A STUDY OF SECONDARY SCHOOL PRINCIPALS' PERCEPTIONS OF CHANGES IN THEIR ROLE RESULTING FROM UNIFICATION

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CHAPTER I

INTRODUCTION

> School district organization has never been regarded as static and permanent--as a sacred entity that should not be changed. Quite to the contrary, it has been looked upon as a governmental device through which people can work together in organizing, supporting, controlling, and operating their schools. When it serves its function well it has been satisfactory. When it has not been able to do the job for which it was created it has been modified. It is an integral part of the ongoing, developing, ever-changing process of American life. (AASA, The Point of Beginning, 1958)

There is a distinct nationwide trend toward unification of school districts, resulting in a reduction in the number of districts operating schools. In 1932 there were 127,649 school districts in the United States; by 1963 this number had been reduced to 31,319. (AASA, 1965) Some educators feel that an eventual optimum number would be about 5,000. (DeYoung and Wynn, 1964) This same trend is noticeable in Kansas where there were 8,748 school districts in 1932 and 1,900 in 1963. (AASA, 1965) This number was reduced further to 311 as of July 1, 1969, by the Unification Act of 1963 and subsequent acts of 1965 and 1969. (Keith, 1969) These acts provided that all territory in the state shall be included in some unified district; this is now a reality in the state.

Reorganization of school districts is imperative for a number of reasons, several of which are suggested by the American Association of School Administrators. (AASA, School District Organization, 1958)

There is a shortage of qualified teachers and of school building facilities. Costs in nearly every aspect of education are rapidly mounting. New sources of energy; automation; the application of science to almost every facet of life; complex international relations; and a host of social problems--all of these have created a demand for a scope and quality of education going far beyond present levels of accomplishment. Movement of the population from rural areas to the city has left classrooms empty amidst the greatest school building shortage this country has ever experienced. These, and other reasons, point to the need for a restructuring of the system of education in this country.

School district reorganization results in many changes sometimes affecting nearly every facet of the educational program. Policies and procedures are modified, organizational patterns are altered, personnel are reassigned, curricula are revised, financial operations are redesigned, and community relations take on a new hue. In some districts the changes are drastic while in others they are less conspicuous, but generally reorganization results in some observable change.

One of the administrative positions most affected by reorganization is the secondary school principalship. Boards of education--and districts--vary widely in their educational philosophies and in their role expectations of the secondary school principal, and when districts with widely varying expectations unify, confusion can ensue. Insecurity of the principal, due to loss of authority, may result. Redesignation of responsibility may frustrate the principal who has been accustomed to certain procedures. Many adjustments must be made by the principal when his district unifies, and numerous are the problems with which he must cope during the transition period.

Need for the Study

Since there is an observable nationwide trend toward unification of school districts into larger units, and inasmuch as conditions point to a continuation of this process, some means of providing the secondary school principal with a preview of the resulting role expectations would seem to have utilitarian value to administrators and boards of education facing impending change in their school organization.

The writer, while serving as interim superintendent of a unified district during the very days when reorganization became effective in Kansas, observed the anxiety which prevailed among principals of independent secondary schools as the transition was effected. The uncertainties accompanying such a change might have been alleviated had there been available some indication, based on research in districts already unified, of the role changes which might be expected to result.

Any significant emerging patterns of role change might be useful to departments of educational administration in institutions where administrators are prepared. It would seem logical also that the findings of such a study might have application in other states possessing cultural, demographic, social, and economic patterns similar to those of the state in which this research was conducted. Furthermore, it is hoped that the results of the present study might contribute substantively to the meager body of existing knowledge concerning the effects of unification upon school administration.

Statement of the Problem

The purpose of the present study was to determine whether--and if so, to what extent--the secondary school principal perceived his role

as having changed when unification took place. More specifically, information was sought concerning the principal's assessment of any change in his participation in administrative functions as defined by the modified McCleary-Hencley formulation of administrative functions of the secondary school principal. The three general areas studied under this formulation were: broad policy-making, organizational leadership and development of operational policy, and technical-managerial operations.

Questions to be Answered

The investigator, in the present study, attempted to provide answers to the following questions:

1. Will the principal perceive himself as having a less active role or a more active role in each of the areas of broad policy-making, organizational leadership and development of operational policy, and technical management after unification than before?

2. Will there be significant differences in the perceived role of those principals who reported to a board of education (in independent districts) prior to unification compared to those who reported to a district superintendent (in unit districts)?

3. Will there be a relationship between perceived role change resulting from unification and the factors of school enrollment and administrative experience?

4. Will there be a noticeable perceived change in the attitude of the principal toward personal gratification realized from the principalship after unification?

Definition of Terms

The author wishes to clarify the meanings of the following terms used in this study:

Unification--the process whereby two or more school districts combine legally to form a larger district. This term as used is synonymous with the terms reorganization and consolidation in their general usage.

Nonprofessional staff--school personnel who are non-certificated such as secretaries, custodians, bus drivers, and cafeteria workers.

Professional staff--certificated staff personnel such as administrators, teachers and supervisors.

Unified district--a district administrative unit in Kansas composed of both public elementary and public secondary schools and under the direction of a single board and a chief administrator. Such a district has as its legal basis for organization the Unification Act of 1963 or a subsequent act of 1965 or 1969.

Superintendent--the chief administrator of a unified district.

Principal--the chief administrator of a secondary attendance center.

Secondary school--a public high school composed of grades 9-12 or 10-12.

Principal's role--the pattern of activity or behavior actually followed by the principal as perceived by that principal.[a]

"Small" school--a secondary school with an enrollment of between 49 and 349 students as reported on the 1968 Principal's Organizational Report.

"Large" school--a secondary school with an enrollment of between 350 and 2700 students as reported on the 1968 Principal's Organizational Report.

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[a]This concept is further developed on pages 13-15 of the present report.

Principal with "less" administrative experience--a secondary school principal having from four to eleven years of administrative experience.

Principal with "more" administrative experience--a secondary school principal having from thirteen to forty-three years of administrative experience.

Independent district--a high school district, operating prior to unification, in which the principal was responsible directly to a board of education. Community high schools and rural high schools were examples of this type of organization.

Unit district--a district with a superintendent as chief administrator, in which both elementary and secondary schools were operating prior to unification. Consolidated districts of third class cities (population below 2,000), second class city schools (population ranging between 2,000 to 15,000), and first class city schools (population above 15,000) were examples of this type of organization.

Limitations of the Study

The present research was limited to a population of self-selected principals in Kansas who met specified criteria related to the statewide unification of school districts; thus the group was not necessarily representative. The term "self-selected" does not suggest that this population of principals volunteered or asked to participate. Rather, they "assigned themselves" on the basis of certain characteristics which they possessed. (Kerlinger, 1966) These characteristics were the criteria enumerated in Chapter III of the present study.

It is possible that perceived role change may not always have been in fact attributable to unification. Other factors such as normally

increasing or decreasing enrollment, personal attitudes toward superiors and subordinates, ego involvement, and modifications which were impending prior to unification may have colored some responses.

Organization of the Study

Chapter I includes the statement of the problem, questions to be answered, and other related information necessary for development of the problem. Chapter II contains a historical and explanatory review of the development of the secondary school principalship and the role associated therewith, along with a summary of developments related to school district unification nationwide as well as in Kansas. Chapter III describes the research design and methodology of the study. Chapter IV presents the findings and Chapter V lists conclusions and recommendations growing out of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

There is voluminous information in the literature on the historical development and present status of the principalship in the secondary school. Also available is a limited amount of material relating to unification of school districts and the results. Little has been reported concerning the role change of the secondary school principal when districts unify, although one study of this type has been made at the elementary level.

The present chapter reviews the historical development and role theories of the secondary school principalship, and traces the progress of unification generally in the United States and specifically in Kansas.

Historical Development of the Principalship

The principalship in American secondary education is a position with a much longer history than that of the superintendent. Its origin may be traced back to the Latin Grammar School of colonial New England. In the original thirteen colonies, schools were maintained by religious bodies but this responsibility was later relinquished to town governments. Because many communities neglected to assume their responsibilities for public education, laws were passed requiring selectmen--later

to become board members--to maintain schools in towns of fifty or more householders. These school officials attempted to perform the legislative, executive, and evaluative functions of their office themselves. If the school had more than one teacher, a principal teacher or head teacher was appointed. (Jones, Salisbury, and Spencer, 1969) The duties of the early head teachers were widely diversified and often demanded teaching almost a full load in addition to being principal. As secondary schools became larger, principals assumed additional responsibilities of scheduling students and teachers, and submitting hosts of reports concerning attendance, courses of study, and disciplinary problems.

During the latter part of the nineteenth century there was an increasing tendency to recognize a profession of educational administration. The evolution of the principalship, according to Moehlman (1951), has consisted of four stages: 1) the head teacher stage, 2) the clerical stage, 3) the managerial or administrative stage, and 4) the professional leadership stage. Although recognition of a profession of educational administration by the general public did not come quickly, this new development carried with it the responsibility for the principal's increased professionalization, and more released time from teaching was made available to perform the increasing number of tasks assigned to him by the school district.

Cunningham (1967) writes of one of the several duties which is <u>not</u> assigned by the school district but which has rather emerged as a product of the changing society--that of participation in the collective bargaining process. He forecasts an intensification of collective activity in education involving a larger number of power groups which

reflect the increase in specialization of work activity within school systems and he advocates that the principal be included in the process.

Role of the Secondary School Principal

The degree to which the secondary school principal is actually a professional school administrator cannot be determined apart from considering the enrollment size of the school and the extent of the educational program the community is willing to support. The vast majority of the 26,000 public high schools in America in 1959 were small schools with a median enrollment for the 26,000 of 177 students. (Bent and McCann, 1960) Most often, in schools of this size the principal functions only nominally as an administrator, being in practice a teaching principal and little more than a head teacher. In many medium-sized schools and in most large ones the principal has functions of management and leadership in his own building approximating those of the superintendent of the entire system. (Bent and McCann, 1960) Linder states that in the better organized school systems, more authority is being extended the secondary school principal for operating his own school in order, at least in part, to define and sharpen his sense of responsibility for the total program. Even with such a trend, there is increased need for a working definition of the functions of the secondary school principal. (Linder, 1963)

Formulations for Describing School Administration

A number of formulations for describing school administration have been developed but all of these may be classified into four categories: administrative tasks, administrative processes, situational factors,

and administrative behavior. (McCleary and Hencley, 1965) Research in administration has been conducted largely within the framework of each category.

Numerous studies of what administrators actually do on the job (the task category) have been conducted, using interview, observation, questionnaire, and other techniques. One such study, made by the Southern States Cooperative Program in Educational Administration, sought to define areas of competency and from its findings identified the following task areas of school administration:

1. Instruction and curriculum development
2. Pupil personnel
3. Community-school relations
4. Staff personnel
5. School plant
6. Organization and structure
7. School finance and business management (SSCP in EA, 1955)

Studies of this type do give structure to the content of school administration, but they tend to reveal what administrators <u>are</u> doing without providing basis for what they <u>should be</u> doing.

The formulation of administration in terms of process emphasizes the activities rather than the tasks; such administration functions through the behavior of persons. Representative research in this category is that done by the Commission on Staff Relations in School Administration in which five constituent processes or functions were identified:

1. PLANNING, or the attempt to control the future in the direction of the desired goals.

2. ALLOCATION, or the procurement and allotment of resources.

3. STIMULATION, or motivation of behavior.

4. COORDINATION, or fitting together the various groups and operations.

5. EVALUATION, or continuous examination of the effects. (AASA, 1955)

Campbell, Corbally, and Ramseyer (1967) suggest that the administrative process is cyclical and contains the following component processes: decision-making, programing, stimulating, coordinating, and appraising.

Formulations consisting of tasks or processes provide approaches to an understanding of secondary school administration at a general, descriptive level, but these tend to indicate categories rather than dynamic relationships. Studies of the two elements--situational factors and administrative behavior--together reveal factors of both aspects that are likely to be significant. Illustrative of the situation-behavior approach is the "TriDimensional Concept of Educational Administration" developed by a group at Teachers College, Columbia University, in which it was suggested that three elements of administration are the administrator's job, the man he is, and the social setting in which he operates. The first and third of these elements are each subdivided into three dimensions: content, process, and sequence. The man element is subdivided into capacity, behavior, and sequence. (Funk and Livingston, 1951) According to this model, the job of school administration requires the knowledge of specific content which, in turn, requires skills and abilities for successful performance. The man brings to the job his total capacities plus his total behavior patterns. The social setting furnishes stimulations and

limitations to the job and affects the man in various ways. The man modifies the job; the job influences the man; both are encompassed in society. (McCleary and Hencley, 1965)

McCleary and Hencley offer a formulation of secondary school administration which they say permits the "placing in perspective of formulations of administration" presented above. They categorize the functions of the principal into three areas:

1. Participation in broad policy-making
2. Organizational leadership (development of operational policy)
3. Technical Management (McCleary and Hencley, 1965)

They describe broad policy-making as the first phase of administrative activity, saying it represents the administrator's professional responsibility to influence forces which shape the direction of education in the community. Organizational leadership, according to McCleary and Hencley, involves translating broad policies into action within the principal's school. Technical management entails the decisions and activities which ensure the successful conduct of instruction and the related services and activities. The tasks in all three of these phases are affected by situational factors derived from the environment and are shaped by the values, knowledge, and expectations brought to the tasks from various environmental components.

Role As It Relates to the Principalship

Gross, Mason, and McEachern (1965) classify definitions of role in three categories: 1) behavior of normative culture patterns, 2) behavior with reference to social positions and their expectations, and 3) behavior without reference to normative patterns. An example of a

definition in the first category would be Newcomb's "The ways of behaving which are expected of any individual who occupies a certain position constitute the role associated with that position." (Newcomb, 1951) Sargent's concept, which illustrates the second category of definitions, states "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group." (Sargent, 1951) Role as defined by the third category does not refer to normative patterns for what actors should do but to what actors actually do as position occupants. Davis' definition falls in this category: "How an individual actually performs in a given position, as distinct to how he is supposed to perform, we call his role." (Davis, 1949)

Chase and Guba state that general role descriptions do not exist for the administrative role nor probably for any role. They define role as "the set of behaviors made incumbent upon the holder of a given position or status within an organization," and suggest that the proper definition of a role must include the description of all behavioral expectations which are held for it. (Chase and Guba, 1955) This, they continue, involves the study of all relevant alter groups; they define an alter group as "the group of relevant or significant 'others' who may legitimately define a role," and conclude that there are four relevant alter groups with which the school administrator has significant relationships. These are pupils, teachers, board members, and community members. Campbell and Gregg (1957) substitute the term reference groups for alter groups and include in their listing the school community, the board of education, the school organization, and the organized profession. Thus, they would omit the pupil and add the organized profession.

The present study involves the role of the secondary school principal as perceived by the principal himself, a concept which probably most nearly approximates Gross' third category of definitions, although it is quite unlikely that the principal (or any other role incumbent) is able to perceive his role with complete lack of concern for expectations held by alter groups. Possibly a more accurately descriptive term than role would be behavior which Chase and Guba (1955) define as "the pattern of action actually followed by an actor, which in general represents a fusion of situational role expectations and individual need-dispositions." Gross' (1965) concept of role behavior is also pertinent; this he defines as "an actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position."

Thompson (1966) studied elementary principals' perceptions of changes in their role resulting from unification of school districts in California. His findings led to conclusions which include the following:

1. The elementary principal will be satisfied with the unified district.
2. He will be faced with considerable "paperflow" from the district office.
3. He will find his own staff morale remaining the same.
4. He will be more responsible for administration and supervision of his own school.
5. He may expect to have less influence in developing district policies.
6. Principals in small districts will exert increasing influence in the future as they will no longer be teaching principals.

Conclusions 4, 5, and possibly 6 are particularly relevant to the

present study. Although unification has been affecting schools and school administration for a number of years, there has been meager research into its impact upon the principalship, with no evidence of studies of this problem at the secondary level.

School District Unification

The term school district reorganization or unification can be used appropriately to embrace anything from a merger of a large city school system with one or more other systems to form a single administrative unit, to the combination of two very small districts involving only a few pupils. School district organization has been the concern of school officials and patrons in America for more than a century. The evolution of public schools began with the Colonists' assuming responsibility for the education of their own children; then education became a community responsibility and the town system developed. This gave way to the "common school district" system as settlements outside the town began to demand schools of their own. (Fitzwater, 1958) This system provided adequately for elementary schooling but it was difficult for each district to provide education for children of high school age, and as a result, several districts would join together to form a high school district. Many of these schools were small and with limited programs and so the movement to reorganize outmoded systems of school districting began early and has continued to gather momentum, although little had really been accomplished until about 1945.

Wood (1967) reports that school district reorganization is continuing at a rapid pace throughout the nation, stimulated primarily by the desire to obtain adequate school districts, although adequacy has not

yet been clearly defined. He found the goal, in every state that has conducted reorganization activities, has been to reduce the number of districts in an effort to improve educational opportunities. Organization along county lines was found by Wood to be the most expedient method of reorganizing school districts.

