 per cent increase in the provision of funds for annual vacations, leaves of absence, professional study, or travel. An increase of 14.32 per cent was noted in regard to hiring sufficient secretarial and clerical help for the principal.

Evidence substantiating the results of Table IV<sup>2</sup> is noted, wherein 98.30 per cent of the superintendents indicated they supported the principal in his decisions. This was a 7.29 per cent increase over 1952-53. There was a noticeable increase of 25.02 per cent of the principals relieved of teaching duties; and an increase of 17.26 per cent freed of sponsoring extra curricular activities. Finally, a 16.53 per cent increase was noted in the principal making recommendations and selecting his staff.

Findings in the 1952-53 study indicated that the senior high schools of Oklahoma made efforts in several ways, usually inexpensive, to retain desirable principals but that these efforts tended toward

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<sup>1</sup>School Laws of Oklahoma, op. cit., sec. 88, p. 56.

<sup>2</sup>Supra., p. 35.

personal courtesies rather than toward satisfactory working conditions.<sup>1</sup> Indications show some current improvement in the working conditions of the principals: Boards of education provide more funds for annual vacations, leaves of absence, professional study, or travel; free the principal from the classroom; free the principal from sponsoring extra-curricular activities; and give him more responsibility in the selection of his teaching staff.

#### Evaluating the Services Of the Principal

The contention of many authors is that the high school principalship has developed into a strong leadership position. As school attendance areas have grown in size and student population has increased, the responsibilities of the principal have increased correspondingly. These factors have resulted in higher certification requirements and a greater role expectation of the high school principal.

Burrap<sup>2</sup> stated:

Since most principals do not have tenure of office, a very effective scheme of evaluation of their administrative services is made annually by the superintendent and the board of education. Typically, this is informal appraisal of their work which usually results in reemployment or dismissal. It comes generally by recommendation of the superintendent to the board of education upon the basis of his subjective judgment of the quality of service which has been rendered. In terms of professional advancement, job satisfaction, and reward for service, this is probably the most important evaluation of the principal's contribution to the school. . . . The expectations of the superintendent and the board of education determine in large part the standard of performance the principal must achieve if he is to be considered successful.

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<sup>1</sup>Rezabek, op. cit., 191 pp.

<sup>2</sup>Percy E. Burrap, Modern High School Administration, (New York: Harper and Brothers, Publishers, 1962), p. 365.

The factors for evaluating the success of high school principals as indicated by superintendents of Oklahoma are shown on Table XXVII. Ranked as the top factor by 173 superintendents, or 97.74 per cent, was success in control of administrative details; while 153 respondents, or 86.44 per cent, indicated that the demonstration of leadership in school and community was important. Rated third by 148 respondents, or 83.62 per cent, was the practice of staff motivation and participation; and 101 superintendents, or 57.06 per cent, indicated the high school principal was evaluated on the over-all scholarship of the student body. This again helps substantiate the results of Table IV.<sup>1</sup>

The amount of time spent in activities and planning for school improvement was ranked fifth in importance in the evaluation of the senior high school principal by ninety-three, or 52.54 per cent of the respondents; while eighty-seven, or 49.16 per cent of the superintendents, indicated the amount of pupil involvement in the school affairs was important. Success in social adjustment in the life of the community ranked seventh with sixty-four, or 36.16 per cent of the respondents, checking this item. Only nine superintendents, or 5.08 per cent indicated that principals were evaluated on the success or failure of competitive school activities; while two, or 1.13 per cent of the respondents, indicated that no special effort was made to appraise the services of the principal. All respondents checked at least one factor on the evaluation list.

Comparing the present study with the 1952-53 study, three distinct differences were noted. In the present study, 14.53 per cent more superintendents indicated evaluation was made in terms of leadership in school

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<sup>1</sup>Supra., p. 35.

TABLE XXVII

DISTRIBUTION AND RANK OF RESPONSES OF 177 SUPERINTENDENTS IN OKLAHOMA IN 1963-64  
AND 178 SUPERINTENDENTS IN OKLAHOMA IN 1952-53 INDICATING THEIR PRACTICES  
IN THE EVALUATING OF PRINCIPALS FOR THE SENIOR HIGH SCHOOL  
PRINCIPALSHIP

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
1. The over-all scholarship of the student body	101	57.06	4	112	62.92	4
2. The amount of time spent in activities and planning for school improvement	93	52.54	5	103	57.86	5
3. The amount of staff motivation and participation	148	83.62	3	123	69.10	3
4. The amount of pupil involvement in school affairs	87	49.16	6	89	50.00	6
5. The demonstration of leadership in school and community	153	86.44	2	128	71.91	2

