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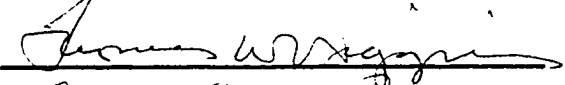
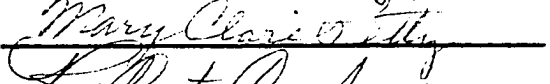
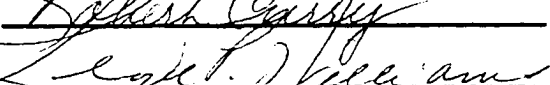
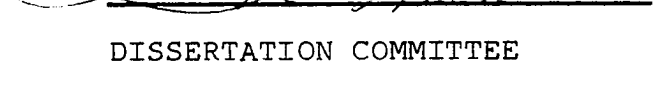
THE SELECTION AND RETENTION OF ELEMENTARY
SCHOOL PRINCIPALS IN OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

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GEORGE THOMAS GLOVER
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THE SELECTION AND RETENTION OF ELEMENTARY
SCHOOL PRINCIPALS IN OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

To Ruby, Jane and Ted

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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
Chapter	
I. INTRODUCTION	1
Background and Need for the Study	1
Statement of the Problem	6
Purpose of the Study	6
A Review of Related Literature	7
Selecting and Retaining the Superintendent	8
Selecting and Retaining Senior High	
School Principals	13
Selecting and Retaining the Elementary	
School Principal	17
Summary	23
II. THEORETICAL FRAMEWORK	25
Conflict in the Educational Setting	25
Maintaining the Institution	31
Formal Organization of Schools	35
The Socialization Process	41
Summary	44
III. DESIGN OF THE STUDY	46
Definition of Terms	46
Selection of Subjects	47
Procedure for Collecting Data	48
Treatment of Data	50
IV. PRESENTATION AND ANALYSIS OF DATA	52
The Elementary School Administrative Plan .	54
The Principalship a Position of	
Responsible Leadership and Authority . .	57
Certification	59
Degrees Held	62

Chapter	Page
Age	64
Salary	65
Experience	66
Adopting the Selection Procedure	68
Recruiting Candidates	79
Investigating the Candidate	98
Personal and Professional Factors	112
Nominating the Candidate	126
Selection of the Principal	142
Seeking to Retain a Desirable Principal . .	152
Evaluating the Services of the Principal .	168
Summary	179
V. SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDA- TIONS AND IMPLICATIONS	183
Summary	183
Findings	187
Conclusions	190
Recommendations	191
Implications for Further Research	193
BIBLIOGRAPHY	195
APPENDICES	
A. Letter of Transmittal	201
B. Questionnaire	203
C. Follow-up Letter	209

LIST OF TABLES

Table	Page
1. Distribution by Geographical Areas of the 200 Superintendents Receiving Questionnaires	50
2. Distribution by Geographical Areas of the 200 Superintendents Receiving Questionnaires and the Distribution by Geographical Areas of the Responses of the 200 Superintendents Receiving Questionnaires	54
3. Distribution by Name and Number of Counties in Each Geographical Area and Distribution of Superintendents of School Districts Receiving Questionnaires	55
4. Number and Per Cent of Oklahoma Elementary Schools as Reported by Superintendents as to the Type of Administrative Plan	57
5. Number and Per Cent of Oklahoma Schools Reported by Superintendents as Administered By Principals and by Other Officials	58
6. Number and Per Cent of Oklahoma Elementary School Principals Showing the Type of Administrative Certificate Held as Reported by the Superintendent	61
7. Number and Per Cent of Oklahoma Elementary Schools Showing the Number of Years Principals Have Served in Their Present Position as Reported by the Superintendent	61
8. Number and Per Cent of Oklahoma Elementary School Principals Arranged According to the Highest Degree Held as Reported by the Superintendent	64