The results of school district reorganization are frequently measured in terms of the number of local districts eliminated by incorporating their territory into larger units. There were 127,649 school districts in the United States in 1932; Illinois with 12,070 held the dubious distinction of having the most. By 1963 the total number had been reduced to 31,319 with Nebraska claiming the high of 2,947. (AASA, 1965)

Results of reorganization may also be measured by increases in the number of new districts having certain characteristics of size and quality. The validity of this method rests on the conviction that larger districts have the potential for providing the scope and quality of services required in a modern program of education more effectively than is possible within smaller districts. Bucci addresses himself to this point when he states:

> Small, ill-equipped districts and those which ignore their responsibility to provide quality education are helping to create educationally "deprived" students. They contribute to the formation of cultural and academic "invalids" whose only sins are the sins of their parents' residence. (Bucci, 1967)

Bucci feels strongly that the most effective contribution that can be made to the improvement of education at all levels is consolidation of school systems, and he insists this can be accomplished now.

The resistance to reorganization by those anxious to continue operating small schools is about over except in a few areas (primarily

in the Midwest) according to Kreitlow (1967), who reports on the Wisconsin longitudinal study which compared youngsters attending school in reorganized districts with those in nonreorganized districts. He summarizes the first fifteen years of the study by stating:

> . . . reorganized districts offer more educational opportunity and their students show greater achievement and mental maturity than those in nonreorganized district. However, the findings on personal and social behavior indicate that the reorganized districts need to encourage student participation in school activities as do nonreorganized districts. (Kreitlow, 1967)

Reorganization of a school district may be necessary for one of several reasons according to the American Association of School Administrators. It may be necessary in order to improve educational opportunity. Population and other demographic realities may force consideration of reorganization. The financial bases for school support may become a cause to reorganize. The existence, availability, and use of school facilities may create a need for reorganization. Occasionally school reorganization is needed to provide for more and better educational leadership. (AASA, 1965) This association lists six questions regarding quality and effectiveness which a board of education should ask about its school system in evaluating accomplishments, stating that if these objectives are not being met, reorganization should be considered:

1. Is it securing and keeping high quality teachers?

2. Is it constructing and equipping the kind of buildings that teachers and pupils need to do effective work?

3. Is it providing educational opportunities that meet the interests, needs, and abilities of all pupils; that encourage the weakest to go on to do his best, and that stimulate and challenge the strongest until he develops his full potential powers?

4. Is it employing high quality administrative and supervisory leadership which holds the respect and confidence of pupils and teachers in the community and keeps the educational program moving forward on an upward slant?

5. Is it making efficient use of equipment and time of personnel and financial resources of the school district?

6. Is it giving parents an opportunity to work to good advantage in helping to plan and direct the educational program? (AASA, 1965)

There is evidence of growing concern over the alleged inferior quality of public education today and frequently quality is being linked with size of the school system. Egelston (1969) urges a comprehensive survey of the Illinois education system with an eye toward further reorganization of school districts into larger units capable of providing educational experiences of the breadth and quality demanded by today's society.

In his study of the educational adequacy of the six districts in one of Missouri's 114 counties, Hale (1969) reports that, measured in terms of secondary curriculum, supplemental educational services, and professional personnel services, the program is inadequate and fails to meet the educational needs of youth. He recommends a system of single, county-wide units each operating elementary and secondary attendance centers strategically located to serve all school-age youth. Further planning has been undertaken by the Missouri School District Reorganization Commission as they have now submitted a Master Plan which would provide for twenty regional units and 133 local school districts. (School and Community, 1969)

It does not always follow, however, that reorganization of school districts will result in an improved educational program, as certain isolated instances reveal. In his study in the Covina, California,

District, Caldwell (1959) failed to find evidence that reorganization would have ensured a better educational program at the secondary level than was currently being offered at the time of the study. Parks (1963) concluded that there was no significant curriculum modification in the elementary schools of Orange Unified District, California, after unification although one junior high school program was materially different.

School District Reorganization in Kansas

Kansas has long been among those states having many school districts. The plan for organizing school districts adopted by the Territorial Legislature--and which continued with but slight change until 1963--had as its only requirement neighborhood convenience and resulted in mushrooming of districts from 222 in 1859 to 6,134 in 1869. By 1896 this number had increased to 9,284. It was not until 1893 that the State Legislature made it possible for a district to disorganize; further disorganization and consolidation laws were passed in 1895, 1899, and 1901. By 1914, there were eighty consolidated school districts, and while there has been a gradual increase since that time, the process has been slow and far behind the need. Many districts, as they became too small to operate effective schools, chose simply to close their doors and send the few remaining children to neighboring schools instead of disorganizing legally. By 1945, there were more than 2,500 of these closed schools in Kansas. (Kampschroeder, 1967)

In 1945, the State Legislature enacted the first general school reorganization law in the state's history but the legislation was declared unconstitutional in 1947. However, school districts unified during this two-year period were allowed to remain unified and so the

number of districts was reduced from 9,284 in 1896 to 5,441 in 1947. (Kampschroeder, Summer, 1967) Kansas Senate Bill 400, enacted in 1961, was a second attempt at unification but it too was declared unconstitutional. In 1963, effective unification was begun under House Bill 377 otherwise referred to as the Unification Act of 1963. Under this enactment, together with the Second and Third Unification Acts of 1965 and Senate Bills 58 and 286, 1969, the number of school districts in Kansas had been reduced to 311 by July 1, 1969, all operating under one set of laws. (Keith, 1969)

The stated purposes of unification, as set forth in the First Unification Act of 1963, were:

> . . . the general improvement of the public schools in the State of Kansas; the equalization of the benefits and burdens of education throughout the various communities in the state. . .to establish a thorough and unform system of free public schools throughout the state whereby all areas of the state are included in school districts which maintain grades one through twelve, and kindergarten where desired; and to have a wiser use of public funds expended for the support of the public school system of the state. . . (Kansas General Statutes, 1963)

Under this act, all of the territory in the state was divided into 106 planning units, each with a selection committee whose function was to develop and recommend to the state superintendent of public instruction a plan for school district unification within its planning unit. If the superintendent approved the recommendation, it was submitted to the electors in the planning unit for approval, either in June or September of 1964. In units where recommendations were not approved or not submitted, the planning committee and the state superintendent were required to prepare separate reports to the Legislative Council stating the cause of failure to receive voter approval or failure to submit a plan. After voter approval of recommended plans, orders were issued

organizing such unified districts and disorganizing the former component districts.

By June 30, 1969, there still remained twenty non-unified school districts in Kansas; unification of these was accomplished by Senate Bill 58 and Senate Bill 286 effective July 1, 1969. (Keith, 1969)

Summary

The principalship in American secondary education dates back to the Latin Grammar School where a head teacher was appointed in schools having more than one teacher. As schools became larger and more complex, the duties and responsibilities of the principal became more diverse. The principalship has evolved through four stages: the head teacher stage, the clerical stage, the administrative stage, and the professional leadership stage.

There is a direct relationship between the degree to which a principal is actually a professional administrator and the size of his school, with his functions of management and leadership in most of the larger systems approximating those of the district superintendent. Formulations for describing school administration may be classified as involving the administrative task approach, the administrative process approach, the situational factors approach, and the administrative behavior approach. The latter two categories, when considered together, provide significant factors of both the situation and behavior. Illustrative of the situation-behavior approach to school administration is the "TriDimensional Concept of Educational Administration" which suggests that the job, the man, and the social setting are elements of administration.

The McCleary-Hencley formulation places the functions of the principal into three categories: broad policy-making, organizational leadership, and technical management.

Definitions of role may be classified according to behavior of normative culture patterns, behavior with reference to social positions and their expectations, and behavior without reference to normative patterns. Davis' definition involving actual performance regardless of role expectations is of the classification which is most relevant to the present study. Chase and Guba state that role definition must include all relevant alter groups--those who may legitimately define a role. For the principal's role these include pupils, teachers, board members, and community members.

Thompson's study of elementary principals' perceptions of their role after unification in California suggests three conclusions which are relevant to the present study. He found the principal, after unification, was more responsible for administration and supervision in his own school; was less influential in developing district policies; and could be expected to exert increasing influences in the future.

School district organization has been of concern in America for more than a century although little had really been accomplished in the area or reorganization prior to about 1945. The reorganization pace is quite rapid now with the 127,649 districts in 1932 having been reduced to 31,319 by 1963. The goal most often mentioned is that of reducing the number of districts in order to improve educational opportunity. Research reveals that unification generally results in more educational opportunity and greater student achievement although an occasional isolated instance serves to indicate otherwise.

Kansas, a state which has historically had many school districts, now has all of its 311 completely-unified districts operating under one set of laws. This reduction from 9,284 districts in 1896 was accomplished, after two vain attempts by the Legislature, by the Unification Act of 1963 and subsequent acts of 1965 together with 1969 legislation. Under the unification legislation, local planning committees recommended educational programs which in turn were submitted to the electors for approval. Final mandating legislation for the twenty remaining nonunified districts came with Senate Bills 58 and 286 in 1969.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The primary objective of the present study was to determine whether or not school district unification resulted in any perceived change in role of the secondary school principal. The study involved obtaining an appropriate population, developing a measuring instrument, applying the instrument, and analyzing the results. The present chapter describes these procedures.

Description of the Population

School district unification occurred throughout Kansas within a relatively short period of time as the result of the Unification Acts of 1963 and 1965, with but twenty districts remaining non-unified for the 1968-69 school year; these twenty were unified effective July 1, 1969. The population for the present study consisted of principals:

1. of Kansas public schools composed of grades 9-12 or 10-12.
2. who were serving at least one year in a component district prior to unification and who served continuously through the 1968-69 school year in the same position after unification as determined by the Kansas Educational Directory, 1968-69, and finally verified by the respondent.
3. who reported to a board of education or district superintendent prior to unification and who reported to a district superintendent after unification.

4. in districts which were unified under the Kansas Unification Acts of 1963 and 1965.

A preliminary list of possible subjects was compiled by screening the 1968-69 "Principal's Organizational Report" forms on file in the statistical services division of the Kansas State Department of Education in Topeka. This list was then refined by comparison with the Kansas Educational Directory, 1968-69, and it was determined that fifty-four principals satisfied the four criteria set forth above. These constituted the population to be contacted for the present study. Seven of these fifty-four declined to participate for the following reasons: five principals (three from "large" former unit districts and two from "small" former independent districts) indicated they did not have time to devote to the study; one (from a "large" former unit district) felt his role was unchanged as the result of unification; and one (from a "small" former independent district) replied that the interview questions did not pertain to a small high school. Three of the fifty-four principals did not respond to the query asking their reasons for non-participation in the study.

The Interview Schedule

Kerlinger suggests two possible instruments for use in survey research: the mail questionnaire and the interview schedule. Of the former he posits the lack of response and inability to check the responses provided as serious drawbacks to its use, describing it as "worse than useless, except in highly sophisticated hands." (Kerlinger, 1964) It was determined by the investigator that the interview method would be an appropriate and feasible data-gathering technique for the present study.

Since this study concerned the role of the secondary school principal, the first essential was to delineate that role into a set of tasks which would encompass the duties of that office. The three-category formulation proposed by McCleary and Hencley (1965) was modified and used as the basis for the tentative interview schedule. McCleary and Hencley interpret the category of broad policy-making as including those activities which relate to the formulation and revision of district wide policy. The second category, organizational leadership, is described by them as planning, organizing, developing, and evaluating the program for a given school. They construe the category of technical management activities as those bearing upon the operation of a school--the administration and supervision of that school. A fourth category, dealing with the respondent's personal attitude toward his position, was added by the writer.

For purposes of validation, the tentative interview schedule was evaluated by a graduate class of school administrators enrolled in a practicum; evaluation was in terms of clarity of the questions and of the extent to which the instrument was felt to encompass the duties of the principalship (see Appendix A). A critique of the interview schedule was also provided by the Kansas Superintendent of Public Instruction and by the chairman of a department of school administration. Helpful suggestions were received from these persons and the interview schedule was modified accordingly. These modifications concerned two items on the face sheet. "Current ADA of your school" was changed to "Current enrollment of your school as of October 1, 1968." "Before Unification" was revised to read "The school year before unification." Three pilot interviews were then conducted with principals and the

instrument was finally deemed appropriate for use.

In its final form the interview schedule contained eight mimeographed pages (see Appendix A). In addition to the face sheet which provided demographic information about the respondent, the instrument consisted of four main sections and their sub-sections as follows: (A typical question for each section is included here.)

I. Broad Policy-Making

A. Influential factors (six factors to be placed in rank order)

B. The principal's role in broad policy-making (four questions)

Example: How do you perceive your role in broad policy-making now compared with that role before unification in preparing recommendations concerning policy-making?

II. Organizational Leadership and Development of Operational Policy (six questions)

Example: How do you perceive your role in developing operational policies for your building now compared with that role before unification in developing staff personnel policies?

III. Technical-Managerial Operations

A. Developing and improving curriculum and instruction (three questions)

B. Administration and supervision of student personnel (eight questions)

C. Administration and supervision of staff personnel (fifteen questions)

D. Management of finance and business matters (six questions)

E. Supervision of the school plant and related services (five questions)

F. School-community relations (five questions)

Example: How do you perceive your role in the management of finance and business matters in your building now compared with that role before unification in purchasing equipment and supplies?

IV. Personal Attitude Toward the Position (three questions)

> Example: How do you perceive your personal attitude toward your position of secondary school principal as having been affected by unification in your desire to pursue further in-service training and self-improvement after unification?

The sections contained from three to fifteen questions, each with a Likert-type scale for responding in terms of perceived change, resulting from unification, in the principal's participation in each of the fifty-five functions. Responses were made in terms of much greater, somewhat greater, unchanged, somewhat less, or much less. Provision was made for comments following each question.

The Interviews

Arrangements for the forty-four interviews were made generally by letter (see Appendix A) with which was enclosed a postcard on which the respondent might indicate his intention to participate and dates he would not be available. A copy of the letter was also sent to each district superintendent concerned. After a reasonable time, a follow-up letter(see Appendix A) was mailed to the eight principals who had not responded. To the principals indicating a desire to participate in the study, a second letter was mailed (see Appendix A), together with a copy of the interview schedule, giving further instructions and suggesting a tentative interview date. Following each interview, a letter of appreciation was mailed (see Appendix A).

During the opening minutes of each interview, the interviewer emphasized the importance of the interviewee's responding in terms of his actual performance of the functions which constitute his role, and the desirability of minimizing the influence of role expectations of

alter groups. The interviewee followed his copy of the schedule as the investigator asked each question, recorded the response on his copy, and offered opportunity for comments which were carefully recorded. Kahn and Cannell (1957) identify the two major aspects of the interviewer's role as respondent motivation and measurement. The investigator encountered little difficulty with the former; there were in the measurement aspect, however, some instances when the respondent did not seem to share with the investigator the basic necessity for certain of the data-gathering questions, occasionally implying by his comments that "no change" did not seem to constitute a significant finding.

The interviews were conducted between January 9, 1969 and June 4, 1969, involved over 5,000 miles of travel by automobile, and ranged in length from twenty minutes to one hour and fifty minutes with an average length of fifty minutes. A cooperative attitude prevailed in every instance. Early in the course of the interviews it became evident that the results would have been clouded due to misinterpretation of some of the questions had the study been conducted by mail questionnaire. In Section IA, for example, several respondents attempted to apply the Likert response although the directions clearly stated the items were to be placed in rank order. Also, numerous comments were elicited which the mail questionnaire approach probably would not have yielded.

Treatment of the Data

After completion of the interviews, the data were recorded on a master sheet and from this appropriate tables were constructed from which the findings were reported. In analyzing the rank data in

Section IA in which the respondents were asked to rank six factors in the order in which they felt these influenced district wide policy-making, the ranks assigned were summed for each factor and then the six factors were re-ranked on the basis of these sums. The Spearman Rank Correlation Coefficient technique was then employed to determine correlation and significance of the rankings before and after unification. The critical value of r for significance at the .05 level of confidence with six factors is .829. (Siegel, 1956)

For analysis of the data relating to Question 1 and to part of Question 4 which concerned the perceived role and attitude change of the respondents as a group, the responses to each of the fifty-two functions on the interview schedule were weighted as follows: much greater --1; somewhat greater--2; unchanged--3; somewhat less--4; much less--5. The mean ($\bar{X}$) was then computed for the weighted responses of the forty-four respondents to each function and these mean values were reported and analyzed. It was assumed that a mean of 3.0 indicated no perceived change, that a value between 1.0 and 3.0 indicated greater participation, and that a value between 3.0 and 5.0 reflected less participation after unification than before.

The chi-square test for two independent samples was used to determine the significance of differences between the groups to whom the data were applied in Questions 2, 3, and the latter part of 4. For computational purposes, the following grouping of responses was used: greater (combining the responses much greater and somewhat greater), unchanged, and less (combining the responses somewhat less and much less). This resulted in two degrees of freedom for all tables where chi-square was employed. Only probability values of .05 or smaller

were reported.

Question 2 concerned differences in perceived role of those principals reporting to a board of education (in independent districts) and those reporting to a district superintendent (in unit districts) prior to unification. Question 3 dealt with differences in perceived role of principals in "small" schools (49 to 349 students) and those in "large" schools (350 to 2700 students) and with differences in perceived role of principals with "less" administrative experience (four to eleven years) and those with "more" administrative experience (thirteen to forty-three years). Part of Question 4 also concerned the personal attitudes toward the principalship of the two groups based on the administrative experience criterion above.

