DIFFERENT PERCEPTIONS OF THE LEADERSHIP

COMPETENCIES NEEDED BY PRINCIPALS

IN COMMUNITY SCHOOLS AND

NON-COMMUNITY SCHOOLS

IN TULSA

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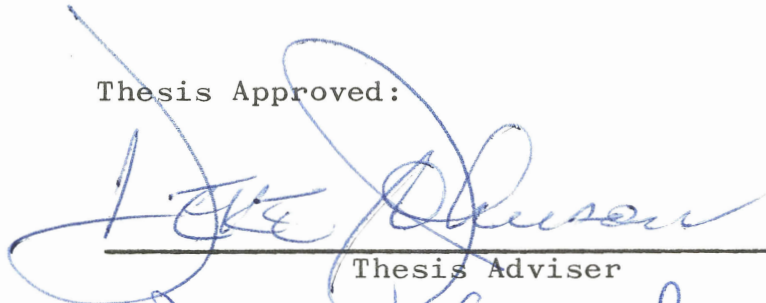Pisnuloke, Thailand
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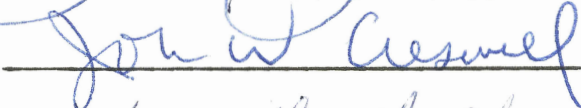July, 1978

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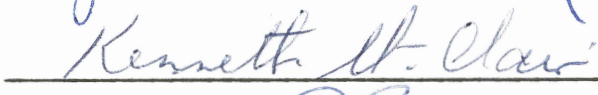
NON-COMMUNITY SCHOOLS

IN TULSA

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ii

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TABLE OF CONTENTS

LIST OF TABLES

FIGURE

CHAPTER I

NATURE OF THE PROBLEM

Introduction

This study was a comparison of the principal's leader-
ship competencies as perceived by community and non-
community school people. An attempt was made to examine
the differences between those involved in community and
non-community schools insofar as the principal's leader-
ship competencies are concerned.

Community education is a relatively new concept about
which many claims have been made. One of the claims is
that the role of the principal of a community school is
different from that of a principal in a non-community
school. Writers in the field of community education such
as Clark,[1] Lisicich,[2] and Whitt and Burden[3] have inferred
that there are differences between roles, functions and
leadership competencies of the community and non-community
school principals. These studies, however, dealt mainly
with the roles, functions and leadership competencies of
the community school director and provide little direct
evidence to support inferences about the roles, functions
and leadership competencies of the community school princi-
pal. Wilder conducted a comparative study of functions

performed by principals of community and non-community

schools.[4] One of the main purposes of his study was to det-

ermine if there would be differences in the leadership

competencies (he used the term "skill mix" which included

skills in the conceptual, human and technical areas) of the

two groups of principals comparing the ideal with the actual

role. His findings showed no significant differences in the

competencies of the two groups of principals. He felt that

his findings contradicted some of the results of the studies

in his review of literature. And so, he recommended future

studies of the same type with the hope that they would

reveal a substantial difference between the leadership com-

petencies of a principal in a community school and those of

a principal in a non-community school.

Jacques conducted a study of the principals of com-

munity and non-community schools in order to compare their

perceptions of functional processes of administration.[5]

The processes involved in his study were: coordinating,

goal-setting, training, staffing, financing, programming,

promoting, problem-solving, surveying, organizing, in-

fluencing, demonstrating and evaluating. The results in-

dicated that principals of community and non-community

schools differed significantly in their attitudes toward

the inclusion of the thirteen processes of administration

in a majority of the administrative processes. However,

his findings also revealed that the attitudes of principals

of community and non-community schools were not

significantly different when examined for main effects

and joint effects from the variables in the light of the

population size of the city in which the principals lived

and the number of years that the principals had spent in

their current positions. These results did not establish

conclusively whether there is a difference between leader-

ship competencies required of principals in the two groups

of schools. Hence, in this study, it is postulated that

the leadership competencies of these two groups of prin-

cipals would differ. This postulate is based upon three

basic differences between community and non-community

schools.

First, the traditional or non-community school has

tended to be separated from the community. This trend is

opposed to that of the community school which seeks integ-

ration with the community and at the same time maintains

institutional openness. As Melby has said:

> The educative influence of the community
> upon the individual is apparent. This influence
> includes all agencies and institutions with
> which the individual comes into contact. The
> learning the individual acquires in the
> community may be more satisfying, more penet-
> rating, and more lasting than that which
> occurs in the classroom. Hence, learning is not
> something that starts and stops when the school
> bell rings.[6]

Minzey and Le Tarte call this integration of the

school and community "interaction between school and

community."[7] This process may distinguish the community

school from the non-community school and, therefore, may

suggest that the leadership competencies of the principals

of these two schools differ.

Second, the community school seeks to be of service to

the community whereas a non-community school does not.

Seay wrote:

> The community school has two distinctive
> emphases--service to the entire community, not
> merely to the children of school age; and disco-
> very, development and use of the resources of
> the community as a part of the educational
> facilities of the school.[8]

This is in contrast with the nature of the non-community

school which concerns itself primarily with the education

of school-age children. In the case of the community school

principal, one would therefore expect that considerable

time and effort would be devoted to providing services to

the community; whereas the services of the principal in non-

community school are confined within the school.

Finally, the community school seeks to match the needs

of the community with the resources of the community.[9]

Berridge called this as:

> The marshalling of all resources of the com-
> munity to better serve individuals in the commun-
> ity. Groups, agencies, organizations and instit-
> utions assess their resources and join together
> to meet the wants and needs of the people.[10]

Performing this task would require different roles, func-

tions and leadership competencies of the community school

principal compared to those of the non-community school

principal who is basically concerned only about resources

within the school system.

It seems then that the community school principal plays a key role in integrating the school and community, in making the school an instrument in providing useful services to the community and in seeking to coordinate the needs and resources of the community.

Statement of the Problem

There is little empirical evidence on the differences of leadership competencies between the community school and non-community school principals. This study was conducted to determine: (1) if a difference exists between the present and the needed leadership competencies of the principals in both community and non-community schools; (2) if a difference exists between the present leadership competencies of the principals in community and non-community schools; and (3) if a difference exists in the needed leadership competencies between the principals of these two types of schools.

To achieve the foregoing objectives a single questionnaire was used for collecting data. A complete description of the instrument and how it was administered are presented in Chapter III.

Purpose of the Study

The main purpose of this study was to conduct descriptive research which can be used to examine the differences

between the leadership competencies possessed by principals and those that they should have in community and non-community schools. The principal's leadership competencies investigated in this study are based on the conceptual, human and technical skills proposed by Katz.[11]

Hypotheses

H_{01}: There is no difference between the present and the needed leadership competencies of principals as perceived by principals, teachers, parents and school staff members in both community and non-community schools.

H_{02}: There is no difference between the present leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

H_{03}: There is no difference between the needed leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

Significance of the Study

This study was made to obtain evidence to establish an empirical basis for analyzing differences between leadership competencies of community and non-community school principals. The results of this research were intended to: (1) assist in making comparisons of the present and the needed leadership competencies of the principals in both

community and non-community schools; (2) help determine if there exists a difference between the present leadership competencies of the principals in community and non-community schools; (3) help determine if there is a difference between the needed leadership competencies of principals in community and non-community schools; and (4) provide information that may be useful in in-service training of incumbent principals and pre-service training of future principals.

Theoretical Framework

In studying leadership most group researchers stress three kinds of competencies: conceptual, human and technical skills. Among the researchers who postulated such a framework is Katz.[12] He stated that competencies are based on three skills which are vital in performing job-related responsibilities. He added that these basic skills are important for leaders who must possess them in varying degrees of proficiency according to the level of the leadership position in which they are involved. Feldvebel conceived leadership competencies in a manner similar to Katz.[13] Feldvebel said that leadership competencies should be classified into three broad areas: technical, conceptual and human relations. Brown and McCleary also suggested that the leadership competencies exist at different levels of ability: familiarity, understanding and application.[14] The studies on leadership competencies conducted by Katz, Brown and McCleary and Feldvebel will be explained more

fully in Chapter II. According to most studies using these

concepts, the leadership competencies are reflected some-

where in the leader's performance in everyday work.

Since most principals use the leadership competencies

that have been proposed by Katz, Feldvebel or Brown and Mc-

Cleary or some combination of the three, and since they

complement each other, Katz's concepts were used in this

study. Leadership competencies or leadership skills were

identified by Katz as follows:

> 1. Conceptual skill - Involves the ability to
> see the organization as a whole. Such a skill in-
> volves an understanding of how the various func-
> tions of an organization are interdependedn and how
> changes in any one part affect all the others.
> Further, it entails the visualization of the re-
> lationship which the organization has with the
> field, the community, and the political, social
> and economic forces of the nations. Possession of
> conceptual skills should enable the executive to
> act in a manner that adfances the over-all welfare
> of the total organization. The ability to recog-
> nize the permitable relaitonship that exists bet-
> ween an organization and the society which supports
> it and to keep the organization serving the needs
> of the society.
>
> 2. Human skill - Involves the ability to work
> effectively as a group member and to build cooper-
> ative effort within the group. It is the execu-
> tive's ability as evidenced by the way the execu-
> tive perceives and recognizes the perceptions of
> his superiors, peers, and subordinates, and the
> way he behaves as a result.
>
> 3. Technical skill - Involves specialized
> knowledge and ability involving methods, proces-
> ses, procedures, or techniques within a specific
> kind of activity. It involves specialized know-
> ledge, analytical ability involving that spec-
> ialty, and facility in the use of tools and pro-
> cedures of that specialty.[15]

The rationale for this theoretical framework is that leadership skills or competencies appear to be fundamental to the success of administrators and leaders in our school systems. Havinghurst bore this out when he explained:

> Although the school is often perceived as running itself, skillful administration is often needed. When the situation is as complex and rapidly changing as the contemporary one, institutions will break down unless they have a wise and skillful administrator.[16]

Campbell also pointed out the complexity of the school principal's role when he said:

> In an organization that exists for teaching and learning, the principal is not entirely a free agent. At least four groups of people hold expectations for him. These groups include the central office, the teachers of his own school, the pupils of his own school, and the parents of those pupils. The central office does expect reports on the school's progress, the teachers do expect the principal to provide materials and conditions which make better teaching possible, the pupils expect the principal to be friendly and available, and the parents expect the principal to listen sympathetically when they raise questions about school operation. These and similar expectations demand time and energy on the part of the principal. Principals themselves often have difficulty in distinguishing between the necessary and trivial.[17]

Since school principals are both administrators and leaders in school and the community, they must realize the kinds of leadership competencies they must have, and the kinds of leadership competencies they need to develop. To help identify the disparity between the competencies possessed and those needed, the Leadership Competencies Questionnaire was used (Appendix A).

This theoretical framework forms the basis for the hypotheses which were stated earlier in this chapter.

Limitations of the Study

The sample in this study was drawn from the Tulsa Public Schools in Oklahoma. Five community schools and five non-community schools were selected by school administrators in Tulsa. The researcher paired community schools and non-community schools with the help of a panel of experts who matched the schools as closely as possible with regard to the following variables: school and community characteristics; school budget; school programs and activities; school facilities; ethnic groups; and socioeconomic background. Findings of this study can be generalized only to the population in the ten related schools. Even then, generalizations must be made with caution.

Assumptions of the Study

There are two assumptions made in this study and these are mentioned briefly below.

1. The responses to the Leadership Competencies Questionnaire by principals, teachers, parents and school staff members were assumed to reflect their true feelings and perceptions of the conditions prevailing in their communities.

2. It was assumed further that the process of matching schools and randomization of subjects in the study would

provide representative samples of the target population in those ten selected schools of the Tulsa Public School District No. 1, Oklahoma.

Definition of Terms

In order to minimize misinterpretation and ambiguities, the following terms used in this study are defined.

Perception is a selective process in which a person tends to see things as they fit into his past experiences.

Leadership is the function performed by a person in terms of influencing group decisions and actions by way of contributing to the attainment of group goals and satisfactions, according to Chase.[18] Since the school principal is the designated leader in the school, this study focuses upon his leadership competencies.

Leadership competencies are the personal qualities of being functionally adequate in performing the tasks and assuming the role of a specified position (of the principalship in this study) with the requisite knowledge, ability, capability, skill and judgment.[19]

Present leadership competencies are the competencies of a leader that are utilized in reality. They are demonstrated by the facility with which the leader performs the day-to-day activities or deals with people in achieving objectives.

Needed leadership competencies are the competencies of a leader that should occur ideally so that group objectives

are attained with minimum expenditure of effort, time and money.

Non-community school is a formal, traditional school which teaches only school-age children in kindergarten to twelfth grades (K-12). According to Decker the traditional school school is the school that is separated from the community.[20] The school is viewed as having only the specialized job of training children's minds and teaching them intellectual and vocational skills. Emphasis is placed on subject matter and academic ability is the only measure of a child's success. Teachers are expected to be experts in their subject matter fields and in methods for transmitting this knowledge.

Community school is a school serving a grouping of residents in a community that makes its facilities available for citizen use; organizes the participation of citizens in assessing local conditions, setting of priorities and program planning; identifies and utilizes resources; facilitates joint planning by local agencies; and initiating new and/or improved programs in an effort to improve educational opportunities for all residents.[21]

For a better understanding of the differences between community and non-community schools, the following chart of comparison by Decker is helpful.[22]

Community School Vs. Non-community School	
All ages	: Children (K-12)
12 months/year	: 9 months/year
12-18 hours/day	: 6-7 hours/day
7 days/week	: 5 days/week
Full potential	: 1/3 potential

Community education is a concept that recognizes all life experiences as education and is not limited to formal instruction, certain age classifications or attainment of diplomas. Community education further recognizes that a process of involving citizens in identifying the conditions, resources and priorities of the community is central to the means of improving educational opportunity. This process focuses upon every institution, agency, and organization of the community to deliver identified and prioritized services.[23]

Organization of the Study

Chapter I has included a statement of the problem, description of background, hypotheses, significance of the study and definition of terms.

Chapter II contains a review of the literature and appropriate studies related to the community education movement. Specific areas covered include studies on leadership concepts with emphasis on leadership competencies of principals in community and non-community schools.

Chapter III presents a description of the sample population and the instrument. Procedures used in gathering and

analyzing the data are also included.

Chapter IV presents the results, analyses of data and highlights of the findings.

Chapter V contains the discussion of results, summary, conclusions and recommendations of this study.

FOOTNOTES

[1]Phillip A. Clark, "Can Basic Community Education Principles be Included in the K-12 Program?" <u>Community Education Journal</u>, Vol. 4, No. 1 (January-Fevruary, 1974), pp. 33-34.

[2]Priscilla A. Lisicich, "Competencies and Training of Community Education Coordinator" (Unpub. Doctoral Dissertation, University of Michigan, 1976).

[3]Rober L. Whitt and Larry Burden, <u>The Community School Principal</u>: <u>New Horizons</u>, (Michigan, 1973), p. 5.

[4]R. L. Wilder, "A Comparative Study of Functions Performed by Principals of Community Schools and Principals of Non-community Schools" (Unpub. Doctoral Dissertation, Western Michigan University, 1975).

[5]C. G. Jacques, "The Relationship between the Functional Process of Community Education and Educational Administration as Perceived by Elementary and Secondary School Principals" (Unpub. Doctoral Dissertation, Arizona State University, 1975).

[6]Ernest O. Melby, "Needed: A New Concept of Educational Administration," <u>The Community School and Its Administration</u>, Vol. 4, No. 11 (1965), p. 27.

[7]Jack D. Minzey and C. LeTarte, <u>Community Education</u>: <u>From Program to Process</u>, (Michigan, 1972), p. 17.

[8]Maurice F. Seay, "Two Distinctive Emphases," <u>Forty-Fourth Yearbook</u>, Pt. 1 (Chicago, 1945), pp. 109-228.

[9]_____ and Associates, <u>Community Education</u>: <u>A Developing Concept</u>, (Michigan, 1974).

[10]R. I. Berridge, <u>The Community Education Handbook</u>, (Michigan, 1973).

[11]Robert L. Katz, "Skills of an Effective Administrator," <u>Harvard Business Review</u>, Vol. 33, No. 1 (January-February, 1955), pp. 33-42.

[12]Ibid.

[13]A. M. Feldvebel, "A Rationale for Competency-Based Programs in Educational Administration," CCBC Notebook, Vol. 3, No. 1 (July, 1974), p. 8.

[14]T. Brown and L. McCleary, "Toward a Clearer Definition of Competency and the Implication of Competency Definition," CCBC Notebook, Vol. 3, No. 2 (February, 1974), pp. 2-3.

[15]Katz, pp. 34-36.

[16]Robert J. Havinghurst, "Educational Leadership for the Seventies," Phi Delta Kappan, Vol. 53, No. 7 (March, 1972), p. 406.

[17]Roald F. Campbell and Associates, The Organization and Control of American School, 2nd ed. (Ohio, 1970), p. 243.

[18]Francis S. Chase, "How to Meet Teacher's Expectations of Leadership," Administrator's Notebook, Vol. 1, No. 9 (April, 1953), p. 122.

[19]Pol Gaston, "Evaluation of Principals: A Competency-Based Methodology with Community Participation," CCBC Notebook, Vol. 5, No. 5 (July, 1976), pp. 4-8.