TABLE XXVII--Continued

Practices	Number of Responses 1963-64	Per cent of Respondents	Rank	Number of Responses 1952-53	Per cent of Respondents	Rank
6. Success in the control of administrative details; such as discipline, attendance, instruction, etc.	173	97.74	1	163	91.57	1
7. Success or failure of competitive school activities	9	5.08	8	9	5.06	8
8. Success in social adjustment in the life of the community	64	36.16	7	86	48.32	7
9. No special effort is made to appraise the services of the principal	2	1.13	9	2	1.12	10
10. Others	0	0.00	10	4	2.25	9

and community; and 14.52 per cent more of the respondents indicated the principal was evaluated on the amount of staff motivation and participation. These factors indicated that leadership in general is being stressed more now than previously. However, in contrast, there are 12.16 per cent less principals being evaluated on success in social adjustment in the life of the community. This perhaps may be due to more urbanization of many communities throughout the state.

Reason or Reasons the Previous Principal  
Left His Position

This section of the questionnaire was not on the original made by Rezabek. The data collected for this section show the reasons why the previous principal left his position in each of the districts. Responses were tabulated from data received on 197 principals as reported by 177 district school superintendents.

The desire for higher salaries is one of the most common reasons for turnover. This statement would undoubtedly prove true in a great majority of cases in Oklahoma as evidenced in Table XXVIII. The factor causing most principals to leave their previous position according to 132 respondents, or 67.00 per cent, was to secure a better position. Ranking second was that the contract was not renewed. This factor was checked by twenty-three, or 11.67 per cent of the respondents.

Eighteen, or 9.14 per cent of the respondents, indicated other reasons for the previous principal leaving his position. Eleven superintendents, or 5.58 per cent, indicated the previous principal left because of retirement; while five, or 2.54 per cent of the respondents, indicated the principal was demoted to a teaching position within the same district; and four, or 2.03 per cent of the superintendents, indicated



TABLE XXVIII

DISTRIBUTION AND RANK OF RESPONSES OF 177 DISTRICT  
SCHOOL SUPERINTENDENTS IN OKLAHOMA INDICATING  
REASONS THE PREVIOUS PRINCIPAL LEFT HIS  
POSITION DURING THE TEN YEAR PERIOD  
1954-55 THROUGH 1963-64

Factors	Number of Responses	Per Cent of Respondents	Rank
Secured a better position	132	67.00	1
Contract was not renewed	23	11.67	2
Retired	11	5.58	4
Deceased	4	2.03	6
Demoted to a teaching position within same system	5	2.54	5
Moved to another principal- ship within same school district	2	1.02	7
Injured and could not perform his duties as principal	0	0.00	8
Others	18	9.14	3
No Response	2	1.02	-
TOTAL	197	100.00	

the principal was deceased. Only two, or 1.02 per cent of the respondents, indicated the previous principal had moved to another principalship within the same district. There were no indications made that the previous principal was injured and could not perform his duties. Finally, two superintendents or 1.02 per cent, did not respond to this portion of the questionnaire.

Eighteen superintendents indicated other reasons for the previous senior high school principal leaving his position. These responses are set forth in Table XXIX.

TABLE XXIX

DISTRIBUTION AND PER CENT OF RESPONSES OF EIGHTEEN  
DISTRICT SCHOOL SUPERINTENDENTS IN OKLAHOMA  
INDICATING OTHER REASONS THE PREVIOUS  
PRINCIPAL LEFT HIS POSITION DURING  
THE TEN YEAR PERIOD 1954-55  
THROUGH 1963-64

Other Reasons	Number of Responses	Per Cent of Respondents
Unknown	6	33.34
Returned to school	3	16.68
Went into business	3	16.68
Displeased with position	1	5.55
Returned to the classroom in another district	1	5.55
Heart attack	1	5.55
Became guidance director in another district	1	5.55
Appointed atheletic director in same district	1	5.55
Went to work at the State Department of Education	1	5.55
TOTAL	18	100.00

Six, or 33.34 per cent of the superintendents, did not know why the previous principal left his position; while three respondents, or 16.68 per cent, indicated the principal returned to school to further

his education; and three, or 16.68 per cent, indicated the previous principal went into some type of business. Each of the following reasons registered one response: Displeased with the position; returned to the classroom in another district; was appointed athletic director in same district; and went to work at the State Department of Education.

Table XXX shows the reasons contracts were not renewed as indicated by the twenty-three superintendents checking this item.