The chi-square technique tests the hypothesis that the two groups differ with respect to some characteristics and therefore with respect to the relative frequency with which group members fall in several categories. It may be used where there is more than one degree of freedom if fewer than twenty per cent of the cells in the contingency table have an expected frequency of less than five and if no cell has an expected frequency of less than one. (Siegel, 1956) This limitation prevented the use of chi-square in but three instances in the present study.

The contingency coefficient (C) technique was employed to measure the extent of association or relation between responses of the two groups in each instance where two groups were involved. This statistic is computed by use of the chi-square value and the number of cases, and yields a correlation of something less than one. It is not necessary to test an observed C for significance since, in computing the value of

C, a statistic (chi-square) is computed which itself provides an adequate indication of the significance of C. The contingency coefficient has some limitations. It equals zero when there is no association, but it cannot attain unity; the maximum value for a 3 x 3 table is .816. In the second place, two contingency coefficients are not comparable unless they are yielded by contingency tables of the same size. Thirdly, the data must be amenable to the computation of chi-square. A fourth limitation is that C is not directly comparable to any other measure of correlation. (Siegel, 1956) However, these limitations were not such as to prevent the use of the contingency coefficient technique in the present study.

Conclusions were then drawn from a study of the findings, and recommendations intended to facilitate the role of the secondary school principal during unification were compiled.

Summary

The steps involved in the present study included obtaining an appropriate population, developing a measuring instrument, applying the instrument, and analyzing the results. The population was a group of principals who had served in that capacity at least one year prior to unification and who were still occupying the same position during the 1968-69 school year; who reported to a board of education or a superintendent prior to unification and who now report to a superintendent; and who were employed in districts unified under the 1963 or 1965 unification legislation. Fifty-four principals satisfied these criteria and forty-four participated in the study.

The interview schedule encompassing the tasks which constitute the

role of the secondary school principal was developed by the investigator along the lines of the three-category formulation proposed by McCleary and Hencley. Prior to its use in the present study, this instrument was evaluated by a graduate class of school administrators, by the state superintendent of public instruction, and by the chairman of a department of educational administration. After minor modifications on the face page, three pilot interviews were then conducted and the interview schedule was finally deemed appropriate for use. This schedule contained fifty-five questions, and responses were of the Likert-type with opportunity for comments following each question.

The forty-four interviews were arranged generally by mail, were conducted between January 9, 1969 and June 4, 1969, and averaged fifty minutes in length. The interviewee was furnished in advance a copy of the interview schedule which he followed during the interview as his responses and comments were recorded by the investigator. It was discovered that misinterpretation of some of the questions would probably have resulted had the mail questionnaire technique been used instead of the interview.

After completion of the interviews, the data were recorded, tested for statistical significance where appropriate, findings were reported, and conclusions and recommendations were compiled.

CHAPTER IV

FINDINGS

Introduction

Interviews were conducted with forty-four principals in thirty-nine unified school districts to determine what, if any, change in role the principal perceived as having resulted from unification. Except for Section IA of the interview schedule (in which the interviewee placed in rank order the six individuals or groups as they were preceived by him to influence district wide policy-making before and after unification), each principal responded to fifty-five questions in terms of any perceived change in his participation in administrative functions by indicating much greater, somewhat greater, unchanged, somewhat less, or much less. Some idea of the range in district and school enrollments, in administrative experience, and of the types of former districts can be gained from Table I. It is noted that a relationship exists between the enrollment size of the high school and the total enrollment of the districts. Also, of the twelve high schools with the smallest enrollments, eleven were in independent districts before unification. Furthermore, thirteen of the principals in the twenty "small" schools had less than twelve years of administrative experience while seven had more than twelve years. Figure 1 depicts the geographical distribution of the high schools represented by the respondents.

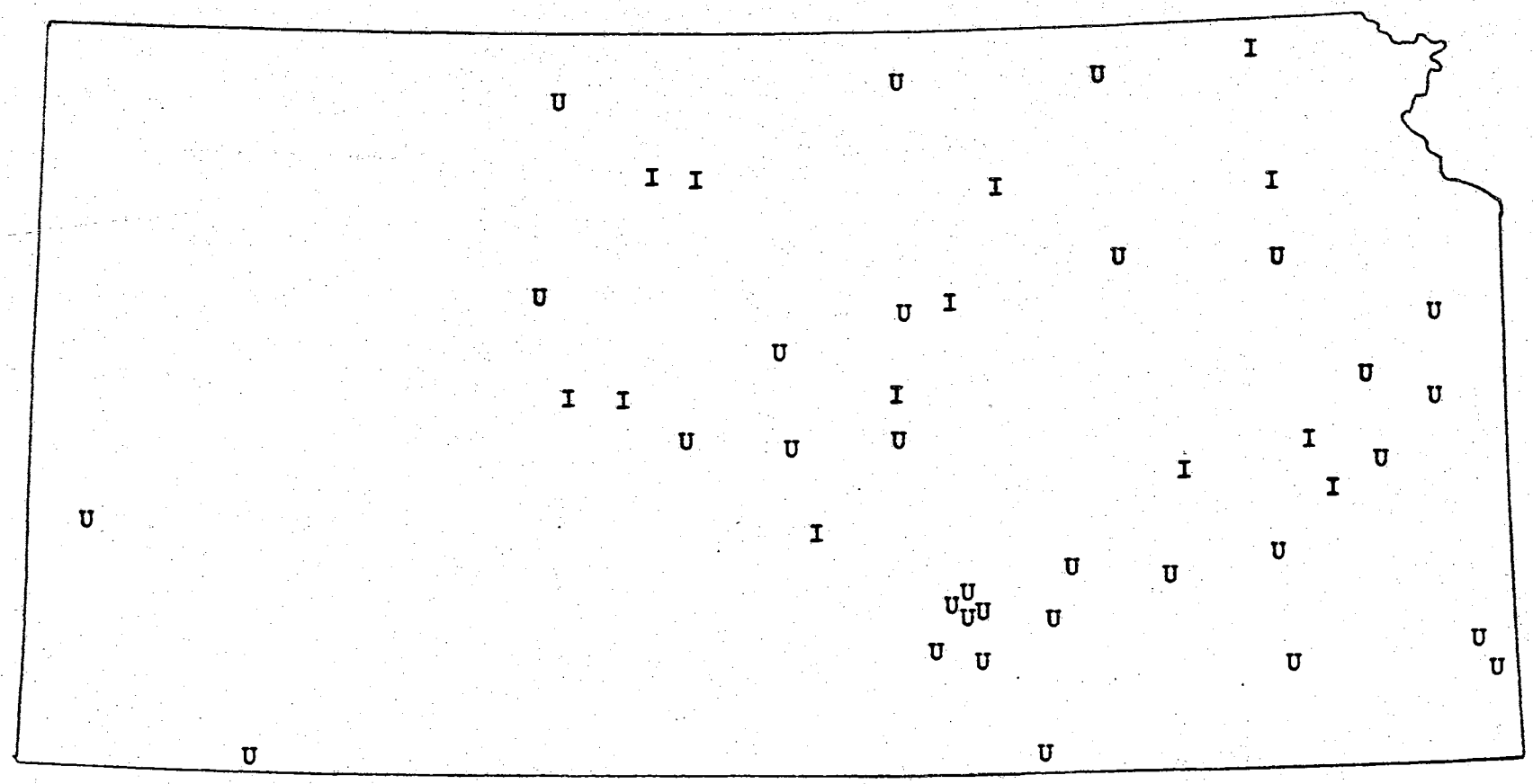
TABLE I

HIGH SCHOOL AND DISTRICT ENROLLMENTS, TYPE OF FORMER DISTRICT, AND EXPERIENCE OF ADMINISTRATOR

High School Enrollment	District Enrollment	Type of District Independent--I Unit--U	Experience Less than 12--L More than 12--M (years)
49	882	I	L
60	1516	I	L
75	809	I	M
90	498	I	M
93	807	I	L
115	554	I	L
130	714	I	M
157	537	I	L
200	652	U	L
237	908	I	L
246	882	I	L
257	1327	I	L
258	817	U	M
272	913	U	L
292	606	U	L
308	1098	I	L
311	892	U	M
331	949	U	M
335	1209	U	M
346	1558	U	L
361	1205	U	L
362	1438	U	L
369	1308	U	M
384	1516	U	M
385	1354	U	L
395	1192	U	M
399	1290	U	M
416	1263	U	L
468	1982	U	M
598	2108	I	M
600	2706	U	L
626	2854	U	M
713	3182	U	M
787	3886	U	L
856	3268	U	M
879	3940	U	L
1122	4707	U	L
1194	5685	U	M

TABLE I (Continued)

High School Enrollment	District Enrollment	Type of District Independent--I Unit--U	Experience Less than 12--L More than 12--M (years)
1561	25,074	U	M
1617	68,127	U	M
1942	10,630	U	L
2257	68,127	U	M
2401	68,127	U	M
2685	68,127	U	M



I denotes former independent districts; U denotes former unit districts

Figure 1. Map of Kansas Showing Locations and Former Types of Participating Districts

The report of the findings was organized around the four questions raised in Chapter I, and these provide structure for the remainder of Chapter IV. Complete tables presenting individual responses to each question are found in Appendix B. Summaries of these tables are utilized in the present chapter.

Role Change of the Total Group in Policy-Making, Organizational Leadership, and Technical Management

Question 1: WILL THE PRINCIPAL PERCEIVE HIMSELF AS HAVING A LESS ACTIVE ROLE OR A MORE ACTIVE ROLE IN EACH OF THE AREAS OF BROAD POLICY-MAKING, ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT OF OPERATIONAL POLICY, AND TECHNICAL MANAGEMENT AFTER UNIFICATION THAN BEFORE?

District Wide Policy-Making. The forty-four principals ranked the principal in third place among the six factors influencing broad policy-making after unification. They perceived the district superintendent as most influential and the board of education as occupying second rank. They placed the faculty in fourth rank, private citizens in fifth, and community organizations in sixth rank. This same group ranked the principals in second place before unification indicating they perceived him as occupying a less influential role in district wide policy-making after unification than he did before.

Table II compares the ranking of the six factors after unification and before. The resulting Spearman Rank Correlation Coefficient was .8286; .829 is required for significance at the .05 level of confidence. Thus the rankings of perceived influence of the six factors after and before unification had a high positive correlation.

TABLE II

PRINCIPALS' RANKING OF THE FACTORS INFLUENCING DISTRICT WIDE POLICY-MAKING AFTER AND BEFORE UNIFICATION

Factor	After Ranks	After Rank	Before Ranks	Before Rank	Difference of Ranks	D^2
District Superintendent	70	1	118	3	2	4
Board of Education	88	2	83	1	-1	1
Principals and Other Administrators	123	3	109	2	-1	1
Faculty	172	4	159	4	0	0
Private Citizens	227	5	222	5	0	0
Community Organizations	244	6	233	6	0	0

r = .8286; critical value for probability of .05 = .829

From Table III it can be seen that a pronounced majority (68 per cent) of the forty-four principals' responses indicated the role in the four broad policy-making functions of deliberating with the board, conducting surveys, working with advisory groups, and preparing policy recommendations had remained unchanged. While .6 per cent reflected much greater participation, 11.4 per cent reported much less participation in broad policy-making after unification.

Table IV reveals that the means of the responses to the four questions in this section were all greater than 3.0, ranging from 3.16 to 3.30. This would suggest that the respondents as a group perceived themselves as participating less in all four functions of broad policy-making after unification than before. Despite this finding, comments

revealed that a few of the principals felt they now are being delegated more responsibility in broad policy-making due to the superintendent's preoccupation with other responsibilities.

TABLE III

COMPARISON OF PRINCIPALS' PERCEPTIONS OF THEIR PARTICIPATION IN BROAD POLICY-MAKING AFTER AND BEFORE UNIFICATION

Functions	Percentage Expressing Opinion (N=44)				
	Much Greater	Somewhat Greater	Un-changed	Somewhat Less	Much Less
Deliberating with Board, Conducting Surveys, Working with Advisory Groups, Preparing Recommendations	.6	9.7	68.2	10.2	11.4

Total Responses = 176

TABLE IV

MEAN SCORES OF PRINCIPALS' PERCEPTIONS OF THEIR ROLE CHANGE IN BROAD POLICY-MAKING

Function	$\bar{X}$
Deliberating with the Board	3.30
Conducting Surveys	3.25
Working with Advisory Groups	3.16
Preparing Policy Recommendations	3.18

The scale ranges from 1.0 (much greater participation) through 3.0 (unchanged) to 5.0 (much less participation).

Developing Operational Policies. Of the combined population of principals, 14 per cent of the responses suggested a greater degree of perceived participation in organizational leadership and policy development after unification than before, according to Table V. Nearly three-fourths (74.6 per cent) of the responses indicated the role remained the same in the development of policies for instruction and curriculum, student and staff personnel, finance and business, plant and related services, and in community relations. In four of the six functions in this section, the principals as a group perceived themselves as having a slightly more active role ($\bar{X} < 3.0$) after unification than before. (See Table VI.) Several respondents commented that the location of the superintendent's office in the high school building tended to hinder development of operational policies by the principal.

TABLE V

COMPARISON OF PRINCIPALS' PERCEPTIONS OF THEIR PARTICIPATION IN ORGANIZATIONAL LEADERSHIP AND POLICY DEVELOPMENT AFTER AND BEFORE UNIFICATION

Functions	Percentage Expressing Opinion (N=44)				
	Much Greater	Somewhat Greater	Unchanged	Somewhat Less	Much Less
Developing Policies for Instruction and Curriculum, Student Personnel, Staff Personnel, Finance and Business, Plant and Services, and Community Relations	2.3	11.7	74.6	7.6	3.8

Total Responses = 264

TABLE VI

MEAN SCORES OF PRINCIPALS' PERCEPTIONS OF THEIR ROLE CHANGE IN DEVELOPING OPERATIONAL POLICIES

Functions	$\overline{X}$
Instructional and Curriculum Policies	2.82
Student Personnel Policies	2.91
Staff Personnel Policies	2.91
Finance and Business Policies	3.23
Plant and Related Services Policies	3.11
Community Relations Policies	2.95

The scale ranges from 1.0 (much greater participation) through 3.0 (unchanged) to 5.0 (much less participation).

Technical-Managerial Operations. The technical-managerial activities are those bearing upon the operation of the school--the administration and supervision of that school. Table VII presents the percentages of responses of the forty-four respondents to questions concerning the six sub-sections of functions in this category. Seventy per cent or more of the responses in each sub-section reflected no change in role in that group of functions after unification. Greater participation in improving curriculum and instruction was indicated by 23.5 per cent of the responses. Nearly 19 per cent indicated less involvement in finance and business matters, and 16.4 per cent reflected less participation in supervision of the plant and related services after unification.

TABLE VII

COMPARISON OF PRINCIPALS' PERCEPTIONS OF THEIR PARTICIPATION IN TECHNICAL-MANAGERIAL OPERATIONS AFTER AND BEFORE UNIFICATION

Functions	Percentage Expression Opinion (N=44)				
	Much Greater	Somewhat Greater	Un-changed	Somewhat Less	Much Less
Improving Curriculum and Instruction (Total Responses = 132)	2.3	21.2	73.5	3.0	---
Administration and Supervision of Student Personnel (Total Responses = 352)	2.0	8.2	84.7	4.0	1.1
Administration and Supervision of Staff Personnel (Total Responses = 660)	.8	7.0	78.6	7.9	5.7
Managing Finance and Business Matters (Total Responses = 264)	1.1	8.0	72.0	4.1	14.8
Supervising Plant and Related Services (Total Responses = 220)	2.7	7.3	73.6	11.4	5.0
School-Community Relations (Total Responses = 220)	2.7	9.1	76.8	11.4	---

It is evident from Table VIII that, as a group, the principals perceived their greatest increase in participation in the improvement of curriculum and instruction (smallest $\overline{X}$), and their largest decrease in participation in the function of finance and business matters (largest $\overline{X}$).

TABLE VIII

MEAN SCORES OF PRINCIPALS' PERCEPTIONS OF THEIR ROLE CHANGE IN TECHNICAL-MANAGERIAL OPERATIONS

Functions	$\bar{X}$
Improvement of Curriculum and Instruction	2.77
Administration and Supervision of Student Personnel	2.93
Administration and Supervision of Staff Personnel	3.11
Management of Finance and Business Matters	3.24
Supervision of Plant and Related Services	3.09
School-Community Relations	2.98

The scale ranges from 1.0 (much greater participation) through 3.0 (unchanged) to 5.0 (much less participation).

Numerous comments relating to the administrative functions included in the technical-managerial section of the study were offered by the respondents. Frequently mentioned in the area of curricular and instructional improvement was the increased availability of materials resulting from larger valuations and more funds budgeted after unification. Comments also indicated that increased participation in the articulation of the elementary (or junior high school) and secondary curricular program has resulted from the inclusion of outlying elementary schools formerly not in the city system, from a broadened scope of responsibility in this area, and from re-assignment of upper elementary grades, placing them in the high school buildings in some instances. The remarks pertaining to this section generally suggested the

respondents felt that new opportunities for the improvement of curriculum and instruction resulted from unification.

In the administration and supervision of student personnel, the respondents commented most frequently that their participation had been enhanced by the employment of full-time secretaries, school nurses, assistant principals, assistant superintendents, and guidance counselors to perform some of the tasks formerly occupying much of the principal's time. Several mentioned the necessity for spending more time on discipline problems in schools where unification had resulted in enrolling students from outlying, rural districts who brought with them differing attitudes and educational values.