[20]Larry E. Decker, Foundations of Community Education (Michigan, 1972), p. 13.

[21]Lisicich, pp. 39-40.

[22]Larry E. Decker, People Helping People: An Overview of Community Education (Michigan, 1975), p. 6.

[23]Lisicich, p. 40.

CHAPTER II

REVIEW OF THE LITERATURE

This review covers three areas, namely: (1) the community education movement; (2) leadership concepts with emphasis on leadership competencies; and (3) leadership competencies of principals in community and non-community schools. These are treated in the following sections.

The Community Education Movement

Community education is not really a new concept. Decker stated that the basic elements in the community education concept can be traced back to the Greeks and Romans.[1] Much of early American education contained elements of community education. Leading American educators such as Clapp, Dewey, Hart and Morgan expressed their ideas leading to the conclusion that community education has been supported for several decades.[2] The earliest movement of the school as a community center was in 1897 when Charles S. Smith began to urge the use of schools and libraries as civic centers. In the period from 1899 to 1906 the national playground and recreation movement was formed. By 1910, fifty-five cities had recreation programs that used schools and playgrounds.[3] Rainwater described this Playground Movement as an attempt to "bring about social adjustments

17

through the organization of social activites."[4] The

movement was prompted by living conditions that varied

only slightly from present conditions which have promoted

widespread interest in the community education movement.[5]

Through the 1920's and 1930's communities were increasingly referred to as educative agencies, where education was expected to provide leadership in social change.[6] Joseph K. Hart, a disciple of Dewey, wrote:

> Education is not apart from life. . . .The democratic problem in education is not primarily a problem of training children; it is a problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent to the goals of life, and eager to share in the tasks of the age. Schools cannot produce the result, nothing but the community can do so.[7]

In 1936, Flint, Michigan, began a boys' club and summer camp with $6,000 grant from the Charles S. Mott Foundation. Its initial success encouraged this foundation to contribute an additional $15,000 for after-school and summer recreation programs. Followed by a series of health and nutrition classes for mothers, the recreation program accordingly received a contribution from the Mott Foundation in excess of $1,700,000 annually.[8] By 1935, the Flint Community School Program began, and by 1939 it was singled out in a textbook as an outstanding example of what could be accomplished through the cooperation of the schools and community groups.[9]

A milestone in the community education movement took place in 1938, the year that the book The Community School edited by Samuel Everett was published. It was the first

book to deal comprehensively with community education and
the community school.[10]

By 1939, Elsie R. Clapp wrote a book which described
the community school and which is widely used and quoted
today. In answer to the question, what does a community
school do, she wrote:

> First of all, it meets as best it can, and
> with everyone's help, the urgent needs of the
> people, for it holds that everything that affects
> the welfare of the children and their families
> is its concern. Where does school end and life
> outside begin? There is no distinction between
> them. A community school is a used place, a place
> used freely and informally for all needs of liv-
> ing and learning. It is, in effect, the place
> where living and learning converge.[11]

During the 1930's, 1940's and early 1950's the idea of
community education was ardently propounded and defended by
a number of scholars. Consequently, it gained acceptance of
many educators so that in 1953, Part II of the 52nd Yearbook
of the National Society for the Study of Education, entitled
"The Community School" was published. It was a compilation
of articles on community education which may have provided
the dominant philosophy and standard pattern of community
education today.[12]

On April 19, 1966, the National Community School Educ-
ation Association was formed. Its purpose was to further
promote and expand community schools and to establish com-
munity schools as an integral and necessary part of the
educational plan of every community.[13] This professional
organization has become a clearing house for the exchange

of ideas, sharing of efforts and promotion of educational
programs. Its 1970 membership reached 1,534.[14]

Table I shows how the community education movement has
grown. According to this table, the number of community
school buildings increased from 2,771 in 1973 to 5,062 in
1976, an increment of 82 per cent in a three-year period.
Of particular interest in Table I is the close agreement in
the projected and actual figures in 1976 for the number of
community school districts, centers for community education,
and professional center staff. The 1976 projection for mas-
ter's interns in community education was higher than the
actual number but that of doctoral degree interns was lower.

The data in Table I are evidence that community educa-
tion is on the rise. It has captured the imagination of
both educational and lay leaders throughout the country.
The concept has also appealed to legislators. This wide-
spread interest in the movement will surely lead to fuller
mobilization of existing community resources and will in-
crease the utilization of physical plant facilities. In the
light of these trends, Kerensky commented:

> Community education is progressive in that it
> suggests an alternative form of schooling and educ-
> ational reform. It appeals to the futurists and
> the progressives of our society because it demands
> change.[15]

With the increasing acceptance of the community educa-
tion concept, and with the increasing number of communities
with community education programs, the demand for leaders in
the field of community education has grown markedly. Seay

TABLE I

COMPARISON OF PROJECTED AND ACTUAL DATA
IN COMMUNITY EDUCATION FOR
1973, 1976 AND 1978

Component	Reported 6/30/73	Reported 6/30/76	Forecast 6/30/76	Forecast 6/30/78
Community Schools (Buildings)	2,771	5,062	5,084	8,121
Community School Districts	560	1,185	1,537	2,500
Centers for Community Education	23	80	85	116
Professional Center Staff	41	110	120	164
Ph. D. Interns (Community Education)	25	72	65	102
Master's Interns (Community Education)	57	174	329	584
Practicing Community Educators	1,550	2,775	3,032	4,850
States with Community Education Legislation	5	7	22	37
Program Involvement:				
Average Enrollment/School	903	959	N.A.	N.A.
Average Weekly Participation/School	336	317	N.A.	N.A.
Total Funds to Community Education (Millions)	$ 38	$ 103	$ 85	$ 138

Source: 6/30/76 Quarterly Reports from Regional Centers and Foundation Staff Estimates.

stated that:

> Implementation and dissemination of the community education concept require leaders. They must be people who are personally and professionally qualified to give leadership to community education. While the personal requisites to success as a leader may depend somewhat upon qualities of the individual personality which are not directly subject to modification through the educative process, the professional skill requirements can be learned. School administrators have been pressed to develop the competencies necessary to lead one of the fastest growing and most unanimously patronized community agencies in the nation: namely, the school.[16]

The particular school leader involved in this study is the community school principal. In schools that operate community education programs the principals are not only the leaders of their schools but they are also looked upon as leaders in the community. In view of the multi-faceted role of the principals, teachers, parents and school staff members may have different perceptions of the principal's leadership competencies.

Important Concepts in Leadership

In any human organization or social system, whether it is a nation or a city, a corporation or an industry, a school or a university, success or failure can be largely attributed to leadership. Totten and Manley stated that the effectiveness of any single agency depends upon its leadership.[17] However, leadership is an elusive concept. The theory, research and practice of leadership have intrigued man for many decades. As Munsell mentioned:

> Leadership is known to exist and to have a
> tremendous influence on human performance, but
> its inner workings cannot be precisely spelled
> out. A great deal is still either unknown or at
> best vaguely understood.[18]

In this section, the reader is exposed to different definitions of leadership and to work done relative to leadership skills or competencies.

Definitions of Leadership

Many definitions have been given embodying the concept of leadership. Cooley is claimed to be one of the earliest American educators to present a definition of leadership. In 1902 he stated that:

> The leader is always the nucleus of a ten-
> dency, and on the other hand, all social move-
> ments, closely examined, will be found to consist
> of tendencies having such nuclei.[19]

In 1906 Mumford added a social aspect to leadership by stating that "leadership is the preeminence of one or a few individuals in a group in the process of control of soc-ietal phenomena."[20]

In 1924, Chapin viewed leadership as a "point of polarization for group cooperation."[21] In 1927, Bingham added a slightly different concept of leadership, viewing the leader in terms of personality and character traits and stated that "the leader possesses the greatest number of desirable traits of those types."[22]

Historically, many other academic definitions have been formulated. In 1940, Anderson construed leadership as

the ability of the leader to use individual differences in identifying common purposes of the group and in using these differences to reveal to the group a stronger base for determining common purposes.[23]

As educators, sociologists and psychologists continued to explore the problem of leadership, ideas and definitions surfaced that elaborated the previous views. Stogdill, in 1950, spoke of leadership as a process of influencing the efforts and activities of an organized group in its efforts toward setting and attaining goals.[24] In 1955, Koontz and O'Donnell added to the definition of leadership the element of persuasion. They viewed leadership as an activity directed at persuading people to work together in achieving a common objective.[25] In 1960, Terry defined leadership as the activity of influencing people to strive for group objectives.[26]

Tannenbaum, Weschler and Massarik added that leadership is a situational type of interpersonal influence using the communication process to develop direction toward the attainment of a specific goal or goals.[27] In 1970, Miller pointed out that leadership is the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates' ideas, and consideration of their feelings.[28]

Today's leadership environments are more complex. These make effective leadership difficult to attain. A leader must have not only more knowledge of his organization

but also the knack of having people work with him in achieving common goals. Cunningham defines leadership today as follows:

> The genius of leadership rests in the capacity to balance big issues and small ones, to respect genuinely those who differ, to avoid compromising larger objectives for short term gains. Leaders must elicit confidence on the part of their publics most of the time, and they must do it while openly exhibiting feet of clay. Leadership is being responsive and initiating simultaneously. It is the curious blend of leading and following, provoking and claiming, disturbing and stabilizing, but always in a posture of movement, generating new strength and capability along the way.[29]

The array of definitions about leadership suggests that there is little agreement as to its meaning. However, these definitions can perhaps be better appreciated by remembering Stogdill who said that different definitions of leadership serve the following purposes:

1. Identify the object to be observed.
2. Identify a form of practice.
3. Satisfy a particular value orientation.
4. Avoid a particular value orientation or implication for practice.
5. Provide a basis for theory development.[30]

Leadership Competencies

Investigations on leadership have been conducted through a number of approaches such as: leadership traits, leadership styles, leadership behavior, leadership effectiveness, and leadership skills or competencies. This indicates that leadership is difficult to define precisely. This vagueness in defining leadership is reflected by Firth in his recent article when he said:

When educators turned to theoretical explana-
tion of leadership, they have found that beliefs
regarding the phenomenon of leadership have been
revised considerably. Early studies of leader-
ship focus upon characteristics of the individual.
. . . Despite the determination of researchers to
fully explore the relationships, evidence is clear
that leaders do not possess common characteristics,
traits, or consistent patterns thereof. Nor is it
possible to predict potential for leadership on
the basis of personality, intelligence, status, or
scholarship. Researchers next sought to identify
particular styles of leadership as clues for in-
dividual effectiveness. Although some interesting
results were obtained, particularly in comparison
of autocratic, laissez faire, and democratic
styles, they did not prove any more fruitful in
explaining leadership.[31]

Studies on leadership competencies are well known among

community educators. The competency approach for under-

standing and developing leaders was introduced by Katz.[32]

He stated that competencies are based on three skills which

are vital in performing job-related responsibilities. He

used the term "skill" to mean the ability to use one's know-

ledge effectively. Skills which Katz identified can be ca-

tegorized as conceptual, human and technical. These were

defined in Chapter I. Katz concluded that the relative im-

portance of these three skills varies with the level of res-

ponsibility. Johnson indicated that conceptual skills

should be proportionately greater on the upper levels of the

hierarchy; human skills tend to be needed in a lesser de-

gree as one advances from lower to higher levels in the

organization.[33]

Campbell praised Katz for his work in clarifying the

relationship between knowledge and skill.[34] Livingston

said that skills essential for managers are those involving opportunity-finding, problem-finding, and problem-solving.[35] These seemingly belong to the conceptual area. He also noted that lack of such skills may account for the many failures of individuals in top-level positions even though they may have been highly successful in lower hierarchical positions. Kuriloff identified ten basic roles that the manager is called upon to carry out in the course of his work.[36] Some of the roles require technical competence, some interpersonal competence, and some, a combination of the two. Kuriloff felt that through a study of these roles a set of competencies important to successful leadership could be derived and that they could be observed in the overt behavior of an individual seeking advancement in management as he performs his job. Examination of the competencies suggested by Kuriloff appears to confirm that these competencies are sub-categories of the technical, human and conceptual skills championed by Katz.

In Dahl's research in 1961 where he used the phrase "to develop leadership competencies" he implied that leadership competencies can be taught, practiced, and eventually developed to a high degree of proficiency.[37] Katz seemed to support Dahl's position when he described his approach to the selection and development of persons for leadership roles by stating that:

> This approach is based not on what good executives are (their innate traits and characteristics), but rather on what they do (the kinds of skills or competencies which they exhibit) in carrying out their jobs effectively.[38]

In an article which supports Dahl's and Katz's thesis that competencies can be learned, Brown and McCleary described a process of identifying and defining leadership competencies and delineating them into the previously mentioned components: technical, human and conceptual.[39] Further support of this concept comes from Feldvebel who made a list of guidelines and principles which can serve as a basis for developing a competency model. Feldvebel identifies the first two steps in articulating a competency model as follows:

1. Determination of competencies should stress role rather than a management function.

2. Leadership skills or competencies should be classified into three broad areas: technical, conceptual and human relations.[40]

Brown and McCleary's competency model, while in conceptual agreement with Feldvebel's, suggests the need for a critical step between Feldvebel's Steps 1 and 2. Brown and McCleary suggested the need to take the competencies determined in Step 1 and articulate them as statements that depict identifiable competencies. After the molar statement has been articulated, competencies should then be classified as technical, conceptual, and human components (Feldvebel's Step 2).

Brown and McCleary suggested further that each component should be specified as a competency indicator connoting familiarity, understanding, and application. Step 3 of Feldvebel's competency model parallels this suggestion by Brown and McCleary.

Feldvebel also maintained that after categorizing competencies into technical, conceptual and human components, the curriculum should be sequenced according to three broad mastery levels: knowledge, comprehension, and application. The similarity between Brown and McCleary's and Feldvebel's suggestions is indicated below:

Brown and McCleary's	Feldvebel's
Familiarity	Knowledge
Understanding	Comprehension
Application	Application[41]

The suggestions given by Brown and McCleary and Feldvebel offer valuable information on leadership competencies considered important to the school principal's performance.

Community School Principal Competencies

Johnson emphatically mentioned that many roles are filled by personnel in community education. These roles require individuals who are highly motivated and who are highly skilled in the human, technical and conceptual areas.[42] The community school principal is one of the significant leaders who exert considerable influence on the advancement of community education. His main role is integration of the community and the school. In this task he

sees to it that there is meaningful correlation of the
school curriculum with the needs of the community. To be
able to perform effectively, the principal must have leader-
ship skills. Cunningham   made observations about educa-
tional leaders and especially the principals.

> Leaders have to possess energy, lots of it.
> Energy for planning and reflection, for daily
> associations with people, for encounter with
> adversaries, for achieving agreements, and
> accepting defeats. Principals must understand
> and relate to sharply differentiated communi-
> ties of interest. . . . Building and maintaining
> confidence within pluralistic environments is
> an expectation for leadership that pushes at the
> boundaries of human capability. Few persons are
> trained to negotiate among such interests. It
> requires the sensitivity to difference described
> earlier. It demands a patience of unusual prop-
> ortion and must be constructed on principles of
> trust and confidence. Leaders must trust their
> public if they are to earn confidence in return.[43]

The foregoing statements are of real value to the school
principals of both community and non-community schools.

Today, school systems are complex and they will likely
become more so in the future. Knowledge is increasing at
such a rapid pace and the curriculum has become more
sophisticated and specialized. There are more problems con-
cerning school organizations and school functions. There
are more conflicts between the community and the school,
and between the school staff members and the school organiz-
ation, as well as among various groups within the community
and school. Thus, from this viewpoint the school principal
of today must be skilled and have strong leadership

competencies in order to maintain those aspects of the

school that serve people best by enabling the teachers,

students, parents, school staffs, and other citizens to use

their talents to shape the school and to resolve the school-

community conflicts. Sergiovanni said that a school execu-

tive must be a leader of leaders.[44]

Writers in the field of school administration have

long suggested the functions of school principals. A samp-

ling of published rule books of local school boards in fifty

cities of over 30,000 population reveals the following

duties of principals:

> To be present in the building between specified
> hours.
> To keep certain records and accounts.
> To inventory equipment, books and supplies.
> To check payroll list.
> To report injuries to pupils and employees.
> To conduct fire drills.
> To report needed building and equipment.
> To supervise building at recess and noon hour.
> To notify parents of unsatisfactory work of pupils.
> To regulate, permit, or refuse entrance to visitors.
> To keep personnel records of teachers.
> To make curriculum schedules.
> To evaluate teachers' efficiency.
> To supervise instruction.
> To discipline pupils.[45]

Sears listed the following general duties of school

principals, claiming that all of them might be classified

under the following headings:

> 1. Care of the children: their safety enroute
> to and from school, about the building, and on the
> playground; their comfort and enjoyment; attendance
> supervision and records; student morale and govern-
> ment.
>
> 2. Instruction: counseling service; teach-
> ing efficiency; work schedule; scholastic records

and reports; instructional supplies and equipment; suitable room assignment and physical surroundings; contact with parents.

3. Supervision: curriculum work; individual and group conferences with teachers; contact with counseling service; selection of text and library books; the social activities program.