TABLE XXX

DISTRIBUTION AND PER CENT OF RESPONSES OF TWENTY-THREE  
DISTRICT SCHOOL SUPERINTENDENTS INDICATING REASONS  
WHY CONTRACTS WERE NOT RENEWED TO THE PREVIOUS  
PRINCIPAL DURING THE TEN YEAR PERIOD  
1954-55 THROUGH 1963-64

Factors	Number of Responses	Per Cent of Respondents
No Reason	11	47.82
Undesirable	5	21.74
Relationship with superintendent was not desirable	2	8.69
Trouble with a student	1	4.35
Did not fit the situation	1	4.35
Victim of circumstances	1	4.35
Health	1	4.35
Unknown	1	4.35
TOTAL	23	100.00

Eleven, or 47.82 per cent of the respondents, did not indicate why the previous principal's contract was not renewed; while five, or 21.74 per cent, indicated the principal was undesirable. Two, or 8.69 per cent of the respondents, indicated the relationship between the superintendent and the principal was not desirable. Each of the following reasons for the previous principal leaving his position was indicated once: Trouble with a student; did not fit the situation; victim of circumstances; health; and unknown.

### Summary

This chapter has been devoted to three main topics: Seeking to retain a desirable principal; evaluating the services of the principal; and the reasons why the previous principal left his position.

More than one-half of the superintendents of this study indicated they attempted to retain successful principals in five ways: By supporting the principal in his decisions; by assisting the principal and his family in finding suitable housing facilities; by freeing the principal from sponsoring extra-curricular activities; by helping the principal and his family make social contacts; and by freeing the principal from classroom teaching.

Senior high school principals of Oklahoma were evaluated mainly on their leadership ability and their ability to motivate and work with students and faculty members.

The largest single factor causing a senior high school principal to leave a school system was the need to secure a better position. It is not known whether principals move to other principalships or to superintendencies.

## CHAPTER VI

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to review the essential elements found in this study and to give the principal conclusions and recommendations which might be drawn concerning the selection and retention of senior high school principals of Oklahoma. The present study was designed to determine the current practices followed by school districts of Oklahoma in the selection and retention of senior high school principals and to compare them with those existing twelve years ago.

The chapter is divided into three main sections--summary of findings, conclusions, and recommendations. The summary of findings concerning current practices was formulated in regard to the responses of 177 superintendents in 1963-64, and were compared with the practices as reported by 178 superintendents in 1952-53. The summary of findings recognizes the similarities between the two studies, but does not emphasize them; however, the differences are emphasized. Conclusions were drawn from the summary of findings. Recommendations were made in terms of accepted nation-wide practices which should strengthen the selection and retention practices in Oklahoma.

Summary of Findings

## The Senior High School Organization

Oklahoma high schools compared favorably with the national trend toward the 6-3-3 organizational pattern. Approximately eighty per cent of the schools included in this study operated on this plan; whereas, sixty per cent operated on this plan in 1952-53. There was a noticeable decrease in the number of four year senior high schools. Approximately one-eighth of the schools operated on the 6-2-4 plan in 1963-64, while more than one-fourth of the schools operated on this plan in 1952-53. The incidence of the 6-6 plan has remained almost constant in the comparison of the two studies. This suggests that the schools were able to devote more time and effort to the senior high school curriculum by operating on the 6-3-3 plan.

## The Principalship

Currently, more than ninety-five per cent of the principals administer the senior high school program in their district, as compared to slightly more than eighty-five per cent in 1952-53. This suggests that superintendents were giving more leadership responsibilities to the principals who are now more highly trained due at least in part to increased certification standards. In all cases where the responsibility was not given to the principal, the superintendent retained it for himself. Most often the superintendent retained this responsibility in small schools throughout the nation where the principal taught almost full-time. Oklahoma was no exception to this pattern.

Slightly less than one-half of the principals in Oklahoma high schools taught at least one hour per day in 1963-64. Seventy per cent of the principals of 1952-53 taught at least one period per day. Approximately one-fourth of the high school principals nationally had teaching obligations. This suggests that principals are devoting more time to administrative details now than ever before.

Indications were that senior high school principals tend to stay in one position longer now than previously. More than one-half of the principalships had not changed more than one time during the past ten years; whereas, slightly more than one-third had not changed more than once in a ten year period in the 1952-53 study. Another difference noted was that there were fewer than one-fifth of the schools in the 1955-64 period, making three or four principal changes; while in the 1943-52 period there were more than one-third of the schools making this number of changes. Schools making fewer changes were approximately the same in both studies. Schools making a greater number of changes were also fairly constant. It seems apparent that the lay leaders are becoming more professionally oriented due to increased interest in publications and organizations. They are becoming more interested in a continuous, unbroken educational pattern which can be accomplished, to a greater extent, through longer principal tenure.

#### Status of the Senior High School Principal

The present study indicated that approximately eight per cent more principals held the same position fifteen or more years than did principals in the previous study. All other factors in regard to the number of years the principal had remained in his position was fairly

constant in both studies. Opportunities for advancement have been rapid for the past ten years, thus, no real significance can be seen.