In commenting on their involvement in the administration and supervision of staff personnel, the respondents indicated they generally had more time for this function after unification since they had been relieved of other duties by newly-employed assistant superintendents and other administrative personnel. Comments suggested there was an increased emphasis upon orientation and in-service education of both professional and non-professional staff after unification.

Concerning the perceived decrease in participation in financial and business matters reported earlier, there were few remarks in this area of activity, but the trend seemed to be one of relinquishing budgeting and purchasing activities to the district office.

Several respondents mentioned that they were increasingly involved in the scheduling of activity trips after unification, while they were generally not responsible for bus routes and pupil transportation to and from school. Several remarked that the employing of lunch coordinators and transportation managers had freed them for educational activities.

The focus of comments in the area of school-community relations was upon principal-parent relationships. Generally, the respondents felt they had more time for conferring with parents and other patrons after unification but some also mentioned that there were now more parents to confer with, and that those from outlying areas required extra attention in some instances.

Some indication of the perceived effect of unification upon the total administrative functions of the principals investigated can be seen in Table IX which reveals that in 29 of the 52 functions, the respondents as a group perceived less participation after unification; in 22 functions, a greater degree of participation was felt. For one function, the mean response indicated no change in participation.

TABLE IX

SUMMARY OF MEAN RESPONSES OF THE TOTAL GROUP OF PRINCIPALS FOR EACH SECTION OF THE STUDY

Section	No. of $\bar{X}$ Scores Less than 3.0	No. of $\bar{X}$ Scores Greater than 3.0
Broad Policy-Making	0	4
Developing Operational Policies	4	2
Technical-Managerial Operations	18	23
Totals	22	29

Role Change of Principals of Former Independent School Districts Compared with Principals of Former Unit Districts

Question 2: WILL THERE BE SIGNIFICANT DIFFERENCES IN THE PERCEIVED ROLE OF THOSE PRINCIPALS WHO REPORTED TO A BOARD OF EDUCATION (IN INDEPENDENT DISTRICTS) PRIOR TO UNIFICATION COMPARED TO THOSE WHO REPORTED TO A DISTRICT SUPERINTENDENT (IN UNIT DISTRICTS)?

Prior to unification, the secondary schools of Kansas were classified as follows: community high schools, rural high schools, consolidated districts of third class cities, second class city schools, and first class city schools. The first two types were independent districts with the principal reporting directly to the board of education, while the other three types were unit districts with a superintendent as chief administrator, the building principals being responsible to him. In the present study, thirteen of the principals were from former independent districts while thirty-one were employed in former unit districts.

Of the principals from former independent districts, over 65 per cent of their responses (Table X) indicated they were less active participants in broad policy-making after unification than they had been before, while 11.6 per cent suggested the participation was somewhat greater. Eighty-seven per cent of the responses of principals from former unit districts indicated no change in perceived role in the functions of broad policy-making. The responses of these two groups of principals differed significantly at the .001 level of confidence. The correlation between the responses of the two groups, expressed by a contingency coefficient, was .59.

TABLE X

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN FORMER INDEPENDENT DISTRICTS WITH PRINCIPALS IN FORMER UNIT DISTRICTS (Broad Policy-Making)

Functions	Population	Percentage Expressing Opinion					X^2	Sig.	C
	Indep.--13 Unit--31	MG	SG	U	SL	ML			
Deliberating with Board, Conducting Surveys, Working with Advisory Groups, Preparing Recommendations (Total Responses: Indep.--52; Unit--124)	Indep.	--	11.6	23.0	27.0	38.4	91.53	.001	.59
	Unit	.8	9.7	87.1	2.4	--			

Abbreviations: MG--Much Greater; SG-Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

In the administrative functions of organizational leadership and policy development in the principal's building, although 87.1 per cent of the responses from principals of former unit districts indicated no change in perceived role after unification, more than 12 per cent suggested greater participation. In contrast, more than 37 per cent of the responses from principals of former independent districts reflected a lesser degree of participation in these functions after unification, and only 43.6 per cent perceived no change in role, according to Table XI. The responses of these two groups differed from a chance distribution at the .001 level of confidence; the contingency coefficient for the groups was .48.

Table XII depicts the responses of the two segments of principals to questions in six sub-sections of the category of technical-managerial operations. Of responses from the principals in former independent districts, nearly 36 per cent reflected participation to a greater degree in the improving of curriculum and instruction after unification than before. Over 56 per cent of the responses of this group indicate no change in activity, while 80.5 per cent of the responses from principals in former unit districts indicated participation in this function had been unaffected by unification.

Over 91 per cent of the responses from principals in former unit districts--and 69.2 per cent from the principals in former independent districts--suggested no change in participation in administering and supervising the student personnel program. Approximately 14 per cent of the responses from former independent district principals revealed more active participation in this function, and an equal percentage indicated less activity after unification. This pattern of responses

TABLE XI

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN FORMER INDEPENDENT DISTRICTS WITH PRINCIPALS IN FORMER UNIT DISTRICTS (Organizational Leadership and Policy Development)

Functions	Population Indep.--13 Unit--31	Percentage Expressing Opinion MG	SG	U	SL	ML	X^2	Sig.	C
Developing Policies for Instruction and Curriculum, Student Personnel, Staff Personnel, Finance and Business, Plant and Services, and Community Relations (Total Responses: Indep.--78; Unit--186)	Indep.	2.6	16.7	43.6	24.3	12.8	80.37	.001	.48
	Unit	2.2	10.2	87.1	.5	--			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

differed from a chance distribution at the .001 level of confidence and indicates there is a relationship between the type of the principal's former district organization and the responses concerning student personnel functions. The contingency coefficient correlation between the response patterns of the two groups was .30 for this item. (The .001 level of confidence is evident for five of the six sub-sections as can be seen from Table XII.)

In the sub-section, administering and supervising staff personnel, more than 41 per cent of the responses of principals from former independent districts indicated a lesser degree of activity after unification. Over 44 per cent of the responses of this group suggested the role was unaffected by unification, while nearly 94 per cent of the responses of principals from former unit districts indicated no perceived change in this sub-section of functions. The correlation between the responses of the two groups for this item was .51.

The greatest decrease in perceived participation was seen in the responses of the principals in former independent districts to the questions relating to the management of finance and business matters where over 64 per cent indicated either somewhat less or much less involvement after unification. More than 5 per cent of the responses of this group indicated more participation and 30.8 per cent reflected an unchanged role. Over 10 per cent of the responses of principals from former unit districts suggested some greater degree of participation in these functions, while none of them indicated that unification had resulted in less involvement. There was a correlation of .60 between the responses of these two groups for this item, as can be seen from Table XII.

TABLE XII

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN FORMER INDEPENDENT DISTRICTS WITH PRINCIPALS IN FORMER UNIT DISTRICTS (Technical-Managerial Operations)

Functions	Population	Percentage Expressing Opinion					X^2	Sig.	C
		MG	SG	U	SL	ML			
Improving Curriculum and Instruction (Total Responses: Indep.--39; Unit--93)	Indep.	5.1	30.8	56.4	7.7	--	--[a]	---	--
	Unit	1.1	17.3	80.5	1.1	--			
Administering and Supervising Student Personnel (Total Responses: Indep.--104; Unit--248)	Indep.	3.9	12.5	69.2	11.5	2.9	34.82	.001	.30
	Unit	1.2	6.5	91.1	.8	.4			
Administering and Supervising Staff Personnel (Total Responses: Indep.--195; Unit--465)	Indep.	1.0	12.8	44.6	24.7	16.9	230.93	.001	.51
	Unit	.6	4.7	93.8	.9	--			
Managing Finance and Business Matters (Total Responses: Indep.--78; Unit--186)	Indep.	--	5.1	30.8	14.1	50.0	146.90	.001	.60
	Unit	1.6	9.1	89.3	--	--			
Supervising Plant and Related Services (Total Responses: Indep.--65; Unit--155)	Indep.	4.6	7.7	36.9	35.4	15.4	88.63	.001	.54
	Unit	1.9	7.1	89.7	1.3	--			

TABLE XII (Continued)

Functions	Population	Percentage Expressing Opinion					X^2	Sig.	C
	Indep.--13 Unit--31	MG	SG	U	SL	ML			
School-Community Relations (Total Responses: Indep.--65; Unit--155)	Indep.	4.6	9.2	50.8	35.4	--	54.78	.001	.45
	Unit	1.9	9.7	87.1	1.3	--			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

[a]Chi-square technique is not applicable to these data

In the functions included in the supervision of the plant and related services, again more than one-half (50.8 per cent) of the responses of principals in former independent districts suggested a lesser degree of participation after unification than before; more than 12 per cent of this group's responses reflected more involvement in these functions. Of the responses of principals from former unit districts, 89.7 per cent reflected no change in role. The correlation between the responses of these groups of principals was .54.

No principal in either group indicated he was "much less" involved in school-community relations after unification than before. Again, a large majority (87.1 per cent) of the responses from principals in former unit districts revealed no change in this activity while more than 10 per cent of these suggested greater involvement. Thirty-five per cent of the responses of principals from former independent districts indicated a lesser degree of participation in school-community relations after unification compared with the nearly 14 per cent suggesting more involved activity. The responses of these two groups were correlated at the .45 level. Most of the comments relative to this sub-section of functions came from principals who were employed in former unit districts and centered primarily around the increased time now available for school-community relations activities.

Since Question 2 concerned differences in the perceived roles of principals in former independent districts and principals in former unit districts, the correlations between these two groups for each section and sub-section of administrative functions are summarized in Table XIII.

TABLE XIII

SUMMARY OF CORRELATIONS BETWEEN RESPONSES OF PRINCIPALS FROM FORMER INDEPENDENT DISTRICTS AND PRINCIPALS FROM FORMER UNIT DISTRICTS

Section or Sub-Section of Functions	Correlation (C)
Broad Policy-Making	.59
Organizational Leadership and Policy Development	.48
Improving Curriculum and Instruction	--[a]
Administration and Supervision of Student Personnel	.30
Administration and Supervision of Staff Personnel	.51
Managing Finance and Business Matters	.60
Supervising Plant and Related Services	.54
School-Community Relations	.45

[a]Chi-square and contingency coefficient techniques not applicable to these data.

It can be seen from the above table that the responses of these two groups of principals least nearly resemble each other in the function of administration and supervision of student personnel, and are least diverse for the function of managing finance and business matters.

Role Change of Principals in "Small" and "Large" High Schools and of Principals of "More" and "Less" Administrative Experience

Question 3: WILL THERE BE A RELATIONSHIP BETWEEN PERCEIVED ROLE CHANGE RESULTING FROM UNIFICATION AND THE FACTORS OF SCHOOL ENROLLMENT AND ADMINISTRATIVE EXPERIENCE?

Principals from "Small" and "Large" High Schools. Twenty of the forty-four principals were employed in schools with enrollments of between 49 and 349 students and these were designated "small" high schools. The remaining twenty-four principals were employed in "large" high schools with enrollments between 350 and 2700 students.

Table XIV presents the responses of these two groups concerning the four administrative functions included in broad policy-making. While 86.5 per cent of the responses of principals from large high schools indicated no perceived change in broad policy-making activity following unification, only 45 per cent of the small high school principals' responses suggested no change in this role and 20 per cent reflected much less involvement. Of the latter group, equal percentages (17.5) of responses showed somewhat greater and somewhat less participation in broad policy-making after unification. The pattern of responses for these two groups of respondents differed from a chance distribution at the .001 level of confidence, indicating a possible relationship between the factor of school enrollment and their responses to the questions asked. The contingency coefficient correlation between the responses of the two groups was .41 for this item.

While 55.8 per cent of the responses from principals of small high schools indicated no change in participation in organizational leadership and policy development, the remainder were about equally divided between more participation (23.3 per cent) and less participation (20.8 per cent) after unification, according to Table XV. Nearly 90 per cent of the responses from principals of large high schools suggested the role in these functions had been unchanged by unification. This pattern of responses differed from a chance distribution at the .001 level of

TABLE XIV

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN "SMALL" HIGH SCHOOLS WITH PRINCIPALS IN "LARGE" HIGH SCHOOLS (Broad Policy-Making)

Functions	Population Small--20 Large--24	Percentage Expressing Opinion MG	SG	U	SL	ML	X^2	Sig.	C
Deliberating with Board, Conducting Surveys, Working with Advisory Groups, Preparing Recommendations (Total Responses: Small--80; Large--96)	Small	--	17.5	45.0	17.5	20.0	34.94	.001	.41
	Large	1.0	5.2	86.5	3.1	4.2			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

TABLE XV

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN "SMALL" HIGH SCHOOLS WITH PRINCIPALS IN "LARGE" HIGH SCHOOLS (Organizational Leadership and Policy Development)

Functions	Population Small--20 Large--24	Percentage Expressing Opinion MG	SG	U	SL	ML	X^2	Sig.	C
Developing Policies for Instruction and Curriculum, Student Personnel, Staff Personnel, Finance and Business, Plant and Services, and Community Relations (Total Responses: Small--120; Large--144)	Small	2.5	20.8	55.8	13.3	7.5	39.68	.001	.36
	Large	2.1	4.8	89.6	2.8	.7			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

confidence. There was a correlation of .36 between the responses of the two groups of principals.

The responses of the forty-four principals to questions concerning the six sub-sections of administrative functions included in technical-managerial operations are summarized in Table XVI. For the five sub-groups to which the chi-square test was applicable, it was found that the pattern of responses differed from a chance distribution at the .001 level of confidence. It can be seen that principals from both small and large high schools perceived a greater degree of participation in improving curriculum and instruction after unification than they had experienced before. Over 38 per cent of the responses from principals of small schools--and 12.5 per cent from large school principals--indicated increased activity in this function; none of the principals from large schools perceived decreased participation in the improving of curriculum and instruction.

More than 95 per cent of the responses from principals of large schools showed no change in involvement in the administration and supervision of student personnel as the result of unification, according to Table XVI; none indicated less participation. Of the responses from principals of small schools, 71.9 per cent suggested no change in participation in this activity. This was the largest percentage of "unchanged" responses from the principals of small schools for any of the administrative functions studied. The correlation of the two groups for this segment of functions was .32.

In the area of administering and supervising staff personnel, slightly more of the responses from principals of large schools (3.1 per cent) suggested a decreasing participation than suggested an

TABLE XVI

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN "SMALL" HIGH SCHOOLS WITH PRINCIPALS IN "LARGE" HIGH SCHOOLS (Technical-Managerial Operations)

Functions	Population Small--20 Large--24	Percentage Expressing Opinion MG	SG	U	SL	ML	X^2	Sig.	C
Improving Curriculum and Instruction (Total Responses: Small--60; Large--72)	Small	5.0	33.3	55.0	6.7	--	--[a]	--	--
	Large	--	12.5	87.5	--	--			
Administering and Supervising Student Personnel (Total Responses: Small--160; Large--192)	Small	3.0	13.8	71.9	8.8	2.5	39.73	.001	.32
	Large	1.0	3.6	95.4	--	--			
Administering and Supervising Staff Personnel (Total Responses: Small--300; Large--360)	Small	1.7	13.3	60.7	14.3	10.0	118.0	.001	.39
	Large	--	1.9	95.0	2.5	.6			
Managing Finance and Business Matters (Total Responses: Small--120; Large--144)	Small	1.7	11.7	48.3	8.3	30.0	62.09	.001	.44
	Large	.7	4.8	91.0	.7	2.8			
Supervising Plant and Related Services (Total Responses: Small--100; Large--120)	Small	4.0	11.0	54.0	22.0	9.0	38.02	.001	.38
	Large	1.7	4.1	90.0	2.5	1.7			

TABLE XVI (Continued)

Functions	Population: Small--20 Large--24	Percentage Expressing Opinion: MG	SG	U	SL	ML	X^2	Sig.	C
School-Community Relations (Total Responses: Small--100; Large--120)	Small	4.0	15.0	59.0	22.0	--	37.06	.001	.38
	Large	1.7	5.0	90.8	2.5	--			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

[a]Chi-square technique not applicable to these data.

increasing participation (1.9 per cent); 95 per cent indicated no perceived change. Of the responses from principals of small schools, 24.3 per cent felt their participation had decreased with unification while 15 per cent perceived increased activity in the role of staff personnel administration and supervision. Correlation between the two groups for this factor was .39.

As shown by Table XVI, 38.3 per cent of the responses from principals of small schools reflected a lesser degree of participation in financial and business matters after unification than before, compared with 12.4 per cent that reflected a perceived increase in participation. Ninety-one per cent of the responses from principals of large schools indicated no change in involvement in this segment of administrative functions following unification. The correlation coefficient was .44.

In a similar pattern, the responses to questions concerning the school plant and related services indicated that principals from small schools perceived themselves as less-active participants in this role after unification with 31 per cent of the responses falling in this category; 15 per cent of the responses suggested increased participation and 54 per cent perceived no change. Again, a large majority of responses from principals of large schools (90 per cent) indicated the role had remained unchanged following unification. The two groups were correlated at the .38 level for this segment of administrative functions.