4. Research: assisting with any central office researches covering the school; planning and carrying through researches within and for the school; putting the results of research to work within the school.

5. Staff personnel: advising with superintendent on selection of teachers for the school or transfers to and from the school; recommending for assignments, promotions or dismissals; aid in development or revision of salary schedules; inservice education program.

6. Plant: continuous inspection for safety and for advice as to maintenance, alteration and operation; aid in development of building plans.

7. Business service: aid in preparation of budget; keeping business records; assisting with annual inventory; general oversight and care of all school properties.

8. Public relations: keeping close coordination between his school and the school system; providing exhibits, public programs, athletic events, conferences, addresses, and community meetings through which the local community may have suitable opportunity to know and appreciate and criticize their own school; cooperate with the central office public relations program.[46]

Sear's concept of administration is important to principals. He conceived administration as consisting of five different kinds of activity--planning, organizing, directing, coordinating and controlling. He defined these activities as follows:

Planning sets up purposes and outlines procedures and means of attaining the purposes; organization divides the labor and holds people to their

jobs; direction authorizes and orders actions, plans, and policies and can penalize inaction or abuse; coordination holds parts together, to the end that each supports or supplements the others. All these are, indeed, contributions to control in a broad and general sense.[47]

Other major functions of administration of value to principals were offered by Ramseyer, Harris, Pond and Wakefield. These major functions are as follows:

1. Setting goals.
2. Making policy.
3. Determining roles.
4. Coordinating administrative function.
5. Appraising effectiveness.
6. Working with community leadership to improve effectiveness.
7. Using educational resources of the community.
8. Involving people.
9. Communicating.[48]

Griffiths maintained that administration is essentially a "decision-making" process and that the central function of administration is directing and controlling this process. His version includes the following steps:

1. Recognize, define, and limit the problem.
2. Analyze and evaluate the problem.
3. Establish criteria and standards by which the solution will be evaluated or judged as acceptable and adequate to the needs.
4. Collect data.
5. Formulate and select the preferred solution or solutions.
6. Put into effect the preferred solution.
   a. Program the solution.
   b. Control the activities in the program.
   c. Evaluate the results and the process.[49]

Griffiths and Hemphill took a problem-solving approach to the administrative process, maintaining that these steps are vital:

1. Recognizing a problem.
2. Preparing to clarify the problem.
3. Initiating work in preparation.
4. Organizing and judging facts.
5. Opinions and situations.
6. Selecting alternatives.
7. Deciding and acting.[50]

Griffiths and Hemphill saw administration as problem-solving and as changing the dissatisfaction of the constituents involved.

Boles suggested some more requirements of an administrator in discussing his theory of leadership. These functions are innovating, programming and risking.[51]

In addition to the administrative functions already mentioned, Farquhar and Piele in a review of studies relating to programs for administration, listed managing change, making decisions and managing conflicts as key skills in competency areas.[52]

For the principals to be effective in performing their roles and functions, they must employ the skills or competencies of leadership that Katz described as technical, human and conceptual skills. The following section deals with the principal's role in community education.

The Principal and Community Education

While the leadership approaches and the administrative processes have been under discussion for some time, more recently there has been an increasing number of empirically based studies on the way school principals should do their jobs.

Wilder summarized the studies conducted by Melton and Snyder.[53] These studies were about ideal and actual principal role perceptions done ten years apart in different geograhical parts of the United States but using the same design, instrument, sample selection and procedure and data analysis. Findings in both of these studies revealed a disparity between principal perception of actual roles and ideal roles.

Bobroff, Howard and Howard conducted a survey of 350 randomly selected junior high and middle school principals from seven states.[54] The revealed what the principals believed to be the most important functions of junior high school. The results are shown in Table II.

TABLE II

FUNCTIONS OF THE JUNIOR HIGH SCHOOL PRINCIPAL
IN ORDER OF IMPORTANCE

Relative Importance	Function
1	Providing a school environment which specialized in helping the student make a smooth transition from childhood to adolescence.
2	Providing a smooth and gradual transition from elementary school to senior high school.
3	Providing a variety of academic and vocational experiences.
4	Discovering areas of personal interest.

If the school is to serve specific functions, it seems reasonable to expect that principals should perform certain roles and functions within the institution. As evidenced by the foregoing studies, there is too frequently a disparity between what they should be doing and what they are doing. This is why Lesick suggested that after determining the activities of the principal, the main question is whether these are commensurate with the district's expectations in these activities. He suggested four questions based upon McGregor's theory of integration. These questions are:

1. What do you spend most of your time doing?
2. What are the most crucial of your activities?
3. What do you feel is important to accomplish in the year ahead?
4. How do you feel the results should be appraised?[55]

Answers to these questions will vary depending on the person and the job. However, Lesick saw them as the key in determining the role and function of the principal.

Another study of role perceptions of principals in innovative elementary schools as compared to the role perceptions of principals in more traditional elementary schools was conducted by Hellweg.[56] Thirty-two Minnesota schools were selected in each of the two school classifications. The task areas in the questionnaire included:

1. Instruction and curriculum.

2. Pupil personnel.

3. Staff personnel.

4. Community school leadership.

5. Organization and structure of the school.

6.   School plant and school transportation.

7.   School finance and business management.

Since community schools are considered to be innova-
tive, a number of conclusions from Hellweg's study seem to
have significance in the role and function of the community
school principal.   These conclusions were:

> 1.   Innovative schools utilize the services
> of more resources teachers and tutors than do more
> traditional schools.

> 2.   In all schools, there is a shared respon-
> sibility between principals and teachers in the area
> of instruction, curriculum development and implemen-
> tation of the curriculum.

> 3.   Innovative schools have a greater responsi-
> bility than more traditional schools in the formula-
> tion of objectives.

> 4.   Principals in innovative schools have
> greater freedom to modify plant facilities than do
> principals in more traditional schools.

> 5.   All principals communicate with parents
> and the community by utilizing various media.[57]

Costanzo in 1972, conducted his study about the percep-
tions of the roles and functions of Philadelphia high school
principals as expressed by the principals themselves and
other members of the school community.[58]   The results
showed that while all segments of the school community were
demanding a greater voice in the decision-making process,
they still saw the principal as the educational leader res-
ponsible for final determinations.   Additionally, the data
suggested that students and parents wanted more visibility
and accessibility to the principal.

Decker, in examining the leadership effectiveness of the community school director as perceived by groups of educators working within the same educational organization, found a high perception of effectiveness by all groups.[59] The three items rated highest by all groups were (1) attitude towards job, (2) appearance, and (3) achievement drive, supportiveness and innovativeness. Three items were also selected by the entire population as being most important to leadership effectiveness. These items were (1) attitude towards job, (2) leadership skill, and (3) managerial skill.

A study done by Johnson in 1973 sought to develop leadership training model for community school directors.[60] The model contained twelve functions based upon the concept of Weaver.[61] The functions identified by Johnson were:

1. Administering.
2. Involving community.
3. Coordinating.
4. Demonstrating leadership.
5. Financing.
6. Managing personnel.
7. Planning.
8. Programming.
9. Relating to public.
10. Recruiting.
11. Surveying.
12. Training.[62]

Kliminski used Katz's skills classification while studying two groups of community school directors in Michigan.[63] He examined a group of forty predetermined successful community school directors and another group of forty community school directors to see if there were any significant differences between the technical, human and

conceptual skills of the two groups. The findings revealed that the successful group of community school directors exhibited significantly higher levels of technical, conceptual and human skills when rated by themselves and their subordinates. This finding appears to be especially significant for the role and function of the community school principals.

Kliminski also stated his list of skills necessary for a community education coordinator based on his review of the literature. They are as follows:

Technical Skills

1. He is able to lead groups toward goal attainment.
2. He creates an organization climate in which all members may make significant contributions.
3. He functions effectively under stress.
4. He utilizes personal influence and authority in goal attainment.
5. He communicates effectively in oral form.
6. He communicates effectively in written form.
7. He is able to assess the community wants and needs.
8. He is able to identify various types of resources within the community.
9. He listens to others and accurately analyzes.
10. He is able to manage all phases of finance that relate to community education.
11. He effectively promotes community education programs with all segments of the community.
12. He is able to schedule physical facilities effectively.

Conceptual Skills

1. He is able to apply research to practical situations involving community education.
2. He is viewed as a leader.
3. He is able to evaluate new programs and practices of community education and apply them to the community.

4. He is able to deal with different types of people in different situations.
5. He is able to diagnose priority needs of the community and its members.
6. He coordinates efforts of group members to achieve goals.
7. He understands community education and is able to convey the philosophy to others with whom he works.
8. He is able to take risks in bringing about change.
9. He is able to develop both long and short term goals for community education.
10. He is able to make decisions related to his job.
11. He understands the relationship between community education and the K-12 program.
12. He provides an opportunity for his associates to improve their professional skills.

Human Skills

1. He deals with others with whom he works so as to be perceived as patient, understanding, considerate and courteous.
2. He encourages staff suggestions and criticisms.
3. He delineates clearly the expectations held for members of groups he works with.
4. He criticizes ideas of group members without being perceived as criticizing the person himself.
5. In leading a group, he is able to maintain a balanced concern for the task at hand and group morale.
6. He demonstrates initiative and persistence in goal attainment.
7. He takes calculated "risks" in his job.
8. He delegates responsbility.
9. He demonstrates in-depth knowledge of the field of community education.
10. He maintains personal composure and control in the face of conflict and frustration.
11. He is able to resolve misunderstandings and conflicts between groups/persons with whom he works.
12. He is able to lead groups comprised of members over whom he exerts no real authority.
13. He conveys empathy and concern for others.
14. He is able to get people to work together.
15. He is able to work with people who have different degrees of authority.[64]

Weaver divided the functions of the community education coordinator into the six areas of coordinating, surveying, demonstrating, programming education opportunity, training, and promoting the school.[65] He further subdivided these functions down to a proportionate mix of human, technical and conceptual skills, based on Katz's administrator skills, as shown in Table III.

Weaver also listed seventeen skills, abilities and functions he felt are essential for work as a community education leader. The functions are based on an extensive review of literature written by Ramseyer, Harris, Pond and Wakefield; Farquhar and Piele, Boles and Likert as follows:

1. Setting goals.
2. Making policy.
3. Determining roles.
4. Coordinating administrative functions and structure.
5. Appraising effectiveness.
6. Working with community leadership to improve effectiveness.
7. Using the educational resources for the community.
8. Involving people.
9. Communicating.
10. Managing conflict.
11. Making decisions.
12. Managing change.
13. Innovating.
14. Programming.
15. Risk-taking.
16. Leading groups.
17. Listening.[66]

Flores identified the "Competencies for Administrator Studies" as being particularly relevant to research related to the competencies of the community education educators.[67] These competencies were developed by a group of professors

TABLE III

PROPORTIONAL PERCENTAGES IN THE SKILL
MIX FOR COMMUNITY EDUCATORS

Role/Function	Proportion in Skill Mix (%)		Training Components
Coordinating	Conceptual	40	Organization and behavioral analysis
	Technical	20	Management
	Human	40	Sociology and social work communication
Surveying	Conceptual	20	-
	Technical	40	Survey research and practice
	Human	40	Sociology and social work communication
Demonstrating	Conceptual	20	Theory of education leadership
	Technical	40	Group process
	Human	40	Psychology and sociology
Programming education opportunity	Conceptual	20	Organizational and behavioral analysis
	Technical	60	Programming personnel administration
	Human	20	Psychology and sociology
Training	Conceptual	33-1/3	Organizational and behavioral analysis
	Technical	33-1/3	Group process learning theory
	Human	33-1/3	Psychology and sociology
Promoting the school	Conceptual	20	Organizational and behavioral analysis
	Technical	20	Communications
	Human	60	Public relations

of educational administration in the California State College System. The results are as follows:

    1. Task analysis, skills of planning, setting of goals and objectives and implementing of plans related to goals.

    2. To develop attitudes, concepts, skills and techniques leading to proficiency in effecting

improvement in the educational program.

3. To provide opportunities to achieve proficiency in oral and written communication calling upon the candidate to develop policy policy position, argumentation and opinion.

4. To understand the decision-making process.

5. To develop the understanding of the relationships that exist between evaluation and accountability.

6. To understand and use research and development techniques and skills.

7. To know and use management tools.

8. To develop the skills and attitudes in effective human relations.

9. To use the results of social, political and economic studies toward the improvement of education.[68]

Flores, in a study pertinent to this one, found that the functional competencies of community education leaders were found to coincide significantly with those in the general field of administration.

Wilder conducted a comparative study of functions performed by principals of community and non-community schools.[69] A main purpose of the study was to see if there were differences in the human, technical and conceptual skills required of community and non-community school principals in either the ideal or actual role. The findings showed little difference in the skills performed between principals of community and non-community schools. However, based on his findings, Wilder recommended that the community school principals be trained in the three skills. He followed his findings with the following conclusions:

Based upon the present study there is little evidence to support any major difference in the percentage of time spent and in skill mix performed between community and non-community school principals in given administrative functions. This seems to contradict what many writers in community education have maintained about a difference between the two groups of principals. In deference to the community school principals studied, it should be noted that only within the past two years have they been given the responsibility for community education. Hence, one would not expect a change in patterns of behavior during that short time period. Future studies of the same sample groups might reveal a wider difference between the two groups of principals as the community school principals further activate the community education process.[70]

Lisicich, in her study of competencies and training of community education coordinators, based her questionnaire in part on Kliminski's identification and separation of forty competencies into three categories which were stated earlier in this chapter.[71] She concluded in her study that conceptual competencies are more important than human competencies to the success of a community education coordinator. Lisicich was careful to point out, however, that conceptual competencies cannot be developed to a level of proficiency without corresponding development of human competencies. Technical competencies, according to her, also are necessary to the success of a community school educator because they serve as a foundation upon which the development of conceptual and human competencies are based.

As mentioned in Chapter I, inferences have been drawn mostly from studies of the roles, functions and competencies of community school directors and then applied to the roles, functions and competencies of the community school principal

but with little empirical support for the claim. Keidel is

a case in point when he said:

> The building principal in an ongoing community
> school program must be a different kind of person
> than his counterpart in a regular school...a strong
> commitment to the community education is a prime
> requisite.[72]

No evidence seems to exist to support a difference bet-

ween the roles or functions of community and non-community

school principals. Clark, however, emphasized the impor-

tance of the community school principal when he said:

> A critical role in successful incorportion and
> administration of community education is that of the
> principal. School building principals have often
> been identified as the 'culprits' in lack of assimi-
> lation of basic community education principles into
> the regular school day instructional program.[73]

Minzey and Olsen discussed how the role and function

of the community school principal should differ from the

role and function of his counterpart in the traditional

school. They said:

> In general, the administration will face simi-
> lar problems in regard to a new and wider percep-
> tion of responsbility. Their role, however, will
> call for a greater degree of leadership. They will
> be working with people and programs in a far less
> structured manner that will demand personal char-
> acteristics different from those needed in the
> traditional school setting. In addition to knowing
> children and curriculum, they will have to be more
> expert in the sociological aspects of their com-
> munity, working with adults, problem-solving and
> use of community resources. Their role will change
> from that of the chief administrator for a build-
> ing or school system to one of a community leader
> and facilitator. New leadership skills and atti-
> tudes must necessarily accompany this change in
> role for the administrator.[74]

This apparent role difference is also reflected in Totten's suggestion that:

> The community school may be viewed as a cafeteria of human services--a human development laboratory serving needs of the people from their prenatal stage to their expiration.[75]

A principal for this school would seemingly play a different role. Campbell, in discussing administration of community schools, saw the need for administrators to "move toward community schools in a big way."[76]

Principals of community schools, it seems, will have different roles and functions compared to those of non-community schools as indicated in the statement of Kerensky and Melby as follows:

> In the new education, leaders will think not only of schools, but also of all agencies and resources in the community that can make a contribution. All will see the whole community as education centered. The growth and development of children, teachers, and parents will be seen as the community's primary reason for being.[77]

Sumption and Engstrom also stated that:

> As an educational leader of the community, he (the principal) should never forget that the school serves all the people and he is responsible to all the people.[78]

Finally, Kerensky and Melby listed eleven characteristics of people who possess leadership abilities. Some of these may well be relevant to the functions of community school primcipals. Their list of characteristics are:

1. They have vision.
2. They have faith in peoples' ability to grow.
3. They are optimistic.

4. They make a gift of themselves.
5. They are imaginative.
6. They are good listeners.
7. They are not jealous people.
8. They are accessible.
9. They are more interested in what is right than who is right.
10. They are secure people.
11. They believe people are responsible and capable of self control.[79]

Summary

Most of the literature reviewed in this chapter indicates how important leadership competencies are to the principals and other educators in community schools. There are indications that consensus is beginning to develop in the field of community education regarding the leadership competencies required of the community school principal and director (Decker, Weaver, Kerensky and Melby, Johnson, Wilder and Lisicich). The leadership competencies necessary for the effective community school principal can be summarized, using Katz's formulations, into three categories according to their importance (Lisicich): conceptual, human and technical.