Table		Page
9.	Number and Per Cent of Oklahoma Elementary Schools Arranged According to the Age of the Principals as Reported by Superintendents . .	65
10.	Number and Per Cent of Oklahoma Elementary Schools Arranged According to the Salary of the Principals as Reported by Superintendents	66
11.	Number and Per Cent of Oklahoma Elementary Schools Arranged According to the Experience of Principals as Reported by Superintendents	67
12.	Distribution of Elementary School Principals in Oklahoma According to Geographical Areas in Terms of School Organization, Years Principal Has Served in Present Position, Type of Administrative Certificate, Degree Held, Age, Salary, and Experience as Reported by Superintendents	69
13.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in the Selection Procedure	70
14.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in the Selection Procedure	71
15.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in the Selection Procedure	73
16.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in the Selection Procedure	74
17.	Distribution and Comparison of the Practices Used by Superintendents in the Southeast and Central Sections of the State in the Selection Procedure	75
18.	Distribution and Comparison of the Practices Used by Superintendents in the Southwest and Central Sections of the State in the Selection Procedure	76

Table		Page
19.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in the Selection Procedure	77
20.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in the Selection Procedure	78
21.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in Recruiting Candidates for the Elementary School Principalship	80
22.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in Recruiting Candidates for the Elementary School Principalship	82
23.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in Recruiting Candidates for the Elementary School Principalship	84
24.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in Recruiting Candidates for the Elementary School Principalship	87
25.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in Recruiting Candidates for the Elementary School Principalship	89
26.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in Recruiting Candidates for the Elementary School Principalship	91

Table		Page
27.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in Recruiting Candidates for the Elementary School Principalship	93
28.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in Recruiting Candidates for the Elementary School Principalship	95
29.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in Investi- gating Candidates for the Elementary School Principalship	99
30.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in Investi- gating Candidates for the Elementary School Principalship	100
31.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in Investi- gating Candidates for the Elementary School Principalship	101
32.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in Investi- gating Candidates for the Elementary School Principalship	103
33.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in Investi- gating Candidates for the Elementary School Principalship	105
34.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in Investi- gating Candidates for the Elementary School Principalship	107

Table		Page
35.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in Investigating Candidates for the Elementary School Principalship	109
36.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in Investigating Candidates for the Elementary School Principalship	110
37.	Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Northwest and Southwest Sections of the State While Interviewing an Applicant for the Elementary School Principalship	114
38.	Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Northeast and Southwest Sections of the State While Interviewing an Applicant for the Elementary School Principalship	115
39.	Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Northeast and Southwest Sections of the State While Interviewing an Applicant for the Elementary School Principalship	117
40.	Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Northwest and Southeast Sections of the State While Interviewing an Applicant for the Elementary School Principalship	118
41.	Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Central and Northeast Sections of the State While Interviewing an Applicant for the Elementary School Principalship	120

Table	Page
42. Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Central and Southeast Sections of the State While Interviewing an Applicant for the Elementary School Principalship	122
43. Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Central and Southwest Sections of the State While Interviewing an Applicant for the Elementary School Principalship	123
44. Distribution and Comparison of the Personal and Professional Factors Considered Most Important by Superintendents in the Central and Northwest Sections of the State While Interviewing an Applicant for the Elementary School Principalship	124
45. Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	127
46. Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	129
47. Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	131
48. Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	133
49. Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	135

Table		Page
50.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	137
51.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	138
52.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in the Nomination of a Candidate for the Elementary School Principalship	140
53.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in the Selection of the Principal	142
54.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in the Selection of the Principal	144
55.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in the Selection of the Principal	145
56.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in the Selection of the Principal	146
57.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in the Selection of the Principal	148
58.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in the Selection of the Principal	149

Table	Page
59. Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in the Selection of the Principal	150
60. Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in the Selection of the Principal	151
61. Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in Retaining Principals for the Elementary School Principalship	153
62. Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in Retaining Principals for the Elementary School Principalship	155
63. Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in Retaining Principals for the Elementary School Principalship	157
64. Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in Retaining Principals for the Elementary School Principalship	159
65. Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in Retaining Principals for the Elementary School Principalship	161
66. Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in Retaining Principals for the Elementary School Principalship	163
67. Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in Retaining Principals for the Elementary School Principalship	165