Table XVI also shows that a large majority (90.8 per cent) of the responses from principals of large shcools reflect no change in activity in school-community relations while the percentage for principals of small schools was 59. The remaining responses from both groups were

about equally divided between greater participation and less participation. The correlation coefficient for the two groups was .38.

Inasmuch as Question 3 involved differences in the perceived roles of principals of small high schools and principals of large high schools, the correlations of these two groups for each section and subsection of administrative functions are summarized in Table XVII. It can be seen that the responses of these two groups of respondents least nearly resemble each other in the function of administration and supervision of student personnel, and are most similar for the function of managing financial and business matters.

TABLE XVII

SUMMARY OF CORRELATIONS BETWEEN RESPONSES OF PRINCIPALS FROM "SMALL" HIGH SCHOOLS AND PRINCIPALS FROM "LARGE" HIGH SCHOOLS

Section or Sub-Section of Functions	Correlation (C)
Broad Policy-Making	.41
Organizational Leadership and Policy Development	.36
Improving Curriculum and Instruction	--[a]
Administration and Supervision of Student Personnel	.32
Administration and Supervision of Staff Personnel	.39
Managing Finance and Business Matters	.44
Supervising Plant and Related Services	.38
School-Community Relations	.38

[a]Chi-square and contingency coefficient technique not applicable to these data.

Principals of "Less" and "More" Administrative Experience. In order to investigate any possible relationships existing between the factor of total administrative experience of the respondents and their responses to the questions asked, the forty-four principals were divided into two equal size groups; those with from four to eleven years of experience were placed in the "less" group and those with from thirteen to forty-three years of experience were placed in the "more" group.

As can be seen from Table XVIII, the highest percentage of responses indicating change in participation in broad policy-making (25 per cent) were from those with less administrative experience and reflected decreased activity in this function after unification. Nearly 16 per cent of the responses from principals with more experience indicated they were participating less in broad policy-making after unification, while 7.9 per cent of the group perceived increased involvement in this administrative function. These patterns of responses did not differ statistically from a chance distribution. The correlation coefficient between the responses of these two groups was .14.

More than three-fourths (83.3 per cent) of the responses of principals with more administrative experience indicated no change of role in organizational leadership and policy development activities had been perceived following unification. (See Table XIX) The remaining 16.7 per cent of these responses were about evenly divided between greater participation and less participation. The responses of principals with less experience were distributed in a similar pattern with 68.2 per cent suggesting no change, 16.7 per cent indicating increased participation, and 15.1 per cent reflecting decreased participation in those administrative functions encompassed in organizational leadership and

TABLE XVIII

COMPARISON OF PERCEPTIONS OF PRINCIPALS OF "LESS" ADMINISTRATIVE EXPERIENCE WITH PRINCIPALS OF "MORE" ADMINISTRATIVE EXPERIENCE (Broad Policy-Making)

Functions	Population: Less--22 / More--22	Percentage Expressing Opinion: MG	SG	U	SL	ML	X^2	Sig.	C
Deliberating with Board, Conducting Surveys, Working with Advisory Groups, Preparing Recommendations (Total Responses: Less--88; More--88)	Less	--	11.4	63.6	14.8	10.2	3.29	NS	.14
	More	1.1	6.8	76.2	3.4	12.5			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

TABLE XIX

COMPARISON OF PERCEPTIONS OF PRINCIPALS OF "LESS" ADMINISTRATIVE EXPERIENCE WITH PRINCIPALS OF "MORE" ADMINISTRATIVE EXPERIENCE (Organizational Leadership and Policy Development)

Functions	Population: Less--22 / More--22	Percentage Expressing Opinion: MG	SG	U	SL	ML	X^2	Sig.	C
Developing Policies for Instruction and Curriculum, Student Personnel, Finance and Business, Plant and Services, and Community Relations (Total Responses: Less--132; More--132)	Less	3.1	13.6	68.2	10.6	4.5	8.27	.05	.17
	More	.8	8.3	83.3	4.5	3.1			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

policy development. This pattern of responses differed from a chance distribution at the .05 level of confidence and produced a correlation coefficient of .17 between the two groups of principals.

Table XX presents the responses of the forty-four principals to questions comprising the six sub-sections of administrative functions in the technical-managerial operation of the school. For the cluster of functions relating to improving curriculum and instruction, principals with less--as well as principals with more--administrative experience perceived themselves as being involved to a greater degree after unification than they were before, with percentages of 25.7 and 18.2 for the respective groups. A slightly greater percentage (7.5) of the responses of principals with more administrative experience indicated no change in participation in this activity than did the responses from principals with less experience. This pattern of responses did not differ significantly from a chance distribution.

In the administering and supervising of student personnel, 76.6 per cent of the responses of principals with less experience, and 91 per cent of those with more experience, suggested that unification had resulted in no perceived change in role. More than 14 per cent of the responses from the "less" group indicated greater participation in student personnel functions while 9.1 per cent reflected decreased activity. This pattern of responses of these two groups differed from a chance distribution at the .01 level of confidence. The correlation coefficient for the two groups was .19.

The net effect of unification upon the principal's participation in staff personnel functions was in the direction of decreased activity for both groups, as can be seen from Table XX. More than 15 per cent

TABLE XX

COMPARISON OF PERCEPTIONS OF PRINCIPALS OF "LESS" ADMINISTRATIVE EXPERIENCE WITH PRINCIPALS OF "MORE" ADMINISTRATIVE EXPERIENCE (Technical-Managerial Operations)

Functions	Population: Less--22 / More--22	Percentage Expressing Opinion: MG	SG	U	SL	ML	X^2	Sig.	C
Improving Curriculum and Instruction (Total Responses: Less--66; More--66)	Less	1.5	24.2	71.3	3.0	--	--[a]	--	--
	More	3.0	15.2	78.8	3.0	--			
Administering and Supervising Student Personnel (Total Responses: Less--176; More--176)	Less	2.9	11.4	76.6	5.7	3.4	13.09	.01	.19
	More	1.1	4.5	91.0	2.3	1.1			
Administering and Supervising Staff Personnel (Total Responses: Less--330; More--330)	Less	1.2	10.0	73.3	10.0	5.5	16.83	.001	.16
	More	.3	3.9	85.5	5.8	4.5			
Managing Finance and Business Matters (Total Responses: Less--132; More--132)	Less	2.3	6.9	69.7	6.1	15.1	2.66	NS	.10
	More	--	5.3	78.0	2.3	14.4			
Supervising Plant and Related Services (Total Responses: Less--110; More--110)	Less	2.7	9.1	63.6	15.5	9.1	8.36	.05	.19
	More	2.7	4.5	80.9	7.4	4.5			

TABLE XX (Continued)

Functions	Population: Less--22 / More--22	Percentage Expressing Opinion: MG	SG	U	SL	ML	X^2	Sig.	C
School-Community Relations (Total Responses: Less--110; More--110)	Less	3.6	10.0	71.8	14.6	--	4.97	NS	.15
	More	1.8	7.2	83.8	7.2	--			

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

[a]Chi-square technique not applicable to these data.

of the responses from principals with less experience, and 10.3 per cent from principals with more experience, indicated less participation while 11.2 per cent of responses from the "less" group and 4.2 per cent from the "more" group suggested greater participation. Again, a considerably greater per cent of the "more" group perceived no change in participation than did the "less" group. For this sub-section of administrative functions, the correlation coefficient of the two groups of subjects was .16 and the responses differed from a chance distribution at the .001 level of confidence.

Table XX also shows that 21.2 per cent of the responses from principals with less experience indicated decreased participation in the managing of financial and business matters after unification, compared with 16.7 per cent from those with more experience. Of the responses of principals with less experience, 15.1 per cent indicated the activity was "much less" while, of the responses from principals with more experience, 14.4 reflected "much less" participation in financial and business matters after unification. This pattern of responses did not differ significantly from a chance distribution. The two groups were correlated at the .10 level.

In the supervision of the plant and related services, more than three-fourths (80.9 per cent) of the responses from principals with more experience indicated unification had effected no role change for the incumbents. (See Table XX) Nearly one-fourth (24.6 per cent) of the responses from principals with less experience reflected decreased participation in supervision of the plant and related services after unification had occurred. The responses of the two groups had a correlation of .19 and the pattern of responses differed from a chance

distribution at the .05 level of confidence.

Responses from the principals relating to their involvement in school-community relations activities revealed no decisive trend toward either more or less participation after unification. Nearly 72 per cent of the responses from principals with less experience indicated no change in participation while the figure for principals with more experience was 83.8 per cent. These responses did not differ significantly from a chance distribution. Responses of the two groups produced a correlation coefficient of .15.

Table XXI summarizes the correlations between the responses from principals with less administrative experience and principals with more administrative experience for each section and sub-section of administrative functions covered by the study.

The Principal's Personal Attitude Toward the Principalship After Unification

Question 4: WILL THERE BE A NOTICEABLE PERCEIVED CHANGE IN THE ATTITUDE OF THE PRINCIPAL TOWARD PERSONAL GRATIFICATION REALIZED FROM THE PRINCIPALSHIP AFTER UNIFICATION?

Personal Attitudes of the Total Population. Three questions were asked each interviewee in an effort to identify any noticeable effects unification might have had upon his attitude toward his position and role. The first question involved personal satisfaction which the principal now derives from his office as principal; the second concerned his desire to pursue further in-service training and self-improvement; and the third related to his desire to seek a superintendency or comparable administrative position after unification. Table

XXII presents the responses of the total group to these questions.

TABLE XXI

SUMMARY OF CORRELATIONS BETWEEN RESPONSES OF PRINCIPALS WITH "LESS" ADMINISTRATIVE EXPERIENCE AND PRINCIPALS WITH "MORE" ADMINISTRATIVE EXPERIENCE

Section or Sub-Section of Functions	Correlation (C)
Broad Policy-Making	.14
Organizational Leadership and Policy Development	.17
Improving Curriculum and Instruction	--[a]
Administration and Supervision of Student Personnel	.19
Administration and Supervision of Staff Personnel	.16
Managing Finance and Business Matters	.10
Supervising Plant and Related Services	.19
School-Community Relations	.15

[a]Chi-square and contingency coefficient techniques not applicable to these data.

Regarding personal satisfaction derived, 31.6 per cent reported they felt greater gratification from functioning as a secondary school principal after unification. More than one-half (56.8 per cent) felt no change in satisfaction, and 11.4 per cent perceived less satisfaction from their office after unification. Numerous comments were offered and the majority of them emphasized the personal satisfaction which has

TABLE XXII

COMPARISON OF PRINCIPALS' PERSONAL ATTITUDES TOWARD THE PRINCIPALSHIP AFTER AND BEFORE UNIFICATION

Functions	Percentage Expressing Opinion (N=44)					
	Much Greater	Somewhat Greater	Unchanged	Somewhat Less	Much Less	$\bar{X}$
Personal Satisfaction Derived From Principalship	4.5	27.3	56.8	9.1	2.3	2.77
Desire for Further In-Service Training	2.3	18.2	77.2	2.3	---	2.80
Desire to Seek Superintendency	2.3	4.5	68.2	18.2	6.8	3.23

The scale for $\bar{X}$ ranges from 1.0 (much greater participation) through 3.0 (unchanged) to 5.0 (much less participation)

resulted from having more clearly defined duties, full-time secretarial help, more money available, more time to complete the job, more autonomy, more students, and a realization that the prestige of the secondary school principal has been elevated across the state. One principal remarked that his greatest satisfaction was now in "taking the country kid and giving him opportunities he didn't have before." Comments of those who perceived less gratification from the office of principal after unification included the following: more work now, too many details demanding attention, and the sensation of going from the top to third in command. The mean of the responses to this question was 2.77.

More than one-fifth of the respondents felt unification had prompted within them an increased desire for further in-service training and self-improvement. Over three-fourths (77.2 per cent) perceived no change in this factor, and 2.3 per cent felt such a desire had been diminished by unification. Several interviewees commented that they had already developed for themselves a schedule for self-improvement and that unification had not affected it either way. The mean of the responses to this question was 2.80.

Unification did not increase the respondents' desires to seek a superintendency or other comparable administrative office, as can be seen from Table XXII. Twenty-five per cent indicated that they had less desire to aspire to such an office after unification than they did before, while 6.8 per cent felt a stronger compulsion to apply for such a position as the result of unification. Comments focused upon the pressures and many duties of the superintendent. One principal summarized his feelings in these words: "Let me be principal and don't make

me fight buses, budgets, etc. Let me work with people." The mean of the responses to this question was 3.23.

Attitudes of Principals with "Less" Experience Compared with Those with "More" Experience. The data relevant to Question 4 were further analyzed by comparing responses of principals with "less" experience to those with "more" experience. Table XXIII summarizes these findings. It can be seen that, for each question asked, the means of the responses of the "less" group are smaller than the means of the responses of the "more" group of principals. This suggests a tendency of the former group to derive greater personal satisfaction from the principalship; to have a greater desire for self-improvement; and to aspire more strongly to a position such as the superintendency than did those principals with more administrative experience. These responses did not differ from a chance distribution at the .05 level or greater. The correlation coefficient for the two groups was .12.

A number of comments were offered indicating that certain problems--affecting adversely the derived personal satisfaction--have resulted from the change in composition of the board of education which the unification laws had prescribed. Respondents suggested that they had accomplished more with the former three-member board than they now could with the six-member board. Divisions among the members, lingering loyalties of individuals to their home communities that had formerly operated high schools, and close-knit boards having been replaced by boards which included persons from outlying areas were the most frequently mentioned reactions.

TABLE XXIII

COMPARISON OF PERSONAL ATTITUDES OF PRINCIPALS OF "LESS" ADMINISTRATIVE EXPERIENCE WITH PRINCIPALS OF "MORE" ADMINISTRATIVE EXPERIENCE

Functions	Population: Less--22, More--22	Percentage Expressing Opinion: MG	SG	U	SL	ML	$\bar{X}$
Personal Satisfaction Derived from Principalship	Less	4.5	27.1	59.3	9.1	--	2.73
	More	4.5	22.6	59.3	9.1	4.5	2.86
Desire for Further In-Service Training	Less	4.5	18.2	72.8	4.5	--	2.77
	More	--	13.6	86.4	--	--	2.86
Desire to Seek Superintendency	Less	4.5	9.1	68.3	13.6	4.5	3.05
	More	--	--	68.3	22.6	9.1	3.41

X^2 = 1.86 which is not significant at the .05 level. C = .12.

Abbreviations: MG--Much Greater; SG--Somewhat Greater; U--Unchanged; SL--Somewhat Less; ML--Much Less

Summary

The population of forty-four principals from thirty-nine unified districts were interviewed to ascertain what, if any, perceived change in their role might have occurred as the result of unification. The interview, structured around the four areas of broad policy-making, organizational leadership and policy development, technical-managerial operations, and personal attitude toward the principalship, included fifty-five questions to which the interviewee responded in terms of his participation after unification as compared with that participation before unification. Opportunity was provided for comments. There were thirteen principals employed in former independent districts and thirty-one in former unit districts. Twenty were working in "small" high schools while twenty-four were employed in schools defined by the investigator as "large." Of the forty-four respondents, one-half had fewer than twelve years of administrative experience and one-half had more than twelve years.

The data relevant to the first three of the four areas investigated were analyzed four times: for the total population, for the principals in former independent districts compared with principals in former unit districts, for principals in small high schools compared with principals in large high schools, and for principals having less administrative experience compared with principals having more administrative experience. The data for the fourth area were analyzed for the total population and on the basis of administrative experience. The means of the weighted responses were reported for analysis of the total population; chi-square and the contingency coefficient were reported for comparison of groups.

Following is a summary of the findings for each of the sections and sub-sections of administrative functions investigated:

1. Broad Policy-Making. As a group, the respondents ranked the principal in third place among the six individuals or groups influencing broad policy-making after unification; they perceived him as occupying second rank before unification. While 68 per cent of the responses indicated the principal had experienced no change in participation in broad policy-making after unification, more than 11 per cent suggested decreased activity in this group of functions. The mean scores for the functions in this section were all greater than 3.0, indicating decreased participation in all of these. Of the responses from principals in former independent districts, over 65 per cent indicated less active participation after unification. (Correlation of .59) One-fifth of the responses from principals of small high schools indicated much less participation in broad policy-making after unification, while the responses from principals in large high schools revealed little overall change. (Correlation of .41) Principals with less administrative experience perceived reduced involvement in broad policy-making after unification and this decline was of a greater degree than that indicated by responses of the principals with more experience. (Correlation of .14)

2. Organizational Leadership and Policy Development. Of the six functions included in organizational leadership and developing operational policies, the combined group of principals perceived themselves as being more active participants in these four after unification: instruction and curriculum, student personnel, staff personnel, and community relations. More than one-third of the responses from principals

in former independent districts reflected decreased participation in the six functions; over one-tenth of the responses from principals in former unit districts suggested increased participation. (Correlation of .48) The responses from principals of small high schools, when compared with those from principals of large high schools, indicated no noticeable differences, and neither group perceived any change in participation following unification. (Correlation of .36) A similar pattern emerged when the data were analyzed for groupings of principals based on more and less administrative experience. (Correlation of .17)

3. Technical-Managerial Operations: Improving Curriculum and Instruction. Responses from the total population of principals indicated that the greatest perceived increase in participation in technical-managerial functions was in the improvement of curriculum and instruction. More than one-third of the responses of principals in former independent districts--and nearly one-fifth of those from principals in former unit districts--suggested increased activity in this area. In a similar pattern, over 38 per cent of the responses from principals in small high schools indicated increased participation in improvement of curriculum and instruction, while more than 12 per cent from principals in large high schools reflected greater activity. One-fourth of the responses from principals with less administrative experience suggested increased participation in these administrative functions compared with about one-sixth of those from the "more" group.

4. Technical-Managerial Operations: Administrative and Supervision of Student Personnel. This is an area in which the total group of respondents perceived slightly more participation (mean response score of 2.93) after unification. Over 90 per cent of the responses

from principals in former unit districts indicated no change in perceived role in student personnel activities, and the responses which did indicate change, for both groups of principals, were slight and in the direction of more participation. (Correlation of .30) Similarly, over 95 per cent of the responses from principals in large schools indicated no change in participation, and any perceived change, for both groups, was toward greater involvement in student personnel activities after unification. (Correlation of .32) The pattern of responses from the principals with less administrative experience, when compared with those from the "more" group yielded a similar finding. (Correlation of .19)

5. Technical-Managerial Operations: Administration and Supervision of Staff Personnel. Responses from the combined group of principals suggested a perceived decrease in participation in staff personnel activities following unification. Principals in former independent districts perceived substantial decrease with more than 40 per cent of their responses indicating either somewhat less or much less participation, while about five per cent of the responses from principals in former unit districts reflected increased involvement. (Correlation of .51) Nearly twice as many of the responses from principals in small schools indicated a decrease in activity as suggested an increase; 95 per cent of the responses from principals in large schools reflected no perceived role change in this area of activity. (Correlation of .39) The responses from the principals with less administrative experience, as well as those from principals with more experience, indicated that both groups perceived a slight decline in involvement with staff personnel functions after unification.

(Correlation of .16)

6. Technical-Managerial Operations: Managing Finance and Business Matters. Responses from the total population of respondents indicated the greatest decrease in participation in technical-managerial operations was perceived to be in the administrative functions concerning finance and business matters. One-fifth of the responses reflected this change while less than one-tenth indicated increased participation in this area. While none of the responses from principals in former unit districts reflected decreased participation, nearly two-thirds of those from principals in former independent districts indicated that unification had resulted in diminished activity for the principal in the functions of finance and business. (Correlation of .60) Nearly two-thirds of the responses from principals in small high schools indicated reduced participation in finance and business activities, while a mere 3.5 per cent of the responses from the "large" school principals suggested that same result. (Correlation of .44) A similar pattern of responses was discerned from the principals when grouped on the basis of administrative experience, with about one-fifth of those from the "less" group indicating decreased participation. (Correlation of .10)

7. Technical-Managerial Operations: Supervising the Plant and Related Services. As a group, the respondents perceived somewhat less participation in supervision of the plant and related services after unification with about one-sixth of the responses indicating this change. The mean score for this function was 3.09. More than one-half of the responses from principals in former independent districts reflected reduced participation in this area of activity while only 1.3

per cent of those from principals in former unit districts indicated less involvement. (Correlation of .54) Decreased participation for principals in small schools resulted after unification, as indicated by nearly one-third of the responses from this group. Nine-tenths of the responses from principals of large schools indicated no perceived change in activity in supervision of the plant and related services. (Correlation of .38) About twice as many responses from principals with less administrative experience reflected decreased participation in this group of administrative functions as reflected increased participation; there was no pronounced change in either direction among the principals with more administrative experience. (Correlation of .19)

8. Technical-Managerial Operations: School-Community Relations. The responses from the total population concerning school-community relations indicated no clear-cut trend toward either more or less participation following unification. More than one-third of the responses from principals in former independent districts reflected decreased activity in this area of functions, while only 1.3 per cent of those from principals in unit districts suggested diminished involvement after unification. (Correlation of .45) Neither principals from small or large high schools perceived any noticeable change in participation in these functions after unification. (Correlation of .38) Similar patterns of responses came from the principals when grouped on the basis of administrative experience. (Correlation of .15)

9. Personal Attitude Toward the Principalship. Nearly one-third of the forty-four principals perceived greater personal satisfaction from functioning as a secondary school principal after unification than

they had experienced prior to unification; about 10 per cent indicated gratification had diminished. There was a moderate tendency for principals with less administrative experience to perceive a greater increase in satisfaction than principals with more experience.

Unification had the effect of increasing the desire for further self-improvement for approximately one-fifth of the respondents, while about three-fourths of them felt no change. Again, this increased desire was stronger for principals with less administrative experience than for those with more experience.

One-fourth of the respondents indicated their desire to seek a superintendency or other comparable office had diminished following unification; about 7 per cent felt a stronger compulsion to seek such a position after districts were unified. Nearly one-tenth of the principals with less administrative experience expressed this increased desire, while none of those with more experience indicated such aspiration.

Comments indicated that certain problems had resulted from the changes in composition of the board of education which were prescribed by the unification laws. Boards were perceived as functioning less effectively, in some instances, following unification than they had before.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Problem and Procedure

School district unification--or reorganization--is proceeding at an increasingly rapid pace on a nationwide basis as well as in Kansas. In 1932 there were 127,649 school districts in the United States, with Kansas claiming 8,748 of these; by 1963 the national total had been reduced to 31,319 and by July 1, 1969, Kansas had unified all of its school districts into 311 district units.

Unification results in change in nearly every facet of education in the districts being reorganized, but one of the administrative positions most affected is the secondary school principalship. Principals in former independent districts suddenly find that they are no longer the chief administrative officer of their schools, and responsible only to a board of education; instead they are subordinate to a district superintendent. Anxiety, insecurity, and frustration may result which demand that adjustments be made by the principal--as well as by others--if he is to continue as an effective administrator.

The purpose of this study was to determine whether--and if so, to what extent--the secondary school principal perceived his role as having changed when unification took place. To this end, personal interviews were held with forty-four principals, in thirty-nine unified districts, who had served in the same position prior to unification. The

investigator developed an interview schedule along the lines of the three-category formulation of administrative tasks proposed by McCleary and Hencley. These categories included broad policy-making, organizational leadership and policy development, and technical-managerial operations. A fourth category, dealing with the principal's personal attitude toward his position, was added by the investigator.

The data gathered consisted of weighted Likert-type responses to fifty-five questions, together with comments offered by the respondents to these questions. The statistical data were analyzed four times in seeking answers to the questions raised in the study. First, responses of the total population were studied to determine any perceived change in participation in the administrative functions as the result of unification. Second, the responses from principals in former independent districts were compared with those from principals in former unit districts. Third, the responses of principals in small high schools were compared with those of principals in large high schools. Fourth, responses from principals with less administrative experience were compared with those from principals with more administrative experience. The means of the responses were computed for the first analysis; chi-square and the contingency coefficient techniques were employed to determine significance of the responses of the groups and to present their correlations in the second, third, and fourth analyses. Only significance levels of .05 or greater were reported. Findings derived from these analyses are presented in the section which follows.

Findings

District Wide Policy-Making

1. The principal was perceived, by the combined population, as exercising less influence over broad policy-making after unification than he had done before.

2. Principals in former independent districts indicated the greatest degree of decreased participation while principals in former unit districts perceived somewhat lessened activity in this role.

3. Principals in small high schools perceived a greater decrease in this function than did those from large high schools; the same pattern of responses was revealed for principals with less administrative experience compared with those having more experience.

Organizational Leadership and Policy Development

4. Of the six functions included in this section, the combined principals perceived themselves as being more active in leadership in instruction and curriculum, student personnel, staff personnel, and community relations after unification than before. They sensed less involvement in leadership in finance and business policies and plant and related services policies.

5. Principals in former independent districts sensed decreased participation in organizational leadership and policy development; principals in former unit districts perceived a moderate increase in this group of functions.

6. No perceptible changes in participation were noted for this area when the respondents were grouped on the basis of school size and

on administrative experience.

Technical-Managerial Operations: Improving Curriculum and Instruction

7. The greatest perceived increase in activity of the total population in the cluster of technical-managerial operations was in the section of improving curriculum and instruction.

a. The combined principals perceived the greatest increase in the function of coordinating use of materials and equipment.

b. Increased participation was also reported in revising content and selecting materials, and in articulating the elementary and secondary curriculum.

8. When the responses were grouped, the greatest perceived increase in participation in this area was experienced by principals in former independent districts, principals in small schools, and principals with less administrative experience.

Technical-Managerial Operations: Administration and Supervision of Student Personnel

9. The total population of principals perceived slightly more participation in student personnel activities after unification.

a. The greatest increase in involvement was in orientation and scheduling of students.

b. In this sub-section, a decrease in participation in the one function of maintaining student records was perceived.

10. Grouping the responses revealed that, for principals in former unit districts, principals in large schools, and principals with more administrative experience, more than 90 per cent of the responses

from each of these groups indicated no change in participation in student personnel activities following unification. When change was perceived, it was in the direction of more involvement.

Technical-Managerial Operations: Administration and Supervision of Staff Personnel

11. As a group, the respondents perceived themselves as being less involved with staff personnel activities after unification than they had been before.

a. Of the fifteen functions within this sub-section of administrative tasks, the combined principals perceived increased participation in only the following five: scheduling non-professional staff, supervising professional staff, evaluating and recommending the professional staff, scheduling substitute teachers, and in-service education of staff.

b. Of the ten remaining functions, the principals perceived the greatest decrease in activity in the recruiting of professional staff personnel.

12. Principals in former independent districts perceived a more substantial decrease in participation than did those in former unit districts. Similarly, principals in small schools sensed a greater decrease of activity in this area than did principals of large schools.

Technical-Managerial Operations: Managing Finance and Business Matters

13. The total population of principals indicated that the greatest decrease in participation in technical-managerial operations after unification occurred in the functions related to finance and business.

a. Of the six functions in this sub-section, the respondents perceived themselves as experiencing the greatest decrease in activity in the preparation of the general budget.

b. The smallest decrease in participation was in the function of writing specifications for equipment and supplies.

14. While none of the principals in former unit districts perceived decreased activity in finance and business matters after unification, nearly two-thirds of the responses from principals in former independent districts reflected diminished involvement in this area.

15. A majority of the principals in small high schools--and of those with less experience--indicated decreased activity in finance and business matters after unification while only a small percentage of those in large schools--and those with more experience--suggested less participation.

Technical-Managerial Operations: Supervising the Plant and Related Services

16. About one-sixth of the responses from the total population indicated decreased participation in supervising the plant and related services following unification.

a. In only one of the five functions--that of scheduling bus operations--within this sub-section did the combined respondents perceive increased participation.

b. The greatest decrease in activity was felt to be in directing and coordinating the school lunch program.

17. When the responses were grouped, the greatest perceived decrease in participation in this area was experienced by principals in

former independent districts, principals in small schools, and principals with less administrative experience.

Technical-Managerial Operation: School-Community Relations

18. The total population of principals perceived no particular trend toward either more or less participation in school-community affairs after unification.

a. Functions in which they perceived themselves as being more active following unification were: preparing community bulletins, conferring with parents and other patrons, and improving the reporting of student progress.

b. The combined principals sensed decreased participation in preparing news releases and in directing the use of facilities by non-school groups.

19. More than one-third of the responses from principals in former independent districts indicated decreased participation in school-community relations after unification, while only about one per cent of those from former unit districts suggested less involvement.

20. When grouped for school size and for administrative experience, the responses indicated no perceived change in either direction.

Personal Attitude Toward the Principalship

21. Nearly one-third of the combined principals perceived greater personal satisfaction from the principalship after unification than they had felt before; about 10 per cent indicated diminished gratification.

22. About one-fifth of the respondents indicated that unification

had increased their desire for further self-improvement, while about 75 per cent felt no change.

23. While about 7 per cent of the forty-four principals felt a stronger desire to seek a superintendency after unification, one-fourth of the respondents indicated such a desire had diminished.

24. Greater satisfaction with the principalship, a stronger desire for further self-improvement, and an increased compulsion to seek a superintendency were indicated by principals with less administrative experience than by principals with more experience.

Conclusions

Based on the findings of this study, it may be concluded that, when unification takes place:

1. Secondary school principals will perceive themselves as less active in district wide policy-making than they were before unification, with principals in former independent districts experiencing the greatest decline.

2. Principals in former unit districts will become more involved in policy development for their building, while principals in former independent districts will have a declining role.

3. Principals in former unit districts, principals in large high schools, and principals with more administrative experience will tend to perceive their role in all administrative functions as less affected than will principals in former independent districts, principals in small high schools, and principals with less administrative experience.

4. Of the following three groups of principals, those in former independent districts will perceive the largest decrease in

participation in administrative functions, those in small districts the second largest, and those with less administrative experience the third largest decrease in participation.

5. Principals in former independent districts, in small high schools, and with less administrative experience will perceive the greatest increase in involvement to be in the improvement of curriculum and instruction, while all principals will see somewhat more involvement in this area. More instructional materials and equipment will be available and the principal will be increasingly involved in articulation of the elementary and secondary curricular programs.

6. Principals will perceive the greatest decrease in participation to be in the area of managing finance and business matters.

7. Principals will be more likely to sense greater personal satisfaction than diminished gratification from their position. There will be an increased desire for professional self-improvement and a declining compulsion to seek a superintendency or comparable office.

8. Principals will experience some difficulty in their relationships with their boards of education, particularly in those instances where individual members now represent communities that formerly operated their own high schools.

9. Principals will perceive their role in student personnel affairs as more active, and they will have more time for this function as new positions for secretaries, school nurses, assistant principals, assistant superintendents, and guidance counselors are created thereby relieving the principal of some of the tasks formerly occupying much of his time.

10. Boards of education may function less effectively than they

did prior to unification, according to principals' perceptions. Divisions among members, lingering loyalties to home communities formerly operating high schools, and inclusion of persons from outlying areas on boards that were previously close-knit bodies are some of the results that may be expected.

11. The principal will generally not need to fear its effect upon his role. While a small percentage of the respondents in the present study perceived a marked degree of decreased participation in certain administrative functions, the percentage of responses indicating no perceived role change for given functions ranged from 68 to nearly 85 for the combined group of principals.

Some further conclusions are presented which were not based upon statistical data but rather emerged as a product of the interview procedure. It appeared to the researcher that the responses describing perceived changes in participation in the various administrative tasks were often a function of the personality of the respondent as well as of unification. Some principals exhibited noticeable tension as they reluctantly responded that their involvement was greatly decreased or even non-existent as a result of the unification of districts, as if this were admitting to a loss of authority or power in that particular administrative area. By the same token, some of the respondents within this same group were noticeably relieved at no longer being burdened with a multiplicity of details and duties, and now being able to devote their full time to the improvement of the educational program; they were enthusiastic and gratified. This phenomenon of diverse attitudes of principals working in similar situations was particularly evident with those employed in former independent districts.

It appeared, also, that the principals who had studied the interview schedule prior to the interview and had familiarized themselves with the purpose of the research study were more likely to perceive some change in their role which could be attributed to unification. Of the principals who had made some obvious preparation for the interview, nearly three-fourths perceived a role change, while of those who were noticeably unprepared, over 80 per cent indicated no change in role. This may also be related to the personality factor.

Recommendations for Further Study

It is recommended that:

1. A study, similar to the present study, be made of the elementary principals of Kansas.

2. A study be made of possible relationships between personality types and principals' perceptions of role changes resulting from unification.

3. A study be made, in other states where unification has been accomplished, investigating possible relationships between school size and perceived role change resulting from unification.

4. A study be made of possible relationships between administrative styles and personalities of secondary school principals in newly-unified districts, and of the effect of unification upon these factors.

5. A study be made to identify the recipients of responsibility for those administrative functions in which principals in the present study perceived the greatest decrease in participation (i.e., Management of Finance and Business Matters, and Administration and Supervision of Staff Personnel).

6. A study be made comparing the principal's perceptions of his role change after unification with the perceptions of other alter groups (superintendent, board of education, and teachers) of that principal's role change.

7. A study be made of the effects of the interaction of administrative experience, type of organization, and size of school using the data reported in the present study.

8. Any further studies, similar to the present study, include a determination of the degree of participation of the principal in the various functions prior to unification.

Further Considerations

Although school district unification is proceeding at an accelerating pace in many areas of the United States, only limited investigation has been conducted into its effect upon the principalship. The present study, prompted in part by the researcher's observation of the anxiety produced in some principals when their districts were unified, touches upon only a segment of the overall problem. However, based on the recommendations of this study, and on the perceptions of one student of school administration, these added suggestions are offered.

The formation of a unified district with a total enrollment of fewer than 1,500--or a high school with an enrollment of fewer than 350--should be avoided if possible. A three-year high school of this size would be consistent with Conant's (1959) recommendation that the graduating class of a high school should have a minimum of 100 students. Even these minimum enrollment figures will be difficult to attain in much of the sparsely-settled Midwest without compelling pupils to

spend excessive time traveling to and from school. Yet a high school that is much smaller than 350 students presents problems in scheduling full teaching loads, in providing adequate curricular offerings, and in making available guidance, health, and other special services.

It is further suggested that efforts be made to apprise principals of the possible effects unification may have upon their role, as early as possible prior to unification. Particular attention should be given principals employed in independent districts and principals in smaller high schools. Although only a relatively small percentage of principals perceived their role as being noticeably affected by unification, the degree and nature of the change was serious enough to create problems in the minds of some of the principals in this group.

In the third place, emphasis should be placed upon involving the principals in newly-unified districts in the process of broad policy making. The formation of an active administrative cabinet with representation from all levels of administration within the district is recommended. Principals, particularly in former independent districts, felt that they were suddenly being by-passed in this area of administrative functions which they perceived still to be a legitimate part of their role.

Research, in addition to providing some answers, often raises more questions. While the data reported in this study support the existence of certain relationships among the more tangible characteristics of the principal's role and situation (such as school size, administrative experience, and type of legal organization), the impact of the personality may actually be more significant than present data would permit one to suggest. The principal's age and length of administrative

experience are also factors worthy of considering as one examines the effects of school district unification.

It is hoped that research activity will increase in this area of education which is becoming increasingly vital as schools continue to reorganize and adjust in an effort to keep pace with the demands of a changing society.

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APPENDIX

REQUEST FOR VALIDATION OF THE INTERVIEW SCHEDULE

You are asked to assist in establishing the validity and clarity of the attached instrument which is being used to provide the structure for personal interviews to gather data for a doctoral research. YOU ARE NOT EXPECTED TO RESPOND TO THE INDIVIDUAL ITEMS but rather to react to them, as well as to the directions, in terms of:

1. VALIDITY - Does the instrument measure what it is intended to measure? The fifty-two unnumbered items in Sections IB through IIIF are intended to encompass all aspects of the role of the secondary school principal. In the General Comments section (Page 8) of the instrument, please comment on the extent to which you feel these fifty-two items describe validly and completely the role of the secondary school principal. Feel free, also, to mark the individual items where necessary.

2. CLARITY - Is the wording of ALL PARTS of the instrument clear? After carefully reading the directions and the items, do you see vagueness, possibility for double meaning, ambiguity, or misunderstanding? Please mark any doubtful words, phrases, or sentences conspicuously and make explanatory notes in the margin if necessary.

Please bear in mind that the instrument is an INTERVIEW SCHEDULE and with its use the interviewer will be available to clarify and interpret. Your assistance in this project will contribute measurably to the final results of the study.

THE EFFECT OF UNIFICATION UPON THE ROLE

OF THE SECONDARY SCHOOL PRINCIPAL

(Interview Schedule)

Name of School District_____

Component District Prior to Unification_____

_____

County_____ Year District Unified_____

Current Enrollment of Your School as of October 1, 1968_____

Enrollment The School Year Before Unification_____

Total Years of Administrative Experience_____

Years of Administrative Experience in This Position_____

Teaching Load (classroom hours per week):

Before Unification_____after Unification_____

To Whom Responsible Before Unification?

Board of Education_____ Superintendent_____

GENERAL DIRECTIONS: Excluding Section IA, for each of the following items, indicate the response which most accurately describes YOUR PARTICIPATION now as compared to your participation before unification (as you perceive your role).

CODE:

1 - Much Greater
2 - Somewhat Greater
3 - Unchanged
4 - Somewhat Less
5 - Much Less

I. Broad policy-making (affecting the entire district)

A. Rank the following in the order in which you feel they influence district-wide policy-making:

	NOW	BEFORE UNIF.
Community Organizations (Service Clubs, PTA, etc.)	____	____
Private Citizens (including unorganized groups)	____	____
The Board of Education	____	____
The District Superintendent	____	____
Principals and other Administrators	____	____
The Faculty	____	____
Others _____	____	____

B. How do you perceive your role in broad policy-making now compared with that role before unification in:

	1	2	3	4	5
Policy-making deliberations with the Board					
Comment: _____					
Conducting surveys related to broad policy making					
Comment: _____					
Working with lay and professional advisory groups					
Comment: _____					
Preparing recommendations concerning policy making					
Comment: _____					

II. Developing operational policies (primarily, but not exclusively, related to your building)

A. How do you perceive your role in developing operational policies for your building now compared with that role before unification in:

	1	2	3	4	5
Developing and modifiying instructional and curriculum policies					
Comment: _____					
Developing and modifying student personnel policies					
Comment: _____					
Developing and modifying staff personnel policies					
Comment: _____					
Developing and modifying finance and business policies					
Comment: _____					
Developing and modifying school plant and services policies					
Comment: _____					
Developing and modifying community relations policies					
Comment: _____					

III. Technical-Managerial Operations (Administration and Supervision) Primarily for your building

A. How do you perceive your role in the development and improvement of curriculum and instruction in your building now compared with that role before unification in:

	1	2	3	4	5
Revising curriculum content and selecting curriculum materials					
Comment: _____					
Articulating the elementary (or junior high) and secondary curricular program					
Comment: _____					
Coordinating the use of instructional materials and equipment					
Comment: _____					

B. How do you perceive your role in the administration and supervision of student personnel in your building now compared with that role before unification in:

1	2	3	4	5

Orientation and scheduling of students

Comment: _____

Supervising the guidance and health services

Comment: _____

Providing student placement and follow-up services

Comment: _____

Maintaining student records (grades, attendance, etc.)

Comment: _____

Dealing with student irregularities in behavior

Comment: _____

Applying extreme measures in dealing with student irregularities in behavior (suspension, explusion, corporal punishment)

Comment: _____

Supervising student activity programs

Comment: _____

Maintaining individual cumulative student folders

Comment: _____

C. How do you perceive your role in the administration and supervision of staff personnel assigned to your building now compared with that role before unification in:

Recruitment of professional (certificated) personnel

Comment: _____

	1	2	3	4	5
Recruitment of nonprofessional personnel					
Comment: _____					
Selection of professional personnel					
Comment: _____					
Selection of nonprofessional personnel					
Comment: _____					
Induction and orientation of professional staff					
Comment: _____					
Induction and orientation of nonprofessional staff					
Comment: _____					
Scheduling of professional personnel					
Comment: _____					
Scheduling of nonprofessional personnel					
Comment: _____					
Supervision of professional personnel					
Comment: _____					
Supervision of nonprofessional personnel					
Comment: _____					
Evaluation, recommendation for promotion, and retention of professional personnel					
Comment: _____					
Evaluation, recommendation for promotion, and retention of nonprofessional personnel					
Comment: _____					
Maintaining staff personnel records					
Comment: _____					

	1	2	3	4	5
Obtaining and scheduling substitute teachers					
Comment: _____					
In-service education of staff personnel					
Comment: _____					

D. How do you perceive your role in the management of finance and business matters in your building now compared with that role before unification in:

Preparation of the general budget					
Comment: _____					
Administration of the general budget					
Comment: _____					
Supervising and auditing internal accounts					
Comment: _____					
Determining and writing specifications for equipment and supplies					
Comment: _____					
Purchasing equipment and supplies					
Comment: _____					
Administering programs such as NDEA					
Comment: _____					

E. How do you perceive your role in the supervision of your school plant and its related services now compared with that role before unification in:

Plant planning, construction, and remodeling					
Comment: _____					
Plant operation and maintenance					
Comment: _____					

	1	2	3	4	5
Scheduling bus operations					
Comment: _____					
Directing the bus maintenance program					
Comment: _____					
Coordinating and directing the school lunch program					
Comment: _____					
F. How do you perceive your role in school-community relations (relating primarily to your building) now compared with that role before unification in:					
Preparing bulletins and reports for community distribution (excluding news releases)					
Comment: _____					
Preparing news releases for communications media					
Comment: _____					
Conferring with parents and other patrons					
Comment: _____					
Improving means for reporting student progress to parents					
Comment: _____					
Directing the program for use of school facilities by non-school groups					
Comment: _____					
IV. How do you perceive your personal attitude toward your position of secondary school principal as having been affected by unification in:					
Personal satisfaction derived from functioning as a secondary school principal after unification					
Comment: _____					

	1	2	3	4	5
Desire to pursue further in-service training and self-improvement after unification					
Desire to seek a position as superintendent or other comparable office after unification					

Comment: _____

Comment: _____

General Comments:

THE COLLEGE OF EMPORIA
EMPORIA, KANSAS

At the present time I am in the process of completing a doctoral program in educational administration at Oklahoma State University. The research which will provide information for my dissertation concerns the effect of school district unification upon the perceived role of the secondary school principal in Kansas.

Data will be gathered by personal interview with principals who occupied a position as secondary school principal (grades 9 to 12 or 10 to 12) in a Kansas public school at least one school year prior to July 1, 1966 and who are still in that identical position this year. The interview should be not more than about an hour in length and will involve the principal's perception of his role AFTER UNIFICATION compared with that role BEFORE UNIFICATION. Under no conditions will the educational quality of any school or individual be evaluated, and all information gathered will be presented anonymously in the final report.

According to a preliminary screening, you appear to satisfy the above criteria. If this is indeed true, and if you would agree to cooperate in this study, would you please return the enclosed post card to me at your earliest convenience. If, for some reason, you prefer not to participate, it will be appreciated if you would return the card anyway.

Since it is intended that a number of these interviews be conducted during the month of January, 1969, it will be helpful if you can respond as soon as possible. Also, scheduling will be facilitated if you can indicate on the card any dates on which you would <u>not</u> be available for interview. It might not be possible for me to schedule interviews with each participant in advance in every instance; I hope an impromptu performance would not be disagreeable in this case.

I will be deeply grateful for your assistance in this study.

Sincerely yours,

Donald H. Minner

Donald H. Minner, Head
Education Department

Enclosure
cc: District Superintendent

THE COLLEGE OF EMPORIA
EMPORIA, KANSAS

Thank you sincerely for agreeing to participate in my doctoral study of the role of the secondary school principal following unification.

As indicated in my earlier letter, the data will be gathered by personal interview with you. I am enclosing a copy of the interview schedule which will provide structure for our conversation. In fact, we will follow this schedule item for item, giving opportunity for your comments after each question. You may wish to look over this schedule in advance and even make some preliminary notes or marks on it if this would be helpful. It is being sent to you now in order that you may have a more accurate preview of the interview.

It is quite probable that some principals will perceive little if any change in their role as the result of school district unification. Since this fact in itself will lend substance to the study, I am hopeful that all eligible principals will participate regardless of the amount of change they feel has occurred.

Thanks again. I am looking forward to visiting with you in the near future.

Sincerely yours,

Donald H. Minner, Head
Education Department

DHM:fs
Enclosure

TENTATIVE INTERVIEW DATE:_____

(Call me collect at DI 2-2226, Emporia, if this is not suitable.)

THE COLLEGE OF EMPORIA
EMPORIA, KANSAS

Recently I wrote to you concerning the possibility of your assisting in my doctoral research on the role of the secondary school principal. It is quite understandable that you might not yet have had time to respond to the first letter; or perhaps you did not receive it.

At any rate, I am sending along a copy of the original request, hoping you will see fit to participate in the study. I need especially to include more principals who reported to a board of education prior to unification. The interviews so far have averaged about forty-five minutes in length and are rather closely structured to a schedule which is furnished the interviewee in advance.

My initial letter suggested the interviews would be conducted during January; however, I plan to devote two or three more months to this project and your assistance would be truly appreciated.

Sincerely yours,

Donald H. Minner, Head
Education Department

DHM/jg
Encl.

THE COLLEGE OF EMPORIA
EMPORIA, KANSAS

Please accept my sincere thanks for your cooperation in my doctoral research on the role of the secondary school principal. It was indeed a pleasure to visit you in your school for the interview and to make your acquaintance. The reception afforded me by all of the principals interviewed has truly been gratifying.

A summary of this study will be available later to anyone who requests it. If there is any way in which I can be of help to you, please call on me.

Very cordially yours,

Donald H. Minner, Head
Education Department

DHM:jg

APPENDIX B

TABLE XXIV

COMPARISON OF PRINCIPALS' PERCEPTIONS OF THEIR PARTICIPATION IN ADMINISTRATIVE FUNCTIONS AFTER AND BEFORE UNIFICATION

Function	Degree of Participation MG	SG	U	SL	ML	$\bar{X}$
Broad Policy-Making						
Deliberating with the Board	0	6	26	5	7	3.30
Conducting Surveys	0	3	32	4	5	3.25
Working with Advisory Groups	1	4	30	5	4	3.16
Preparing Recommendations	0	4	32	4	4	3.18
Developing Operational Policies						
Instructional and Curriculum Policies	1	9	31	3	0	2.82
Student Personnel Policies	0	6	36	2	0	2.91
Staff Personnel Policies	0	10	29	4	1	2.91
Finance and Business Policies	1	3	31	3	6	3.23
Plant and Services Policies	2	1	33	6	2	3.11
Community Relations Policies	2	2	37	2	1	2.95
Technical-Managerial Operations: Curriculum and Instruction						
Revising Content and Selecting Materials	2	5	34	3	0	2.86
Articulating Elementary and Secondary Curriculum	1	8	34	1	0	2.80
Coordinating Use of Materials and Equipment	0	15	29	0	0	2.66
Technical-Managerial Operations: Student Personnel						
Orientation and Scheduling	2	5	37	0	0	2.80
Supervising Guidance and Health Services	1	6	34	2	1	2.91

TABLE XXIV (Continued)

Function	Degree of Participation MG	SG	U	SL	ML	$\bar{X}$
Placement and Follow-Up Services	1	3	40	0	0	2.89
Maintaining Student Records	0	2	39	2	1	3.05
Dealing with Minor Behavior Problems	0	5	38	1	0	2.91
Suspension, Expulsion, Punishment	1	2	36	4	1	2.93
Supervising Student Activity Program	2	3	36	2	1	2.93
Maintaining Cumulative Record Folders	0	3	38	3	0	3.00
Technical-Managerial Operations: Staff Personnel						
Recruiting Professional Staff	0	3	32	2	7	3.30
Recruiting Non-Professional Staff	0	1	35	3	5	3.27
Selecting Professional Staff	1	3	31	5	4	3.18
Selecting Non-Professional Staff	0	1	35	4	4	3.25
Induction and Orientation of Professional Staff	1	5	26	7	5	3.23
Induction and Orientation of Non-Professional Staff	0	2	35	7	0	3.11
Scheduling Professional Staff	0	2	37	5	0	3.07
Scheduling Non-Professional Staff	0	2	38	3	1	2.95
Supervising Professional Staff	1	6	35	2	0	2.86
Supervising Non-Professional Staff	0	4	35	3	2	3.07
Evaluating, Recommending Professional Staff	1	5	34	3	1	2.95
Evaluating, Recommending Non-Professional Staff	0	1	41	2	0	3.02
Maintaining Staff Personnel Records	0	2	30	5	7	3.39
Scheduling Substitute Teachers	1	3	40	0	0	2.89
In-Service Education of Staff	0	6	35	1	2	2.98

TABLE XXIV (Continued)

Funcation	Degree of Participation MG	SG	U	SL	ML	$\bar{X}$
Technical-Managerial Operations: Finance and Business						
Preparing General Budget	0	2	32	0	10	3.41
Administering General Budget	0	2	32	1	9	3.39
Supervising Internal Accounts	0	3	34	3	4	3.18
Writing Specifications for Equipment and Supplies	1	5	32	1	5	3.09
Purchasing Equipment and Supplies	0	7	29	4	4	3.11
Administering Federal Programs	2	2	31	2	7	3.23
Technical-Managerial Operations: Plant and Related Services						
Plant Planning, Construction, Remodeling	2	4	30	5	3	3.07
Plant Operation and Maintenance	0	4	31	9	0	3.11
Scheduling Bus Operations	3	4	33	1	3	2.93
Directing Bus Maintenance Program	1	2	34	4	3	3.14
Directing and Coordinating School Lunch Program	0	2	34	6	2	3.18
Technical-Managerial Operations: School-Community Relations						
Preparing Community Bulletins	1	5	34	4	0	2.93
Preparing News Releases	1	3	33	8	0	3.14
Conferring with Parents and Other Patrons	2	5	34	3	0	2.84
Improving Reporting of Student Progress	2	5	34	3	0	2.86
Directing Use of Facilities by Non-School Groups	0	3	33	8	0	3.11

TABLE XXV

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN FORMER INDEPENDENT DISTRICTS WITH PRINCIPALS IN FORMER UNIT DISTRICTS

Function	Population	Degree of Participation				
	Indep.--13 Unit--31	MG	SG	U	SL	ML
Broad Policy-Making						
Deliberating with the Board	Indep.	0	2	1	3	7
	Unit	0	4	25	2	0
Conducting Surveys	Indep.	0	2	3	3	5
	Unit	0	1	29	1	0
Working with Advisory Groups	Indep.	0	1	3	5	4
	Unit	1	3	27	0	0
Preparing Recommendations	Indep.	0	1	5	3	4
	Unit	0	4	27	0	0
Developing Operational Policies						
Instructional and Curriculum Policies	Indep.	1	4	5	3	0
	Unit	0	5	26	0	0
Student Personnel Policies	Indep.	0	4	7	2	0
	Unit	0	2	29	0	0
Staff Personnel Policies	Indep.	0	3	5	4	1
	Unit	0	7	24	0	0
Finance and Business Policies	Indep.	1	0	3	3	6
	Unit	0	3	28	0	0
Plant and Services Policies	Indep.	0	1	5	5	2
	Unit	2	0	28	1	0
Community Relations Policies	Indep.	0	1	9	2	1
	Unit	2	2	27	0	0
Technical-Managerial Operations: Curriculum and Instruction						
Revising Content and Selecting Materials	Indep.	1	2	7	3	0
	Unit	1	3	27	0	0
Articulating Elementary and Secondary Curriculum	Indep.	1	1	11	0	0
	Unit	0	7	23	1	0