The studies on the various functions, roles and leadership competencies of the community and non-community school principals seem to yield a possible point of investigation to determine if a difference exists in the competencies between these two groups of principals. Because of the complexity of the school system and society today, the literature also revealed that roles, functions and competencies of the school principals have discrepancies between

what should and does take place in the principal's performance. This study attempted to make such investigation. The design and the procedures used in the collection of data, and the analysis of data are discussed in Chapter III.

FOOTNOTES

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[4]Ibid., p. 11.

[5]Barbara Hunt, "An Introduction to the Community School Concept." US Department of Health, Education and Welfare, Office of Education (Oregon, 1968), p. 3.

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[12]Edward G. Olsen, "Pattern for Progress," CTA Journal, Vol. 64, No. 13 (November, 1969), p. 24.

[13]National Community School Education Association, Second Annual Directory of Membership (Undated), p. 64.

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CHAPTER III

DESIGN OF THE STUDY

Introduction

According to Kerlinger, "a research design is, in a manner of speaking, a set of instructions to the investigator to gather and analyze his data in certain ways."[1] This chapter, therefore, discusses the procedures and techniques followed in this research. The discussion is divided into the following major sections: the population and samples involved in the study, information about the instrumentation and the procedure of data collection, and an explanation of the statistical treatment of the data.

The Population and Samples

The population investigated in this study was composed of four groups in ten selected schools in the Tulsa Public School District No. 1 of Oklahoma. Included were (1) principals, (2) teachers, (3) parents, and (4) school staff members. Before the sample was drawn, the ten schools were divided into two groups: five community and five non-community schools. The researcher realized that the schools in Tulsa differ in many ways: size, activities,

socioeconomic background, ethnic groups and physical plant.
The locations of the schools in Tulsa Public School District
No. 1 are shown in Figure 1. In view of these differences,
it was necessary to match the five community and five non-
community schools according to size, grade levels, school
programs and activities, school facilities, ethnic groups,
and socioeconomic gackgrounds of those who live around the
school. This matching procedure was utilized to control
for the effects of these variables. A panel of judges con-
sisting of three Tulsa school administrators helped the re-
searcher match these schools as closely as possible.

After metching the schools, the samples were drawn from
them. The principals of each school automatically became
one group of samples. The other groups, teachers, school
staff members and parents, were sampled randomly from the
1978 directory of each school.

The total population and the number of sub-groups in
the population of both types of schools are displayed in
Table IV. Table V shows the distribution of the samples in
the sub-groups drawn from the total population in both com-
munity and non-community schools.

Instrumentation

The Leadership Competencies Questionnaire (Appendix A)
was used in this study. This questionnaire was based on the
leadership competency instrument first used by Lisicich
(Appendix B).[2] It was later modified by the Northeast
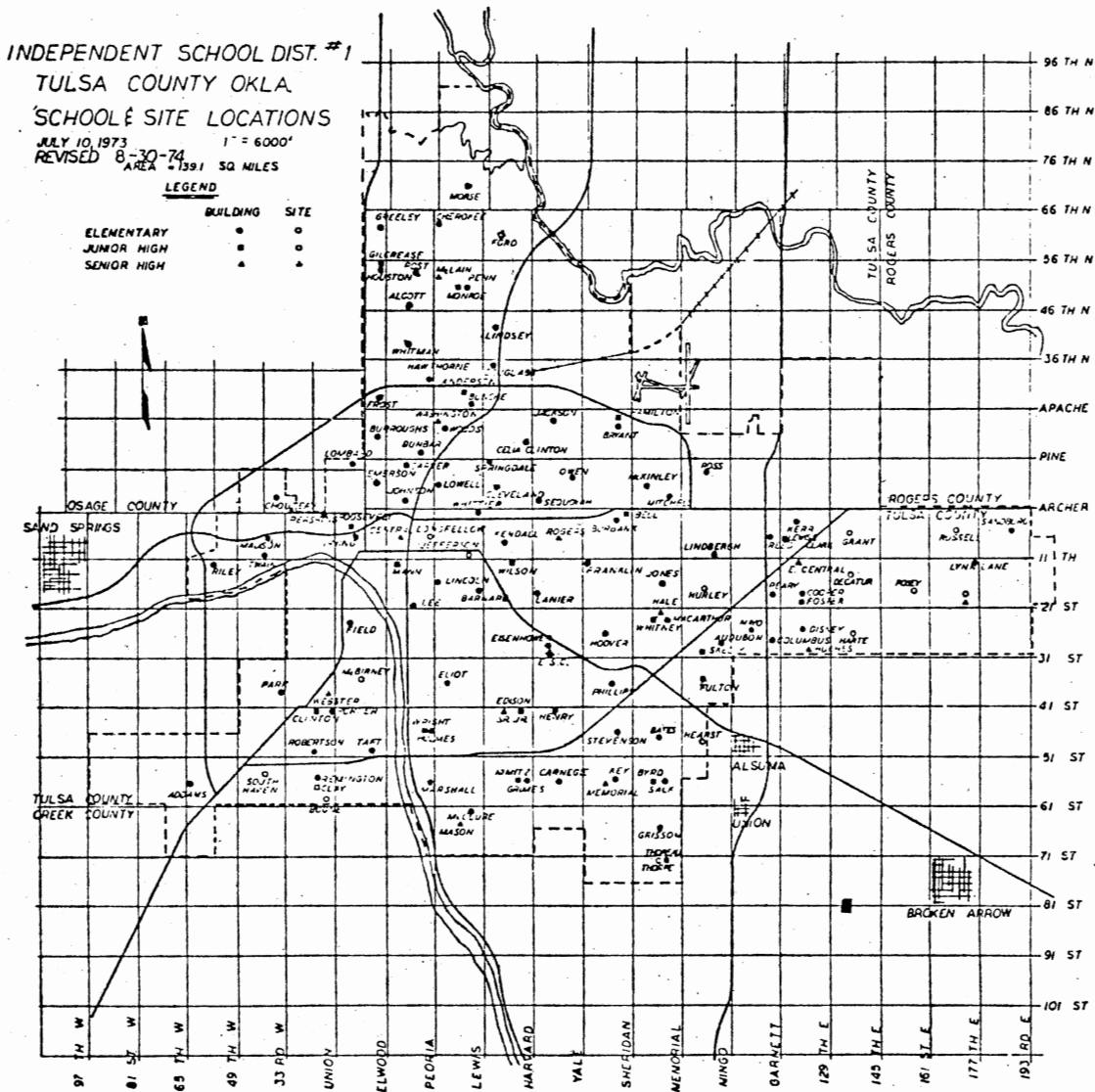
Figure 1. The School and Site Locations of the Tulsa
Public School District No. 1, Tulsa,
Oklahoma

TABLE IV

THE TOTAL AND SUB-GROUP POPULATIONS OF THE EXPERIMENTAL
SCHOOLS IN THE TULSA PUBLIC SCHOOL DISTRICT NO.
1, OKLAHOMA

Subject Groups	Populations from Each of Five		
	Community Schools	Non-community Schools	Total
Principals	5	5	10
Teachers	178	172	350
Staff Members	57	57	114
Parents	3,763	3,437	7,200
Total	4,003	3,671	7,674

TABLE V

TOTAL POPULATION OF FIVE COMMUNITY AND FIVE NON-COMMUNITY
SCHOOLS BROKEN DOWN TO SUB-GROUP POPULATIONS, THE TOTAL
NUMBER AND THE PER CENT OF SAMPLES DRAWN FROM EACH
SUB-GROUP POPULATION AND THE PER CENT OF
RESPONDENTS BASED ON EACH SUB-GROUP
SAMPLE

Subject Groups	Total Population	Total Number in Sample	% of Sample in sub-group	% of Respondents
Five Community Schools				
Principals	5	5	100	100
Teachers	178	54	30	65.8
Staff Members	57	23	40	60.8
Parents	3,763	188	5	44.7
Five Non-community Schools				
Principals	5	5	100	100
Teachers	172	52	30	71.1
Staff Members	57	22	40	59.1
Parents	3,437	172	5	51.1

Community Education Development Center, University of Connecticut.[3] Lisicich reported her list of 77 leadership competencies was developed from "A Study of Skills of Successful Directors of Community Education in Michigan" by Kliminski (1974), Weaver's (1972) "National Study of Community Education Goals," "A Research Paper for a Film about the Community Education Director" by Ellis (1975), and from a list of competencies for the community education coordinator developed by the Institute for Community Education Development at Ball State University (1975).[4]

The Northeast Community Education Development Center modified Lisicich's instrument in order to conduct a survey of the community residents' perceptions of community leadership competencies in the Northeast, a six-state survey of urban and rural communities, for a final report to the US Office of Education, Department of Health, Education and Welfare.

Basic validity used to test this instrument was simple face validity. The instrument was checked by several experts in the field prior to using it.

The instrument consisted of 39 articulated leadership competencies deemed necessary for effective leadership.[5] These 39 leadership competencies were categorized into three groups: conceptual, human and technical skills (Appendix C). Katz's definitions of these three skills were further refined by Weaver. His definitions are as follows:

Human skill--the ability to understand people and how they work and live and get along together and to use that understanding in getting the best out of people, individually and in groups.

Technical skill--includes the abilities to organize instructional program; schedule learning activities; account for learners and funds; secure and allocate resources; plan, schedule, operate and maintain facilities, etc.

Conceptual skill--the ability to see the totality of an enterprise as well as its parts, to grasp the interrelationships among the elements in a complex situation, and to establish and maintain the delicate balance that fosters both unity and diversity.[6]

The instrument was submitted to members of the researcher's thesis committee for comments and reactions. Modifications were suggested and incorporated into the instrument. Reliability coefficients of the instrument for all three types of skills, both present and needed, were tested by the researcher using Cronbach's formula for coefficient alpha index of reliability.[7] They are displayed in Table VI. The formula is as follows:

$$\alpha = \frac{\text{mean square of subjects} - \text{mean square of error}}{\text{mean square of subjects}}$$

According to Cronbach, reliability coefficients of .7 and up are considered to be acceptable. Therefore, the reliability coefficients for the three types of skills, both present and needed, indicated in Table VI are highly reliable.

All Likert-type scales of the instrument were assigned a 1-5 value. Possible responses were:

5 - of greatest importance

4 - of great importance

3 - of medium importance

2 - of little importance

1 - of no importance

TABLE VI

RELIABILITY COEFFICIENTS OF THE LEADERSHIP COMPETENCIES
QUESTIONNAIRE CONCERNING PRESENT AND NEEDED CONCEP-
TUAL, HUMAN, AND TECHNICAL SKILLS OBTAINED
FROM ALL 263 RESPONDENTS OF THE SURVEY

Type of Skill	Present or Needed	No. of Items	Reliability Coefficient
Conceptual	Present	26	.98
Conceptual	Needed	26	.99
Human	Present	15	.98
Human	Needed	15	.98
Technical	Present	14	.93
Technical	Needed	14	.97

The Procedure

Permission to conduct the study was granted by the
Department of Research of the Tulsa Public School District
No. 1 on the basis of voluntary participation by each school
principal and other individuals involved.

The researcher contacted each school principal by mail
and by personal visit to request their participation and
cooperation. After the four sample groups were chosen, the

questionnaire, with a cover letter (Appendix E) and an envelope for returning the questionnaire, were handed out to each of the selected teachers and school staff members, requesting them to participate in the study and to return the questionnaire to the principal's office at their earliest convenience. For the parents, the students were requested to take the questionnaires to them and also to bring the questionnaires back to the principal's office. The researcher provided a box in each principal's office for the return of the questionnaires.

A week after the questionnaires were sent out, the researcher picked them up from each school. The subjects who had not yet returned the questionnaires by then were sent a follow-up letter and another questionnaire (Appendix E). Code and record were made of those to whom the first and the second letters were sent.

One week after the follow-up letter, the questionnaires were picked up at each school. The over-all response from each group of samples in both types of schools was relatively low, especially from the parents. Only 84 out of 188 community school parents responded for a return of 44.7 per cent. There were nine responses which were not valid because they were not completed properly. Only 88 out of 172 non-community school parents responded for a return of 51.1 per cent. Nine of these responses were unusable also.

Because of the low response rate from parents in the two types of schools, a phone-call follow-up was made to

determine if there were significant differences between respondents and non-respondents, insofar as the principal's leadership competencies were concerned. The phone-call follow-up was made on a week-end evening from 6:00 to 9:30 PM. The 14 randomly chosen subjects were requested to answer six of the 39 questions of the leadership competencies questionnaire. These six questions were also divided into two question each concerning the conceptual, human and technical skills. The mean scores from these phone-call follow-ups were compared with those of the respondents by using the t-test. The t-values, thus obtained, revealed that the mean scores of these two groups did not differ significantly. Therefore, it was assumed that the low response rate of community school parents would not affect the representativeness of the sample and it could be used for valid comparisons.

The Statistical Treatment

This study was designed to measure the different perceptions of the principal's leadership competencies among the population groups. Analysis of variance was selected as the appropriate statistical tool to test the hypotheses because the mean scores of several groups were involved. the $P < .05$ level of probability was selected as the level at which results were considered significant.

All data were punched on cards and computation of all statistics involved in the study was done on a computer using the Statistical Package for the Social Sciences[8] (SPSS) and Biomedical Computer Program[9] (BDM).

Summary

Discussion in Chapter III focused on population, the instrumentation, the procedure of gathering data, and the statistical treatment employed in the analysis of data. The experimental data in this study were collected during the Spring Semester of 1977-1978 in Tulsa Public School District No. 1, Oklahoma.

FOOTNOTES

[1]Fred N. Kerlinger, <u>Foundations</u> <u>of</u> <u>Behavioral</u> <u>Research</u> (New York, 1964), p. 280.

[2]Clifford Drew, <u>Introduction</u> <u>to</u> <u>Designing</u> <u>Research</u> <u>and</u> <u>Evaluation</u> (Missouri, 1976), pp. 130-131.

[3]<u>Community</u> <u>Residents'</u> <u>Perceptions</u> <u>of</u> <u>Community</u> <u>Leader-</u><u>ship</u> <u>Competencies</u> <u>in</u> <u>the</u> <u>Northeast</u>: <u>Final</u> <u>Report</u> US Office of Education, G 007 604343, July, 1976-June, 1977).

[4]Ibid., p. 23.

[5]Ibid., p. 22.

[6]Don C. Weaver, <u>Definitions</u> (Kalamazoo, 1968), pp. 28-29.

[7]L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," <u>Psychometrika</u>, Vol. 16 (September, 1951), pp. 297-333.

[8]Norman H. Nie et al., <u>Statistical</u> <u>Package</u> <u>for</u> <u>the</u> <u>Social</u> <u>Sciences</u> (New York, 1970).

[9]W. J. Dixon, <u>BMD</u> <u>Biomedical</u> <u>Computer</u> <u>Program</u> (Los Angeles, 1973).

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This chapter presents the findings of the study and analysis of the data to verify the three hypotheses raised in Chapter I. These hypotheses were:

H_{01}: There is no difference between the present and the needed leadership competencies of principals as perceived by principals, teachers, parents and school staff members in both community and non-community schools.

H_{02}: There is no difference between the present leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

H_{03}: There is no difference between the needed leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

A total of 521 subjects were included in the sample taken from the ten selected schools at the Tulsa School District No. 1 during the Spring Semester of 1977-1978. Included were 10 school principals, 106 teachers, 45 school staff members and 360 parents. The scoring key for each

group response to the three skills, both present and needed as embodied in the instrument, appear in Appendix F. The analysis of variance was used to test the three hypotheses and the level of signifidance used was $P < .05$. The F-values of the analysis of variance to test the hypotheses are tabulated in detail in Appendix G.

Testing the Hypotheses

Hypothesis One. School principals, teachers, school staff members and parents were asked to respond to both present and needed leadership competencies of the principals in terms of conceptual, human and technical skills with regard to the first null hypothesis. From the review of literature, it was opined that a difference existed between the present and needed competencies of principals in both community and non-community schools. The results of this portion of the study are presented in Table VII.

As shown in Table VII, a significant difference between present and needed leadership competencies of both types of principals, except in the perception of human skills by the principals, was found in all three skills as perceived by all groups of respondents. Therefore, the first null hypothesis was rejected. The results show that there is room for improvement in the present leadership competencies of the principals in the schools studied as far as conceptual, human and technical skills are concerned. The responses of the principals themselves bore this out.