Generally, a strong similarity was found in the number of principals holding standard and provisional certificates in 1964 and in 1952--with more than three-fourths holding standard certificates and less than one-tenth holding provisional certificates in each study. The significant difference appeared to be in the number of principals holding temporary certificates and those holding no administrative certificate at all. Currently, only one per cent of the principals hold temporary certificates; whereas in 1952, there were ten per cent. At the present time, more than ten per cent of the principals do not hold a valid administrator's certificate; while in 1952, only three per cent did not hold a valid administrator's certificate. This may be due to the higher certification requirements which are now in effect. In all but five states, in 1962, principals were required to have one type of administrator's certificate; and four of these states were planning to require a certificate.

Very little difference was noted in the number of principals holding doctor's degrees and master's degrees in the two studies. However, the number of principals with sixteen hours above the master's degree had risen sharply in the past twelve years; while the number of principals holding only baccalaureate degrees had dropped. This was probably due to the fact that the Oklahoma State School Laws require administrators to have a minimum of sixteen hours above the master's degree before a standard administrator's certificate can be obtained. Nationally, there is a trend toward requiring high school principals



to have one year's work above the baccalaureate degree. In the majority of districts, Oklahoma principals were up to or well above these standards.

No significant change was noticed in the number of principals forty through forty-nine years of age in the two studies. The major change occurred in the groups twenty-five through thirty-nine years and over fifty years. Thirty per cent of the current principals were in the twenty-five through thirty-nine age group, while approximately forty-five per cent were in this group in 1952. About one-third of the current principals were over fifty years old, while only one-sixth of the principals were over fifty years old in 1952. The average age of principals has risen during the past twelve years, and it is reasonable to assume that the average age of Oklahoma principals will continue to increase steadily.

At the present time, salaries of high school principals in Oklahoma range from \$5,000 to more than \$9,000 annually. These figures cannot be compared with those of 1952 which ranged from \$3,000 to \$6,000. Salaries paid principals nationally in 1962 generally were not less than \$5,000 and ranged up to \$12,500. However, all indications are that Oklahoma salaries will continue to increase due to steadily increasing costs of living and higher certification requirements.

Eighty-nine per cent of the senior high school principals of Oklahoma had completed more than five years of educational experience prior to their present positions. Only one principal with no previous experience was assigned to a principalship. In 1952, there were no persons without previous teaching experience assigned to the principalship. The adoption of state certification standards can be credited for this desirable practice, since educational experience is a prerequisite to certification

of administrators. Nationally, only a very small per cent of the assigned principals have had no previous teaching experience and the majority have had at least five years of successful teaching experience.

There were no significant differences found in the two studies concerning the previous positions held by the high school principals of Oklahoma. One-fourth of the 1963-64 principals came from the high school classroom to their present assignment. Nationally, more high school principals come from high school teaching fields than from any other source.

#### Practices in the Selection of Senior High School Principals

A summary of findings was formulated from the data presented in this study and the 1952-53 study concerning the selection procedure. In both studies, there was little indication of provisions made through written school policy for an organized plan in selecting the senior high school principal; and any preplanning was left up to the superintendent. Eleven of the 54 practices suggested for the selection process in this study, and nineteen of the 96 practices suggested for the 1952-53 study, were preferred by a majority of the respondents, indicating the limited use of possible criteria. There were wide diversities of opinion given on the remaining practices used in the two studies.

Very few practices, other than those supplied, were specified by the superintendents. The largest number of superintendents responding to other preferences indicated personal factors, 11.30 per cent of which were described. In the selection portion of the questionnaire, it was pointed out that no special plan had been adopted by many of the districts.

This suggests that more consistent procedures in the selection of senior high school principals are needed.

When a vacancy occurred in the principalship, the superintendent assumed the responsibility of filling the position. The only exception to this was that the Director of Secondary Education assumed this responsibility in one school district. There were no significant differences in the findings of the two studies in this regard. This implies that the school boards are encouraging the superintendents to perform this professional task.

Few changes had taken place in the practices of recruiting candidates in the past twelve years. There was a noticeable decrease in the number of districts getting recommendations from the State Department of Education. A trend toward searching for administrators with varied educational and social backgrounds was apparent when comparing the two studies. At the present time, approximately thirteen per cent of the districts in Oklahoma are seeking out-of-state applicants; whereas, less than seven per cent indicated they were doing this in 1952. This suggests that school districts of Oklahoma are aware that out-of-state talent may bring new challenges and experiences to their educational programs.

Appraising the personal qualities of a candidate was not included in the original study. It was felt that these factors should be included in this study as they play an important role in the recruiting and selection process. The ability to speak and communicate well with others was considered to be the most desired personal attribute. Closely following speaking ability were grooming, dress, and voice tone. Other methods of

investigating the candidates had not changed significantly during the past twelve years.

Nominating and selecting practices show only two significant differences in comparing the two studies. Between twenty and twenty-five per cent more administrative units made the selection of the candidate in terms of the combined impressions of the written records and the interview than previously; and approximately twenty-five per cent more superintendents made a single nomination for the principalship. This indicates that boards of education are relying, to a greater extent, upon the professional abilities of the superintendent.

#### Practices in the Retention of Senior High School Principals

There was greater agreement between the two studies on the retention practices than on the selection procedures. Eleven of the thirty-three preferred practices were checked by a majority of respondents in this study. Nineteen of the thirty-two items listed on the previous study were checked by the respondents.

Five respondents indicated that no attempt was made to retain and evaluate the services of the principal in this study; while four superintendents made this indication in the previous study. This suggested that more consideration was given in the retention of a desirable principal than in the selection.

There was evidence that the various school districts now provide the principal with more opportunities for professional growth through leaves of absence for professional study or travel. Respondents in the current study indicated that twenty-five per cent made provisions for this, while only eight per cent made these provisions in the previous study.

This suggests that school districts are placing more emphasis on inservice education than previously.

The stressing of more leadership ability now than formerly is evident when comparing the two studies. Many more principals were currently being evaluated on: The amount of staff motivation and participation; the demonstration of leadership in school and community; and success in the control of administrative details. Nationally, the trend is toward more professionalism and leadership ability for the principal. This may be due to the increased professional requirements which are now in effect.

Nationally, more principals change positions for monetary reasons than for any other. Oklahoma principals are no exception to this rule. Sixty-seven per cent of the principals in Oklahoma moved during the past ten years to secure better positions. This indicates that the principalship should be made a more desirable position with greater professional and monetary rewards.

### Conclusions

The following conclusions were drawn after a careful analysis of the summary of findings was made:

1. Principals were devoting more time and effort to the senior high school curriculum by operating on the 6-3-3 plan.
2. Superintendents had given more leadership responsibilities to the senior high school principals.
3. Principals were devoting more time to administrative details in senior high schools of Oklahoma.
4. School boards were becoming more professionally oriented due to increased interests in publications and organizations.

5. The average age of the senior high school principals of Oklahoma had increased steadily.

6. Salaries of the senior high school principals of Oklahoma had increased due in part to steadily increasing costs of living and higher certification requirements.

7. More consistent procedures in the selection of senior high school principals were needed.

8. Boards of education were relying on the professional abilities of the superintendents in the recruiting of high school principals.

9. Boards of education were relying on the professional abilities of the superintendents in the selecting of senior high school principals.

10. More consideration was given in the retention of a desirable high school principal than in the selection.

11. Boards of education were placing more emphasis on inservice education for the high school principal.

#### Recommendations

The foregoing conclusions, suggest the following recommendations which might significantly improve the practices of selection and retention of senior high school principals of Oklahoma.

1. It should be the responsibility of the superintendent of schools to formulate the plan by which an applicant is selected when a vacancy occurs in the principalship.

2. A written policy concerning the selection procedure should be adopted by the superintendent and the board of education.

3. The superintendent should search within his own system first for the most qualified person to fill a principalship. If a qualified person is not available, or if it is felt that a larger selection of candidates is needed, then other means of recruitment should be utilized.

4. Funds should be made available to carry on a comprehensive search for candidates as well as to reimburse expenses incurred by candidates.

5. Each school district should adopt a list of procedures to be followed in recruiting candidates for the principalship.

6. An organized plan for investigating the candidates should be adopted by the superintendent and board of education. Not only should the candidate's educational qualifications be investigated, but his personal qualifications as well.

7. All preferred candidates should be observed on the job held at the time of consideration and should be kept informed as to their standing.

8. The final nomination for the position should be made by the superintendent, with the approval of the board of education. The superintendent should make a single nomination, and if this is rejected by the board, he should make other single nominations until one is approved. The election should be made by a majority of the board, although unanimous approval is preferred. All candidates should be notified of the board's decision.

9. The administration should assure the desirable principal a renewed contract through the security of tenure; provide for annual increments; provide funds for leaves of absence and professional study; and provide the principal with adequate secretarial and clerical help.

10. Support should be given the principal in his decisions, and whenever possible, the principal should be freed from classroom responsibilities and extra curricular duties.

11. The principal should be given full responsibility in the selection of his teaching staff.

12. The principal should be evaluated in terms of: The general scholarship of the student body; time spent in planning for school improvement; staff motivation; leadership in school and community; success in the control of administrative details; and social adjustment.

#### Recommendations for Further Studies

The data presented herein have answered many questions concerning the current practices in the selection and retention of high school principals in Oklahoma. There is a need to study the principal and principalship more thoroughly both on the state and national level. The following areas of study are suggested:

1. Merit studies concerning the principals of Oklahoma. Studies at the elementary and junior high school level, as well as the senior high level would be most beneficial.
2. A selection and retention practice study of elementary principals in Oklahoma would be of great benefit at this time.
3. A study of the existing written school policies in Oklahoma defining the duties and responsibilities of the high school principal.
4. A study to determine the extent of current practices in selecting successful senior high school principals at the national level.
5. A study to determine the extent of current practices in retaining successful senior high school principals at the national level.



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APPENDIX A

2812 Texoma Drive  
Oklahoma City, Oklahoma  
May 13, 1964

Dear Sir:

Based on the assumption that the role of the high school principal has changed during the past ten years, a questionnaire is enclosed to determine the current practices used by school administrators of Oklahoma in the selection and retention of senior high principals. It is my hope that such an inquiry may reveal desirable procedures that may give direction to future growth toward the professionalization of the principalship.

This study is being conducted to fulfill the requirements of my doctoral degree, under the guidance and direction of Dr. Claude Kelley, Assistant Dean, College of Education, from the University of Oklahoma.

As the executive officer of your school district, would you please cooperate by supplying certain data which will be compiled and interpreted to indicate existing trends in the state as compared to existing trends of ten years ago. Information is being obtained through the check-list type of questionnaire.

The enclosed questionnaire is organized around nine major headings where the school superintendent may indicate by check mark the item or items most nearly describing the practices used in your school district. Additional space is provided for comments at the end of each major grouping for statements that might further explain practices involved.

It is not necessary that you sign your name or in any way identify yourself or your school district unless you wish.

A stamped self-addressed envelope is enclosed for your convenience in returning the completed check-list. A prompt return of this questionnaire will be greatly appreciated.

Sincerely yours,

William C. Hamm

Enclosures 2



## APPENDIX B

# THE QUESTIONNAIRE

## Concerning the Practice in Selecting and Retaining Senior High School Principals in Oklahoma

### I. BASIC INFORMATION:

#### A. The Senior High School Organization

1. What is your senior high school administrative plan for the current school year, 1963-64?  
\_\_\_\_\_ 3 year senior high school,  
grades 10 through 12.  
\_\_\_\_\_ 4 year senior high school,  
grades 9 through 12.  
\_\_\_\_\_ Others, please describe \_\_\_\_\_

#### B. The Principalship

1. Does some school officer other than the principal administer the senior high school program?  
\_\_\_\_\_ Yes (If "yes," who? \_\_\_\_\_)  
\_\_\_\_\_ No
2. How many hours does the senior high school principal teach daily?  
\_\_\_\_\_
3. How many changes have occurred in the principalship of your senior high school during the ten year period 1953-54 through 1963-64?  
\_\_\_\_\_

#### C. Status of the senior high school principal

1. How many years has your present senior high school principal served in that office?  
\_\_\_\_\_ First year  
\_\_\_\_\_ 2 through 5 years  
\_\_\_\_\_ 6 through 10 years  
\_\_\_\_\_ 11 through 15 years  
\_\_\_\_\_ Over 15 years
2. Which of the Oklahoma Administrators' Certificates does your high school principal hold?  
\_\_\_\_\_ Standard  
\_\_\_\_\_ Provisional  
\_\_\_\_\_ Temporary
3. What is the highest degree held by your high school principal?  
\_\_\_\_\_ Doctors degree  
\_\_\_\_\_ Sixteen or more hours above the masters degree  
\_\_\_\_\_ Masters degree  
\_\_\_\_\_ Baccalaureate degree
4. What is the age of your high school principal?  
\_\_\_\_\_ Under 25 years old  
\_\_\_\_\_ 25 through 39 years  
\_\_\_\_\_ 40 through 49 years  
\_\_\_\_\_ Over 50 years old
5. What is the annual salary of the principal in your senior high?  
\_\_\_\_\_ Under 5,000

\_\_\_\_\_ 5,000 to 6,000  
\_\_\_\_\_ 6,000 to 7,000  
\_\_\_\_\_ 7,000 to 8,000  
\_\_\_\_\_ 8,000 to 9,000  
\_\_\_\_\_ Over 9,000

6. How many years of public school experience. (exclusive of military service credit), has your high school principal completed prior to the present assignment?  
\_\_\_\_\_ No experience  
\_\_\_\_\_ Less than 2 years  
\_\_\_\_\_ 2 through 3 years  
\_\_\_\_\_ 4 through 5 years  
\_\_\_\_\_ Over 5 years experience
7. What was the position held by your senior high school principal prior to his present assignment?  
\_\_\_\_\_ Superintendent  
\_\_\_\_\_ Senior High School Principal  
\_\_\_\_\_ Ass't High School Principal  
\_\_\_\_\_ Ass't Junior High Principal  
\_\_\_\_\_ Elementary School Principal  
\_\_\_\_\_ High school classroom teacher, specify subject \_\_\_\_\_  
\_\_\_\_\_ Junior high school teacher, specify subject and/or grade \_\_\_\_\_  
\_\_\_\_\_ Elementary Teacher, specify grade or specialty \_\_\_\_\_  
\_\_\_\_\_ Coach  
\_\_\_\_\_ Band Instructor  
\_\_\_\_\_ Counselor, Guidance Specialist, Curriculum Director, etc. Please specify \_\_\_\_\_  
\_\_\_\_\_ Non-teaching job, specify \_\_\_\_\_  
\_\_\_\_\_ Junior High School Principal

### II. ADOPTING THE SELECTION PROCEDURE

When a vacancy occurs in the senior high school principalship, who formulates the plan by which an applicant is found?

- \_\_\_\_\_ (1) The superintendent with approval of the board  
\_\_\_\_\_ (2) The board of education in a corporate body  
\_\_\_\_\_ (3) A member, or committee, of the board designated with that responsibility  
\_\_\_\_\_ (4) No special plans are made in advance, but the superintendent assumes the responsibility  
\_\_\_\_\_ (5) Other, Please specify \_\_\_\_\_

### III. RECRUITING CANDIDATES

Which of the practices are followed at your school in contacting candidates for the office of senior high principal?

Check practices used:

- \_\_\_\_\_ (1) The board adheres to a policy of promotion from within the system
- \_\_\_\_\_ (2) Applications are secured through public announcement
- \_\_\_\_\_ (3) Applicants are secured from successful administrators
- \_\_\_\_\_ (4) Recommendations are requested from university and college
- \_\_\_\_\_ (5) Recommendations are requested from the state department of education
- \_\_\_\_\_ (6) Commercial placement services are contacted
- \_\_\_\_\_ (7) Individual professors are consulted
- \_\_\_\_\_ (8) Only applicants who write letters of inquiry or apply in person are considered
- \_\_\_\_\_ (9) The search for a candidate is extended beyond the state area
- \_\_\_\_\_ (10) Funds are provided for the administration to carry on a comprehensive search
- \_\_\_\_\_ (11) Funds are provided to reimburse expenses incurred by candidates
- \_\_\_\_\_ (12) No special plan of recruitment has been established
- \_\_\_\_\_ (13) Others, please describe \_\_\_\_\_

### IV. INVESTIGATING THE CANDIDATES:

A. Which of the practices are followed by your school in the investigation of candidates for the senior high school principalship?

Check Practices Used:

- \_\_\_\_\_ (1) An organized plan is made to contact each applicant
- \_\_\_\_\_ (2) Permission is obtained from the applicant's immediate superior before he is questioned
- \_\_\_\_\_ (3) Candidates are requested to file professional credentials with your office
- \_\_\_\_\_ (4) The superintendent studies the credentials and selects the preferred men
- \_\_\_\_\_ (5) A screening committee evaluates the qualifications and selects the top men
- \_\_\_\_\_ (6) All candidates are interviewed
- \_\_\_\_\_ (7) Only the first choice candidate is asked for an interview
- \_\_\_\_\_ (8) Each applicant is kept informed concerning his standing in the process
- \_\_\_\_\_ (9) Top candidates are observed on the job held at the time of consideration
- \_\_\_\_\_ (10) An effort is made to interview the wife of each candidate under final consideration.
- \_\_\_\_\_ (11) No special effort is made prior to the interview to evaluate the qualifications of the candidates
- \_\_\_\_\_ (12) Others, please describe \_\_\_\_\_

B. Which personal factors are considered most important while interviewing an applicant for the senior high school principalship?

Check practices used:

- \_\_\_\_\_ (1) Dress
- \_\_\_\_\_ (2) Grooming
- \_\_\_\_\_ (3) Speech (ability to speak)
- \_\_\_\_\_ (4) Voice (tone)
- \_\_\_\_\_ (5) Height
- \_\_\_\_\_ (6) Weight
- \_\_\_\_\_ (7) Physical defects
- \_\_\_\_\_ (8) Others, please describe \_\_\_\_\_

### V. NOMINATING THE CANDIDATE:

Which of the practices are observed in making the final selection?

- \_\_\_\_\_ (1) The superintendent designates the time and extent of the final interview
- \_\_\_\_\_ (2) Selection is made in terms of the interview alone
- \_\_\_\_\_ (3) Selection is made in terms of the combined impressions of the written records and the interview
- \_\_\_\_\_ (4) Selection is made in terms of a summarized written report of the candidate
- \_\_\_\_\_ (5) One or more members of the board are present at the interview
- \_\_\_\_\_ (6) One or more teachers are present at the interview
- \_\_\_\_\_ (7) Staff members have an opportunity to interview the candidate and advise the superintendent
- \_\_\_\_\_ (8) A follow-up visit of the desired candidate is made
- \_\_\_\_\_ (9) Open letters of recommendation are accepted
- \_\_\_\_\_ (10) Letters of reference are re-evaluated in terms of interview impressions

### VI. SELECTION OF THE PRINCIPAL:

Which of the practices are used in selecting the senior high school principal?

- \_\_\_\_\_ (1) The superintendent makes a single nomination for the position
- \_\_\_\_\_ (2) Board members are asked to vote on one of the top candidates
- \_\_\_\_\_ (3) Election is made by majority vote of the board
- \_\_\_\_\_ (4) Unanimous approval of the board is demanded
- \_\_\_\_\_ (5) All candidates are notified of the board's decision
- \_\_\_\_\_ (6) Others, please describe \_\_\_\_\_

## VII. SEEKING TO RETAIN A DESIRABLE PRINCIPAL:

What practices are made by the administration of your school to make the senior high school principal happy and secure in his position?

Check Practices Used:

- \_\_\_\_\_ (1) The school administration assists in finding suitable housing facilities for the high school principal and his family
- \_\_\_\_\_ (2) The school district furnishes a teachorage for the principal
- \_\_\_\_\_ (3) The superintendent, staff, and community leaders help the principal and his family to make social contacts
- \_\_\_\_\_ (4) The administration assures the principal of a renewed contract
- \_\_\_\_\_ (5) The board of education prescribes an annual increment
- \_\_\_\_\_ (6) The board of education makes provisions for tenure
- \_\_\_\_\_ (7) The board of education provides merit raises
- \_\_\_\_\_ (8) The district provides funds for annual vacation, leaves of absence, professional study, or travel
- \_\_\_\_\_ (9) The board provided adequate secretarial and clerical help explicitly for the principal
- \_\_\_\_\_ (10) The superintendent and board support the principal in his decisions
- \_\_\_\_\_ (11) The principal is free of teaching classes
- \_\_\_\_\_ (12) The principal is freed of sponsoring extra-curricular organizations
- \_\_\_\_\_ (13) The principal is given full responsibility in the recommendation and selection of his teaching staff
- \_\_\_\_\_ (14) No special effort is made to retain a desirable principal
- \_\_\_\_\_ (15) Others, please describe \_\_\_\_\_

## VIII. EVALUATING THE SERVICES OF THE PRINCIPAL:

Which of the factors indicated are considered by the administration as measures of success of a high school principal?

- \_\_\_\_\_ (1) The over-all scholarship of the student body
- \_\_\_\_\_ (2) The amount of time spent in activities and planning for school improvement
- \_\_\_\_\_ (3) The amount of staff motivation and participation
- \_\_\_\_\_ (4) The amount of pupil involvement in school affairs
- \_\_\_\_\_ (5) The demonstration of leadership in school and community
- \_\_\_\_\_ (6) Success in the control of administrative details; such as discipline, attendance, instruction, etc.
- \_\_\_\_\_ (7) Success or failure of competitive school activities
- \_\_\_\_\_ (8) Success in social adjustment in the life of the community
- \_\_\_\_\_ (9) No special effort is made to appraise the services of the principal
- \_\_\_\_\_ (10) Others, please specify \_\_\_\_\_

## IX. INDICATE REASON OR REASONS THE PREVIOUS PRINCIPAL LEFT HIS POSITION:

Which factors caused your previous high school principal to leave his position?

Check one or more reasons:

- \_\_\_\_\_ (1) Secured a better position
- \_\_\_\_\_ (2) Contract was not renewed

Reason \_\_\_\_\_

- \_\_\_\_\_ (3) Retired
- \_\_\_\_\_ (4) Deceased
- \_\_\_\_\_ (5) Demoted to a teaching position within your system
- \_\_\_\_\_ (6) Moved to another principalship within your school district
- \_\_\_\_\_ (7) Injured and could not perform his duties as principal
- \_\_\_\_\_ (8) Other, please specify \_\_\_\_\_

## APPENDIX C

2812 Texoma Drive  
Oklahoma City, Oklahoma  
May 26, 1964

Dear Sir:

On May 14, 1964, you were mailed a self-addressed, stamped envelope and questionnaire concerning the practices of selecting and retaining high school principals in your school district. Two hundred and twelve questionnaires were mailed throughout the state of Oklahoma, and to date, one hundred thirty-seven have been returned.

It is of utmost importance that I receive your questionnaire so that I might complete my study on a doctoral degree at the University of Oklahoma.

Enclosed you will find another copy of the questionnaire. If for any reason you failed to mail the other one to me, would you please take a few minutes of your time to complete this one and mail it to me immediately. This information is confidential, and you need not in any way identify yourself or your school district.

Sincerely,

William C. Hamm

Enclosure