TABLE XXV (Continued)

Function	Population Indep.--13 Unit--31	Degree of Participation MG	SG	U	SL	ML
Coordinating Use of Materials and Equipment	Indep.	0	9	4	0	0
	Unit	0	6	25	0	0
Technical-Managerial Operations: Student Personnel						
Orientation and Scheduling	Indep.	1	2	10	0	0
	Unit	1	3	27	0	0
Supervising Guidance and Health Services	Indep.	1	2	7	2	1
	Unit	0	4	27	0	0
Placement and Follow-Up Services	Indep.	1	2	10	0	0
	Unit	0	1	30	0	0
Maintaining Student Records	Indep.	0	2	9	1	1
	Unit	0	0	30	1	0
Dealing with Minor Behavior Problems	Indep.	0	2	10	1	1
	Unit	0	3	28	0	0
Suspension, Expulsion, Punishment	Indep.	0	0	8	4	1
	Unit	1	2	28	0	0
Supervising Student Activity Program	Indep.	1	1	9	2	0
	Unit	1	2	27	0	1
Maintaining Cumulative Record Folders	Indep.	0	2	9	2	0
	Unit	0	1	29	1	0
Technical-Managerial Operations: Staff Personnel						
Recruiting Professional Staff	Indep.	0	1	3	2	7
	Unit	0	2	29	0	0
Recruiting Non-Professional Staff	Indep.	0	1	4	3	5
	Unit	0	0	31	0	0
Selecting Professional Staff	Indep.	1	1	2	5	4
	Unit	0	2	29	0	0
Selecting Non-Professional Staff	Indep.	0	1	5	3	4
	Unit	0	0	30	1	0

TABLE XXV (Continued)

Function	Population Indep.--13 Unit--31	Degree of Participation MG	SG	U	SL	ML
Induction and Orientation of Professional Staff	Indep.	1	2	3	7	0
	Unit	0	3	28	0	0
Induction and Orientation of Non-Professional Staff	Indep.	0	2	5	6	0
	Unit	0	0	30	1	0
Scheduling Professional Staff	Indep.	0	1	7	5	0
	Unit	0	1	30	0	0
Scheduling Non-Professional Staff	Indep.	0	2	8	2	1
	Unit	0	0	30	1	0
Supervising Professional Staff	Indep.	0	5	6	2	0
	Unit	1	1	29	0	0
Supervising Non-Professional Staff	Indep.	0	3	5	3	2
	Unit	0	1	30	0	0
Evaluating, Recommending Professional Staff	Indep.	0	2	7	3	1
	Unit	1	3	27	0	0
Evaluating, Recommending Non-Professional Staff	Indep.	0	0	11	2	0
	Unit	0	1	30	0	0
Maintaining Staff Personnel Records	Indep.	0	1	1	4	7
	Unit	0	2	28	1	0
Scheduling Substitute Teachers	Indep.	0	2	11	0	0
	Unit	1	1	29	0	0
In-Service Education of Staff	Indep.	0	1	9	1	2
	Unit	0	5	26	0	0
Technical-Managerial Operations: Finance and Business						
Preparing General Budget	Indep.	0	0	3	0	10
	Unit	0	2	29	0	0
Administering General Budget	Indep.	0	0	3	1	9
	Unit	0	2	29	0	0
Supervising Internal Accounts	Indep.	0	1	5	3	4
	Unit	0	2	29	0	0

TABLE XXV (Continued)

Function	Population	Degree of Participation				
	Indep.--13 Unit--13	MG	SG	U	SL	ML
Writing Specifications for Equipment and Supplies	Indep.	0	2	5	1	5
	Unit	1	3	27	0	0
Purchasing Equipment and Supplies	Indep.	0	1	4	4	4
	Unit	0	6	25	0	0
Administering Federal Programs	Indep.	0	0	4	2	7
	Unit	2	2	27	0	0
Technical-Managerial Operations: Plant and Related Services						
Plant Planning, Construction, Remodeling	Indep.	0	1	4	5	3
	Unit	2	3	26	0	0
Plant Operation and Maintenance	Indep.	0	2	3	8	0
	Unit	0	2	28	1	0
Scheduling Bus Operations	Indep.	2	1	7	1	2
	Unit	1	3	27	0	0
Directing Bus Maintenance Program	Indep.	1	1	4	4	3
	Unit	0	1	30	0	0
Directing and Coordinating School Lunch Program	Indep.	0	0	6	5	2
	Unit	0	2	28	1	0
Technical-Managerial Operations: School-Community Relations						
Preparing Community Bulletins	Indep.	1	2	6	4	0
	Unit	0	3	28	0	0
Preparing News Releases	Indep.	1	0	4	8	0
	Unit	0	3	28	0	0
Conferring with Parents and Other Patrons	Indep.	0	3	8	2	0
	Unit	2	2	27	0	0
Improving Reporting of Student Progress	Indep.	1	1	9	2	0
	Unit	1	4	25	1	0
Directing Use of Facilities by Non-School Groups	Indep.	0	0	6	7	0
	Unit	0	3	27	1	0

TABLE XXVI

COMPARISON OF PERCEPTIONS OF PRINCIPALS IN "SMALL" HIGH SCHOOLS WITH PRINCIPALS IN "LARGE" HIGH SCHOOLS

Function	Population Small--20 Large--24	Degree of Participation MG	SG	U	SL	ML
Broad Policy-Making						
Deliberating with the Board	Small	0	5	6	3	6
	Large	0	1	20	2	1
Conducting Surveys	Small	0	2	11	3	4
	Large	0	1	21	1	1
Working with Advisory Groups	Small	0	3	9	5	3
	Large	1	2	20	0	1
Preparing Recommendations	Small	0	4	10	3	3
	Large	0	1	22	0	1
Developing Operational Policies						
Instructional and Curriculum Policies	Small	1	6	10	3	0
	Large	0	3	21	0	0
Student Personnel Policies	Small	0	6	13	1	0
	Large	0	0	23	1	0
Staff Personnel Policies	Small	0	8	8	3	1
	Large	0	2	21	1	0
Finance and Business Policies	Small	1	1	10	3	5
	Large	0	2	21	0	1
Plant and Services Policies	Small	1	1	12	4	2
	Large	1	0	21	2	0
Community Relations Policies	Small	0	3	14	2	1
	Large	2	0	22	0	0
Technical-Managerial Operations: Curriculum and Instruction						
Revising Content and Selecting Materials	Small	2	4	11	3	0
	Large	0	2	22	0	0
Articulating Elementary and Secondary Curriculum	Small	1	5	13	1	0
	Large	0	3	21	0	0

TABLE XXVI (Continued)

Function	Population Small--20 Large--24	Degree of Participation MG	SG	U	SL	ML
Coordinating Use of Materials and Equipment	Small	0	11	9	0	0
	Large	0	4	20	0	0
Technical-Managerial Operations: Student Personnel						
Orientation and Scheduling	Small	1	3	16	0	0
	Large	1	2	21	0	0
Supervising Guidance and Health Services	Small	1	4	12	2	1
	Large	0	2	22	0	0
Placement and Follow-Up Services	Small	1	3	16	0	0
	Large	0	0	24	0	0
Maintaining Student Records	Small	0	2	15	2	1
	Large	0	0	24	0	0
Dealing with Minor Behavior Problems	Small	0	4	15	1	0
	Large	0	1	23	0	0
Suspension, Expulsion, Punishment	Small	1	2	12	4	1
	Large	0	0	24	0	0
Supervising Student Activity Program	Small	1	2	14	2	1
	Large	1	1	22	0	0
Maintaining Cumulative Record Folders	Small	0	2	15	3	0
	Large	0	1	23	0	0
Technical-Managerial Operations: Staff Personnel						
Recruiting Professional Staff	Small	0	2	10	2	6
	Large	0	1	22	0	1
Recruiting Non-Professional Staff	Small	0	1	13	2	4
	Large	0	0	23	1	0
Selecting Professional Staff	Small	1	3	8	4	4
	Large	0	0	23	1	0
Selecting Non-Professional Staff	Small	0	1	13	2	4
	Large	0	0	22	2	0

TABLE XXVI (Continued)

Function	Population Small--20 Large--24	Degree of Participation MG	SG	U	SL	ML
Induction and Orientation of Professional Staff	Small	1	4	9	6	0
	Large	0	1	22	1	0
Induction and Orientation of Non-Professional Staff	Small	0	2	13	5	0
	Large	0	0	22	2	0
Scheduling Professional Staff	Small	0	2	14	4	0
	Large	0	0	23	1	4
Scheduling Non-Professional Staff	Small	0	2	15	2	1
	Large	0	0	23	1	0
Supervising Professional Staff	Small	1	6	11	2	0
	Large	0	0	24	0	0
Supervising Non-Professional Staff	Small	0	4	11	3	2
	Large	0	0	24	0	0
Evaluating, Recommending Professional Staff	Small	1	3	12	3	1
	Large	0	2	22	0	0
Evaluating, Recommending Non-Professional Staff	Small	0	1	17	2	0
	Large	0	0	24	0	0
Maintaining Staff Personnel Records	Small	0	2	7	5	6
	Large	0	1	22	0	1
Scheduling Substitute Teachers	Small	1	3	16	0	0
	Large	0	0	24	0	0
In-Service Education of Staff	Small	0	4	13	1	2
	Large	0	2	22	0	0
Technical-Managerial Operations: Finance and Business						
Preparing General Budget	Small	0	1	10	0	9
	Large	0	1	22	0	1
Administering General Budget	Small	0	1	10	1	8
	Large	0	1	22	0	1
Supervising Internal Accounts	Small	0	3	10	3	4
	Large	0	0	24	0	0

TABLE XXVI (Continued)

Function	Population Small--20 Large--24	Degree of Participation MG	SG	U	SL	ML
Writing Specifications for Equipment and Supplies	Small	1	3	10	1	5
	Large	0	2	21	0	1
Purchasing Equipment and Supplies	Small	0	5	8	3	4
	Large	0	2	21	1	0
Administering Federal Programs	Small	1	1	10	2	6
	Large	1	1	21	0	1
Technical-Managerial Operations: Plant and Related Services						
Plant Planning, Construction, Remodeling	Small	0	3	9	5	3
	Large	2	1	21	0	0
Plant Operation and Maintenance	Small	0	3	9	8	0
	Large	0	1	22	1	0
Scheduling Bus Operations	Small	3	1	13	1	2
	Large	0	3	20	0	1
Directing Bus Maintenance Program	Small	1	2	11	4	2
	Large	0	0	23	0	1
Directing and Coordinating School Lunch Program	Small	0	2	12	4	2
	Large	0	0	22	2	0
Technical-Managerial Operations: School-Community Relations						
Preparing Community Bulletins	Small	1	4	11	4	0
	Large	0	1	23	0	0
Preparing News Releases	Small	1	1	11	7	0
	Large	0	2	21	1	0
Conferring with Parents and Other Patrons	Small	0	5	13	2	0
	Large	2	0	22	0	0
Improving Reporting of Student Progress	Small	2	4	11	3	0
	Large	0	1	23	0	0
Directing Use of Facilities by Non-School Groups	Small	0	1	13	6	0
	Large	0	2	20	2	0

TABLE XXVII

COMPARISON OF PERCEPTIONS OF PRINCIPALS OF "LESS" ADMINISTRATIVE EXPERIENCE WITH PRINCIPALS OF "MORE" ADMINISTRATIVE EXPERIENCE

Function	Population: Less--22 / More--22	Degree of Participation: MG	SG	U	SL	ML
Broad Policy-Making						
Deliberating with the Board	Less	0	4	11	3	4
	More	0	2	16	1	3
Conducting Surveys	Less	0	2	14	4	2
	More	0	1	18	0	3
Working with Advisory Groups	Less	0	2	15	4	1
	More	1	1	16	1	3
Preparing Recommendations	Less	0	2	16	2	2
	More	0	2	17	1	2
Developing Operational Policies						
Instructional and Curriculum Policies	Less	1	4	14	3	0
	More	0	4	18	0	0
Student Personnel Policies	Less	0	4	17	1	0
	More	0	2	19	1	0
Staff Personnel Policies	Less	0	5	14	2	1
	More	0	4	16	2	0
Finance and Business Policies	Less	1	2	13	3	3
	More	0	0	19	0	3
Plant and Services Policies	Less	2	1	14	4	1
	More	0	0	19	2	1
Community Relations Policy	Less	0	2	18	1	1
	More	1	1	19	1	0
Technical-Managerial Operations: Curriculum and Instruction						
Revising Content and Selecting Materials	Less	1	3	16	2	0
	More	1	2	18	1	0
Articulating Elementary and Secondary Curriculum	Less	0	4	18	0	0
	More	1	3	17	1	0

TABLE XXVII (Continued)

Function	Population Less--22 More--22	Degree of Participation MG	SG	U	SL	ML
Coordinating Use of Materials and Equipment	Less	0	9	13	0	0
	More	0	5	17	0	0
Technical-Managerial Operations: Student Personnel						
Orientation and Scheduling	Less	2	3	17	0	0
	More	0	1	21	0	0
Supervising Guidance and Health Services	Less	1	4	10	2	5
	More	0	2	20	0	0
Placement and Follow-Up Services	Less	1	1	20	0	0
	More	0	2	20	0	0
Maintaining Student Records	Less	0	2	18	2	0
	More	0	0	21	0	1
Dealing with Minor Behavior Problems	Less	0	4	17	1	0
	More	0	1	21	0	0
Suspension, Expulsion, Punishment	Less	0	1	17	3	1
	More	1	1	19	1	0
Supervising Student Activity Program	Less	1	2	18	1	0
	More	1	1	18	1	1
Maintaining Cumulative Record Folders	Less	0	3	18	1	0
	More	0	0	20	2	0
Technical-Managerial Operations: Staff Personnel						
Recruiting Professional Staff	Less	0	3	14	1	4
	More	0	0	18	1	3
Recruiting Non-Professional Staff	Less	0	1	17	2	2
	More	0	0	18	1	3
Selecting Professional Staff	Less	1	2	14	2	3
	More	0	1	17	3	1
Selecting Non-Professional Staff	Less	0	1	18	1	2
	More	0	0	17	3	2

TABLE XXVII (Continued)

Function	Population Less--22 More--22	Degree of Participation MG	SG	U	SL	ML
Induction and Orientation of Professional Staff	Less	1	4	13	4	0
	More	0	1	18	3	0
Induction and Orientation of Non-Professional Staff	Less	0	2	16	4	0
	More	0	0	19	3	0
Scheduling Professional Staff	Less	0	1	18	3	0
	More	0	1	19	2	0
Scheduling Non-Professional Staff	Less	0	1	18	2	1
	More	0	1	20	1	0
Supervising Professional Staff	Less	0	5	16	1	0
	More	1	1	19	1	0
Supervising Non-Professional Staff	Less	0	3	15	3	1
	More	0	1	20	0	1
Evaluating, Recommending Professional Staff	Less	1	2	16	3	0
	More	0	3	18	0	1
Evaluating, Recommending Non-Professional Staff	Less	0	0	20	2	0
	More	0	1	21	0	0
Maintaining Staff Personnel Records	Less	0	3	11	5	3
	More	0	0	18	0	4
Scheduling Substitute Teachers	Less	1	2	19	0	0
	More	0	1	21	0	0
In-Service Education of Staff	Less	0	3	17	0	2
	More	0	2	19	1	0
Technical-Managerial Operations: Finance and Business						
Preparing General Budget	Less	0	0	16	0	6
	More	0	1	17	0	4
Administering General Budget	Less	0	0	16	1	5
	More	0	1	17	0	4
Supervising Internal Accounts	Less	0	2	16	3	1
	More	0	1	18	0	3

TABLE XXVII (Continued)

Function	Population Less--22 More--22	Degree of Participation MG	SG	U	SL	ML
Writing Specifications for Equipment and Supplies	Less	1	3	15	1	2
	More	0	1	18	0	3
Purchasing Equipment and Supplies	Less	0	4	14	2	2
	More	0	2	16	2	2
Administering Federal Programs	Less	2	0	15	1	4
	More	0	1	17	1	3
Technical-Managerial Operations: Plant and Related Services						
Plant Planning, Construction, Remodeling	Less	1	2	13	3	3
	More	1	1	18	2	0
Plant Operation and Maintenance	Less	0	4	12	6	0
	More	0	0	19	3	0
Scheduling Bus Operations	Less	1	3	15	1	2
	More	2	1	18	0	1
Directing Bus Maintenance Program	Less	1	0	12	4	5
	More	0	2	18	0	2
Directing and Coordinating School Lunch Program	Less	0	1	18	3	0
	More	0	1	16	3	2
Technical-Managerial Operations: School-Community Relations						
Preparing Community Bulletins	Less	1	3	15	3	0
	More	0	1	20	1	0
Preparing News Releases	Less	1	2	14	5	0
	More	0	0	19	3	0
Conferring with Parents and Other Patrons	Less	0	3	17	2	0
	More	2	2	18	0	0
Improving Reporting of Student Progress	Less	2	2	16	2	0
	More	0	3	18	1	0
Directing Use of Facilities by Non-School Groups	Less	0	1	17	4	0
	More	0	2	17	3	0

VITA

3

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Doctor of Education

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