Table		Page
68.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in Retaining Principals for the Elementary School Principalship	167
69.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southwest Sections of the State in the Evaluation of Principals for the Elementary School Principalship	170
70.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southeast Sections of the State in the Evaluation of Principals for the Elementary School Principalship	171
71.	Distribution and Comparison of the Practices Used by Superintendents in the Northeast and Southwest Sections of the State in the Evaluation of Principals for the Elementary School Principalship	172
72.	Distribution and Comparison of the Practices Used by Superintendents in the Northwest and Southeast Sections of the State in the Evaluation of Principals for the Elementary School Principalship	173
73.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Northeast Sections of the State in the Evaluation of Principals for the Elementary School Principalship	175
74.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southeast Sections of the State in the Evaluation of Principals for the Elementary School Principalship	176
75.	Distribution and Comparison of the Practices Used by Superintendents in the Central and Southwest Sections of the State in the Evaluation of Principals for the Elementary School Principalship	177

Table	Page
76. Distribution and Comparison of the Practices Used by Superintendents in the Central and Northwest Sections of the State in the Evaluation of Principals for the Elementary School Principalship	178

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CHAPTER I

INTRODUCTION

Background and Need for the Study

The role of the elementary school principal in public education today has been affected by many forces. Some of these forces are the broad aims of education which are: to provide equality of educational opportunity for all of the nation's citizens and to improve the quality of education for all; and the technological revolution and the accompanying knowledge explosion. A third force is the shifting pattern of decision-making. Twenty-five years ago decision-making authority in a school system could be portrayed on an organizational chart of the school system by a single axis of decision-making connecting the superintendent and the board of education. The board of education was at the top; it was assumed that the board of education represented the community. The superintendent might provide some freedom for principals and teachers to make decisions if he were democratic in his role as superintendent. Today, however, it is different,

with teacher militancy a growing force that superintendents and principals must face and consider in a positive and constructive manner. The role of the elementary school principal is becoming more complex, difficult, and demanding every day.

"The power struggle within the profession is between teachers on the one hand and boards of education and administration on the other."¹ The new force in education represented by teacher power through negotiations has the elementary school principal placed in the middle--the teachers have placed him with the administration, while many of the principals think that they should represent the teachers in their desire to be a part of the group that formulates policy. The militancy of teachers and the climate of labor-management bargaining permeating the professional negotiations concept has had a negative impact on working relations among professional staff members. The militancy of teachers and the climate of labor-management bargaining manifested in professional negotiations has had a negative impact on the instructional program and curriculum development activities. This places great stress upon the elementary school principal as he attempts to function as an instructional leader. Hamachek states:

¹William F. Young, "Curriculum Negotiations: Present Status--Future Trends," Educational Leadership, Journal of the Association for Supervision and Curriculum Development, NEA, Vol. 26, No. 4, (January, 1969), 341.

One's role as decision-maker and change-agent is more involved than, for example, a simple listing of desirable "leadership traits." It is more involved than the human relations theory idea that leadership grows from a group's consent to grant authority. It is more complicated than the simple recognition that informal power organizations meet to plot, scheme, and discuss at coffee breaks, lunch time, or after school.

To tell you what you must and how you must behave to be an effective change-agent and decision-maker is to dictate. Moreover, to explain decision-making or one's role as change-agent in terms of administration theory or theories serves only to unduly abstract and impersonalize the highly personal meanings and implications of any given leadership role--not the least of which is a principalship.¹

There is a growing specialization among school personnel which reflects the knowledge explosion.² Authority comes from the allocation of power, and the principal will need to take advantage of the knowledge and skills of specialized personnel if he is to make competent decisions. The typical elementary school principal makes dozens of decisions each day. In many instances, those who will be affected by the decisions should be involved in the process. By the same token, many of the decisions that affect the school such as those made by central office personnel and school boards, should in many instances, involve the elementary school principal and his staff. As teachers have become more competent,

¹Don E. Hamachek, "Leadership Styles, Decision-Making, and the Principal," The National Elementary Principal, XLV, No. 5, (April, 1966), 28.

²Thomas C. Wood, "Changing Role of the Teacher--How Does it Affect the Role of the Principal?", The National Elementary Principal, XLVII, No. 5, (April, 1968), 36.

they have insisted on having a greater voice in educational decision-making. As elementary school principals become more competent, they should become involved in decisions affecting them and the elementary school.

One of the needs of a good school is a competent principal. The attitude of the parents toward the school, the enthusiasm of teachers, and the morale of pupils are determined in a large part by the leadership provided by the principal.¹

McVey stated that, "Educational organizations face the recurring problem of selecting capable personnel for administrative positions. Wise selection of personnel is important in all organizations but it is particularly so in education. The selection of capable individuals who will be effective administrators for the schools presents a problem as great and probably more crucial than that of training them."²

In a majority of cases, the principal is nominated by the superintendent of schools, subject to approval by the board of education. Generally, nominations are made from lists of either eligible persons within the school system or

¹William Carson Hamm, "Changes in the Selection and Retention of Senior High School Principals in Oklahoma 1954 to 1964," (unpublished Ed.D. dissertation, University of Oklahoma, 1964), p. 122.

²Richard C. McVey, "Personality: A Key to Administrative Success," Administrator's Notebook, Vol. 5, No. 8, April, 1957.

competent persons from outside. However, Jacobson, Reavis, and Logsdon stated that, "In recent years some cities have tended to eliminate from consideration, persons outside the system, or have required a specified number of years of teaching experience in a particular system before an individual may become eligible for a school principalship. This practice automatically excludes many administrators who have already proved their competence elsewhere."¹

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

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

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

Statement of the Problem

Since we have little or no organized, systematic information regarding the selection and retention of elementary school principals in the state of Oklahoma, the problem was to determine what practices and procedures are utilized in the selection and retention of elementary school principals in Oklahoma.

Purpose of the Study

The formal education of the vast majority of our nation's children begins in the elementary school. The elementary school is charged with building the educational foundation upon which all the remaining years of the child's education will rest. In terms of educational leadership there is no educational administrative position more crucial than the elementary school principalship. If the elementary school principal is to fill the role of an educational leader in the school, he must be an agent of change by providing a climate in which change may take place. In many school systems the principal is not expected nor permitted to fill the role. Since the position is a crucial one, the selection of the person to fill the position and the retention of that person is of prime importance, since the role of the principal is directly related to the instructional and curricular programs of the school. Therefore, the purpose of this study was to determine what the current practices are in the

selection and retention of elementary school principals in the state of Oklahoma.

A Review of Related Literature

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

There are numerous references and professional articles written on elementary school administration, but only a few have been written concerning the elementary school principal, and even a smaller number written on the practices of selecting and retaining this school administrator.

There are several types of sources of information concerning the selection and retention practices of school administrators. These sources are: doctoral dissertations; studies and pronouncements by professional administrative organizations at the national, state, and local levels; articles in periodical literature; and references on elementary school administration.

The contribution of doctoral dissertations in this area has been significant. However, many of them are

concerned with status studies of administrators throughout the United States. While this type of study is needed from time to time, it is doubtful that studies of this type make up the kind and quality needed in the areas of selection and retention.

Selecting and Retaining the Superintendent. Blecha made a study of the procedures used in the selection and retention of superintendents in fifty small schools. Through this study, he developed the following criteria:

1. The board of education should establish before hand, systematic procedures by which specific responsibilities are assigned to individual board members concerning selection procedures.
2. The qualifications and characteristics felt to be desirable in a superintendent should be decided in terms of the needs of the community.
3. The qualifications of the superintendent should be determined in terms of personal experience considered necessary by the board of education.
4. The salary should be set at a definite amount contingent upon the desired qualifications before applications are received.
5. Desirable candidates should be actively sought by the board of education.
6. The qualifications desired in the superintendent and their importance to the community and the school system should be formulated and made available to prospective candidates.
7. The board should obtain accurate and reliable information concerning the candidate.
8. The superintendent should be chosen by unanimous agreement of the board.

9. The board should provide and assure the successful superintendent tenure in the office for a prolonged time.¹

Garber stated that, "Although most teachers in the United States are covered by tenure laws, a relatively small proportion of superintendents, probably not more than 10 to 15 per cent, are apparently covered by such legislation."²

Nimnicht³ made a study of successful superintendents and their leadership ability. He found that by the use of three tests, the Edwards Personal Preference Inventory, Study of Values by Allport, Vernon, and Lindzey, and the California F Scale, it was possible to distinguish between superintendents according to their leadership ability.

Spalding and Hummel made a study in which they concluded:

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

During the past 25 years, 17 out of 109 terminations were due to dismissal: A rebuttal to the oft-repeated

¹Milo K. Blecha, "Study of Procedures Used in the Selection and Retention of Superintendents in Fifty Small Schools," (unpublished Ed.D. dissertation, University of Nebraska, 1956), p. 196.

²Lee O. Garber, "Tenure for Administrators," The Nation's Schools, LVIII, (August, 1956), 49.

³Glendon P. Nimnicht, "A Study of Successful Superintendents and Their Leadership Ability," (unpublished Ed.D. dissertation, Stanford University, 1958), p. 142.

charge that in nine out of ten cases superintendents are forced to resign because of a whim of the school board.¹

Puffer² made a study of the factors associated with long tenure of school administrators. He found that the size of community bore no markedly significant relation to long tenure except that fewer superintendents of long tenure were found in extremely small districts having fewer than twenty teachers and no long tenure superintendents were found in districts having fewer than ten teachers. He also found that long tenure in the superintendency does not appear to be associated with high property valuation. He found that long tenure of superintendents did not appear to be related to expenditure per pupil.

Stoops and Rafferty stated that:

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

¹Willard B. Spalding and Errett Hummel, "How Fares the Superintendents' Tenure," The American School Board Journal, CXXXVIII (September, 1958), 37-39.

²Kenneth H. Puffer, "Factors Associated with Long Tenure of School Administrators in Michigan," (unpublished Ed.D. dissertation, University of Michigan, 1960), p. 152.

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

Manwaring did a study on the relationship between the processes used by boards of education in selecting superintendents and the congruence of administrative behavioral expectations of board members and final candidates for the position of superintendent. He found there was little relationship among:

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

Brause identified major factors affecting the dismissal of school superintendents. These were:

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

Todd made a study of administrative tenure and found that:

¹James R. Manwaring, "Selection Processes and Behavioral Expectations for Chief School Administrative Appointees in Four School Systems of New York State," (unpublished Ed.D. dissertation, Syracuse University, 1963), p. 520.

²Dorsey W. Brause, "Identification of Major Factors Affecting the Dismissal of School Superintendents," (unpublished Ed.D. dissertation, Ohio State University, 1963), p. 133.

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

Palmer made a study of the procedures used in the selection of school superintendents in the state of Virginia. From the study he made the following recommendations:

1. The existence of a vacancy should be recorded in the official minutes of the board.
2. The board should organize for the task.
3. The board should operate as a committee of the whole throughout the selection process.
4. The board should appoint one member to work with the clerk of the board in all contacts with the candidates and in maintaining special files on each.
5. The board should make public announcement of the vacancy, of the procedures to be used in applying for or recommending others for the position, of the required qualifications of candidates, and of the salary to be offered.²

¹Eugene A. Todd, "The Administration of Change: A Study of Administrative Tenure," (unpublished Ed.D. dissertation, University of Houston, 1963), p. 239.

²Walter W. Palmer, "The Relationships Between Recommended Procedures and Those Used in the Selection of Public School Superintendents in Virginia," (unpublished Ed.D. dissertation, University of Virginia, 1967), p. 129.

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

A study by McNamara revealed that these personal qualities were of vital importance:

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

Morrison² studied the selection processes for principalships in Ohio, and he found generally, an essay examination, an objective test, an interview or an oral examination by a committee or panel, and a field rating and/or related evidence were used.

¹Robert A. McNamara, "A Study of the Practices and Procedures in the Selection, Examination, and Appointment of Secondary School Principals in Pennsylvania," (unpublished Ed.D. dissertation, University of Pittsburg, 1956), p. 168.

²Hugh S. Morrison, "Selection Processes for Principals-ship Position: With Emphasis on Seven City School Systems in Ohio," (unpublished Ed.D. dissertation, Ohio State University, 1957), p. 337.

Peterson¹ used a series of six tests in attempting to select the best administrators. These tests included: The Miller Analogies Test, which was a good predictor for selecting administrators; Contemporary Affairs Test, also a good predictor; Minnesota Teachers Attitude Inventory, which had little predictive value; Public Opinion Questionnaire, which had little predictive value; Edwards Personal Preference Schedule, where certain variables appeared to be effective for administrative success; and Study of Values, which was related to administrative success.

Briner² found that a not commonly defined and accepted procedure was used by public school superintendents to appraise the qualifications of administrative candidates. Three kinds of information within which the administration appraised the qualifications of an administrative candidate were: the physical and character image, levels of professional and personal potential, and levels of demonstrated professional and non-professional competence.

Several studies have been made attempting to discover tests that will predict administrative success. One such

¹Ted T. Peterson, "Selecting School Administrators: An Evaluation of Six Tests," (unpublished Ed.D. dissertation, Stanford University, 1958), p. 111.

²Conrad Briner, "Identification and Definition of the Criteria Relevant to the Selection of Public School Administrative Personnel," (unpublished Ed.D. dissertation, Stanford University, 1958), p. 171.

study was made by Boyce.¹ He used the Miller Analogies Test, Minnesota Teacher Attitude Inventory, F Scale, Allport, Vernon, Lindzey, Study of Values, Edwards Personal Preference. The criterion used was the Purdue Rating Scale for administrators and executives. The findings were that all scales are generally useful as measures for screening potentially successful administrators.

James² using the same series of tests, concluded that the test battery appeared to have utility as a screening device to discriminate between extreme cases--those most likely to be failures and successes--and so reduce the risk in administrator selection procedures.

Hoff³ made a study that was to make use of case studies to develop a test for examining the problem solving ability of secondary school principals, and to determine the effectiveness of the case study test as an aid in the selection process for secondary school principals. Descriptions

¹Richard D. Boyce, "An Empirical Evaluation of Five Tests for Administrator Selection: The Composite Study," (unpublished Ed.D. dissertation, Stanford University, 1960), p. 208.

²Kenneth R. James, "An Empirical Evaluation of Five Tests for Administrator Selection in a Metropolitan School District," (unpublished Ed.D. dissertation, Stanford University, 1960), p. 158.

³Foster H. Hoff, "A Case Study Test and Its Application to the Selection Process for High School Principals: An Exploration of the Use of a Test Dealing With the Ability to Handle Administrative Situations As An Aid in Selecting High School Principals," (unpublished Ed.D. dissertation, New York University, 1961), p. 581.

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

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

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

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

Garrison¹ made a study of the leader behavior of secondary school principals in Oklahoma. The study revealed that superintendents tend to value principals who are administrators rather than leaders. They appear to place higher priority on the maintenance tasks rather than change responsibility.

Selecting and Retaining the Elementary School Principal. The importance of recruitment in the selection process cannot be over-emphasized. It is this phase of the program upon which later selection procedure depends. An eventual choice of one individual from a number of candidates is predicted upon the quality level of the group of applicants attracted to the position originally. A supporting view of this was cited by Greene.

It should be clear that no plan for selecting principals can be fully effective unless there is a plan for attracting candidates. Without plans and procedures for recruitment, the supply of potential appointees necessarily rests largely upon an accidental basis.²

Greene conducted a study concerned primarily with current practices in the selection of elementary school principals, in cities with a population of more than 250,000.

¹Joe Mac Garrison, "The Leader Behavior of Oklahoma Secondary School Principals," (unpublished Ed.D. dissertation, University of Oklahoma, 1968), p. 170.

²J. E. Greene, "Techniques and Methods in the Selection of Elementary School Principals for Large School Systems," (unpublished Ed.D. dissertation, New York University, 1954), p. 260.

Information was obtained concerning methods of selection used in thirty-one large cities. His survey showed that approximately one-half of the cities covered in the study made no public announcement requesting applications; names were submitted for consideration only by supervisors.

Hadley¹ offered other information relative to the scope of search for candidates. He said that the search for good candidates should extend over a wide geographical area. His reasoning was that new ideas are available from other parts of the country. The principalship should not merely be a reward for individuals from within the local school system; it should be an opportunity available to them. The study recommends that sufficient funds should be budgeted to conduct a comprehensive search for candidates.

In Yonkers, New York, according to Templeton,² the administration invited applications by sending a written form to the entire teaching staff. Whitaker³ discussed the procedures developed and followed in choosing a principal in a California community. He stated that his committee notified the nearby colleges and the interested individuals within the district that the principalship was available.

¹W. M. Hadley, "Selection of School Principals," American School Board Journal, CXXV (July, 1952), 25-26.

²A. F. Templeton, "Yonkers System of Selecting Principals," School Executive, LXXI (June, 1952), 61.

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

Applications were accepted from both inside and outside the school district. Moreover, local applicants would have preference, all other qualifications being equal, or nearly so.

The leadership role of elementary school principals has changed to a considerable extent in the past fifteen years. However, many elementary school principals have refused, or have not been qualified to assume the greatly expanded leadership role. The involvement of pupils, parents, and teachers in the solution of educational problems has created a need for a kind of leadership that is skillful in the use of group processes in the improvement of the curriculum and the instructional program.

Neagley and Evans stated that:

The principal in present-day public school organization is the chief school administrator's representative in the actual day-to-day administration and supervision of the school system's building units. As the administrative head of a building unit, the principal in effect is the local superintendent of schools. Therefore, if the principal does his job effectively, he will assume on the local building level many of the same responsibilities and duties carried by the central office staff on a district-wide basis. In assuming his leadership role, then, the principal must accept responsibility for the instructional leadership and curriculum improvement.¹

¹Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 86.

Moberly¹ made a study of the problems of beginning elementary school principals with implications for on-the-job training programs. He found that on-the-job training programs generally did not reduce significantly the difficulties encountered by beginning elementary school principals. There were significant differences between the principals' responses and the superintendents' responses, as to the degree of problems encountered by beginning principals, with the superintendents rating the problems of beginning principals much higher than the principals. The findings support the assumption that the most difficult and complex problems of elementary school principals fall into the broad category of evaluation of teacher effectiveness and human relations.

Viligante² made a study of role perception of elementary school principals and elementary supervisors in the state of Ohio. He found a significant difference between the perceptions held by elementary school principals and elementary supervisors regarding leadership styles. The principals and the supervisors expect the actions of the supervisor to be idiographic, while supervisors and principals expect the

¹David L. Moberly, "Problems of Beginning Elementary School Principals With Implications for On-The-Job Training Programs," (unpublished Ed.D. dissertation, Kent State University, 1965), p. 353.

²Nicholas J. Viligante, "A Role Perception Study of Elementary Principals and Elementary Supervisors in the State of Ohio," (unpublished Ed.D. dissertation, The Ohio State University, 1964), p. 158.

actions of the principal to be transactional. The characteristic behavior for the supervisor regarding the institutional dimension is slightly above transactional, while that of the principal is nomothetic. There is no significant difference between perceptions held by supervisors from large city school districts and small city school districts.

Egner¹ made a study of the elementary school principals' perception of the basis of his authority. He found that 50 per cent perceived the basis of their authority as formal. Less than 20 per cent perceived the basis of authority as functional.

Practices of selection of school principals were described by Flescher and Morrison² in their study conducted within the state of Ohio. They advised that, except for Cincinnati, principalship training programs which were related to selection programs were in effect in many systems. Applicants were selected for participation in a training program. These applicants were carried on the rolls as teachers. Their work within the training program was evaluated. This evaluation was part of the determining factor in their appointment to the principalship.

¹John R. Egner, "An Exploratory Study of the Elementary School Principals' Perception of the Basis of His Authority," (unpublished Ed.D. dissertation, Cornell University, 1965), p. 154.

²W. R. Flescher and H. S. Morrison, "Current Practices in the Selection of School Principals," Ohio Schools, XXXIV (April, 1956), 10-11.

Stapley¹ concluded that the majority of school systems do not have a program for identifying prospective elementary school principals and that school systems employing a larger number of principals tend to use a greater variety of identification techniques than do those employing fewer principals. He also found that the administration does not tend to inform staff members when it is searching for prospective principals, that school systems tend to confine their search for principalship candidates to their own state; and that oral and written tests are the least popular means of selecting a principal.

Ebert² stated that these scales, Miller Analogies Test, Minnesota Teacher Attitude Inventory, California F Scale, Allport, Vernon and Lindzey, Study of Values, and Edwards Personal Preference Schedule, are useful for the selection of elementary school principals.

Bronfield³ made a study which was to identify criteria utilized in the selection and appointment of full-time

¹Howard S. Stapley, Jr., "A Study of the Identification, Local Pre-Service Training, