

PERCEPTIONS OF THE ELEMENTARY SCHOOL
PRINCIPALSHIP IN THE AREAS OF
SUPERVISION, CURRICULUM
PROGRAMMING AND PUBLIC
SCHOOL RELATIONS

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CHAPTER I

INTRODUCTION

Elementary principals are the personnel who are entrusted with the responsibility of directing the overall educational program within their particular schools. These principals have the responsibility to develop and guide the educational program of their schools in relationship to policy guidelines, role analysis, and educational philosophy which are germane to the educational policies of the superintendent of schools and the board of education (Hanson, 1979).

Descriptions of the principalship have not been consistent. Principals, of necessity, have become accustomed to reconciling theories of educational writers with the practicalities of their local educational settings. While principals seem to agree they should be educational leaders and innovators, few are quick to describe themselves that way. They hesitate probably because of the uncertainty about the role of the principal (Lozeau, 1977).

Lozeau (1977) further stated that the responsibilities of the principal are becoming less obvious. There are many internal and external pressures from all segments of society on today's elementary school principal. If the principal does not take an active part in defining his/her responsibilities within his role, other groups will take the initiative and do so for him (e.g., building policy committees, community groups, central office, and so on).

Statement of the Problem

The elementary school principal's perceptions of his/her position effectiveness compose an important component in the achievement of the educational goals of the school community. However, his/her educational goals for this individual community should support the school district's overall goals and objectives which have been determined to be the most satisfactory for the accomplishment of the educational mission with that community.

The perceptions of the effectiveness by which these individual educational goals are met, as compared to the broader district goals and objectives, is one of the major points considered in the evaluation of the elementary school principal. This evaluation is given both formally and informally by many groups, which may include: boards of education, superintendents of schools, teachers, and community groups. The perceptions of the principal's ability and effectiveness may well determine that individual's own perceptions of his/her ability, whether the perceptions are valid or not.

The problem to be investigated in this study is the relationship of the elementary school principal's perception of his/her functional role in the areas of supervision, curriculum programming, and public school relations, compared to the perceptions of members of boards of education, superintendents of schools, teachers, and lay community citizen groups with regard to the ideal role.

Significance of the Study

There seems to be disagreement between what some superintendents of schools expect the elementary school principal to do and what the principals are actually doing. Superintendents also seem to disagree among themselves concerning their perceptions of the role of the elementary school principal (Awender, 1978).

Since the superintendent of schools is employed and retained at the pleasure of the board of education, and in turn the board of education members are elected by the general public of the community which they represent, then it follows that if there are disagreements between superintendents, then there well may be disagreements between board members and citizens. If the "chain of command" is upheld, this certainly may also place undue stress and pressure upon the elementary school principal and affect his/her perceptions of job satisfaction.

The three main areas of responsibility, within which elementary school principals need to be competent in order to meet the public's demand for accountability, as well as to be consistent with the school district's policy guidelines and administrative mandates, are supervision, curriculum programming, and public school relations. Many principals and their superintendents have not developed a job description for the position of elementary school principal. In some instances this has resulted in a duplication of duties for the principal and the superintendent. In other situations there has been some lack of trust between the principal and the superintendent, leading to position insecurity, and sometimes to the dismissal of the principal. In still other cases there have been times when neither the superintendent nor

the principal executed a function because each assumed the other was charged with that responsibility (Awender, 1978).

This study will attempt to provide various groups of individuals an additional degree of knowledge regarding the areas of supervision, curriculum programming, and public school relations from which the elementary school principal's responsibilities may be more clearly designated. This may help alleviate some of the problems which arise over role evaluation, and help maximize the effectiveness of the individual within the position (Castetter, 1976).

Furthermore, the study will attempt to further define the responsibilities so that the principal, the superintendent, and relevant groups of others can agree upon what the principal should actually be doing. Lozeau (1977) claimed that this may in turn lead to an increased level of position satisfaction of the individual employed within the position.

Superintendents, teachers, the community, and elementary school principals need to jointly establish priorities, expectations, and responsibilities for the individual designated as the principal. Once these understandings of the various groups' general expectations are established, principals will have a clearer understanding of their role and responsibilities within the overall framework of the school district. Furthermore, this understanding will usually lead to better functioning in the principalship role, and in an environment of less disagreement between the principal and the various groups with which the principal may come in contact (Castetter, 1976).

Statement of the Hypotheses

Considering the writings and studies originated by educational consultants, researchers, and practitioners concerning the role of the elementary school principal as perceived by principals and superintendents of schools, it is hypothesized that:

- H.1.: There is a significant difference between the perceptions of elementary school principals' real role in educational supervision and the perceptions of members of boards of education, superintendents of schools, teachers, and members of parent-teacher organizations as to the ideal elementary school principal's role.
- H.2.: There is a significant difference between the perceptions of elementary school principals' real role in educational curriculum programming and the perceptions of members of boards of education, superintendents of schools, teachers, and members of parent-teacher organizations as to the ideal elementary school principal's role.
- H.3.: There is a significant difference between the perceptions of elementary school principals' real role in public school relations and the perceptions of members of boards of education, superintendents of schools, teachers, and members of parent-teacher organizations as to the ideal elementary school principal's role.

Assumptions

The first assumption of this study is that all responding participants of the five groups surveyed accurately and objectively analyzed their perceptions of the elementary school principal's role. Additionally, it is assumed that the five groups indicated their perceptions in such a manner as to convey that same connotation to the researcher. It is further assumed that the sampled individuals are representative of other individuals with regard to their perceptions of the elementary school principal's role. It is additionally assumed that a panel of experts in the areas of supervision, curriculum programming, and public school relations accurately validated the survey instrument to be meaningful and appropriate in gathering the necessary data which supported or rejected this study's hypotheses.

Limitations of the Study

The proposed study is limited to a stratified random sampling of elementary school principals, members of boards of education, superintendents of schools, elementary school teachers, and members of parent-teacher organizations located in the 13 county area designated as Educational District of Instruction "C" by the State of Missouri. The findings of this study may or may not be applicable to conditions prevalent in other educational districts of instruction or other states. It is possible that perceived levels of position satisfaction may be attributed to other factors than the individual's perceived effectiveness, and the evaluation of such, in the areas of supervision, curriculum programming, and public school relations, by members of

boards of education, superintendents of schools, teachers, and members of parent-teacher organizations.

Additionally, this study is limited to the materials which will be reviewed by the investigators. All literature may not be included. Some of the data may unintentionally be biased by the investigator.

Definition of Selected Terms

Curriculum Programming: A program preferably involving the entire school personnel, designed to improve the experiences of the pupils by modifying or improving any aspect of the school (Good, 1973).

Elementary School: A school having curriculum offering work in any combination of grades one to eight or from the pre-primary grades to grade eight (Good, 1973).

Principal, Elementary School: An administrator and supervisory officer responsible for an elementary school; usually limited to a single school or attendance area and may or may not engage in teaching (Good, 1973).

Public School Relations: An activity concerned with giving information to the public about the school or creating goodwill for the school (Good, 1973).

Responsibility: The obligation that an individual assumes when he accepts a general work assignment or job, to perform properly the functions and duties that have been assigned to him, to the best of his ability, in accordance with the directions of the executive to whom he is accountable (Good, 1973).

Role: The characteristic behavior shown by an individual within a given group as well as the behavioral patterns of functions expected of

or carried out by an individual in a given societal context (Good, 1973).

Superintendent of Schools: The chief executive and advisory officer charged with the direction of schools in a local administrative unit, as in a district, city, town or township or in a county or state (Good, 1973).

Supervision: Educational supervision is what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning (Harris, 1975).

Summary

Chapter I includes the statement of the problem and other pertinent information necessary in the development of the problem under consideration in this study. The information found in Chapter I served to provide the theoretical base from which the researcher examined the questions raised in the study. Chapter II contains an explanatory review of pertinent literature. Chapter III describes the design and methodology that were utilized in sampling, gathering, and analyzing data for the study. Chapter IV contains a presentation and analysis of the data. Chapter V summarizes the findings of the study, draws conclusions based upon the findings of this study, and makes recommendations for further research in the areas considered in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to present the findings of related literature that lend support to the three areas that undergird the study. The three areas are supervision, curriculum programming, and public school relations.

Supervision

The problems of the world today and their impact and demands on the educational program have changed the role of principal (Phillips, 1961). Supervision is without question the most important role the principal must play, and if the educational program is not effective, then it is the principal who has failed (Stoops and Johnson, 1967).

However, principals do not always agree as to the importance of supervision, and tend to emphasize it less than other areas of the principalship. In research conducted by Lozeau (1977) involving 1,119 principals within the region accredited by the North Central Association, 64.4 percent of the participants ranked the role of "administrator" first, "instructional leader" second, and "business manager" third in order of importance as they perceived their role. Lozeau's conclusions also showed there was a fairly strong congruence

($r=.92$) between the amount of time principals indicated they spent on various areas of responsibilities, and the amount of time they would ideally spend on each area.

Furthermore, Awender (1978) surveyed 105 elementary schools to determine perceptions of the principal's role by teachers, principals, and superintendents. Participants were asked to rank order 11 items. Principals responded that counseling and discipline, decision making, and the budget were their three most important functions, with supervision ranked as fourth. However, with the same survey, superintendents ranked in descending order of importance, supervision, academic programming, and public relations, as the roles which they most desired principals within their jurisdiction to fulfill. This points to the fact that the contemporary school principal performs an increasing number of complex, largely undefined roles. Furthermore, there seems to be a gap between where the superintendents desire principals to devote their energies and where, in fact, the principals are utilizing their time (Barracough, 1973).

Goldhammer (1971) suggested, following his study of 291 elementary school principals and their perceptions of the problems they faced in administering their schools, that an experienced principal is anxious to develop a "team" consisting of his staff. He desires new teachers who can be a part of the team and help extend its effectiveness. But principals feel that they have been prepared inadequately for managing the supervisory and personnel programs within their buildings. They need greater opportunity for mastering the skills of supervision, the techniques of teacher evaluation, the processes of group decision-making, and the technicalities of maintaining morale.

In the study, 64 principals were concerned about their apparent inability to provide adequate supervision. Furthermore, supervision accounted for seven percent of the total problems outlined by principals, and in two of the nine regions studied, it was indicated to be the principals' greatest problem.

Additionally, the study concluded that the principals' greatest problem involving supervision was their lack of time for classroom visitations and teacher conferences. Administrative details and managerial responsibilities left little time for good supervision.

Perhaps this conflict of perceptions between the principals and superintendents arises from lack of communication on the part of one or both parties as to what the superintendent actually desires. The principals in Goldhammer's study cited the primary reason for not having adequate time for good supervision to be the lack of secretarial assistance or supportive staff to handle routine duties. They also believed there was too much detail work coming from the central office, too many forms and too much red tape in acquiring district items, and too much time spent on discipline problems, administrative details and public relations. Perhaps no, or too few, attempts have been made by the principal to clarify priorities of the superintendents and district policies, however, in any event, the principal is placing his position in jeopardy by not fulfilling the objectives and goals as stated by the chief administrative officer of the school district.

Supervision is not limited solely to the improvement of instruction. Harris (1975) observed that the tasks of educational supervision include: (1) developing curriculum, (2) organizing for instruction, (3) providing for staff, (4) providing for facilities, (5) providing for

materials, (6) arranging for in-service education, (7) orienting staff members, (8) relating special pupil services, and (9) evaluating instruction. Supervision should be concerned with the improvement of all factors which influence the growth, development and education of children (Stoops and Rafferty, 1961). It is a cooperative continuous process involving all certificated personnel and directed toward the improvement of the educational experience. Supervision involves an understanding of children, stimulation of the professional growth and development of teachers, formulation of educational objectives, materials of instruction, methods of teaching, control of the physical environment, and the evaluation of instruction (Stoops and Marks, 1965). Supervision has come to mean supporting, assisting and sharing with the teacher rather than directing the teacher (Wiles, 1955).

Leadership in planning, provisioning, and more imaginative utilization of the school's physical environment is one of the most important contributions a principal can make to a staff (Anderson, 1973). However, the principal's major task is that of stimulating a willingness on the part of the teachers to cooperate. The manner in which this goal may be reached may vary, but a good supervisor will always be alert to new and better ways of doing things (Stoops and Johnson, 1967). Harris (1975) suggests that all good leadership practices, regardless of the specific leadership task, will include assessing, prioritizing, designing, allocating resources, coordinating and directing processes which are demanded for changing and maintaining any operation.

The principal in his role as supervisor must first gain leadership acceptance. This is done by first assuming leadership in those areas

which there is little controversy, broadening out into more controversial areas after he has been able to demonstrate his leadership competency to the group. Teachers should feel they can offer opinions and recommendations without fear of reprisal. Honest, constructive contributions by the staff help build common understandings and appreciations, and when these contributions serve as a foundation of building policy, rapport begins to develop within the group (Stoops and Johnson, 1967).

Wiles and Lovell (1975) caution that only as the leader is accepted as a working member can he hope to exert maximum influence on the group's direction and purposes. A supervisor has a responsibility of helping a staff to establish or improve the program. The supervisor in many situations may find it necessary to take initial steps to secure modifications in the organizational structure that makes possible wider participation in the leadership function. In some cases it will be necessary to suggest modifications to the administrative leadership and in other cases to propose to the teaching staff participation in developing a new plan. A supervisor must remain flexible in his/her approach to change as the modification of any existing structure grows out of an attempt to decrease dissatisfactions. In any case, an organization cannot be forced upon a group .

Unusually successful principals, characterized by Goldhammer (1971) as "Beacons of Brilliance," were shown to have several of the following characteristics in common:

1. Most were encouraged to become principals by their superiors.

2. Most expressed a sincere faith in children and emphasized their responsibilities toward the solution of children's problems.
3. They had an ability to work effectively with people to secure their cooperation. They were proud of their teachers and accepted them as professionally dedicated and competent people. They inspired confidence and developed enthusiasm. The principals used group processes effectively; listened well to parents, teachers, and students; and appeared to have intuitive skill and empathy for their associates.
4. They were aggressive in securing recognition of the needs of their schools. They frequently were critical of the restraints imposed by the central office and of inadequate resources. They found it difficult to live within the constraints of the bureaucracy; they frequently violated the chain of command, seeking relief for their problems from whatever sources that were potentially useful.
5. They were enthusiastic as principals and accepted their responsibilities as a mission rather than as a job. They recognized their role in current social problems. The ambiguities that surround them and their work were of less significance than the goals they felt were important to achieve.
6. They were committed to education and could distinguish between long-term and short-term educational goals. They fairly well had established philosophies of the role of education and their relationship with it.
7. They were adaptable. If they discovered something was not working, they could make the necessary shifts and embark with some security on new paths.
8. They were able strategists. They could identify their objectives and plan means to achieve them (pp. 2-3).

The kinds of behavior a supervisor exhibits are, in large measure, what determines success. The homogeneous management behavior and rule administration affect the teachers' perception of the principal's leadership ability (Caldwell and Easton, 1974). The principal must develop a leadership style of a facilitator that allows each teacher to reach a level of optimal efficiency (Schiff, 1978). In a study conducted

by Stout (1968) consisting of 390 California teachers and 380 Oklahoma teachers, a 66 item survey was administered to test for the most significant leadership style. The results showed that none of the variables appeared to affect leadership preferences, however, nondirective, permissive approaches to leadership were preferred for the role of principal. A supervisory behavior that is typified by attitudes of acceptance and support appeared to have a positive effect on morale. The enhancement of morale, in turn, tended to increase the power of a school to hold its staff and to generate a feeling that each teacher was important to the work of the school.

The supervisory role of the principal, as evidenced by his/her behavior, is acknowledged to be the single most important determiner of the educational climate in any school. The professional staff's perceptions of the principal's rule administration behavior have discernible consequences for principal-teacher relationships. In the hierarchical arrangement that exists in public schools, such superordinate-subordinate relationship is often a significant factor in promoting sound organizational health (Caldwell and Lutz, 1978).

William E. Caldwell and Frank W. Lutz (1978) concluded that principals were perceived by teachers to possess a high caliber of executive leadership ability when they exhibited high representative or a combination of high representative and punishment-centered rule leadership behavior. Conversely, principals perceived by teachers to be exhibiting a high degree of insincere behavior were judged to be low in executive leadership ability.

Furthermore, as shown by Hoy's, Tarter's and Forsyth's (1978) study involving 40 public elementary and 40 public secondary schools, thrust was determined to be the dominant theme bearing a strong relationship to loyalty and leadership acceptance at both levels of schools. Particularly at the public elementary school level, the two predictor variables, consideration and thrust, entered the regression equation predicting subordinate loyalty for elementary principals.

A multiple correlation of R of .90 was obtained, and the combined influence of the thrust and consideration variables alone accounted for 81 percent of the loyalty variance determined by the study.

Garland and O'Reilly (1976) suggest, in practical terms, that group effectiveness will be enhanced by assisting leaders, of whatever psychological makeup, to promote group relationship among group members. They proposed that principals who, by one process or another, ended with a faculty that enjoyed good leader-member relationships, were judged to be good supervisors and considered to run good schools. The effect of proper supervisory behavior and effective leadership techniques cannot be exaggerated (Curtin, 1964).

Curriculum Programming

Feelings run strong in the controversy over whether principals can be, or ought to be, instructional leaders in their school (Wiles, 1975). Lack of time, power, clear role definition, and preparation are some of the handicaps to principals who show an interest in this direction (Mazzarella, 1977).

The principals' lack of knowledge of the strategies to employ in affecting educational change is a critical factor in the current

curriculum leadership crisis. The majority of principals are confident of their ability to oversee the routine operation of their buildings, but relatively few have any degree of confidence in their ability to assume a leadership role in instructional improvement. Principals suggest that they would rather be instructional experts rather than mere building managers. However these same comments indicate that many principals presently lack the skills to be instructional leaders (Goldhammer, 1971). Sergiovanni and Elliott (1975) consider the instructional program to be the heart of the elementary school; it should be the main focus of the principal's leadership, decision-making, and staff development activities. Teachers want the principal's role as an instructional leader and curriculum consultant more pronounced than it is presently (Krajewski, 1977). Superintendents rank curriculum programming as the second most important role they expect their principals to fulfill (Awender, 1978). Remembering the historical development of the administrator as a leader in educational practice, the public is demanding that the administrator again return to his primary function-enhancer of the learning process through the improvement of and his participation in the instructional program (Hansen, 1974). Furthermore, the extent to which an instructional leader is able to facilitate improvement of instruction is directly related to how various groups perceive that leader's ability and behavior in fulfilling the total role (Danley and Burch, 1978).

One of the most direct and commanding statements concerning the principal's role as an instructional leader is offered by Chester Babcock (Tanner and Tanner, 1980):

It is here that supervisors of curriculum and instruction perform a service function. The principal's responsibility in the supervision of instruction is to marshal all the resources of the curriculum staff to improve the quality of the program in his school (p. 669).

The principal has a leadership responsibility for the staff development and curriculum improvement of his/her building's program. However, as Goodlad states, if this responsibility is to be successfully met, the principal must be given the responsibility for developing sound, on site educational programs, provided with opportunities to learn necessary leadership behavior and be held accountable (Tanner and Tanner, 1980).

The individual school is the functional unit for curriculum programming. Curriculum programming must always be done in terms of specific groups of children. There can be no such thing as the best arithmetic program for all children; there can only be a program that is best for a given group of children living in a given environment (Ragan and Shepherd, 1971). The elementary program must remain flexible enough to be adapted to individual differences in children, teachers, and communities, and yet focused enough to maintain high standards of professional performance and student achievement (Sergiovanni and Elliott, 1975). In other words, the curriculum should be fitted to the student and not the student to the curriculum (Stoops, Rafferty and Johnson, 1975).

The role of the elementary school principal in the area of curriculum programming and educational change is evolving (Drummond, 1970). The trend is for the principal to be a curriculum consultant for his faculty (Stoops and Johnson). Teachers need leadership (Sergiovanni,

Metzeus, and Burden, 1969). Therefore, the principal must have a background of experience and knowledge in order to coordinate programs and anticipate effects (Stoops and Johnson, 1967). When a proposal for curriculum change is brought to the attention of the school by concerned sources, and there are many, it is the school staff which must exercise its responsibility for decisions concerning the educational program that will be offered, and as the official leader of the school, the principal must shoulder that responsibility (Wiles and Lovell, 1975).

Many elementary school principals lack the necessary knowledge and skills for guiding planning and evaluation procedures. They are convinced that instructional programs should be designed to meet the diverse needs of children in their community, but find it extremely difficult to pinpoint the deficiencies of their current programs. Many admit they are unsure of their ability to provide leadership in the development of long-range educational objectives; few can successfully identify the means by which such objectives could be accomplished. Current educational technology confuses many principals who have inadequate experience and preparation in discerning the potential effectiveness of the many kinds of educational equipment and materials available. Principals generally feel inadequately prepared to devise schemes for effectively utilizing resources for the purpose of instructional improvement (Goldhammer, 1971).

In short, these severe deficiencies in the principal's preparation program, coupled with his lack of skill in the area of human relationships, are perhaps the greatest barriers to the effectiveness of the elementary school principal as an instructional leader (Goldhammer, 1971). It may also suggest the reason many principals give such low

priority to the amount of time they spend, and would like to spend on evaluating school programs (Lozeau, 1977). However, the more successful and innovative principals are found to devote major allocations of their time budget for the improvement of instruction through the curricular program (Rubin, 1977).

It is recognized that the principal is a key person in the curriculum program (Hicks and Jameson, 1957). Furthermore, it is the responsibility of the instructional leader to help the staff develop an organization through which each member can participate in the manner best suited to his talents in the improvement of the elementary school curriculum (Ragan and Shepherd, 1971).

Studies have indicated that the impairment of learning and developmental programs have significantly been associated with the role that the administrator leads. When the administrator becomes the instructional leader, he will ally rather alienate his/her teachers. Additionally, moral philosophical values and objectives, and attitudinal differences may well be improved through an allied operation between teachers and principals, in contrast to the fostering of mistrust and suspicion (Hanson, 1979).

The development and guidance of the staff to reach an effective end goal is a delicate matter. Sergiovanni, Metzger and Burden (1969) found in a study involving 227 teachers enrolled in educational psychology at the University of Illinois, that motivation-oriented teachers prefer system-oriented leadership styles. These same teachers advanced that they desired the optimization of systems and a person's leadership orientation, responding favorably to a leadership pattern described as optimizing as opposed to those categorized as controlling.

Danley and Burch (1978) proposed that the professional characteristics and skills of such an interactive principal would include:

1. Being knowledgeable about what is going on and keeping up-to-date.
2. Allowing professional freedom for teachers to teach in a manner of their choosing.
3. Visiting regularly enough in classrooms to be well informed.
4. Providing worthwhile in-service opportunities for teachers.
5. Encouraging professional growth and providing opportunities for teachers to realize their own potential.
6. Provide support for teachers who are trying new ideas.
7. Giving assistance to teachers who are encountering instructional or student problems.
8. Willing to try to help solve problems.
9. Giving positive reinforcement and constructive criticism.
10. Responding in a practical manner yet on a sound theoretical base.
11. Practicing professional ethics.
12. Conveying confidence and trust in the values of others (p. 78).

An effective curriculum program must be a constant and on-going process (Wiles and Lovell, 1975). As long as the momentum of the development is progressive, curriculum change is taking place, however, for an effective, enduring change to be accomplished, the "process" is paramount (Bishop, 1976).

Effective curriculum changes require the input of the practicing teachers. The building administrator must not be lulled into the false

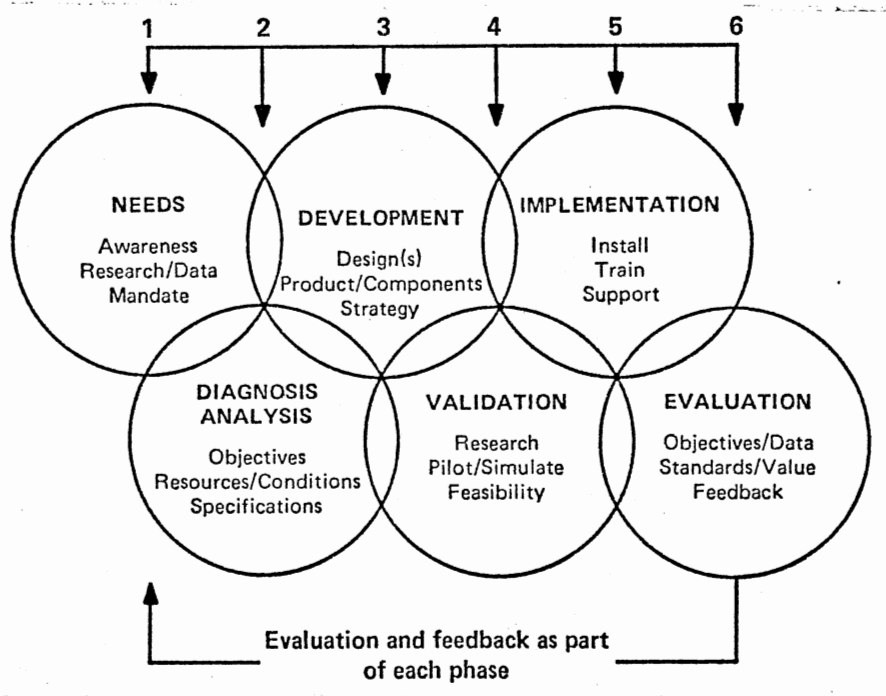
security of believing they do not want to be involved or that they will blindly accept his/her total decisions without question when the curriculum is concerned. According to Bachman and Tannenbaum (1968), teacher satisfaction is linked to teachers feeling good about their ability to control their work environment and to have input in building decisions. Morale and teaching performance drop when teachers feel unable to effect change. The principal must rely upon the teachers for their expertise in matters that concern them. He/she will be forced to realize that neither the will of the majority, not the personal choice of the leader, or a ruling clique will reign supreme, but the rational judgment of the experts (Craig and Gross, 1970).

Bishop (1976) proposed that after involving all elements of required input, there is a logical system of events which must take place to ensure the development of an effective curriculum program. Such a system will seek to manage the changing environment and program rationale as the system is being developed and implemented within the educational setting.

As shown in Figure 1, each of the processes described by Bishop, although sequenced, overlap and interact with other processes found within the model. It is a tool which may be utilized in order to provide logic and direction for a curriculum programming effort.

Using the systematic approach proposed by Bishop (1976), once the needs are identified or delineated, teachers, counselors, supervisors, principals, and community people must all participate in the search for the program focus and direction. It is the principal who must guide this search toward the most acceptable and educationally sound program for his school. During the diagnosis-analysis phase, procedures must be

established to allow input for program development from all professionals in accordance with their expertise and responsibility. At the development stage, teachers especially are needed for their experience, knowledge, and peer impact on other staff members. Validation is the phase of pilot testing and is unusually critical to an assessment of the appropriateness and adequacy of the plan. Implementation demands full commitment by the total population involved in the change. Furthermore, in the evaluation phase, the entire staff should also become involved in



Source: Leslee J. Bishop, Staff Development and Instruction Improvement, (1976), p. 12.

Figure 1. Instructional Change Model

diagnostic, development and evaluation activities which may lead to further changes and modifications. This system may help the elementary school principal meet his/her responsibility to provide the necessary leadership to the group for the establishment of the system and intergroup relationships that will provide the most effective curriculum program (McManama, 1974).

Schools will continue to be blown in one educational direction one moment and in the opposite direction the next, and learners and society will continue to pay the penalty, unless supervision picks up the mantle for curriculum leadership (Tanner and Tanner, 1980). Influences and pressures will always be with us in regards to curriculum programming. Identifying and dealing with them will become a way of life for educational leaders. Principals must learn to do so with some skill and tact, and they must marshal solid community support and understanding. They must provide strong leadership designed to foster significant instructional improvement and dynamic curriculum program (Miller, 1979). Failure to accept this challenge could lead to the more negative connotation of "So the school, so the Principal!"

Public School Relations

The elementary school principal is subjected to many external pressures from parents, external organizations, bureaucrats, and the central administration. For this reason the principal's role as a public school relations person is becoming increasingly more important (Rogers, 1974). In the survey conducted by Awender (1978), superintendents ranked public school relations as the third most important role in which they desired a principal to be effectively competent.

School public relations is a people-oriented task. It is the providing of a free flow of information on matters of instruction to and from the public while securing optimum levels of involvement in the promotion of better instruction (Harris, 1975). Furthermore, it has been pointed out that the principal must expect to interact with three basic groups: students, teachers, and the community. Each of these groups may view the educational program from a different perspective and may react to it accordingly. However, it is the principal who must assume the role of coordinator of these three factions in such a way that the end result of their interactivity is a progressive school program (Goldhammer, 1971). Such a program is a school-community partnership based on the premise of mutual need, help, and support (Sergiovanni and Elliot, 1975).

The Division of Human Relations, North Carolina Department of Public Instruction (1972) has listed the following generalized rules to assist public school administrators in the development of public school relations programs:

1. Make sure communications of any sort are complete, containing answers to what? why? and where?
2. When possible provide information concerning an event before it happens.
3. Use the advice of your school-community relations director as much as possible. If your school system does not have one, get together with other principals in your county to hire one.
4. Make communications with public and press as two-way as possible.
5. Identify the people you want and need to contact, then take steps to do it. Plan your program, work at it, and evaluate it.

6. Be aware of cultural differences that make some forms of communication more appropriate to certain groups. For example, a full-page ad in a newspaper aimed at ESEA Title I parents may never reach many of them who do not read the newspaper (pp. 11-12).

Parents recognize principals as the educational leaders of their communities and demand them to be aware of the importance of parents in making schools effective learning places (Moskin, 1978). Stoops and Johnson (1967) continue this line of thinking by reporting that it is probable that much of the criticism regarding public school education is due in part to the lack of knowledge of parents and the general public as to what the schools are actually trying to accomplish. They claimed it is the principal's task to see that the parents and the community are kept informed. Every day a child goes home from school. What he reports at home affects public school relations. A dissatisfied student body can negate all administrative efforts in public school relations. On the other hand, students who are satisfied with their school and who admire and respect their principal and teachers are worth a dozen highly paid press agents (Stoops, Rafferty, and Johnson, 1975). For this reason, the principal must begin his public relations first with the students, secondly with the teachers, and thirdly with the other publics with which the school interacts (Stoops and Johnson, 1967).

Fluctuating enrollments and the inflationary costs of building and operating schools demands increased taxes and bond money. Stoops and Johnson (1967) claim that citizens must be informed if they are going to vote intelligently. However, to secure that vote, it is a mistake to glorify the schools. They exist as servants of society and creatures of the state. Success will come to the principal who has the ability to

keep the public informed and involved. Community participation is very much a reality, especially since the development of educational programs to include Title I and Public Law 94-142. However, the major reason an effective public relations will not work for a school is the principal's reluctance and/or apathy to make it work for him/her, rather than against him/her (Stoops, Rafferty, and Johnson, 1975).

A school public relations program must be planned at the school level if it is to be effective with the parents and citizens. Since the heart of the public school relations is found in the individual school, the building principal is the key person in determining what that program shall be.

People will be informed through some source and in some manner. The principal must use his leadership ability to see that the people are informed in the right manner with the right information. His major efforts should be spent in education of the community to understand, desire, and support better education. In order to accomplish this, the principal must first establish and maintain an effective public school relations program. Systematically he must: (1) define the publics, (2) appraise existing relationships, (3) establish effective lines of communication, and (4) formulate operational plans.

Like public school relations, interrelationships exist. It is the principal's responsibility to establish sound, beneficial relationships for his school. Stoops and Johnson emphasize that for desirable interrelationships, lines of communication must be kept open and remain a two-way operation. All communication should be clear and understandable to all recipients. They concluded that when the public understands what the school is attempting to accomplish, it will not be known as the

school, but as our school. Methods of accomplishing this response from effective communication are as numerous as the principal's imagination will allow (Stoops and Johnson, 1967).

One solution proposed by the Los Gatos Union School District, Los Gatos, California (1973), is the Principal's Advisory Council in which teachers, administrators, students, and concerned parents take part. This council serves as a forum for the discussion of any policy or program that is of general concern to the faculty, students, or the public. Furthermore, by using this technique, the principal will be able to best allocate his/her time in areas of public school relations which will pay the highest dividends. Stoops and Johnson (1967) maintain that for the principal to maintain an effective, on-target public school relations program, after identifying the involved publics, he/she must schedule his/her time to specific areas of the publics involved to maximize the desired results. Additionally, they proposed that the percentage of time allocated is extremely important and suggest that their model best describes what that time ratio to allocation should be (Stoops and Johnson, 1967).

As is shown in Figure 2, the elementary school principal's communication links with the various interaction groups are two-way. Furthermore, interaction occurs between the groups beyond that initiated by the principal. To best utilize his/her efforts, Stoops and Johnson propose that the principal's interaction rates should be with:

his/her own school	25 percent
organizations and groups	25 percent
individual adults	25 percent

the mass media 12 1/2 percent

the school district 12 1/2 percent

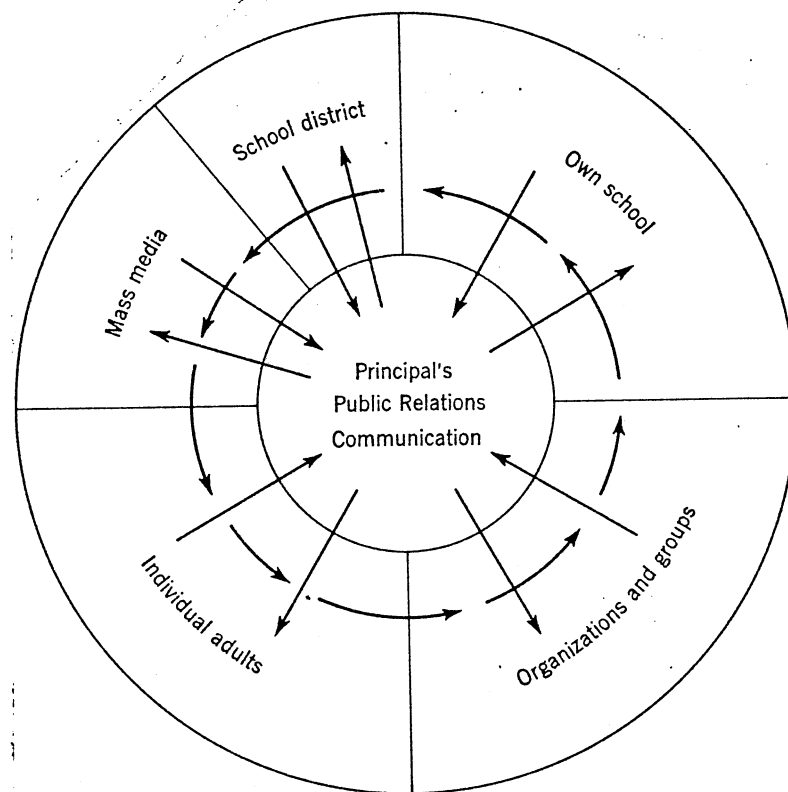
Additional steps proposed by Bloom (1965) to develop and maintain an individual building public school relations program must include and should:

1. Be based on the district and school's educational philosophy.
2. Define objectives.
3. Develop an organizational chart with clear and understandable lines of communication.
4. Specify the methods to be used for internal and external communication.
5. Designate who is responsible for public school relations and provide for a position description.
6. Establish the means for periodically evaluating the effectiveness of the public school relations program (p. 212).

However, even after making the most elaborate and thorough plans, following examples and advice given by experts in the field, plans and programs go astray. To help combat an ineffective or stagnant public school relations program, Bacon (1965) suggests that:

1. Representatives of community organizations should have more opportunity to work with educator groups on school projects.
2. Educators should examine the many community avenues open to them to enrich both the instructional programs and their social interaction in the school community.
3. There should be better communication between teachers and administrators in defining mutual roles and in sharing information.
4. The educators' most effective role in public school relations is that of creating a favorable image of the institution they represent.

5. Educators should seek to build channels of school-community interaction.
6. Teacher and administrator associations should re-emphasize to the profession and public that their chief aim is to further functions that contribute to the optimum educational opportunities for youth (p. 299).



Source: Emery Stoops and Russell E. Johnson, Elementary School Administration, (1967), (p. 258).

Figure 2. The Principal's On Target Public Relations Communications

School public relations are an integral part of the total school program, cooperatively planned and administered (Stoops, Rafferty, and Johnson, 1975). It is not simply publicity (Stoops and Johnson, 1967). It is not a fund raising or approval activity carried on outside of the school program (Stoops, Rafferty, and Johnson, 1975). It is however, as Bortner (1959) defined,

a long-range, solid democratic course. A process which seeks to foster understanding and friendly working relationships between schools and their communities in order that they may not only serve educational needs, but also select more intelligently the media and activities which will keep the people informed about their schools, their purposes, programs, progress, and problems (p. 3).

The key to success is the building principal. The superior principal will have developed, implemented, and maintained an effective, comprehensive public school relations program (Stoops, Rafferty, and Johnson, 1975). Failure will be the reward for the principal who fails or neglects to include this role in their perception of the position of the principalship or develops unrealistic expectation or inaccurate stereotypes for the publics with which he must interact (Swift, 1974).

Summary

The elementary school principal is the "right hand" of the superintendent of schools in his/her elementary district. Therefore, he/she must comply and enforce the directives and educational policies and philosophy of the board of education and its chief administrative officer, the superintendent of schools (Hicks and Jameson, 1957).

Within the review of literature conducted for this study, it was found that superintendents, educational authorities and writers stated

the consensus that supervision, curriculum programming, and public school relations rank as the first three areas of concern when evaluating a principal's competence within his/her role. However, within the research studies conducted by Awender (1978) and Lozeau (1977), principals expressed differing opinions from those expressed by superintendents, as to their function in the role of an elementary school principal.

Based on this review of literature, questions arise as to what are the actual functions of the elementary school principal within the role of the principalship. How do these functions relate to the actual expectations and perceptions of principals functioning within the elementary school principalship? Furthermore, how do the various groups that interact with the elementary school and the principal view the role of the elementary school principal? These are some of the questions that were of central concern in this study.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

Introduction

The purpose of this chapter is to present the methodology and procedures which lent support to the areas of supervision, curriculum programming and public school relations, the three areas that undergird the study. To accomplish this, the areas considered in this chapter were the description of: (1) the subjects, (2) the instrument, (3) the design, and (4) the implementation procedure.

Description of the Subjects

A 30 percent sample for this investigation was selected from the overall population of 69 individual school districts presently located in Educational District of Instruction "C", located in the southwest corner of the State of Missouri. Methods to apportion and stratify the subjects were employed using the data contained in the Missouri School Directory 1979-1980. Twenty-one school districts, randomly selected (using a table of random numbers) were utilized in the study, after the entire population was stratified into four academic accreditation classifications determined by the Missouri State School Board.

Missouri accreditation classifications are granted to school districts based mainly upon the scope of curriculum offerings and the

level of academic preparation of the district's faculty. Within the state, there are five such classifications: AAA, AA, A, Accredited, and Unclassified. However, within the boundaries of Educational District of Instruction "C," there were no districts holding an "A" classification, therefore this classification will not be dealt with in the context of this study.

Each school district had the opportunity to be represented by one individual in each of the following categories: president of the district's local board of education, superintendent of schools, elementary school principal, elementary school teachers' organizational representative, and president of an elementary school parent-teacher organization. As is the case with many of the school districts located within the educational district of instruction considered in this study, there are multiple elementary schools. In such cases, the school and the participants selected were obtained through random sampling of that district (using a table of random numbers). The principal of the selected school was asked to become a participant in the study. Furthermore, to obtain a more consistent view of the teachers' perceptions, the building representative of that school to the local teachers' association was asked to participate as the teachers' representative to the study. It was felt that since this is an elected position by the teachers within each building, this individual would be representative of the overall staff's perceptions and goals for the building and the educational system. The same rationale was followed concerning the selection of representatives from the local school board of education and the local elementary school parent-teacher organization. The president of the board of education and the president of the elementary school

parent-teacher organization were asked to become participants in this study. The organization of the entire population of presidents of local boards of education, superintendents of schools, elementary school principals, elementary school representatives to teachers' organizations, and presidents of elementary school parent-teacher organizations is shown in Table I.

TABLE I
TOTAL POPULATION

Variable	Academic Classification			
	<u>AAA</u>	<u>AA</u>	<u>Acc</u>	<u>Unc</u>
Presidents of Boards of Education	18	41	7	3
Superintendents of Schools	18	41	7	3
Elementary School Principals	104	46	7	3
Elementary School Teachers Organizational Representatives	104	46	7	3
Presidents of Parent-Teacher Organizations	104	46	7	3

Description of the Instrument

The questionnaire consisted of two basic parts. Part one was a list of 15 items associated with the principalship which all participants were requested to rank order in regards to their perceptions of

importance. Part two consisted of 32 Likert-type statements to which all participants were requested to respond. The elementary school principals' group was additionally requested to complete a third section dealing with demographic information.

Modified excerpts of the Rating Checklist for Principals, as presented in The Handbook of Educational Administration were used as the data gathering instrument for this study (Stoops, Rafferty and Johnson, 1975). The checklist consists of 37 parts and 300 individual questions, 60 of which pertain directly to the areas of this study. Each question posed had a possibility of eight answers from which the subjects were to select, circling the most appropriate answer to indicate their choice. Also, additional space was provided at the end of each section for constructive remarks by those cooperating in the study.

Internal validity of the instrument was established by a panel of nine experts: three each reviewing the questionnaire in their individual areas of expertise as it applied to each of the three areas under consideration. Statements the experts viewed as unfavorable or of questionable value were disregarded in the final construction of the questionnaire. Questions that the experts believed to have merit, but lacking clarity were modified in the construction of the final instrument. One question was removed, ten questions were modified to some degree, and one question was added to the final questionnaire. The instrument was then photoelectronically reduced in size and made into a booklet form to provide for less bulky appearance.

The modified questionnaire was field tested for readability and clarity of intent by ten board of education members, ten superintendents of schools, ten elementary school principals, ten elementary school

teachers' organizational representatives, and ten members of parent-teacher organizations. A method of opportunity sampling was utilized for this pilot study. However, participants selected to participate in the pilot study of readability and clarity of intent were selected from outside of Educational District of Instruction "C". By pretesting the questionnaire in an area outside of the locality in which the study was conducted, it was hoped that prejudices and advance discussion would be eliminated, which may have surfaced if the participants in the study were given a preview of the survey instrument.

The pilot study participants' responses accounted for a 100 percent return, of which 96 percent were of useable quality. The data were computed using the statistical technique of factor analysis, with an oblique rotation. Only items loading in excess of .39 on the factor pertaining to the study were allowed to remain in the design of the final questionnaire. Responses to the selected questions were computed using Cronback's Coefficient Alpha. These data are shown in Table II.

The statements from the original questionnaire which were not considered in the calculation of the reliability coefficients because of low loadings during factor analysis are shown in Appendix D. Examples of statements retained in the final questionnaire are shown in Table III.

TABLE II
PILOT STUDY RELIABILITY COEFFICIENTS

Test Area	Reliability Coefficient
Supervision	.8053
Curriculum Programming	.8712
Public School Relations	.8998

TABLE III
EXAMPLES OF STATEMENTS RETAINED IN FINAL QUESTIONNAIRE

The ideal elementary school principal should:

Encourage teacher participation in policy formation and evaluation.

Attract individuals to the idea of group planning and action.

Gear the curriculum objectives to present and future student needs.

Make provisions for continued evaluation of the school's instructional program.

Interpret educational needs to community organizations.

Understand the value system of the community

Description of the Design

Participants directly involved in the study were assigned to a group based on their school district's classification as determined by the State of Missouri's Board of Education and listed in the Missouri School Directory 1979-1980. The sample allowed for 30 percent of the 69 school districts to be represented, after they were proportionally and randomly selected from the stratified groups. This allowed each school district randomly selected to be represented by one president of the local board of education, one superintendent of schools, one elementary school principal, one elementary school teachers' representative to the local teachers' association, and one president of an elementary school parent-teacher organization. The composition of each sample is shown in Table IV.

TABLE IV
STUDY POPULATION

Variable	Academic Classification			
	<u>AAA</u>	<u>AA</u>	<u>Acc</u>	<u>Unc</u>
Presidents of Boards of Education	6	12	2	1
Superintendents of Schools	6	12	2	1
Elementary School Principals	6	12	2	1
Elementary School Teachers Organizational Representatives	6	12	2	1
Presidents of Parent-Teacher Organizations	6	12	2	1

A modified, photo-electronically reduced questionnaire booklet, which was the product of the decisions made by the panel of experts and statistical data of factor analysis, was mailed to all randomly selected presidents of local boards of education, superintendents of schools, elementary school principals, elementary school teachers' organizational representatives, and presidents of elementary school parent-teacher organizations during October, 1980. A cover letter and postage-paid return self-addressed envelope accompanied the 32-item survey to help ensure the participants' cooperation.

The initial response from the mailing, after two weeks, was 52.3 percent. Primary follow-up activities, consisting of postcard reminders and telephone conversations increased the response rate to 74.3 percent. A final attempt to increase the response rate was implemented when a personal letter, duplicate questionnaire, and another self-addressed, postage-paid envelope were mailed to each non-respondent. Two weeks after this mailing, the total survey response rate had increased to 81.9 percent by late November, 1980. At this time the data collection for the study was considered complete. The rates of return are shown in Table V.

To facilitate more timely and accurate interpretation of the statistical data, data processing facilities at Oklahoma State University were utilized. The keypunching and card verifying facilities at Sperry Vickers, Division of Sperry Corporation, Joplin, Missouri were also utilized. The software package, the Statistical Package for Social Sciences (SPSS) was the primary component in interpreting the data submitted by Fortran batch controlled cards.

TABLE V
RETURNED QUESTIONNAIRES

Variable	Academic Classification				
	<u>AAA</u>	<u>AA</u>	<u>Acc</u>	<u>Unc</u>	<u>Total</u>
Presidents of Boards of Education:					
Responses	4	9	1	1	15
Percent	66.7	75.0	50.0	100.0	71.4
Superintendents of Schools:					
Responses	5	10	2	1	18
Percent	83.3	83.3	100.0	100.0	85.7
Elementary School Principals:					
Responses	5	9	2	1	17
Percent	83.3	75.0	100.0	100.0	81.0
Elementary Schools Teachers' Organizational Representatives:					
Responses	6	12	1	1	20
Percent	100.0	100.0	50.0	100.0	95.2
Presidents of Parent-Teacher Organizations:					
Responses	5	8	2	1	16
Percent	83.3	66.7	100.0	100.0	76.2
TOTAL:					
Responses	25	48	8	5	86
Percent	83.3	80.0	80.0	100.0	81.9

A computer frequencies output was obtained to summarize the population's demographic characteristics as shown in Table VI. Pearson product-moment correlations were utilized to analyze the elementary school principals' demographic responses to questions concerning job satisfaction and job mobility. A correlation matrix was constructed and the data were measured against the .05 level of significance. Additionally, t tests were administered, using the data pertinent in the demographic information, to determine at the .05 level, significant differences between job satisfaction and the availability of a job description, and the level of satisfaction and the degree of desired job mobility.

The data from the five groups' rank ordered perceptions were analyzed using Spearman Rho statistics. A correlation matrix for each rank ordered item was constructed and the data were measured against the .05 level of confidence.

Data from the five groups' perceptions of the elementary school principalship in the areas of supervision, curriculum programming and public school relations were analyzed using Oneway Analysis of Variance. These data were measured against the .05 level of confidence. Additionally, each of the three subparts of the questionnaire were individually analyzed using the Scheffe Multiple Comparison Procedure. Individual questions were also analyzed using this procedure. Cronback's Reliability Coefficient Alpha was also computed for each of the subparts of the questionnaire to determine the instrument's reliability in the study. These data are shown in Table VII.

TABLE VI

POPULATION CHARACTERISTICS OF THE STRATIFIED RANDOM SAMPLE OF ELEMENTARY PRINCIPALS

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Percent
Sex of Respondents	17					Male	15	88.2
						Female	2	11.8
Age of Respondents	17					20-29 Yrs	1	5.9
						30-39 Yrs	8	47.1
						40-49 Yrs	5	29.4
						50-49 Yrs	3	17.6
						60-69 Yrs	0	0.0
						Over 69 Yrs	0	0.0
Respondents' Level of Education	17					Less than B.S.	0	0.0
						B.S. or B.A.	0	0.0
						Bachelors plus additional credits	0	0.0
						M.S. or M.A.	1	5.9
						Masters plus additional credits	14	82.4
						Ed.S.	1	5.9
						Specialist plus additional credits	1	5.9
						Doctors degree	0	0.0
						Doctors degree plus addition- al credits	0	0.0

TABLE VI (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Percent
Respondents' Experience as a Teacher	17	6.47	0.82	3.39	11.52	3 Yrs	3	17.6
						4 Yrs	3	17.6
						5 Yrs	4	23.5
						6 Yrs	1	5.9
						8 Yrs	1	5.9
						9 Yrs	1	5.9
						10 Yrs	2	11.8
						12 Yrs	1	5.9
Respondents' Experience as a Principal	17	8.71	1.55	6.38	40.72	14 Yrs	1	5.9
						2 Yrs	2	11.8
						3 Yrs	3	17.6
						5 Yrs	3	17.6
						6 Yrs	1	5.9
						7 Yrs	2	11.8
						14 Yrs	1	5.9
						15 Yrs	2	11.8
						17 Yrs	1	5.9
						19 Yrs	1	5.9
Respondents' Experience as a Superintendent	17	0.00	0.00	0.00	0.00	0 Yrs	17	100.0

TABLE VI (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Percent
Respondents' Experience as a Guidance Counselor	17	0.29	0.17	0.69	0.47	0 Yrs	14	82.4
						1 Yr	1	5.9
						2 Yrs	2	11.8
Respondents' Experience as a Supervisor, Asst. Superintendent or Program Dir.	17	0.00	0.00	0.00	0.00	0 Yrs	17	100.0
Respondents' Experience in Other areas of Education	17	0.53	0.53	2.18	4.77	0 Yrs	16	94.1
						9 Yrs	1	5.9
Respondents' Primary Reason for Becoming a Principal	17					Preferred		
						Admin. work	5	29.4
						Larger Income	7	41.2
						Encouraged by Superintendent	2	11.8
						Encouraged by others	3	17.6
Other Reasons	0	0.0						
Respondents' Willingness to Become a Principal Again if Starting Career Over	17					Certainly Would	5	59.4
						Probably Would	6	35.3
						Chances are About Even	1	5.9
						Probably Not	5	29.4
						Certainly Not	0	0.0

TABLE VI (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Percent
Respondents' Desire to Make the Elem- entary Principal- ship Their Final Occupational Goal	17					Yes	7	41.2
						No	10	55.8
Respondents' Final Occupational Goal	17					Classroom Teacher	0	0.0
						Elementary School Principal	6	35.3
						Secondary School Principal	0	0.0
						Supervisor	0	0.0
						Director of a Program	1	5.9
						Assistant Sup- erintendent	0	0.0
						Superintendent	4	23.5
						College Teacher	0	0.0
						Outside of Education	6	35.3
Availability of Job Description Within Respondents School Districts	17					Yes	16	94.1
						No	1	5.9

TABLE VI (Continued)

Variable	n	Mean	Std. Err.	Std. Dev.	Variance	Response Code	Frequency	Percent
Respondents' Desire to Make the Elem- entary Principa- ship Their Final Occupational Goal	17					Yes	7	41.2
						No	10	55.8
Respondents' Final Occupational Goal	17					Classroom Teacher	0	0.0
						Elementary School Principal	6	35.3
						Secondary School Principal	0	0.0
						Supervisor	0	0.0
						Director of a Program	1	5.9
						Assistant Sup- erintendent	0	0.0
						Superintendent	4	23.5
						College Teacher	0	0.0
						Outside of Education	6	35.3
						Availability of Job Description Within Respondents School Districts	17	
						No	1	5.9

TABLE VII
MAIN STUDY RELIABILITY COEFFICIENTS

Test Area	Reliability Coefficient
Supervision	.8553
Curriculum Programming	.8431
Public School Relations	.8618

Summary

Chapter III has provided information concerning the method of conducting the study and the means in which the collected data were interpreted. It dealt with the researcher's method, description of the subjects considered, description of the design, and procedure utilized for implementation and data evaluation of the study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The analysis of the data collected will be presented and discussed in Chapter Four. The analysis of the data was organized around the three hypotheses formulated in Chapter I. The stated hypotheses are as follows:

- H.1.: There is a significant difference between the real role of the elementary school principal in educational supervision and the perceptions of presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations as to the ideal elementary school principal's role.
- H.2.: There is a significant difference between the real role of the elementary school principal in educational curriculum programming and the perceptions of presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organization as to the ideal elementary school principal's role.
- H.3.: There is a significant difference between the real

role of the elementary principal in educational public school relations and the perceptions of presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations as to the ideal elementary school principal's role.

The writer accepted the results of the statistical treatment when the results were supported at or below the .05 level of significance.

Analysis of the Hypotheses

In the analysis of the statistical findings resulting from the treatment of the major hypotheses, it was found that there is a significant difference between the elementary school principals' real role in educational supervision and the desired ideal role expressed by presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations. The first hypothesis in this study was supported at the .05 level of confidence. Data related to this test are summarized in Table VIII.

The Scheffe' Multiple Comparison Procedure determined that:

Elementary School Principals significantly differed with president of boards of education and presidents of parent-teacher organizations.

Superintendents of Schools significantly differed with presidents of boards of education and presidents of parent-teacher organizations.

Teachers' Representatives to organizational associations significantly differed with presidents of boards of education and presidents of parent-teacher organizations.

TABLE VIII

ANALYSIS OF VARIANCE BETWEEN ELEMENTARY SCHOOL
PRINCIPALS' REAL AND IDEAL ROLE
IN EDUCATIONAL SUPERVISION

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	1795.6991	448.9221	12.442	.0000
Within Groups	81	2922.4697	36.0799		
Total	85	4718.1563			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	ESP	SS	Bd P	Tch	PTO
47.5294	ESP			*		*
47.0000	SS			*		*
36.6000	Bd P					
46.8000	Tch			*		*
38.6875	PTO					

An analysis of individual items within the test is presented in Appendix E.

The second hypothesis, dealing with the real role of elementary school principals in the area of educational curriculum programming compared to the desired role as stated by presidents of boards of education, superintendents of schools, teachers' representatives to

organizations was supported at the .05 level of confidence. Data related to this test are summarized in Table IX.

TABLE IX
ANALYSIS OF VARIANCE BETWEEN ELEMENTARY SCHOOL
PRINCIPALS' REAL AND IDEAL ROLE IN
EDUCATIONAL CURRICULUM PROGRAMMING

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	1924.3238	481.0808	11.436	.0000
Within Groups	81	3407.3916	42.0666		
Total	85	5331.7148			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	ESP	SS	Bd P	Tch	PTO
53.7647	ESP					
64.1667	SS	*				*
58.2000	Bd P					
64.5000	Tch	*				*
54.1875	PTO					

The Scheffe Multiple Comparison Procedure determined that:

Superintendents of Schools significantly differed with elementary

school principals and presidents of parent-teacher organizations.

Teachers' representatives to organizational associations significantly differed with elementary school principals and presidents of parent-teacher organizations.

An analysis of individual items within the test is presented in Appendix E.

The third hypothesis, dealing with the real role of elementary school principals in the area of educational public school relations compared to the desired role as stated by presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations was not supported at the .05 level of confidence. Data related to this test are summarized in Table X.

TABLE X

ANALYSIS OF VARIANCE BETWEEN ELEMENTARY SCHOOL
PRINCIPALS' REAL AND IDEAL ROLE IN
EDUCATIONAL PUBLIC SCHOOL RELATIONS

Source	DF	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	337.2230	84.3057	0.789	.5357
Within Groups	81	8655.6572	106.8600		
Total	85	8992.8789			

The Scheffe Multiple Comparison Procedure showed that there were no significant differences between any of the groups at the .05 level of confidence.

An analysis of individual items within the test is presented in Appendix E.

Additional Analysis of Data

All participants in the study were asked to rank order 15 areas of concern connected with the elementary school principalship. Elementary School Principals ranked each of the items as to the degree of emphasis they placed on the activity in the normal operation of their schools. Superintendents of schools, presidents of boards of education, teachers' representatives of organizational associations, and presidents of parent-teacher organizations ranked the items as they believed the ideal elementary school principal should emphasize them in the normal operation of their schools. Participants used a ranking scale of numerals one through 15; the smaller the number, the greater the emphasis. Data concerning these rank orderings are presented in Table XI. Data concerning Spearman Rho correlations between the groups' rankings of the list are presented in Table XII.

Participants of the elementary school principals' group were asked to complete a demographic survey as part of their questionnaire. Although these data were not a primary part of the study, analysis of these data were performed using Pearson's r correlations. The correlations are presented in the order each question appeared on the instrument. Several significant correlations were found. These correlations are presented in Table XIII.

Summary

The findings of the present study have been presented in Chapter Four. The first and the second hypotheses of the study were supported at the .05 level of confidence. The third hypothesis was rejected at the .05 level of significance. Several demographic variables were shown to have moderately strong to strong relationships as did the correlations between groups when comparing their rank ordered responses.

Chapter V will continue with the summary, conclusions, and recommendations of the present study.

TABLE XI

RANK ORDERED PERCEPTIONS OF AREAS TO BE EMPHASIZED IN THE
ELEMENTARY SCHOOL PRINCIPALSHIP

	Elementary School Principals	Superintendents of Schools	Presidents Boards of Education	Teachers' Representatives	President P.T.O.
Civic Leadership Activities	15.0	14.0	15.0	15.0	15.0
Counseling and Discipline	5.0	4.0	2.0	4.0	2.0
Curriculum Programming	3.0	2.0	3.0	5.0	3.0
Decision Making	6.0	3.0	1.0	1.0	1.0
Hiring Employees	8.0	8.0	12.0	7.0	8.0
Legal Matters Concerning the School	13.0	10.0	13.0	11.0	13.0
Non-Certified Employees' Personnel Administration	14.0	15.0	14.0	14.0	14.0
Office Management	7.0	9.0	9.0	10.0	10.0
Planning	4.0	5.0	5.0	6.0	6.0
Professional Development	10.0	11.0	7.5	9.0	12.0
Public School Relations	9.0	7.0	11.0	8.0	7.0

TABLE XI (Continued)

	Elementary School Principals	Superintendents of Schools	Presidents Boards of Education	Teachers' Representatives	President P.T.O.
School Safety and Maintenance Matters	11.0	13.0	7.5	12.0	11.0
Special Education Related Matters	12.0	12.0	10.0	13.0	9.0
Staff Communications	2.0	6.0	4.0	2.0	4.5
Supervision	1.0	1.0	6.0	3.0	4.5

TABLE XII

SPEARMAN RHO RANK ORDER CORRELATION OF PERCEPTIONS
OR THE ELEMENTARY SCHOOL PRINCIPALSHIP

	Elementary School Principals	Superintendents of Schools	Presidents Boards of Education	Teachers' Representatives	President P.T.O.
Elementary School Principals					
Rho	1.000	.9071	.8027	.9000	.8455
P	.000	.000	.007	.000	.004
Superintendents of Schools					
Rho		1.0000	.7723	.9452	.9098
P		.000	.009	.000	.000
Presidents of Boards of Education					
Rho			1.0000	.8348	.8750
P			.000	.005	.000
Teachers' Representatives to Organizational Associations					
Rho				1.0000	.9134
P				.000	.000
Presidents of Parent-Teacher Organizations					
Rho					1.0000
P					.000

TABLE XIII
DEMOGRAPHIC CORRELATIONS

	Sex	Age	Educ Level	Yrs.Exp teacher	Yrs.Exp prin.	Yrs.Exp guid. couns.	Yrs.Exp other
Sex	1.0000 .000	-.2544 .162	-.0738 .389	.2251 .193	-.1891 .234	.9360 .000	-.0913 .364
Age		1.0000 .000	-.3801 .066	.4083 .052	.8209 .000	-.3079 .115	.4180 .047
Educ. Level			1.0000 .000	-.0902 .365	-.1046 .345	.0625 .406	-.0505 .424
Yrs.Exp. teacher				1.0000 .000	.2204 .198	.1785 .247	-.2636 .153
Yrs.Exp. principal					1.0000 .000	-.2646 .152	.2138 .205
Yrs.Exp. guid.coun.						1.0000 .000	-.1105 .336
Yrs.Exp. other							1.0000 .000
Reason to become ESP							
Career devotion							
ESP final goal?							
Career final goal							
Job Descrip- tion?							
Mobility Goals							
Job Satis- faction							

TABLE XIII (Continued)

	Reason to be- come ESP	Career Devotion	ESP final goal?	Career final goal	Job Descrip- tion?	Mobility Goals	Job Satis- faction
Sex	-.4121 .050	-.4168 .048	.3055 .117	.3848 .064	-.0913 .364	.2025 .218	-.2777 .140
Age	.3499 .084	.1452 .289	-.5496 .011	-.1903 .232	-.4703 .028	.2222 .196	.0707 .394
Educ. Level	-.2280 .189	.0251 .462	.3743 .069	.1124 .334	.8081 .000	-.1261 .315	-.1537 .278
Yrs.Exp. teacher	-.1785 .247	-.4647 .030	-.1709 .256	-.2702 .147	-.1876 .235	.0793 .381	-.4425 .038
Yrs.Exp. principal	.3544 .081	.1584 .272	-.3680 .073	-.1320 .307	-.1497 .283	.1865 .237	.2546 .162
Yrs.Exp. guid.coun.	-.4140 .049	-.2807 .138	.3698 .072	.4071 .052	-.1105 .336	.1410 .295	-.2092 .210
Yrs.Exp. other	-.0423 .436	.3474 .086	-.2988 .122	.2634 .153	-.0625 .406	.1387 .298	.1690 .258
Reason to become ESP	1.0000 .000	.4257 .044	-.2024 .218	-.1024 .348	-.2822 .136	-.0391 .441	.034 .449
Career devotion		1.0000 .000	.1483 .285	.3961 .058	-.0744 .388	.1652 .263	.5579 .010
ESP final goal?			1.0000 .000	.7837 .000	.2092 .210	.5221 .016	-.0505 .424
Career final goal				1.0000 .000	-.0683 .397	.6346 .003	.1567 .274
Job Descrip- tion?					1.0000 .000	-.1560 .275	-.1902 .232
Mobility Goals						1.0000 .000	-.1758 .250
Job Satis- faction							1.0000 .000

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The main purpose of this study was to examine the perceptions of superintendents of schools, presidents of boards of education, elementary school teachers' organizational representatives, and presidents of parent-teacher organizations of an ideal elementary school principal's role in the areas of supervision, curriculum programming, and public school relations compared to the perceptions of the elementary school principals' actual performance in these three areas. A proportionally stratified random sample of 21 school districts was drawn from the total population of 69 school districts located within the State of Missouri's Educational District of Instruction "C". Each of the five groups were represented by one individual from each of the sampled school districts. The instrument composed of a principal's information sheet, a rank order listing of items associated with the principalship, and 32 Likert-type item statements were mailed to each of the participants, after acceptable reliability coefficients were established by using a similar group of subjects in a pilot study.

The data gathered from the instrument related to the principals' real and perceived roles in supervision, curriculum programming, and public school relations were tested statistically to determine the

degree of differences between groups. Additional analysis of data revealed strong, positive correlations between groups perceptions of 15 real and ideal tasks attributed to the elementary principalship. Analysis of the elementary principals' demographic data revealed significant correlations in several areas considered by this information sheet.

The three hypotheses relating to differences between perceptions of the ideal and real role of elementary school principals in the areas of supervision, curriculum programming, and public school relations were tested by applying the oneway analysis of variance with a Scheffe Multiple Comparison Procedure to the data. Rank ordered lists, representing each of the groups' perceptions of the importance of 15 items associated with the elementary principalship were analyzed using the Spearman Rho Correlation procedure. Principals' demographic data were correlated by applying the Pearson Bivariate Correlation procedure.

Hypothesis One

Hypothesis one stated there is a significant difference between the elementary school principals' real role in educational supervision and the desired ideal role expressed by presidents of school boards, superintendents of schools, teachers' representatives of organizational associations, and presidents of parent-teacher organizations. The hypothesis was supported at the .05 level of confidence.

Hypothesis Two

Hypothesis two stated there is a significant difference between the elementary school principals' real role in educational curriculum

programming and the desired ideal role expressed by presidents of boards of education, superintendents of schools, teachers' representatives of organizational associations, and presidents of parent-teacher organizations. The hypothesis was supported at the .05 level of confidence.

Hypothesis Three

Hypothesis three stated there is a significant difference between the elementary school principals' real role in educational public school relations and the desired ideal role expressed by presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations. The hypothesis was rejected at the .05 level of confidence.

During additional analysis of data, it was determined that a high degree of correlation existed between each pair of the groups in regards to their responses on a rank ordered list dealing with 15 aspects of the elementary school principal's role. These correlations determined there were significant, positive correlations as to the importance an elementary school principal should place upon each area and the degree of emphasis principals actually believed themselves to be placing in those areas.

Further analysis of the elementary school principals' demographic data determined significant correlations between: gender and years service as a guidance counselor, reasons they became an elementary school principal and their devotion to their career; age and years experience as a principal, years experience other than a teacher or

administrator, having the elementary school principalship as a final occupational goal, and the availability of a job description for their position; educational level and the availability of a job description for their position; years experience as a teacher and career devotion and job satisfaction; years experience as a guidance counselor and their reason for becoming an elementary school principal; their reason for becoming an elementary school principal and their career devotion; career devotion and job satisfaction; having the elementary school principalship as a final goal and their final career goal and their mobility goals; the final career goal and the mobility goals.

In summary, it was found there were significant differences between the elementary school principals' perception of their functional role and the ideal role desired by presidents of boards of education, superintendents of schools, teachers' representatives to organizational associations, and presidents of parent-teacher organizations in the areas of supervision and curriculum programming. No significant differences were found to exist between the functional and ideal elementary school principals' roles in the area of public school relations. Significant correlations were found to exist between groups perceptions of 15 real and ideal tasks attributed to the elementary principalship. Furthermore, significant correlations were found in analyzing the principals' demographic data.

Conclusions

It seems appropriate to conclude from the findings of the present study that administrators of school districts should make a concerted effort to involve all factions of the community in the school program.

Such an involvement may lead to an education of the public, and effectively present how the role of supervision may be the overriding influence of accomplishing the mission of the school.

In the area of curriculum programming, superintendents of schools and teachers had much higher goals for the ideal elementary school principal than did presidents of boards of education or parent-teacher organizations. Furthermore, these higher goals exceeded the level elementary school principals stated they were achieving. It may be concluded that principals may not be aware of their superordinates or subordinates' concerns in this area. Furthermore, there is some evidence that principals are not effectively involved in staff development and curriculum planning activities. From written comments and responses returned on the instrument, it was indicated there was a concern of principals that they lacked the ability to effectively organize resources to meet curriculum improvement goals. It may well be the needs of the elementary school principal may be met by improved staff development activities and the establishment of better communication and patterns of interaction.

In particular, a comment from one participant seems to conclude the non-educators' feelings about public school relations, he stated: "don't tell us what a good job you are doing, just do one and we will find out about it." Although there were not significant differences between the groups in this study, it may be concluded that if the actual performance of the principal is less than satisfactory in the areas of supervision and curriculum programming, this informal public school relations of the "people finding out" will indeed come into effect.

Whatever the individual reasons for variances existing between the principals' actual performance and the other groups' perceptions of the ideal principal, it may require the principal to clarify his/her role. Failure to do so may place him/her in an uncompromising position should he/she fail to achieve the total standard of performance expected of him/her by various groups with which he/she must interact. The results of this study may well give an insight into reasons many elementary school principal positions are routinely becoming vacant due to reasons other than retirement.

Several unexpected, significant correlations found in the analysis of the demographic data could suggest that perhaps, a method of early identification of teachers desiring upward mobility into the principalship may be needed. The inverse relationship between the principal's years experience as a teacher and his/her career devotion and job satisfaction indicates that too much classroom experience may detract from a principal's dedication to his/her assignment. Therefore, it may be concluded that classroom teaching experience, beyond the minimal amount needed to comprehend the process, has a negative, rather than a positive affect upon a principal. It may be that individuals seeking principalships should announce such a decision early in their careers. Furthermore, perhaps school systems may recognize their long-term administrative needs and utilize these recognized individuals in pseudo-administrative positions and training programs. By this means, teachers may be allowed to develop their administrative talents and school systems will perpetuate a flow of competent, trained, and informed personnel into future administrative positions.

There was also a strong relationship between the reason an individual became a principal and the degree of devotion they attach to their careers. Over 80 percent of the respondents indicated their reason for becoming a principal was because of a desire for: (1) administrative work or (2) a larger income. It may be concluded that if these needs are met, the principal will tend to demonstrate a positive degree of career and professional dedication. Furthermore, the strong, positive relationship found between career devotion and job satisfaction provide a rationale for concluding that administrative turn-over, created by lateral, downward, or exit mobility, may be minimized by increasing the level of job satisfaction experienced by principals.

One last strong, positive correlation between the principal's final career and mobility goals suggests principals desiring upward mobility are willing to commit to shorter lengths of service to a given school district in order to fulfill their needs. It may be concluded that school districts failing, or unwilling, to provide for these needs of principals for upward mobility opportunities may lose qualified and vital members of the administrative team. It is reasonable to assume, as in the case of teachers desiring upward mobility, that these needs may, at least partially, be met by providing individuals an opportunity to participate in central office activities and training programs. In addition to, perhaps, lessening administrative turn-over in the principalship, the district may assure itself of a continuing flow of competent and trained personnel to fill future vacancies at the district level.

Recommendations for Further Research

As a result of this study, the following recommendations are made:

1. Since the number of school districts involved in the present study was small and the study was confined to the Southwest corner of the state of Missouri, perhaps a study larger in scope would have a higher degree of generalizability.
2. Further research on the combined instrument is needed even though reliability and validity reports were considered acceptable.
3. The possible source of another entire dissertation was discovered when analyzing demographic data concerning job satisfaction and mobility. The fact that the cell size of dissatisfied principals was so small, may have influenced the statistical findings. Further study into job satisfaction as it relates to intergroup communication and job mobility is strongly recommended.
4. Further research is also recommended in the area of staff development activities and the effects they have in better tuning principals' actual roles to the ideal roles desired by power groups.

Recommendations for Administrators, Boards of
Education, Institutions of Higher Education,
and the State of Missouri

As a result of the present study, the following recommendations are made to school administrators, boards of education, institutions of

higher education participating in the certification of school administrators, and the legislative body of the state of Missouri:

1. Boards of education and district administrators need to be aware of what elementary school principals are actually doing. There should be a team concept in the school district, not a rigid structuring of job levels. Superordinates need to evaluate the principal's work load and suggest priorities and alternatives, and, where necessary, provide help so the principal may achieve the school district's goals and objectives.
2. Institutions of higher education participating in the certification of school administrators should present group dynamics and communication interaction methods to prospective administrators. Methods of seeking community input into individual school programs need to be explored and presented in a practical manner.
3. It is recommended to the legislative body of the State of Missouri that the "life-time" system of administrator certification be abolished and no provision for a "grandfather clause" be instituted. This may help assure that administrators will be required to gain additional educational experiences to update skills and competencies in the face of the ever changing educational and social environment.
4. It is also recommended to school districts that opportunities be afforded to individuals expressing desires of upward mobility within their school district's heirarchical structure. Training programs and activities that allow for participation

of individuals in higher administrative level activities are recommended to heighten employee's potential and provide for the district's future personnel needs.

The consideration of the recommendations listed above would perhaps reduce much of the incongruence which exists between the functional and ideal levels of perceptions among the various power groups which interact with elementary school principals. The success of the present study will be determined, in part, by the degree of additional research it stimulates and the practicality and usefulness which it hopefully established.

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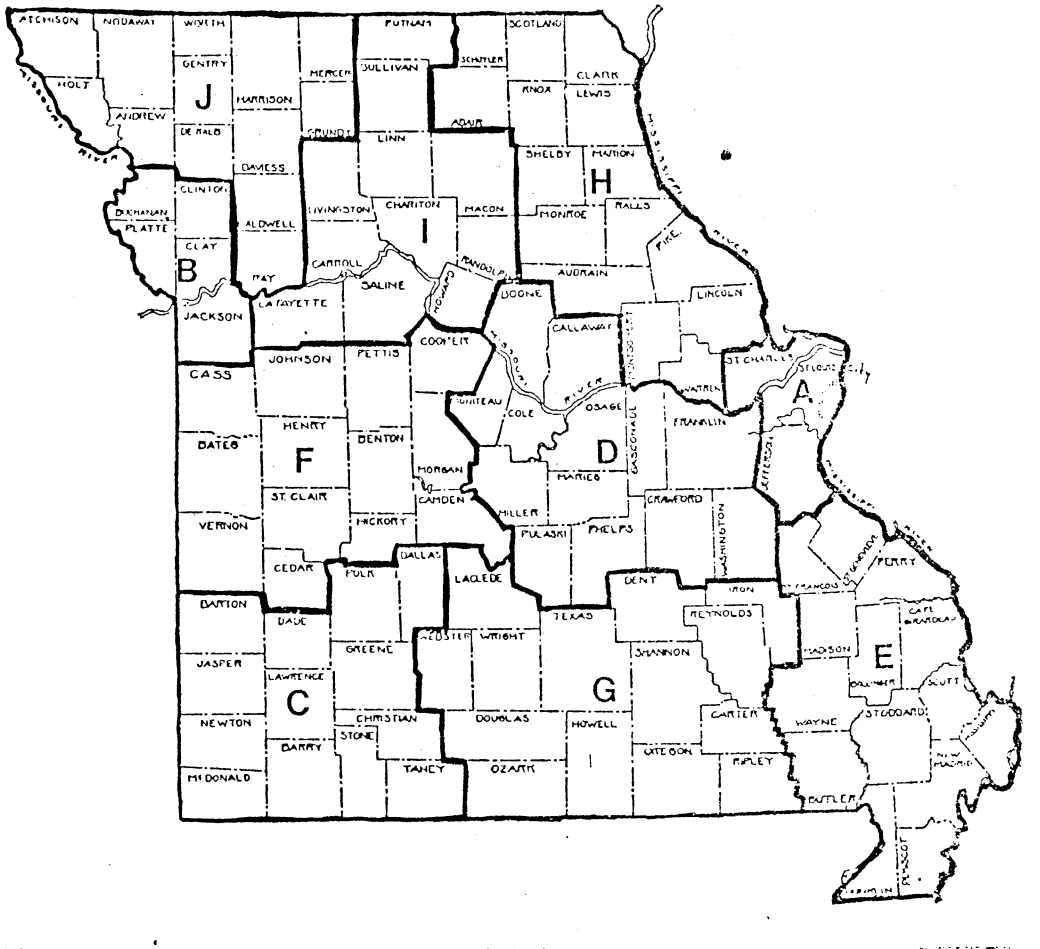
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APPENDIXES

APPENDIX A

EDUCATIONAL DISTRICT OF INSTRUCTION "C"



Source: Missouri Department of Elementary and Secondary Education, Missouri School Directory 1979-1980. Jefferson City, Mo., 1980.

Figure 3. Districts of Instruction

APPENDIX B

CORRESPONDENCE

September 24, 1980

Dear Professor:

I have attempted to develop a Likert scaled questionnaire concerning the attitudes toward the elementary school principalship in the areas of supervision, curriculum programming, and public school relations. All the statements were extracted from Stoops, Rafferty and Johnson's master list of 300 statements concerning educational administrators' characteristics.

Your colleagues have recommended you as an individual having a high degree of expertise in the area of supervision. I seek your help in asking for your personal evaluation of the appropriateness of the statements in Part I, questions 1 - 20, to the area of supervision.

For your convenience I have enclosed a critique sheet and a postage paid, self addressed enveloped.

Your evaluation of the proposed instrument will be greatly appreciated.

Sincerely,

James L. Sweeten

September 24, 1980

Dear Professor:

I have attempted to develop a Likert scaled questionnaire concerning the attitudes toward the elementary school principalship in the areas of supervision, curriculum programming, and public school relations. All the statements were extracted from Stoops, Rafferty and Johnson's master list of 300 statements concerning educational administrators' characteristics.

Your colleagues have recommended you as an individual having a high degree of expertise in the area of curriculum programming. I seek your help in asking for your personal evaluation of the appropriateness of the statements in Part II, questions 21 -40, to the area of curriculum programming.

For your convenience I have enclosed a critique sheet and a postage paid, self addressed envelope.

Your evaluation of the proposed instrument will be greatly appreciated.

Sincerely,

James L. Sweeten

September 24, 1980

Dear Professor:

I have attempted to develop a Likert scaled questionnaire concerning the attitudes toward the elementary school principalship in the areas of supervision, curriculum programming, and public school relations. All the statements were extracted from Stoops, Rafferty and Johnson's master list of 300 statements concerning educational administrators' characteristics.

Your colleagues have recommended you as an individual having a high degree of expertise in the area of Public school relations. I seek your help in asking for your personal evaluation of the appropriateness of the statements in Part II, questions 41 - 60, to the area of public school relations.

For your convenience I have enclosed a critique sheet and a postage paid, self addressed enveloped.

Your evaluation of the proposed instrument will be greatly appreciated.

Sincerely,

James L. Sweeten

Dear Educator and Concerned Citizen:

PLEASE HELP ME!

I know this correspondence catches you at a busy time, but your cooperation in a current, vital study of the elementary school principalship is desperately needed.

I am collecting data for my doctoral dissertation. It is a study concerning the elementary school principalship in which practicing elementary school principals, boards of education, superintendents of schools, teachers and members of elementary school parent-teacher organizations have been asked to supply input.

Your completion and return of the enclosed questionnaire will be greatly appreciated. It takes approximately fifteen minutes to complete the survey. A stamped, self-addressed envelope is enclosed for your convenience.

Your anonymity will be respected.

Cordially,

James L. Sweeten

APPENDIX C

INSTRUMENTS

INFORMATION SHEET

INSTRUCTION: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex

() Male () Female

2. Age

() 20-29 years () 30-39 years () 40-49 years

() 50-59 years () 60-69 years () over 69 years

3. Amount of Education

() Less than a Bachelor's degree

() Bachelor's degree

() Bachelor's degree plus additional credits

() Master's degree

() Master's degree plus additional credits

() Specialist's degree

() Specialist's degree plus additional credits

() Doctor's degree

() Doctor's degree plus additional credits

4. Experience as an educator

_____ years as a teacher

_____ years as a principal

_____ years as a superintendent

_____ years as a guidance counselor

_____ years as a supervisor, assistant superintendent,
and/or program director

_____ years, other (please specify position _____)

5. What was your primary reason for becoming an elementary principal?

() Preferred administrative work

() Larger income

() Encouraged by superintendent

() Encouraged by others

() Other

6. If starting your career again, would you be willing to become a principal?
- Certainly would
 - Probably would
 - Chances are about even
 - Probably not
 - Certainly not
7. Is the elementary school principalship your final occupational goal?
- Yes
 - No
8. What is your final occupational goal?
- Classroom Teacher
 - Elementary School Principal
 - Secondary School Principal
 - Supervisor
 - Director of a Program
 - Assistant Superintendent
 - Superintendent
 - College Teacher
 - Outside of Education
9. Does your school district have a written job description that outlines the duties and responsibilities of the elementary school principal?
- Yes
 - No
10. What are your goals for remaining in your current position?
- Plan to remain in excess of ten years
 - Plan to remain from five to ten years
 - Plan to remain from one to five years
 - Plan to remain no longer than this year
11. How would you describe your level of satisfaction in your present position?
- Very satisfactory
 - Above average satisfaction
 - Average satisfaction
 - Below average satisfaction
 - Very unsatisfactory

INFORMATION

Please rank order the following area categories as to the emphasis you place on each in the activities of an elementary school principal. Use 1 for the item you deem most important to your position, 2 for the item you deem second most important, continuing through 15 to indicate the item which is least important to your elementary school principal's position.

- _____ Civic Leadership Activities
- _____ Counseling and Discipline
- _____ Curriculum Programming
- _____ Decision Making
- _____ Hiring Employees
- _____ Legal Matters Concerning Your School
- _____ Non-Certified Employees' Personnel Administration
- _____ Office Management
- _____ Planning
- _____ Professional Development
- _____ Public School Relations
- _____ School Safety and Maintenance Matters
- _____ Special Education Related Matters
- _____ Staff Communications
- _____ Supervision

INFORMATION

On the following pages a number of statements about the elementary principalship are presented. Our purpose is to gather information regarding the actual attitudes of educators and the community concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them. Please select the answer that best reflects your attitude as a practicing elementary school principal.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are statements concerning the elementary school principalship. Please indicate your personal position about each statement as you evaluate it against your own daily practices and philosophies within your building, and circle the number that best approximates that position in the choice of answers to the right of each question.

PART II:

As a practicing elementary school principal, I:

- | | S | a | a | d | S | | | |
|---|---|---|---|---|---|---|---|---|
| | t | g | g | i | t | | | |
| | r | r | r | s | r | | | |
| | o | e | e | a | o | | | |
| | n | e | e | g | n | | | |
| | g | e | e | r | g | | | |
| | l | e | e | e | l | | | |
| | y | e | e | e | y | | | |
| 9. Devote a major part of the day to activities specifically designed for the improvement of instruction. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. Invite teachers to participate in formulating the philosophy, objectives, and policies of the school. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. Schedule staff meetings for the purpose of formulating and evaluating curriculum objectives. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 12. Gear the curriculum objectives to present and future student needs. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 13. Work with each teacher to help him/her provide for desirable classroom experiences. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 14. Make provision for continued evaluation of the school's instructional program. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 15. Demonstrate willingness to make curriculum changes when needed. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 16. Conduct classroom observations skillfully. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 17. Use conferences with teachers as a means of cooperative study of instruction (both individual and group). | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 18. Provide opportunities for the teachers to visit each other's classes within the school. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

	S t r o n g l y							
	a g r e e				d i s a g r e e			
30. Keep patrons informed through school publications.	8	7	6	5	4	3	2	1
31. Demonstrate the belief that one of the most effective ties between the school and the community is the child.	8	7	6	5	4	3	2	1
32. Analyze and use constructive criticism for the betterment of the school and its program.	8	7	6	5	4	3	2	1

PLEASE USE THE SPACE BELOW TO MAKE ANY PERSONAL COMMENTS OR OBSERVATIONS.

INFORMATION

Please rank order the following area categories as to the emphasis you believe the ideal elementary school principal should place on each area in the performance of his activities. Use 1 for the item you deem should have the most emphasis, 2 for the item you deem should have the second most emphasis, continuing through 15 to indicate the item which the ideal elementary school principal should least emphasize.

- _____ Civic Leadership Activities
- _____ Counseling and Discipline
- _____ Curriculum Programming
- _____ Decision Making
- _____ Hiring Employees
- _____ Legal Matters Concerning Your School
- _____ Non-Certified Employees' Personnel Administration
- _____ Office Management
- _____ Planning
- _____ Professional Development
- _____ Public School Relations
- _____ School Safety and Maintenance Matters
- _____ Special Education Related Matters
- _____ Staff Communications
- _____ Supervision

INFORMATION

On the following pages a number of statements about the elementary principalship are presented. Our purpose is to gather information regarding the actual attitudes of educators and the community concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them. Please select the answer that best reflects your attitude for a practicing elementary school principal.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are statements concerning the elementary school principalship. Please indicate your personal position about each statement as you evaluate it against your own perception of the IDEAL elementary school principal and circle the number that best approximates that position in the choice of answers to the right of each question.

PART I:

I desire the ideal elementary school principal to:

- | | S | | | | | | S | |
|--|---|---|---|---|---|---|---|---|
| | t | | | | | | t | |
| | r | | | | | | r | |
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| | g | | | | | | g | |
| | l | | | | | d | l | |
| | y | | | | | i | y | |
| | | a | a | a | a | s | | |
| | | g | g | g | g | s | | |
| | | r | r | r | r | a | | |
| | | e | e | e | e | g | | |
| | | e | e | e | e | r | | |
| | | | | | | e | | |
| 1. Demonstrate faith in the capabilities of teachers and rely heavily on their capabilities. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. Encourage teacher participation in policy formation and evaluation. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. Attract individuals to the idea of group planning and action. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. Present thought-provoking information and situations to those concerned with the improvement of the school program. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. Keep administrative rules and regulations to a minimum. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. Organize the school program and delegate responsibility to free himself/ herself from a multiplicity of routine administrative tasks. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Make it possible for teachers to participate in the selection of new teachers. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. Make it possible for staff members to select extra-class duties to use their special aptitudes more extensively. | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

PART II:

I desire the ideal elementary school principal to:

	S	a	a	d	S			
	t	g	g	i	t			
	r	r	r	s	r			
	o	e	e	a	o			
	n	e	e	a	n			
	g				g			
	l				l			
	y				y			
9. Devote a major part of the day to activities specifically designed for the improvement of instruction.	8	7	6	5	4	3	2	1
10. Invite teachers to participate in formulating the philosophy, objectives, and policies of the school.	8	7	6	5	4	3	2	1
11. Schedule staff meetings for the purpose of formulating and evaluating curriculum objectives.	8	7	6	5	4	3	2	1
12. Gear the curriculum objectives to present and future student needs.	8	7	6	5	4	3	2	1
13. Work with each teacher to help him/her provide for desirable classroom experiences.	8	7	6	5	4	3	2	1
14. Make provision for continued evaluation of the school's instructional program.	8	7	6	5	4	3	2	1
15. Demonstrate willingness to make curriculum changes when needed.	8	7	6	5	4	3	2	1
16. Conduct classroom observations skillfully.	8	7	6	5	4	3	2	1
17. Use conferences with teachers as a means of cooperative study of instruction (both individual and group).	8	7	6	5	4	3	2	1
18. Provide opportunities for the teachers to visit each other's classes within the school.	8	7	6	5	4	3	2	1

	S	t	r	o	n	g	l	y	d	i	s	a	d	S	t	r	o	n	g	l	y
PART III:																					
I desire the ideal elementary school principal to:	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a	a
19. Be able to express ideas so clearly that there is little chance of being misunderstood or misinterpreted.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
20. Interpret educational needs to community organizations.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
21. Work with community organizations in promoting school programs.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
22. Understand the value system of the community.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
23. Understand the need to help reduce the force factors that produce antagonism among individuals and groups in the community.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
24. Use the school program to contribute toward the understanding or problems of living and working together.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
25. Recognize community needs as of paramount importance in studying and designing the school program.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
26. Promote faculty-community meetings to discuss community needs.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
27. Invite parents, interested citizens, and representatives of the P.T.O. to the school to discuss educational problems.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
28. Clearly explain the purpose of meetings.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4
29. Encourage teachers to take an active part in parent-teacher organizations.	8	7	6	5	4	3	2	1	8	7	6	5	4	3	2	1	8	7	6	5	4

	S t r o n g l y							
	a g r e e		a g r e e		d i s a g r e e		S t r o n g l y	
30. Keep patrons informed through school publications.	8	7	6	5	4	3	2	1
31. Demonstrate the belief that one of the most effective ties between the school and the community is the child.	8	7	6	5	4	3	2	1
32. Analyze and use constructive criticism for the betterment of the school and its program.	8	7	6	5	4	3	2	1

PLEASE USE THE SPACE BELOW TO MAKE ANY PERSONAL COMMENTS OR OBSERVATIONS.

APPENDIX D

REJECTED QUESTIONNAIRE STATEMENTS

Statements deleted from the questionnaire include:

The ideal elementary school principal should:

Lead individuals and groups in arriving at decisions on the basis of factual analysis and interpretation of data.

Defend the rights of people to express their views.

Be willing to allow others to evaluate them as a member of the group.

Set an example for the staff by carrying out a planned program of professional improvement for themselves.

Promote active teacher participation in their professional organizations.

Time changes and improvements to correspond with the growth and educational thinking of the community.

Plan a reasonable and practical program of improvement that can be carried through to a successful completion in a definite period of time.

Accept criticism objectively.

Be a good listener.

Create a feeling on the part of each staff member that he/she is a member of a whole team, and that what he/she does is a contributing factor to the success of the school program.

Encourage constructive criticism of administrative decisions and activities.

Display punctuality in fulfilling his/her duties.

Provide release time for teachers to study and plan solutions to educational problems.

Believe an elementary school should have a full spectrum of curriculum alternatives at each grade level.

Lead in the formation of broad goals for the school.

Encourage each teacher to formulate specific objectives designed to achieve the broad goals of the school.

Use the results of the testing program to help determine whether or not the objectives of the school are being achieved.

Assume direct responsibility for the improvement of instruction.

Encourage teachers to assume responsible freedom in exercising their judgment and initiative in the choice and arrangement of activities, subject matter, and method.

Give suggestions concerning classroom methods whenever and wherever he/she feels competent.

Plan for the use of local resource people to enrich the educational program.

Encourage teachers to focus attention on the individual learner.

Keep the superintendent informed of the school's activities through reports supplementary to those required by the State Department of Education.

Invite parents and other community members to attend assemblies and other school programs.

Encourage the community to make wide use of the school facilities within the limits of predetermined policies.

Participate actively in community improvement projects.

Give careful thought to form and content of letters and all written communication.

Keep patrons informed through television, radio, and informal "tea and coffee" briefings.

APPENDIX E

ANALYSIS OF RESPONSES TO INDIVIDUAL ITEMS

TABLE XIV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 1

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	77.3305	19.3326	19.334	0.0000
Within Groups	81	80.9953	0.9999		
Total	85	158.3258			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.5882	1			*		*	Group II	Superintendents
6.5556	2			*		*	Group III	Boards of Education
4.7333	3						Group IV	Teachers' Representatives
7.2500	4			*		*	Group V	P.T.O.
5.1250	5							

TABLE XV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 2

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	80.3330	20.0833	16.616	0.0000
Within Groups	81	97.8994	1.2086		
Total	85	178.2325			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.5882	1			*		*	Group II	Superintendents
6.2222	2			*			Group III	Boards of Education
4.0667	3						Group IV	Teachers' Representatives
6.6000	4			*		*	Group V	P.T.O.
5.0625	5							

TABLE XVI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 3

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	12.0502	3.0126	4.647	0.0020
Within Groups	81	52.5080	0.6482		
Total	85	64.5582			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
6.1765	1					*	Group I Elementary Principals
5.8333	2						Group II Superintendents
5.4000	3						Group III Boards of Education
5.5000	4						Group IV Teachers' Representatives
5.0625	5						Group V P.T.O.

TABLE XVII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 4

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	26.0851	6.5213	8.014	0.0000
Within Groups	81	65.9146	0.8138		
Total	85	91.9996			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
6.1176	1					*	Group I Elementary Principals
6.6667	2					*	Group II Superintendents
5.8000	3						Group III Boards of Education
6.2500	4					*	Group IV Teachers' Representatives
5.0000	5						Group V P.T.O.

TABLE XVIII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 5

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	24.2060	6.0515	5.268	0.0008
Within Groups	81	91.0495	1.1488		
Total	85	117.2555			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.5882	1			*			Group II	Superintendents
6.2222	2						Group III	Boards of Education
6.0500	3						Group IV	Teachers' Representatives
5.4375	4						Group V	P.T.O.
5.0667	5							

TABLE XIX

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 6

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	21.4155	5.3539	3.054	0.0213
Within Groups	81	141.9796	1.7528		
Total	85	163.3951			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.4706	1						Group II	Superintendents
6.2778	2			*			Group III	Boards of Education
4.6667	3						Group IV	Teachers' Representatives
5.6000	4						Group V	P.T.O.
5.5000	5							

TABLE XX

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 7

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	87.9414	21.9853	7.759	0.0000
Within Groups	81	229.5118	2.8335		
Total	85	317.4531			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
4.5882	1			*		*	Group I Elementary Principals
4.2222	2			*			Group II Superintendents
1.8667	3						Group III Boards of Education
3.8500	4			*			Group IV Teachers' Representatives
2.5000	5						Group V P.T.O.

TABLE XXI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 8

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	7.5546	1.8887	1.732	0.1509
Within Groups	81	88.3175	1.0903		
Total	85	95.8721			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.4118	1						Group II	Superintendents
5.0000	2						Group III	Boards of Education
5.0000	3						Group IV	Teachers' Representatives
5.7000	4						Group V	P.T.O.
5.0000	5							

TABLE XXII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 9

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	36.4753	9.1188	6.307	0.0002
Within Groups	81	117.1060	1.4458		
Total	85	153.5813			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
4.5294	1						Group II	Superintendents
6.1667	2	*				*	Group III	Boards of Education
5.2667	3						Group IV	Teachers' Representatives
5.0000	4						Group V	P.T.O.
4.3125	5							

TABLE XXIII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 10

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	38.2464	9.5616	8.309	0.0000
Within Groups	81	93.2071	1.1507		
Total	85	131.4534			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
4.7059	1						Group II	Superintendents
6.0556	2	*					Group III	Boards of Education
4.9333	3						Group IV	Teachers' Representatives
6.4000	4	*		*		*	Group V	P.T.O.
5.2500	5							

TABLE XXIV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 11

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	5.6941	1.4235	1.226	0.3063
Within Groups	81	94.0383	1.1610		
Total	85	99.7324			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.5882	1						Group II	Superintendents
6.1667	2						Group III	Boards of Education
5.5333	3						Group IV	Teachers' Representatives
5.7500	4						Group V	P.T.O.
5.4375	5							

TABLE XXV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 12

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	28.6595	7.1649	6.588	0.0001
Within Groups	81	88.0962	1.0876		
Total	85	116.7556			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.7647	1						Group II	Superintendents
7.0000	2	*				*	Group III	Boards of Education
6.4000	3						Group IV	Teachers' Representatives
7.0000	4	*				*	Group V	P.T.O.
5.6875	5							

TABLE XXVI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 13

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	8.8437	2.2109	2.020	0.0993
Within Groups	81	88.6446	1.0944		
Total	85	97.4883			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
6.2941	1						Group I Elementary Principals
6.6111	2						Group II Superintendents
6.2000	3						Group III Boards of Education
7.0000	4						Group IV Teachers' Representatives
6.1875	5						Group V P.T.O.

TABLE XXVII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 14

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	2.2216	0.5554	0.615	0.6532
Within Groups	81	73.1737	0.9034		
Total	85	75.3953			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.2941	1						Group II	Superintendents
6.7222	2						Group III	Boards of Education
6.3333	3						Group IV	Teachers' Representatives
6.5500	4						Group V	P.T.O.
6.3750	5							

TABLE XXVII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 15

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	7.0888	1.7722	1.999	0.1024
Within Groups	81	71.7946	0.8864		
Total	85	78.8834			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.2941	1						Group II	Superintendents
6.8889	2						Group III	Boards of Education
6.6000	3						Group IV	Teachers' Representatives
7.0500	4						Group V	P.T.O.
6.4375	5							

TABLE XXIX

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 16

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	22.9710	5.7427	4.110	0.0044
Within Groups	81	113.1684	1.3971		
Total	85	136.1394			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
5.5294	1				*		Group I Elementary Principals
6.5000	2						Group II Superintendents
6.5333	3						Group III Boards of Education
6.9500	4						Group IV Teachers' Representatives
5.8750	5						Group V P.T.O.

TABLE XXX

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 17

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	56.6043	14.1511	15.431	0.0000
Within Groups	81	74.2793	0.9170		
Total	85	130.8836			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Group II	Group III	Group IV	Group V
4.7059	1						Elementary Principals	Superintendents	Boards of Education	Teachers' Representatives	P.T.O.
6.3333	2	*				*					
6.0000	3	*				*					
6.5000	4	*				*					
4.6250	5										

TABLE XXXI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 18

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	79.6011	19.9003	8.650	0.0000
Within Groups	81	186.3521	2.3006		
Total	85	265.9531			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
4.0588	1						Group II	Superintendents
5.7222	2	*				*	Group III	Boards of Education
4.4000	3						Group IV	Teachers' Representatives
6.3000	4	*		*		*	Group V	P.T.O.
4.0000	5							

TABLE XXXII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 19

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	29.0295	7.2574	7.100	0.0001
Within Groups	81	82.7963	1.0222		
Total	85	111.8257			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.5294	1		*	*	*	*	Group II	Superintendents
6.6111	2						Group III	Boards of Education
6.8667	3						Group IV	Teachers' Representatives
7.1500	4						Group V	P.T.O.
7.0000	5							

TABLE XXXIII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 20

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	27.0886	6.7721	3.067	0.0209
Within Groups	81	178.8648	2.2082		
Total	85	205.9533			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.8235	1						Group II	Superintendents
5.7778	2						Group III	Boards of Education
7.1333	3					*	Group IV	Teachers' Representatives
6.1000	4						Group V	P.T.O.
5.3750	5							

TABLE XXXIV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 21

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	10.8673	2.7168	2.294	0.0664
Within Groups	81	95.9352	1.1844		
Total	85	106.8024			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
5.4706	1						Group I Elementary Principals
5.8333	2						Group II Superintendents
6.2000	3						Group III Boards of Education
6.1000	4						Group IV Teachers' Representatives
5.2500	5						Group V P.T.O.

TABLE XXXV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 22

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	18.9569	4.7392	3.745	0.0076
Within Groups	81	102.4966	1.2654		
Total	85	121.4535			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.1176	1						Group II	Superintendents
6.2778	2						Group III	Boards of Education
7.4667	3	*				*	Group IV	Teachers' Representatives
6.4500	4						Group V	P.T.O.
6.1875	5							

TABLE XXXVI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 23

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	15.0067	3.7517	3.291	0.0150
Within Groups	81	92.3424	1.1400		
Total	85	107.3491			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5		
5.8824	1						Group I	Elementary Principals
6.0556	2						Group II	Superintendents
7.0667	3						Group III	Boards of Education
5.9500	4						Group IV	Teachers' Representatives
6.3750	5						Group V	P.T.O.

TABLE XXXVII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 24

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	6.8646	1.7161	1.594	0.1838
Within Groups	81	87.1934	1.0765		
Total	85	95.0580			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.6471	1						Group II	Superintendents
6.2222	2						Group III	Boards of Education
5.8000	3						Group IV	Teachers' Representatives
5.6000	4						Group V	P.T.O.
6.2500	5							

TABLE XXXVIII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 25

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	14.2327	3.5582	2.854	0.0288
Within Groups	81	100.9766	1.2466		
Total	85	115.2094			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5		
5.6471	1						Group I	Elementary Principals
6.2778	2						Group II	Superintendents
5.2667	3						Group III	Boards of Education
5.4000	4						Group IV	Teachers' Representatives
5.1250	5						Group V	P.T.O.

TABLE XXXIX

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 26

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	23.5750	5.8937	3.998	0.0052
Within Groups	81	119.4131	1.4742		
Total	85	142.9881			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
4.8824	1						Group II	Superintendents
5.2222	2						Group III	Boards of Education
5.8000	3				*		Group IV	Teachers' Representatives
4.2000	4						Group V	P.T.O.
5.0625	5							

TABLE XL

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 27

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	10.5462	2.6365	1.292	0.2800
Within Groups	81	165.2674	2.0403		
Total	85	175.8136			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
6.4118	1						Group I Elementary Principals
5.6667	2						Group II Superintendents
6.2000	3						Group III Boards of Education
5.5000	4						Group IV Teachers' Representatives
6.1250	5						Group V P.T.O.

TABLE XLI

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 28

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	12.8677	3.2169	1.916	0.1157
Within Groups	81	136.0161	1.6792		
Total	85	148.8838			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
6.5882	1						Group II	Superintendents
6.2222	2						Group III	Boards of Education
5.6000	3						Group IV	Teachers' Representatives
6.7500	4						Group V	P.T.O.
6.3125	5							

TABLE XLII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 29

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	11.6588	2.9147	1.946	0.1107
Within Groups	81	121.3295	1.4979		
Total	85	132.9883			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.4706	1						Group II	Superintendents
5.9444	2						Group III	Boards of Education
6.4000	3						Group IV	Teachers' Representatives
5.8500	4						Group V	P.T.O.
6.5000	5							

TABLE XLIII

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 30

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	4.5815	1.1454	0.723	0.5787
Within Groups	81	128.3021	1.5840		
Total	85	132.8836			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	Group I	Elementary Principals
5.8824	1						Group II	Superintendents
5.8333	2						Group III	Boards of Education
5.2000	3						Group IV	Teachers' Representatives
5.7000	4						Group V	P.T.O.
5.6875	5							

TABLE XLIV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 31

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	13.4076	3.3519	2.764	0.0329
Within Groups	81	98.2318	1.2127		
Total	85	111.6394			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
7.0000	1						Group I Elementary Principals
6.7222	2						Group II Superintendents
7.5333	3						Group III Boards of Education
6.4500	4						Group IV Teachers' Representatives
6.4375	5						Group V P.T.O.

TABLE XLV

ANALYSIS OF VARIANCE AND SCHEFFE PROCEDURE FOR QUESTION 32

Source	Degree of Freedom	Sum of the Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	2.8469	0.7117	0.727	0.5758
Within Groups	81	79.2463	0.9783		
Total	85	82.0931			

SCHEFFE MULTIPLE RANGE TEST:

(*) Denotes pairs of groups significantly different at the .05 level

MEAN	GROUP	1	2	3	4	5	
6.5294	1						Group I Elementary Principals
6.1111	2						Group II Superintendents
6.2667	3						Group III Boards of Education
6.3500	4						Group IV Teachers' Representatives
6.6250	5						Group V P.T.O.

2
VITA

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Doctor of Education

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