TABLE VII

ANALYSIS OF VARIANCE OF THE PRESENT AND NEEDED PRINCIPAL'S
LEADERSHIP COMPETENCIES IN TERMS OF CONCEPTUAL, HUMAN
AND TECHNICAL SKILLS AS PERCEIVED BY PRINCIPALS,
TEACHERS, STAFF MEMBERS AND PARENTS OF
COMMUNITY AND NON-COMMUNITY SCHOOLS

Subject	Type of Skills	Status	N	Mean	S.D.	F	DF
Principals	Conceptual	Present	10	99.50	15.84	4.42*	1,18
		Needed	10	113.20	13.16		
	Human	Present	10	60.50	8.77	2.69	1,18
		Needed	10	64.40	7.22		
	Technical	Present	10	99.50	15.84	4.42*	1,18
		Needed	10	113.20	13.16		
Teachers	Conceptual	Present	72	90.95	20.58	31.02*	1,142
		Needed	72	107.01	13.20		
	Human	Present	72	55.09	12.57	26.26*	1,142
		Needed	72	63.80	7.04		
	Technical	Present	72	49.97	11.23	31.82*	1,142
		Needed	72	58.76	6.97		
Staff Members	Conceptual	Present	27	93.88	14.66	21.94*	1,52
		Needed	27	110.22	10.63		
	Human	Present	27	53.77	7.78	25.04*	1,52
		Needed	27	63.18	5.89		
	Technical	Present	27	50.77	3.63	18.09*	1,52
		Needed	27	59.11	5.43		
Parents	Conceptual	Present	154	88.71	18.44	91.95*	1,306
		Needed	154	106.13	12.96		
	Human	Present	154	52.66	11.09	76.99*	1,306
		Needed	154	62.37	8.08		
	Technical	Present	154	48.83	9.97	91.86*	1,306
		Needed	154	57.96	6.35		
All Subjects	Conceptual	Present	263	90.27	18.70	143.97*	1,524
		Needed	263	107.06	12.86		
	Human	Present	263	53.74	11.24	122.46*	1,524
		Needed	263	63.00	7.59		
	Technical	Present	263	49.46	10.12	144.85*	1,524
		Needed	263	58.38	6.45		

*$P < .05$

Hypothesis Two. The principals, the teachers, the staff members and the parents in each type of school were asked to respond only to the present leadership competencies of the principal in terms of conceptual, human and technical skills. It was conceived that a difference existed between the present leadership competencies of the community school principals and the present leadership competencies of the non-community school principals. The results of this study are shown in Table VIII. As indicated in this table, there were no significant differences between the present leadership competencies of the community school principals and the present leadership competencies of non-community school principals in all three skills as viewed by the four groups of subjects or respondents. Therefore, the second null hypothesis was accepted. Evidently, the principals of these two types of schools have comparable levels of leadership competencies in conceptual, human and technical skills.

Hypothesis Three. Again, the principals, the teachers, the staff members and the parents in each type of school were asked to respond only to the needed leadership competencies of their principal in terms of conceptual, human and technical skills. It was surmised that a difference existed between the needed leadership competencies of the community school principals and the needed leadership competencies of the non-community school principals. The results are reflected in Table IX.

TABLE VIII

ANALYSIS OF VARIANCE OF PRESENT LEADERSHIP COMPETENCIES
OF PRINCIPALS OF COMMUNITY AND NON-COMMUNITY SCHOOLS
AS PERCEIVED BY PRINCIPALS, TEACHERS, STAFF
MEMBERS AND PARENTS

Subject	Type of Skill	Type of School	N	Mean	S.D.	F	DF
Principals	Conceptual	Community	5	95.80	18.14	0.51	1,8
		Non-community	5	103.20	14.20		
	Human	Community	5	59.00	9.13	0.26	1,8
		Non-community	5	62.00	9.16		
	Technical	Community	5	49.40	8.64	1.21	1,8
		Non-community	5	54.80	6.72		
Teachers	Conceptual	Community	34	93.41	21.62	0.91	1,70
		Non-community	38	88.76	19.64		
	Human	Community	34	56.23	12.66	0.52	1,70
		Non-community	38	54.07	12.58		
	Technical	Community	34	51.64	11.02	1.44	1,70
		Non-community	38	48.47	11.34		
Staff Members	Conceptual	Community	14	94.00	14.37	0.001	1,25
		Non-community	13	93.76	15.55		
	Human	Community	14	55.14	7.79	0.88	1,25
		Non-community	13	52.30	7.81		
	Technical	Community	14	50.85	9.39	0.002	1,25
		Non-community	13	50.69	8.10		
Parents	Conceptual	Community	75	86.92	17.80	1.38	1,152
		Non-community	79	90.41	18.99		
	Human	Community	75	51.42	10.28	1.82	1,152
		Non-community	79	53.83	11.75		
	Technical	Community	75	47.92	9.47	1.22	1,152
		Non-community	79	49.69	10.42		
All Subjects	Conceptual	Community	128	89.76	18.69	0.18	1,261
		Non-community	135	90.74	18.76		
	Human	Community	128	53.40	10.87	0.22	1,261
		Non-community	135	54.05	11.61		
	Technical	Community	128	49.28	9.90	0.07	1,261
		Non-community	135	49.63	10.38		

TABLE IX

ANALYSIS OF VARIANCE OF NEEDED LEADERSHIP COMPETENCIES
OF PRINCIPALS OF COMMUNITY AND NON-COMMUNITY SCHOOLS
AS PERCEIVED BY PRINCIPALS, TEACHERS, STAFF
MEMBERS AND PARENTS

Subject	Type of Skill	Type of School	N	Mean	S.D.	F	DF
Principals	Conceptual	Community	5	113.00	13.82	0.03	1,8
		Non-community	5	112.40	14.04		
	Human	Community	5	66.40	7.43	0.00	1,8
		Non-community	5	66.40	7.89		
	Technical	Community	5	60.80	7.15	0.12	1,8
		Non-community	5	59.20	7.39		
Teachers	Conceptual	Community	34	108.67	13.49	1.02	1,70
		Non-community	38	105.52	12.94		
	Human	Community	34	64.88	6.62	1.51	1,70
		Non-community	38	62.84	7.36		
	Technical	Community	34	60.11	6.62	2.47	1,70
		Non-community	38	57.55	7.15		
Staff Members	Conceptual	Community	14	111.85	10.42	0.67	1,25
		Non-community	13	108.46	10.99		
	Human	Community	14	63.42	6.59	0.04	1,25
		Non-community	13	62.92	5.29		
	Technical	Community	14	59.92	6.21	0.64	1,25
		Non-community	13	58.23	4.53		
Parents	Conceptual	Community	75	104.04	14.30	3.89	1,152
		Non-community	79	108.12	11.28		
	Human	Community	75	60.66	8.77	6.73*	1,152
		Non-community	79	63.98	7.04		
	Technical	Community	75	57.04	6.63	3.15	1,152
		Non-community	79	58.84	5.98		
All Subjects	Conceptual	Community	128	106.51	13.92	0.45	1,261
		Non-community	135	107.58	11.80		
	Human	Community	128	62.31	8.16	2.04	1,261
		Non-community	135	63.65	6.98		
	Technical	Community	128	58.32	6.70	0.02	1,261
		Non-community	135	58.43	6.23		

*$P < .05$

Table IX shows a significant difference between needed leadership competencies of the community school principals and the needed leadership competencies of the non-community school principals only in the human skills and as perceived only by the parents. No significant difference was found in the others skills. Therefore, the third null hypothesis was generally accepted. The results of the study generally indicate that the three groups of respondents (principals, teachers and school staff members) of the community schools perceived the needed leadership competencies of their principals in the same level as the corresponding groups of respondents of non-community schools perceived the needed leadership competencies of their principals.

Summary

Presented in this chapter are the results of the study and the analysis used to test the hypotheses. One null hypothesis was rejected and two were accepted. The first null hypothesis was rejected since there was a significant difference between the present and needed leadership competencies of the two types of principals as perceived by the four groups of respondents (principals, teachers, staff members and parents). The second hypothesis was accepted because there was no difference between the present leadership competencies of principals in the community and non-community schools as perceived by all groups of respondents. The third hypothesis was generally accepted in that, except

for the parents, the responses of the other three groups showed no significant difference in the needed leadership competencies of the two types of principals.

Chapter V will present the discussions, summary, conclusions, and recommendations of the study based on these findings.

CHAPTER V

DISCUSSIONS, SUMMARY, CONCLUSIONS

AND RECOMMENDATIONS

Introduction

Earlier chapters contained the problem of the study,
the review of related literature, the method of collecting
data and their analysis, and the presentation of results.
This chapter contains the discussion of the results, summary
of the findings in the study, conclusions drawn from the
findings, and recommendations that evolved from the study.

Discussions

The discussion of the results in this study consists of
two subheadings treated below.

Present Versus Needed Leadership
Competencies of Principals in
Community and Non-community Schools

Table VII presents powerful evidence that a significant
difference exists between the present and the needed leader-
ship competencies of both types of school principals in all
the three skills as perceived by all groups of respondents.

The mean responses of all respondents for the needed competencies in all three skills were substantially greater than the mean responses for the present competencies in the same skills. The findings reveal that the community and non-community school principals have not performed as well as they ideally should as viewed by the teachers, school staff members, parents, and even the principals themselves. This means that there is a need for both types of principals to improve their skills. These results overwhelmingly support the researcher's supposition and the findings of many investigators (notably Havinghurst, Livingston, Goldman and Katz) mentioned in Chapters I and II.

Present and Needed Leadership Compe-
tencies of Community Schools Princi-
pals Versus Present and Needed Leader-
ship Competencies of Non-Community
School Principals

The researcher conducted this study with the supposition that the present and the needed leadership competencies, in terms of conceptual, human and technical skills, of the community school principals should be higher than those of the non-community school principals because of the reasons advanced in Chapters I and II.

As shown in Table VIII and IX, the general perception of all respondents shows that no significant differences exist in the present and needed leadership competencies of principals in community schools and non-community schools.

These findings were quite different from the researcher's expectations and also contradicted the opinions and findings of many writers in community education (such as Berridge, Clark, Jacques, Johnson, Keibel, Kliminski, Lisicich, Minzey and Le Tarte, Seay, Weaver, and Wilder) as mentioned in Chapter II. This writer offers the following possible explanations for these results.

1. The five selected community schools in this study may not have yet fully implemented the community education concept. Thus, the integration of the school facilities and functions with community needs and resources may not have progressed yet to a point where the community school principal exerts more dynamic and visible leadership than his counterpart in non-community schools. The researcher studied the highest response samples (e.g., the teachers') of the five selected community schools. The teachers' responses were sorted by the computer into sub-teachers response of an individual community school. The analysis of variance was used to test the mean response of each community school teacher. The results revealed that there was no significant difference between the mean response of each community school teacher. This indicates a more or less homogeneous perception of the community school teachers in the five schools insofar as the principal's present and needed leadership competencies in the three skills are concerned. If this writer's observation about non-implementation of community education concept in these community

schools is true, then such a situation prevails in the five schools studied.

2. It is also likely that in implementing the community education concept in any school, a coordinator and/or director is usually hired to fill another leader's role in that school. This could make the roles and expectations of the community school principal and the coordinator closely associated. And so, how effectively the principal and the coordinator perform their leadership roles depends upon the relationship and the communication between them. If the principal is active and supportive in community education activities, and if the principal keeps in close touch with the coordinator, his (the principal's) proficiency in implementing community education concepts could be enhanced to a point where his leadership role could be more visible. Otherwise, the principal's role could not be clearly discerned by the community.

It should be noted that the coordinator, by nature, plays a strong leadership role in organizing and fostering community education concept. Whitt explained how important the coordinator is in the following statements:

> The key to any Community School Program is the Community School Director or Coordinator. This individual is the coordinator and leader for all aspects of the community education program. He or she leads when there is a need to develop new programs and to maintain the old; he or she coordinates when it is essential that he or she allow others to lead and to encourage others to move forward on their own. The Community School Director is a motivator, an expediter, a learning specialist, a community action agent, an evangelist for education,

a custodian and clerk, a vice-principal, a coun-
selor. . . a friend of the neighborhood, and a
humanitarian concerned with the welfare of our
society.[1]

Sullivan discussed the importance of the relationship

between the principal and the community school coordinator

and/or director as follows:

What of the relationship between the principal
and the Community School Director? Presently, in
many cases, the relationship is of the hello-good-
bye type or is on in which conversation takes place
only when a problem occurs--e.g., a teacher com-
plains to her principal about the condition in
which her room has been left by the group which
met in it the previous evening with the result that
the principal then asks the Community School Direc-
tor to tell his staff to make sure that their rooms
are clean when the leave. Another possible rela-
tionship is that of the principal being a supervi-
sor of the Community School Director if the direc-
tor serves as a teacher for one or two periods
during the school day. None of these relationships
are very positive and in schools where one of those
relationships is the only one present, the full
potential of the Community Schools is not realized.[2]

In some cases, the roles and expectations of community

school principals and coordinators and/or directors are not

delineated clearly enough to be distinguished one from the

other by the community people. If such a situation exists,

then the principal's leadership competencies would not be

apparent.

3. The principals of the non-community schools stud-

ied may be intimately involved with their communities by

nature. And so, when the leadership competencies of the

non-community school principals were compared with those of

the community school principals, the results may have been

similar.

4. There may have been some bias in the responses of the people in both types of schools because of loyalty to their respective school communities. People usually want their group to be equal to or greater than other groups. This kind of prejudice appears to be another variable in the samples which could not be controlled so that the responses from each sample group could possibly be biased.

5. It may be because each principal in the selected community schools has a different level of familiarity with or exposure to the community education concept. In the author's conversations with these principals during the site visitations, some indicated they have not been involved in any kind of community education in-service training, had not attended conventions, or made visits to other community schools. This may have some effect on the leadership role of the community school principals because they have not been exposed enought to the concept of community education. Thus, when their role was analyzed it would likely reveal little or no difference from the non-community school principals.

6. Since one of the assumptions stated in Chapter I that all groups of respondents would reflect their true feelings and perceptions of the conditions prevailing in their communities, the final explanation would be to accept that there really is no difference in the present and the needed leadership competencies of the principals of

community and non-community schools. Support for this final
discussion may be due to the following factors: First, it
may be because of the intervening variables in the princi-
pals themselves which could not be controlled for such as
their personalities, characteristics, job responsibilities,
and the length of time that they have worked in their
schools. These personal variables differ not because of
what type of school in which they work but rather because
of their individual differences. Second, the respondents'
perceptions and attitudes may have been such so that no
difference is perceived in principals leadership competen-
cies between the two types of schools. It would take quite
some time to help people change their attitudes and their
perceptions about the role of the principal. As mentioned
in Chapter I, the community school concept is new in Tulsa,
so community school people may not yet see that their school
principal differs from principals in other types of schools.
Lastly, it is possible that the role of community school
principal has not been formally redefined and therefore,
from the perception of the principal and those with whom
he works there will be no perceived distinction between
the community and non-community school principals.

Summary of the Study

The focus of this study was on the comparison of prin-
cipals' leadership competencies based on conceptual, human
and technical skills as perceived by community and

non-community school people.   Specifically, the purposes of this study were to determine: (1) whether a difference existed between the present and needed leadership competencies of principals in both community and non-community schools; (2) whether a difference existed between the present leadership competencies of principals in community and non-community schools; and (3) whether a difference existed between the needed leadership competencies of principals in the two types of schools.

The samples of the study were randomly drawn from the ten selected schools of the Tulsa Public School District No. 1 (five community and five non-community schools) in Oklahoma.   They consisted of four sub-groups as follows: 10 school principals, 106 teachers, 360 parents, and 45 school staff members.   The principals' present and needed leadership competencies were measured by the responses of the four sub-groups using the Leadership Competencies Questionnaire.   The following null hypotheses were tested, using the analysis of variance:

H_{01}.   There is no difference between the present and the needed leadership competencies of principals as perceived by the principals, teachers, parents and school staff members in both community and non-community schools.

H_{02}.   There is no difference between the present leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

H_{03}. There is no difference between the needed leadership competencies of principals in community and non-community schools as perceived by principals, teachers, parents and school staff members.

The test results of each hypotehsis are summarized as follows:

The first hypothesis was rejected in that there was a significant difference between the present and the needed leadership competencies of principals as perceived by principals, teachers, parents and school staff members in both community and non-community schools.

The second hypothesis was accepted in that there was no difference between the present leadership competencies of the principals in community and non-community schools as perceived by the same groups of samples.

The third hypothesis was generally accepted since only the parents' responses concerning human skills was a significant difference detected in the needed leadership competencies of the principals in community and non-community schools. The needed conceptual and technical skills of the principals in these two types of schools were not significantly different as measured in the responses of the other three groups of samples.

Conclusions

It can be concluded that there is overwhelming evidence to support a difference between present and needed leadership competencies of community and non-community school principals insofar as conceptual, human, and technical skills are concerned.

The findings of this study did not support the current community education concept concerning the differences in the present and needed leadership competencies between community and non-community school principals.

Recommendations

The following recommendations have evolved from this study and from the judgment of the researcher:

1. More attention should be placed on the school principal's leadership competencies based on several factors that integrate into three main skills: conceptual, human, and technical, in order that they may more successfully perform their role.

2. School principals should be trained to a greater extent in the leadership competencies in order to achieve needed mastery of these three skills because the future of the community and traditional education movement will depend primarily upon proper selection and training of those who are to provide leadership in the field.

3. Pre- and in-service training in educational leadership competencies program in the community schools studied

should immediately be implemented not only for the principals but also for teachers and others who are interested in involving themselves in this program. To implement this program, a variety of alternative services should be used.

4. Community school principals should be greatly encouraged to participate in as many training and in-service programs as possible.

5. A replication of the present study using different procedures of collecting data and a wider coverage of schools would serve to obtain more conclusive evidence.

6. Since the roles of the community school principal and the coordinator seem to be closely related, a study on the effect of coordinator's role on the principal's role should be conducted.

7. Further study should be conducted to clarify and compare roles and expectations of principals and coordinators of community schools.

8. A replication of the present study attempting to collect demographic data especially on the community education experiences of the principals and other subject samples may provide more useful findings.

FOOTNOTES

[1]R. L. Whitt, A Handbook for the Community School Director (Michigan, 1971), p. 41.

[2]Edward A. Sullivan, "The Community School Principal," Community Education Journal, Vol. 2, No. 3 (May, 1972), pp. 29-30.

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APPENDIX A

INSTRUMENTATION FOR THE STUDY

THE LEADERSHIP COMPETENCIES QUESTIONNAIRE

Directions:

1. READ each item carefully.

2. THINK about each of the listed leadership behaviors and/or activities and how it is used by your school principal. Then indicate your response in the appropriate box at the LEFT hand side of the statement.

3. READ the same item over again.

4. THINK about how important it is to you that each of the listed leadership behaviors and/or activities should be used by your school principal. Then indicate your response in the appropriate box at the RIGHT hand side of the statement.

5. Please RESPOND to ALL questions.

6. Choices of your response are:

   5 = Of Greatest Importance
   4 = Of Great Importance
   3 = Of Medium Importance
   2 = Of Little Importance
   1 = Of No Importance

IS USED							SHOULD BE USED				
5	4	3	2	1			5	4	3	2	1
					1.	After determining what a community and/or a school needs or wants, decides which items are the most important and which items can wait for action.					
					2.	Finds out the values and feelings of people from different races, nationalities, and incomes.					
					3.	Knows different ways to find out what the community and/or the school needs.					
					4.	Continually surveys the attitudes, needs, wants, and problems of the community and/or the school.					
					5.	Finds resources which can be used by the community and/or the school now and in the future.					
					6.	Finds out who is important and powerful in the community and/or the school.					
					7.	Finds and trains good workers who can contribute to community and/or school well being.					
					8.	Appears before different groups of people and clearly presents ideas for meeting community and/or school needs.					
					9.	Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community and/or school needs can be clearly presented.					
					10.	Makes community and/or school people feel important because they have available knowledge which can be used to meet community and/or school needs.					

IS USED							SHOULD BE USED				
5	4	3	2	1			5	4	3	2	1
					11.	Gets people to accept new ideas and to change.					
					12.	Assists community residents and school people in realizing a feeling of personal power that helps them to risk change and take responsibility.					
					13.	Expands a community's and/or a school's understanding of the social and political forces that operate in their community and/or school and other communities and/or schools.					
					14.	Organizes people in teams to meet community and/or school needs.					
					15.	Helps community and/or school groups set and attain goals and obtain appropriate decisions through group process.					
					16.	Gets different agencies and offices to work together to meet community and/or school needs.					
					17.	Demonstrates knowledge of money that is available in local, state and federal agencies.					
					18.	Directs the use of budget designed to meet community and/or school needs.					
					19.	Demonstrates knowledge of supervision of facilities, activities, and personnel in community and/or school program.					
					20.	Helps the community and/or the school people to set and to reach goals which will meet the needs of the community and/or the school.					
					21.	Uses previous experiences in handling leadership responsibilities in different situations.					
					22.	Helps community residents and/or school people learn ways to solve problems.					
					23.	Helps others see their problems in ways that their problems can be solved.					
					24.	Assists community and/or school people to learn problem solving techniques.					
					25.	Helps community and/or school members check on how well programs are solving community and/or school needs.					
					26.	Plans and directs ways to check on how well programs are solving community and/or school needs, so that programs can be improved and needed changes made.					
					27.	Uses patience, understanding, consideration, courtesy.					
					28.	Encourages staff suggestions and criticisms.					
					29.	Clearly tells what is expected for members of groups.					
					30.	Criticizes the ideas of a group without anyone thinking that a particular person has been criticized.					

IS USED								SHOULD BE USED				
5	4	3	2	1				5	4	3	2	1
					31.	Takes well thought-out risks in his/her job.						
					32.	Stays calm and keeps personal control in the face of conflict and pressure.						
					33.	Manages time so that all jobs get done when planned.						
					34.	Does not need to be the center of attention.						
					35.	Involves him/herself in the process of changing of the community and/or the school.						
					36.	Believes that the community CAN be a better place to live.						
					37.	Accepts responsibility for his/her actions and helps others learn how to do the same.						
					38.	Accepts criticism in a way that he/she can improve.						
					39.	Handles unexpected problems and solves them as best as possible.						

APPENDIX B

LISICICH'S LEADERSHIP COMPETENCIES

INSTRUMENT

In this survey, "actual" indicates the present level of training that the community education coordinator has received in the designated skill.

"Ideal" indicates the level of training that you feel the community education coordinator should receive in the designated skill.

Please circle the number on the rating scale which most accurately represents your perceptions of the following statements. Please note that you are asked to rate your perceptions in both areas of "actual" and "ideal".

EXAMPLE

In your experience to what extent are community education coordinators **actually** trained to do each of the following?

As you think of the job of community education coordinator, to what extent do you believe he/she should be trained (ideally) to do each of the following?

Not trained at all		Average compared to other needed skills		To a high degree of proficiency				Not trained at all		Average compared to other needed skills		To a high degree of proficiency	
1	2	3	(4)	5	6	7	1. To Organize Community Councils	1	2	3	4	5	6 (7)
1	(2)	3	4	5	6	7	a. To understand group and assist groups in setting and attaining goals.	1	2	3	4	5 (6)	7

In your experience to what extent are community education coordinators actually trained to do each of the following?

As you think of the job of community education coordinators, to what extent do you believe he/she should be trained (ideally) to do each of the following?

Not trained at all		Average compared to skills needed			To a high degree of proficiency	Item	Not trained at all		Average compared to other skills needed			To a high degree of proficiency
1 2	3	4	5	6	7	1. To perform needs assessments	1 2	3	4	5	6	7
1 2	3	4	5	6	7	a. To develop, conduct, tabulate and interpret needs surveys	1 2	3	4	5	6	7
1 2	3	4	5	6	7	b. To correctly identify community priorities	1 2	3	4	5	6	7
1 2	3	4	5	6	7	c. To identify values and attitudes of various racial, ethnic and socio-economic sub-groups of the community	1 2	3	4	5	6	7
1 2	3	4	5	6	7	d. To have knowledge of various methods of needs assessment	1 2	3	4	5	6	7
1 2	3	4	5	6	7	e. To continually survey the attitudes, needs, wants and problems of the community	1 2	3	4	5	6	7
1 2	3	4	5	6	7	2. To perform resource assessment	1 2	3	4	5	6	7
1 2	3	4	5	6	7	a. To identify existing and potentially valuable physical resources for community use	1 2	3	4	5	6	7
1 2	3	4	5	6	7	b. To identify and analyze different degrees of authority and power within the community	1 2	3	4	5	6	7
1 2	3	4	5	6	7	c. To perceive creative human energy sources and to mobilize those energy sources	1 2	3	4	5	6	7
1 2	3	4	5	6	7	3. To perform information dissemination, public relations and promotion	1 2	3	4	5	6	7
1 2	3	4	5	6	7	a. To appear before groups and present introductory information regarding community education	1 2	3	4	5	6	7
1 2	3	4	5	6	7	b. To prepare mass media presentations and to utilize the mass media effectively for information dissemination	1 2	3	4	5	6	7
1 2	3	4	5	6	7	c. To prepare information on community education for dissemination to the community	1 2	3	4	5	6	7
1 2	3	4	5	6	7	d. To articulate and illustrate the community education concept, its development, implementation, maintenance and expansion	1 2	3	4	5	6	7
1 2	3	4	5	6	7	4. To develop community leadership and involvement	1 2	3	4	5	6	7

In your experience to what extent are community education coordinators actually trained to do each of the following?

As you think of the job of community education coordinators, to what extent do you believe he/she should be trained (ideally) to do each of the following?

(actual) Not trained at all → To a high degree of proficiency	Item	(ideal) Not trained at all → To a high degree of proficiency
1 2 3 4 5 6 7	a. To recruit and involve people in community education programs	1 2 3 4 5 6 7
1 2 3 4 5 6 7	b. To convey to community members the knowledge, skills and values they possess and then to assist them in realizing their own resource-giving potential	1 2 3 4 5 6 7
1 2 3 4 5 6 7	c. To assist people in broadening their perspectives on life and to assist them in facilitating and accepting change	1 2 3 4 5 6 7
1 2 3 4 5 6 7	d. To assist others in realizing a feeling of personal power that helps them to risk change and take responsibility	1 2 3 4 5 6 7
1 2 3 4 5 6 7	e. To expand a community's understanding of the social and political forces that operate in their community and other communities	1 2 3 4 5 6 7
1 2 3 4 5 6 7	f. To organize people in teams to meet community needs	1 2 3 4 5 6 7
1 2 3 4 5 6 7	g. To assist groups to set and attain goals and and obtain appropriate decisions through group process	1 2 3 4 5 6 7
1 2 3 4 5 6 7	5. To effect collaboration among and between community agencies	1 2 3 4 5 6 7
1 2 3 4 5 6 7	a. To facilitate cooperation between community agencies and groups	1 2 3 4 5 6 7
1 2 3 4 5 6 7	b. To have knowledge of various methods to build desirable trust levels among community agencies, organizations, groups and individuals	1 2 3 4 5 6 7
1 2 3 4 5 6 7	c. To assist in the development of mutually desirable and attainable goals with other community agencies and organizations	1 2 3 4 5 6 7
1 2 3 4 5 6 7	d. To honor the autonomy of existing services, agencies, facilities, programs and organizations in the community	1 2 3 4 5 6 7
1 2 3 4 5 6 7	e. To develop a budget and have knowledge of fund raising strategies	1 2 3 4 5 6 7
1 2 3 4 5 6 7	e. To have knowledge of local, state and federal funding sources	1 2 3 4 5 6 7

As you think of the job of community education coordinators, to what extent do you believe he/she should be trained (ideally) to do each of the following?

In your experience to what extent are community education coordinators actually trained to do each of the following?

	To a high degree of proficiency		**Average compared to other needed skills**			**Not trained at all**		(items)	**To a high degree of proficiency**	**Average compared to skills are needed**	**Not trained at all**

Items:

b. To have knowledge of proposal writing

c. To develop and administer a budget for a community education project

7. To develop and achieve goals

a. To develop and achieve inter-organizational goals

b. To develop and achieve interpersonal goals

8. In building and program supervision

a. A knowledge of supervision of facilities, activities and personnel in community education programs

b. To recruit and develop staff for community education programs

c. To program activities, schedule programs and supervise enrollment procedures

9. In communication skills

a. To communicate with persons from all racial, socio-economic, culture and occupational strata of society

b. To speak in public on community education clearly

c. To write for the public on community education clearly

10. In procedures of effecting planned changes

a. To assist others to develop strategies for program development and to effect the results they desire

b. To facilitate group or organizational change through change theory

c. To facilitate personal change activities through experiential learning activities

11. In management techniques

As you think of the job of community education coordinators, to what extent do you believe he/she should be trained (ideally) to do each of the following?

In your experience to what extent are community education coordinators actually trained to do each of the following?

To a high degree of proficiency | Average compared to skills needed | Not trained at all

a. In the knowledge of and have had experience with school administrator's responsibilities

b. In various management styles

c. In leading and facilitating a meeting or group

12. In problem-solving skills

a. To conceptualize and assist others to conceptualize problems and solutions to them

b. To assist community members to learn problem solving techniques

13. In evaluation techniques

a. To assist the community to evaluate the effectiveness of programs developed to meet community needs

b. To plan and implement a program evaluation for the purpose of upgrading existing programs and incorporating new ideas

c. To monitor community school operations and conduct systematic evaluations of all programs and personnel

d. To plan and conduct an evaluation in accordance with the goals and objectives of the existing community education program

14. In human skills

a. To relate to others so as to be perceived as patient, understanding, considerate and courteous

b. To encourage staff suggestions and criticisms

c. To clearly delineate expectations held for members of groups

d. To criticize ideas of group members without being perceived as criticizing the person himself

To a high degree of proficiency | Average compared to skills needed | Not trained at all

APPENDIX C

THE QUESTIONS UNDER THE THREE CATEGORIES

OF LEADERSHIP COMPETENCIES CONTAINED

IN THE LEADERSHIP COMPETENCIES

QUESTIONNAIRE

THE QUESTIONS UNDER THE THREE CATEGORIES OF LEADERSHIP
COMPETENCIES CONTAINED IN THE LEADERSHIP
COMPETENCIES QUESTIONNAIRE

Item No.*	Question

Conceptual Skills (26 Questions)

3   Knows different ways to find out what the community and/or the school needs.

5   Finds resources which can be used by the community and/or the school now and in the future.

6   Finds out who is important and powerful in the community and/or the school.

7   Finds and trains good workers who can contribute to community and/or school well being.

8   Appears before different groups of people and clearly presents ideas for meeting community and/or school needs.

9   Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community and/or school needs can be clearly presented.

12   Assists community residents and school people in realizing a feeling of personal power that helps them risk change and take responsibility.

13   Expands a community's and/or a school's understanding of the social and political forces that operate in their community and/or school and other communities and/or schools.

14   Organizes people in teams to meet community and/or school needs.

15   Helps community and/or school groups set and attain goals and obtain appropriate decisions through group process.

16   Gets different agencies and offices to work together to meet community and/or school needs.

19   Demonstrates knowledge of supervision of facilities, activities, and personnel in community and/or school program.

20   Helps the community and/or the school people to set and to reach goals which will meet the needs of the community and/or school.

21   Uses previous experiences in handling leadership responsibilities in different situations.

22   Helps community residents and/or school people learn ways to solve problems.

23   Helps others see their problems in ways that their problems can be solved.

24   Assists community and/or school people to learn problem-solving techniques.

Item No.*	Question

Conceptual Skills (Continued)

25   Helps community and/or school members check on how well programs are solving community and/or school needs.

26   Plans and directs ways to check on how well programs are solving community and/or school needs, so that programs can be improved and needed changes made.

28   Encourages staff suggestions and criticisms.

29   Clearly feels what is expected for members of groups.

31   Takes well thought-out risks in his/her job.

32   Stays calm and keeps personal control in the face of conflict and pressure.

36   Believes that the community CAN be a better place to live.

37   Accepts responsibility for his/her actions and helps others learn how to do the same thing.

38   Accepts criticism in a way that he/she can improve.

Human Skills (15 Questions)

10   Makes community and/or school people feel important because they have available knowledge which can be used to meet community and/or school needs.

11   Gets people to accept new ideas and to change.

12   Assists community residents and school people in realizing a feeling of personal power that helps them to risk change and take responsibility.

13   Expands a community's and/or a school's understanding of the social and political forces that operate in their community and/or school and other communities and/or schools.

15   Helps community and/or school groups set and attain goals and obtain appropriate decisions through group process.

27   Uses patience, understanding, consideration, courtesy.

28   Encourages staff suggestions and criticisms.

30   Criticizes the ideas of a group without anyone thinking that a particular person has been criticized.

32   Stays calm and keeps personal control in the face of conflict and pressure.

33   Manages time so that all jobs get done when planned.

34   Does not need to be the center of attention.

35   Involves himself/herself in the process of changing of the community and/or the school.

36   Believes that the community CAN be a better place to live.

38   Accepts criticism in a way that he/she can improve.

39   Handles unexpected problems and solves them as best as possible.

Continued from preceding page:

Item No.*	Question

Technical Skills (14 Questions)

1 After determining what a community and/or a school needs or wants, decides which items are the most important and which items can wait for action.

2 Finds out the values and feelings of people from different races, nationalities, and incomes.

3 Knows different ways to find out what the community and/or the school needs.

4 Continually surveys the attitudes, needs, wants, and problems of the community and/or the school.

5 Finds resources which can be used by the community and/or the school now and in the future.

7 Find and trains good workers who can contribute to community and/or school well being.

9 Prepares and uses materials for television, radio, and newspapers so that ideas for meeting community and/or school needs can be clearly presented.

13 Expands a community's and/or a school's understanding of the social and political forces that operate in their community and/or school and other communities and/or schools.

17 Demonstrates knowledge of money that is available in local, state, and federal agencies.

18 Directs the use of budget designed to meet community and/or school needs.

19 Demonstrates knowledge of supervision of facilities, activities, and personnel in community and/or school program.

20 Helps the community and/or the school people to set and to reach goals which will meet the needs of the community and/or the school.

26 Plans and directs ways to check on how well programs are solving community and/or school needs, so that programs can be improved and needed changes made.

28 Encourages staff suggestions and criticisms.

*Items correspond to the questions in the Leadership Competencies Questionnaire (Appendix A).

APPENDIX D

LETTERS REQUESTING PERMISSION TO USE THE

INSTRUMENT AND TO CONDUCT THE RESEARCH

IN TULSA PUBLIC SCHOOL

DISTRICT NO. 1

Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74074
GUNDERSEN 309
(405) 624-7246

December 9, 1977

Dr. Patrick B. Mullarney
Director, Northeast Community Education Development
    Center
University of Connecticut
Storrs, Connecticut

Dear Sir:

My doctoral study is in the area of leadership competencies,

entitled "Different Perceptions of the Leadership Competen-

cies Needed by Principals in Community and Non-Community

Schools in Tulsa", requires the use of the Leadership Com-

petencies Questionaire modifed from Lisicich's instrument by

you and your associates.

May I please request permission to use this instrument for

my research purposes?

Sincerely yours,

Prasop Sankamkrue
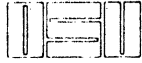
Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74074
GUNDERSEN 309
(405) 624-7246

November 18, 1977

Dr. Larry Zenke
Superintendent of Schools
Tulsa Public Schools
P. O. Box 45208
Tulsa, Oklahoma 74145

Dear Dr. Zenke:

I am a Thai graduate student at Oklahoma State University. I would like to conduct a research that involves some schools in your area. I have studied the procedures for requesting approval to conduct research in the Tulsa Public Schools and I agree to comply with all requirements in the procedures. This study will be conducted under the supervision of Mr. Phi Goodman, Director of Tulsa Community Schools and Dr. "Deke" Johnson, my thesis chairman.

May I please request your permission to conduct this study in the Tulsa Public Schools? Enclosed is a copy of my research proposal. The title of the research proposal is "Different Perceptions of the Leadership Competencies Needed by Principals in Community Schools and Non-Community Schools in Tulsa."

I am also asking your permission to allow Mr. Phi Goodman to help me choose the schools to be studied.

I would appreciate your acceptance of my request for permission. It is absolutely necessary for me and for my successful research. I am looking forward to getting your favorable response. Thank you in advance for your time and kind consideration on this matter.

Yours respectfully,

Prasop Sankamkrue

Enclosure

CC:Dissertation Proposal

APPENDIX E

INITIAL AND FOLLOW-UP LETTERS TO

PARTICIPANTS IN THE STUDY
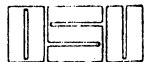
Oklahoma State University

COMMUNITY EDUCATION CENTER

STILLWATER, OKLAHOMA 74074
GUNDERSEN 309
(405) 624-7246

January 31, 1978

Dear Respondent:

As a candidate for the Ed. D. Degree in Educational
Administration with major emphasis in community Education
at Oklahoma State University, Stillwater, Oklahoma, I am
gathering data for my doctoral dissertation. You have been
randomly selected to assist in providing this information.
I would appreciate having you complete the enclosed quest-
ionnaire according to the directions included. Your coop-
eration and honest responses are vitally important to the
success of this study.

The title of this study is "Different Perceptions of
the Leadership Competencies Needed by Principals in Community
Schools and Non-Community Schools in Tulsa." Approval for
this study to be conducted in the Tulsa Public Schools has
been granted by the Tulsa Public Schools, Department of
Research.

Please be assured that your responses to the question-
naire will remian confidential. Neither you nor the school
will be identified in the study.

Also, enclosed is an evelope for your return of the
questionaire. Please return the sealed questionnaire enve-
lope to your principal's office at your earliest convenience.
For parents, it may be more convenient to have your son or
daughter return the questionnaire to the principal's office.

Thank you very much for your time and your assistance
with this study.

Sincerely yours,

Dr. "Deke" Johnson, Director   Prasop Sankamkrue
Community Education Center
Thesis Chairman

PSK: pts
Enc.
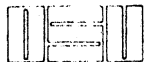
Oklahoma State University / STILLWATER, OKLAHOMA 74074
GUNDERSEN 309
(405) 624-7246

COMMUNITY EDUCATION CENTER

February 7, 1978

Dear Respondent:

On January 31, 1978, you received a questionnaire from me concerning the leadership competencies of your school principal. Due to your busy schedule, you could have either misplaced or forgotten about the questionnaire. Therefore, I am sending you another one. Would you be kind enough to respond to it and return it to me by dropping it in my questionnaire box in your school principal's office?

Thanks so much for your time and your cooperation with this study.

Sincerely,

Prasop Sankamkrue

APPENDIX F

SCORING KEY FOR EACH GROUP RESPONSE IN

COMMUNITY AND NON-COMMUNITY SCHOOLS

OF EACH OF THE THREE SKILLS

BOTH PRESENT AND NEEDED

THE RESPONSES OF PRINCIPALS, TEACHERS, SCHOOL STAFF MEMBERS, AND PARENTS TO THE QUESTIONNAIRE ON PRESENT AND NEEDED LEADERSHIP COMPETENCIES OF COMMUNITY SCHOOL PRINCIPALS

Responses of Principals

Conceptual Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	0	2	2	1	0	1	3	1	0	0
5	1	2	1	1	0	2	2	1	0	0
6	1	2	1	1	0	3	0	1	1	0
7	0	1	3	1	0	3	1	1	0	0
8	0	2	1	2	0	2	2	1	0	0
9	0	2	2	1	0	1	2	1	1	0
12	0	1	3	1	0	1	3	1	0	0
13	0	3	2	0	0	2	1	2	0	0
14	2	2	1	0	0	4	0	1	0	0
15	1	1	1	2	0	1	2	2	0	0
16	0	2	1	2	0	3	1	1	0	0
19	4	0	1	0	0	4	1	0	0	0
20	1	1	2	1	0	3	1	1	0	0
21	1	1	2	1	0	3	2	0	0	0
22	1	2	1	1	0	2	2	1	0	0
23	2	1	1	1	0	3	2	0	0	0
24	1	1	2	1	0	3	1	1	0	0
25	1	1	2	1	0	2	2	1	0	0
26	1	1	2	1	0	3	1	1	0	0
28	3	1	1	0	0	4	1	0	0	0
29	2	1	2	0	0	4	1	0	0	0
31	2	1	2	0	0	3	1	1	0	0
32	3	1	1	0	0	4	1	0	0	0
36	2	3	0	0	0	4	1	0	0	0
37	4	0	1	0	0	4	1	0	0	0
38	3	2	0	0	0	4	1	0	0	0

Human Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
10	1	1	2	1	0	1	1	3	0	0
11	2	2	1	0	0	3	1	1	0	0
12	0	1	3	1	0	2	3	0	0	0
13	0	3	2	0	0	2	2	1	0	0
15	1	1	1	2	0	2	1	2	0	0
27	0	4	1	0	0	4	1	0	0	0
28	3	1	1	0	0	4	1	0	0	0
30	2	1	2	0	0	3	1	1	0	0
32	3	1	1	0	0	4	1	0	0	0
33	0	4	1	0	0	4	1	0	0	0
34	1	3	1	0	0	2	2	1	0	0
35	2	1	1	1	0	3	1	1	0	0
36	2	2	1	0	0	4	1	0	0	0
38	3	2	0	0	0	4	1	0	0	0
39	4	1	0	0	0	4	1	0	0	0

Technical Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
1	0	1	3	1	0	1	4	0	0	0
2	0	2	1	1	1	3	1	1	0	0
3	0	2	2	1	0	1	4	0	0	0
4	1	1	2	1	0	3	1	1	0	0
5	1	2	1	1	0	2	2	1	0	0
7	0	1	2	1	1	3	1	1	0	0
9	0	1	3	1	0	1	2	1	1	0
13	0	3	2	0	0	2	1	2	0	0
17	1	3	1	0	0	3	2	0	0	0
18	1	3	1	0	0	3	2	0	0	0
19	4	0	1	0	0	4	1	0	0	0
20	1	1	2	1	0	3	1	1	0	0
26	1	1	2	1	0	3	1	1	0	0
28	3	1	1	0	0	4	1	0	0	0

Responses of Teachers

Conceptual Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	11	11	8	4	0	19	12	2	1	0
5	11	4	8	10	1	14	12	7	1	0
6	9	5	15	4	1	12	2	11	7	2
7	14	9	8	2	1	21	12	0	0	1
8	8	6	8	8	4	14	11	8	1	0
9	4	1	12	11	6	8	7	12	6	1
12	5	8	12	7	2	10	10	12	1	1
13	8	6	11	7	2	10	9	12	2	1
14	4	8	10	7	2	12	10	10	2	0
15	8	7	11	7	1	11	12	5	0	1
16	5	8	11	9	1	6	12	16	0	0
19	15	10	5	4	0	21	12	1	0	0
20	10	7	13	3	1	15	14	4	1	0
21	16	6	7	5	0	18	12	4	0	0
22	9	8	9	7	1	11	15	6	1	1
23	9	9	9	6	1	15	16	2	1	0
24	9	8	8	6	3	12	10	9	1	2
25	5	9	6	12	2	9	13	9	2	1
26	7	7	6	11	3	11	12	8	2	1
28	13	7	8	5	1	20	12	1	1	0
29	14	9	5	5	1	25	8	1	0	0
31	9	10	11	3	1	15	8	10	0	1
32	11	9	10	3	1	19	12	2	0	1
36	15	10	6	2	1	25	5	3	0	1
37	14	12	6	4	1	22	11	1	0	0
38	10	16	4	3	1	20	13	1	0	0

Human Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
10	12	12	3	6	1	17	12	5	0	0
11	10	6	12	5	1	18	9	6	1	0
12	5	8	12	7	2	10	10	12	1	1
13	8	6	11	7	2	10	9	12	2	1
15	8	7	11	7	1	11	17	5	0	1
27	16	8	10	0	0	25	9	0	0	0
28	13	7	8	5	1	20	12	1	1	0
30	12	9	8	2	3	16	9	7	1	1
32	11	9	10	3	1	19	12	2	0	1
33	16	10	5	2	1	20	12	2	0	0
34	12	9	7	2	4	16	8	8	1	1
35	10	6	11	6	1	14	11	9	0	0
36	15	10	6	2	1	25	5	3	0	1
38	10	16	4	3	1	20	13	1	0	0
39	14	7	11	1	1	22	12	0	0	0

Technical Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
1	18	9	6	1	0	14	20	0	0	0
2	8	7	10	9	0	15	15	3	1	0
3	11	11	8	4	0	19	12	2	1	0
4	20	11	3	0	0	20	10	4	0	0
5	11	4	8	10	1	14	12	7	1	0
7	14	9	8	2	1	21	12	0	0	1
9	4	1	12	11	6	8	7	12	6	1
13	8	6	11	7	2	10	9	12	2	1
17	9	17	4	3	1	17	16	1	0	0
18	11	12	10	1	0	19	12	3	0	0
19	15	10	5	4	0	21	12	1	0	0
20	10	7	13	3	1	15	14	4	1	0
26	7	7	6	11	3	11	12	8	2	1
28	13	7	8	5	1	20	12	1	1	0

Responses of Staff Members

Conceptual Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	3	5	5	0	1	5	8	1	0	0
5	3	6	4	1	0	5	8	1	0	0
6	3	1	5	2	3	4	4	4	0	2
7	2	5	6	0	1	7	5	1	1	0
8	3	4	5	1	1	7	4	2	1	0
9	2	5	3	3	1	5	5	3	1	0
12	1	4	6	3	0	3	7	3	1	0
13	1	5	3	4	1	4	6	1	2	1
14	3	3	4	2	2	5	6	3	0	0
15	3	6	3	2	0	7	3	3	1	0
16	1	3	8	1	1	6	5	3	0	0
19	4	5	4	1	0	6	7	1	0	0
20	4	7	2	1	0	9	4	1	0	0
21	3	5	6	0	0	7	7	0	0	0
22	3	6	4	1	0	8	5	1	0	0
23	4	5	3	1	1	7	6	1	0	0
24	5	5	1	3	0	8	6	0	0	0
25	1	4	8	1	0	7	5	2	0	0
26	3	4	5	2	0	5	7	2	0	0
28	5	3	5	1	0	8	5	1	0	0
29	3	5	5	0	1	7	5	2	0	0
31	3	4	6	1	0	6	6	2	0	0
32	4	4	5	1	0	7	5	2	0	0
36	8	3	3	0	0	10	3	1	0	0
37	8	3	3	0	0	14	0	0	0	0
38	5	6	2	0	1	11	3	0	0	0

Human Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
10	3	5	6	0	0	7	3	4	0	0
11	2	4	6	2	0	5	5	3	1	0
12	1	4	6	3	0	3	7	3	1	0
13	1	5	3	4	1	4	6	1	2	1
15	3	6	3	2	0	7	3	3	1	0
27	5	3	5	1	0	8	5	1	0	0
28	5	3	5	1	0	8	5	1	0	0
30	2	3	7	2	0	5	5	2	1	1
32	4	4	5	1	0	7	5	2	0	0
33	4	4	4	2	0	7	3	4	0	0
34	2	5	3	3	1	5	5	1	2	1
35	4	4	6	0	0	6	7	1	0	0
36	8	3	3	0	0	10	3	1	0	0
38	5	6	2	0	1	11	3	0	0	0
39	4	5	4	0	1	10	4	0	0	0

Technical Skill — Leadership Competency Scale

Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
1	7	3	3	1	0	8	6	0	0	0
2	4	4	5	0	1	7	5	2	0	0
3	3	5	5	0	1	5	8	1	0	0
4	4	6	1	3	0	9	5	0	0	0
5	3	6	4	1	0	5	8	1	0	0
7	2	5	6	0	1	7	5	1	1	0
9	2	5	3	3	1	5	5	3	1	0
13	1	5	3	4	1	4	6	1	2	1
17	6	1	3	4	0	8	4	1	1	0
18	6	3	3	2	0	9	2	3	0	0
19	4	5	4	1	0	6	7	1	0	0
20	4	7	2	1	0	9	4	1	0	0
26	3	4	5	2	0	5	7	2	0	0
28	5	3	5	1	0	8	5	1	0	0

Continued from previous page:

	Conceptual Skill											Human Skill											Technical Skill										
	Leadership Competency Scale											Leadership Competency Scale											Leadership Competency Scale										
Item	Present					Needed					Item	Present					Needed					Item	Present					Needed				
No.	5	4	3	2	1	5	4	3	2	1	No.	5	4	3	2	1	5	4	3	2	1	No.	5	4	3	2	1	5	4	3	2	1
														Responses of Parents																		
3	15	26	22	9	3	28	33	13	1	0	10	10	21	26	12	6	24	24	21	6	0	1	18	30	21	4	2	38	33	4	0	0
5	14	29	17	6	9	22	38	10	4	1	11	8	20	31	12	4	22	30	13	6	4	2	10	19	32	11	3	25	24	19	5	2
6	6	23	21	12	13	14	7	27	11	16	12	3	15	34	16	7	20	21	23	5	6	3	15	26	22	9	3	28	33	13	1	0
7	15	26	18	11	4	33	29	12	1	0	13	5	20	27	15	8	14	31	15	9	6	4	11	17	25	16	6	24	36	15	0	0
8	11	24	21	10	9	30	32	9	4	0	15	12	22	20	15	6	23	30	17	2	3	5	14	29	17	6	9	22	38	10	4	1
9	6	11	30	14	14	13	27	23	8	4	27	31	21	16	6	1	49	19	7	0	0	7	15	26	18	11	4	33	29	12	1	0
12	3	15	34	16	7	20	21	23	5	6	28	19	24	24	6	2	34	26	12	3	0	9	6	11	30	14	14	13	27	23	8	4
13	5	20	27	15	8	14	31	15	9	6	30	8	15	32	11	9	24	21	18	6	6	13	5	20	27	15	8	14	31	15	9	6
14	9	14	34	10	8	16	32	21	3	3	32	19	31	15	7	3	44	23	7	1	0	17	11	26	29	7	2	26	32	14	1	2
15	12	22	20	15	6	23	30	17	2	3	33	16	26	26	4	3	43	20	10	2	0	18	13	29	19	14	0	24	38	6	6	1
16	7	28	19	15	6	16	38	16	3	2	34	16	18	22	9	10	28	19	14	3	11	19	26	25	13	8	3	38	28	8	1	0
19	26	25	13	8	3	38	28	8	1	0	35	16	23	22	10	4	26	29	15	1	4	20	16	20	29	8	2	33	35	7	0	0
20	16	20	29	8	2	33	35	7	0	0	36	25	19	18	8	5	42	18	11	1	3	26	10	24	26	10	5	28	32	12	3	0
21	19	25	26	4	1	29	29	14	2	1	38	15	23	21	11	5	42	25	6	1	1	28	19	24	24	6	2	34	26	12	3	0
22	10	25	27	8	5	27	29	15	4	1	39	27	22	17	5	4	42	21	10	2	0											
23	6	32	20	10	7	28	26	16	3	2																						
24	5	20	30	14	6	29	22	20	4	0																						
25	4	22	25	18	6	18	26	23	7	1																						
26	10	24	26	10	5	28	32	12	3	0																						
28	19	24	24	6	2	34	26	12	3	0																						
29	17	19	30	5	4	36	25	11	1	2																						
31	6	16	28	16	9	24	17	23	6	5																						
32	19	31	15	7	3	44	23	7	1	0																						
36	25	19	18	8	5	42	18	11	1	3																						
37	24	28	16	4	3	46	21	8	0	0																						
38	15	23	21	11	5	42	25	6	1	1																						

NOTE: Item No. corresponds to that of the Leadership Competency Questionnaire and the rating scale decreases in relative importance from 5 to 1 (5 is the highest and 1 is the lowest).

THE RESPONSES OF PRINCIPALS, TEACHERS, SCHOOL STAFF MEMBERS, AND PARENTS TO THE QUESTIONNAIRE ON PRESENT AND NEEDED LEADERSHIP COMPETENCIES OF NON-COMMUNITY SCHOOL PRINCIPALS

Responses of Principals

Conceptual Skill											Human Skill											Technical Skill										
Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	2	2	1	0	0	2	2	1	0	0	10	0	2	3	0	0	1	2	2	0	0	1	2	2	1	0	0	3	1	1	0	0
5	1	2	1	1	0	2	1	2	0	0	11	2	2	1	0	0	2	3	0	0	0	2	0	5	0	0	0	2	3	0	0	0
6	4	0	1	0	0	3	1	1	0	0	12	1	2	2	0	0	1	3	1	0	0	3	2	2	1	0	0	2	2	1	0	0
7	1	4	0	0	0	1	4	0	0	0	13	1	2	2	0	0	0	4	1	0	0	4	1	3	0	1	0	2	2	1	0	0
8	1	2	2	0	0	2	1	2	0	0	15	0	3	1	1	0	3	1	1	0	0	5	1	2	2	0	0	2	1	1	1	0
9	0	1	3	1	0	1	2	1	1	0	27	3	2	0	0	0	3	2	0	0	0	7	1	4	0	0	0	2	3	0	0	0
12	1	2	2	0	0	0	4	1	0	0	28	3	2	0	0	0	4	1	0	0	0	9	0	1	3	1	0	1	2	1	1	0
13	1	2	2	0	0	0	4	1	0	0	30	1	2	1	1	0	3	2	0	0	0	13	1	2	2	0	0	0	4	1	0	0
14	2	1	2	0	0	2	2	1	0	0	32	3	2	0	0	0	4	1	0	0	0	17	1	3	0	1	0	2	2	1	0	0
15	0	3	1	1	0	3	1	1	0	0	33	2	1	1	1	0	3	2	0	0	0	18	3	1	0	1	0	3	0	2	0	0
16	0	3	0	2	0	1	3	0	1	0	34	3	1	1	0	0	3	1	0	1	0	19	0	4	0	1	0	2	3	0	0	0
19	0	4	0	1	0	2	3	0	0	0	35	2	1	2	0	0	3	1	1	0	0	20	2	2	0	1	0	2	3	0	0	0
20	1	3	0	1	0	2	3	0	0	0	36	4	0	1	0	0	4	0	1	0	0	26	0	4	1	0	0	2	3	0	0	0
21	1	3	1	0	0	2	3	0	0	0	38	3	2	0	0	0	4	1	0	0	0	28	3	2	0	0	0	4	1	0	0	0
22	0	3	2	0	0	1	4	0	0	0	39	3	2	0	0	0	4	1	0	0	0											
23	0	4	1	0	0	2	3	0	0	0																						
24	0	3	2	0	0	3	2	0	0	0																						
25	1	2	2	0	0	2	2	1	0	0																						
26	0	4	1	0	0	2	3	0	0	0																						
28	3	2	0	0	0	4	1	0	0	0																						
29	3	2	0	0	0	4	1	0	0	0																						
31	2	2	1	0	0	4	1	0	0	0																						
32	3	2	0	0	0	4	1	0	0	0																						
36	4	0	1	0	0	4	0	1	0	0																						
37	3	0	2	0	0	3	1	1	0	0																						
38	3	2	0	0	0	4	1	0	0	0																						

Responses of Teachers

Conceptual Skill											Human Skill											Technical Skill										
Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	9	15	11	3	0	20	11	6	1	0	10	13	8	6	6	5	23	9	5	1	0	1	12	14	9	3	0	20	10	7	0	1
5	6	11	14	6	1	14	16	7	1	0	11	10	6	13	7	2	16	11	10	1	0	2	9	11	11	6	1	21	8	7	2	0
6	10	4	13	7	4	7	8	11	6	6	12	7	6	12	9	4	14	9	10	4	1	3	9	15	11	3	0	20	11	6	1	0
7	10	12	11	3	2	19	10	7	2	0	13	4	6	12	8	8	8	10	11	7	2	4	12	12	7	5	2	21	10	5	2	0
8	10	11	6	7	4	20	10	5	2	1	15	10	10	9	7	2	14	11	9	4	0	5	6	11	14	6	1	14	16	7	1	0
9	7	5	7	4	15	13	6	11	3	5	27	15	12	7	3	1	25	10	2	1	0	7	10	12	11	3	2	19	10	7	2	0
12	7	6	12	9	4	14	9	10	4	1	28	16	7	7	3	5	27	7	3	1	0	9	7	5	7	4	15	13	6	11	3	5
13	4	6	12	8	8	8	10	11	7	2	30	9	9	11	4	5	17	11	6	3	1	13	4	6	12	8	8	8	10	11	7	2
14	9	9	15	4	1	11	11	14	2	0	32	17	12	7	0	2	23	12	2	0	1	17	12	12	8	4	2	19	11	8	0	0
15	10	10	9	7	2	14	11	9	4	0	33	12	9	9	1	7	23	5	5	1	1	18	10	10	10	3	5	16	12	7	1	2
16	3	8	14	9	4	8	18	9	3	0	34	19	5	10	3	1	17	9	10	0	2	19	17	7	8	3	3	23	7	5	2	1
19	17	7	8	3	3	23	7	5	2	1	35	8	12	16	2	0	13	13	11	1	0	20	11	11	14	2	1	17	12	8	1	0
20	11	11	14	2	0	17	12	8	1	0	36	15	15	5	3	0	21	13	2	2	0	26	4	11	14	7	2	17	11	7	3	0
21	11	14	9	3	1	16	17	4	1	0	38	16	4	10	4	4	25	8	3	2	0	28	16	7	7	3	5	27	7	3	1	0
22	8	10	14	2	4	17	10	9	2	0	39	17	10	7	2	2	26	8	2	2	0											
23	8	11	14	2	3	20	8	9	1	0																						
24	4	8	12	10	4	10	10	18	0	0																						
25	3	8	17	7	3	14	10	12	2	0																						
26	4	11	14	7	2	17	11	7	3	0																						
28	16	7	7	3	5	27	7	3	1	0																						
29	11	5	10	8	4	27	7	3	1	0																						
31	8	12	6	7	5	16	15	3	2	2																						
32	17	12	7	0	2	23	12	2	0	1																						
36	15	15	5	3	0	21	13	2	2	0																						
37	15	12	6	5	0	22	12	2	2	0																						
38	16	4	10	4	4	25	8	3	2	0																						

Responses of Staff Members

Conceptual Skill											Human Skill											Technical Skill										
Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1	Item No.	Present 5	4	3	2	1	Needed 5	4	3	2	1
3	2	6	4	1	0	6	4	3	0	0	10	1	5	3	3	1	7	3	2	0	1	1	4	4	4	1	0	7	6	0	0	0
5	3	4	2	3	1	3	5	4	1	0	11	3	1	7	2	0	3	6	4	0	0	2	1	8	4	0	0	6	6	1	0	0
6	3	3	4	2	1	0	4	6	1	2	12	2	3	5	2	1	7	5	0	0	1	3	2	6	4	1	0	6	4	3	0	0
7	4	3	5	1	0	4	7	2	0	0	13	4	2	3	3	1	2	5	4	2	0	4	4	2	7	0	0	8	3	2	0	0
8	2	5	5	1	0	4	2	7	0	0	15	5	2	4	2	0	8	4	1	0	0	5	3	4	2	3	1	3	5	4	1	0
9	2	4	4	3	0	4	4	4	1	0	27	4	5	3	1	0	11	2	0	0	0	7	4	3	5	1	0	4	7	2	0	0
12	2	3	5	2	1	7	5	0	0	1	28	3	4	5	0	1	7	6	0	0	0	9	2	4	4	3	0	4	4	4	1	0
13	4	2	3	3	1	2	5	4	2	0	30	1	4	7	0	1	6	3	1	0	3	13	4	2	3	3	1	2	5	4	2	0
14	5	4	3	1	0	8	5	0	0	0	32	3	6	4	0	0	8	4	1	0	0	17	3	7	1	1	1	3	7	2	1	0
15	5	2	4	2	0	8	4	1	0	0	33	1	3	4	4	1	6	4	3	0	0	18	4	4	5	0	0	4	4	4	0	0
16	3	5	2	2	1	8	3	0	2	0	34	3	1	4	5	0	4	1	3	2	3	19	3	4	6	0	0	6	6	1	0	0
19	3	4	6	0	0	6	6	1	0	0	35	1	4	5	3	0	4	4	4	1	0	20	3	5	4	1	0	6	5	2	0	0
20	3	5	4	1	0	6	5	2	0	0	36	6	4	1	1	1	8	4	1	0	0	26	0	7	4	2	0	5	6	2	0	0
21	3	5	4	1	0	6	6	1	0	0	38	3	3	6	0	1	7	5	1	0	0	28	3	4	5	0	1	7	6	0	0	0
22	4	3	5	1	0	3	6	4	0	0	39	10	3	0	0	0	10	3	0	0	0											
23	4	3	4	2	0	6	4	3	0	0																						
24	1	9	1	1	1	4	6	3	0	0																						
25	3	2	7	0	1	7	2	4	0	0																						
26	0	7	4	2	0	5	6	2	0	0																						
28	3	4	5	0	1	7	6	0	0	0																						
29	3	2	4	3	1	9	2	2	0	0																						
31	1	4	8	0	0	3	4	6	0	0																						
32	3	6	4	0	0	8	4	1	0	0																						
36	6	4	1	1	1	8	4	1	0	0																						
37	3	4	5	0	1	6	5	2	0	0																						
38	3	3	6	0	1	7	5	1	0	0																						

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	Conceptual Skill Leadership Competency Scale											Human Skill Leadership Competency Scale											Technical Skill Leadership Competency Scale									
Item No.	Present					Needed					Item No.	Present					Needed					Item No.	Present					Needed				
	5	4	3	2	1	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1		5	4	3	2	1	5	4	3	2	1
											Responses of Parents																				
3	20	24	23	11	1	28	38	12	1	0	10	12	17	36	8	6	28	31	15	5	0	1	25	23	26	3	2	43	33	3	0	0
5	16	27	23	11	2	31	35	10	3	0	11	10	23	29	13	4	16	17	29	13	4	2	19	19	25	11	5	30	30	14	4	1
6	12	17	25	17	8	16	20	20	15	8	12	10	11	37	14	7	19	32	21	6	1	3	20	24	23	11	1	28	38	12	1	0
7	20	24	27	7	1	44	24	10	1	0	13	12	18	29	15	5	27	26	14	7	5	4	22	21	22	10	4	39	30	9	1	0
8	12	21	27	14	5	28	33	15	2	1	15	13	22	29	12	3	29	25	19	6	0	5	16	27	23	11	2	31	35	10	3	0
9	3	17	28	22	9	15	30	24	8	2	27	35	28	10	3	3	60	14	5	0	0	7	20	24	27	7	1	44	24	10	1	0
12	10	11	37	14	7	19	32	21	6	1	28	29	20	19	5	6	54	19	5	1	0	9	3	17	28	22	9	15	30	24	8	2
13	12	18	29	15	5	27	26	14	7	5	30	15	18	30	11	5	33	22	15	3	6	13	12	18	29	15	5	27	26	14	7	5
14	9	19	29	19	3	20	33	23	3	0	32	32	24	15	4	4	54	22	3	0	0	17	32	32	13	2	0	32	31	13	3	0
15	13	22	29	12	3	29	25	19	6	0	33	23	24	22	6	4	44	26	9	0	0	18	24	28	17	6	4	38	26	13	2	0
16	14	18	29	16	2	26	30	20	3	0	34	23	19	24	8	5	33	19	19	3	5	19	27	27	16	6	3	43	30	5	0	1
19	27	27	16	6	3	43	30	5	0	1	35	20	20	26	8	5	37	29	12	0	1	20	23	26	20	6	4	36	35	6	2	0
20	23	26	20	6	4	36	35	6	2	0	36	26	24	23	2	4	55	18	5	1	0	26	13	19	34	7	6	26	30	16	7	0
21	28	21	20	5	5	43	26	8	1	1	38	22	31	17	3	6	52	22	5	0	0	28	29	20	19	5	6	54	19	5	1	0
22	13	25	27	10	4	33	32	10	2	2	39	34	24	14	3	4	57	19	3	0	0											
23	18	22	24	8	7	34	26	16	3	0																						
24	10	21	30	12	6	25	35	16	1	2																						
25	8	15	31	19	6	24	32	18	5	0																						
26	13	19	34	7	6	26	30	16	7	0																						
28	29	20	19	5	6	54	19	5	1	0																						
29	25	25	21	4	4	52	17	9	1	0																						
31	13	19	32	6	9	30	28	16	2	3																						
32	32	24	15	4	4	54	22	3	0	0																						
36	26	24	23	2	4	55	18	5	1	0																						
37	31	25	20	2	1	56	18	5	0	0																						
38	22	31	17	3	6	52	22	5	0	0																						

NOTE: Item No. corresponds to that of the Leadership Competency Questionnaire and the rating scale decreases in relative importance from 5 to 1 (5 is the highest and 1 is the lowest).

APPENDIX G

ANALYSIS OF VARIANCE TABLES FOR MAJOR

HYPOTHESES IN THE STUDY

ANALYSIS OF VARIANCE OF THE LEADERSHIP COMPETENCIES OF COMMUNITY AND NON-COMMUNITY SCHOOL PRINCIPALS AS PERCEIVED BY PRINCIPALS, TEACHERS, SCHOOL STAFF MEMBERS AND PARENTS

Source of Variation	Conceptual Skill				Human Skill				Technical Skill			
	SS	DF	MS	F	SS	DF	MS	F	SS	DF	MS	F
Present Vs. Needed Leadership in both Types of Schools:												
As Perceived by Principals												
Between groups	938.45	1	938.45	4.42*	174.05	1	174.05	2.69	938.45	1	938.45	4.42*
Within groups	3820.10	18	212.23		1152.90	18	64.60		3820.10	18	212.23	
As Perceived by Teachers												
Between groups	9280.12	1	9280.12	31.02*	2730.05	1	2730.05	26.27*	2732.57	1	2732.57	31.83*
Within groups	42475.77	142	299.12		14757.48	142	103.93		12414.84	142	87.43	
As Perceived by Staff Members												
Between groups	3601.50	1	3601.50	21.95*	1194.74	1	1194.74	25.04*	937.50	1	937.50	18.09*
Within groups	8533.32	52	164.10		2480.74	52	47.70		2705.33	52	52.02	
As Perceived by Parents												
Between groups	23371.66	1	23371.66	91.95*	7256.58	1	7256.58	76.99	6427.46	1	6427.46	91.86*
Within groups	77775.06	306	254.17		28837.96	306	94.24		21410.10	306	69.97	
As Perceived by All												
Between groups	37090.96	1	37090.96	143.98*	11272.34	1	11272.34	122.46*	10445.48	1	10445.48	144.85*
Within groups	134992.31	524	257.62		48231.93	524	92.04		37736.64	524	72.11	
Community Vs. Non-Community, for Present Leadership:												
As Perceived by Principals												
Between groups	136.90	1	136.90	0.52	22.50	1	22.50	0.27	72.90	1	72.90	1.2?
Within groups	2123.59	8	265.45		670.00	8	83.75		480.00	8	60.00	
As Perceived by Teachers												
Between groups	387.77	1	387.77	0.91	83.44	1	83.44	0.52	180.70	1	180.70	1.44
Within groups	29706.99	70	424.38		11146.84	70	159.24		8775.22	70	125.39	
As Perceived by Staff Members												
Between groups	0.36	1	0.36	0.00	54.18	1	54.18	0.89	0.18	1	0.18	0.00
Within groups	5592.30	25	223.69		1522.48	25	60.90		1936.48	25	77.46	
As Perceived by Parents												
Between groups	470.69	1	470.69	1.39	223.24	1	223.24	1.82	121.38	1	121.38	1.22
Within groups	51602.50	152	339.49		18613.02	152	122.45		15108.08	152	99.40	
As Perceived by All												
Between groups	63.42	1	63.42	0.18	28.02	1	28.02	0.22	7.96	1	7.96	0.08
Within groups	91570.12	261	350.84		33076.07	261	126.73		26863.17	261	102.92	
Community Vs. Non-Community, for Needed Leadership:												
As Perceived by Principals												
Between groups	6.40	1	6.40	0.03	0.0	1	0.0	0.0	6.40	1	6.40	0.12
Within groups	1553.20	8	194.15		470.40	8	58.80		423.60	8	52.95	
As Perceived by Teachers												
Between groups	178.07	1	178.07	1.02	74.69	1	74.69	1.51	118.06	1	118.06	2.47
Within groups	12202.86	70	174.33		3452.57	70	49.32		3340.92	70	47.73	
As Perceived by Staff Members												
Between groups	77.72	1	77.72	0.68	1.72	1	1.72	0.05	19.43	1	19.43	0.65
Within groups	2862.94	25	114.52		902.35	25	36.09		749.23	25	29.97	
As Perceived by Parents												
Between groups	642.52	1	642.52	3.89	424.25	1	424.25	6.73*	125.78	1	125.78	3.16
Within groups	25059.42	152	164.86		9577.58	152	63.01		6055.04	152	39.84	
As Perceived by All												
Between groups	75.16	1	75.16	0.45	117.86	1	117.86	2.05	0.89	1	0.89	0.02
Within groups	43280.51	261	165.85		15010.03	261	57.71		10914.95	261	41.82	

*Significant at 0.05 level.

VITA 2

Prasop Sankamkrue

Candidate for the Degree of

Doctor of Education

Thesis: DIFFERENT PERCEPTIONS OF THE LEADERSHIP COMPETEN-
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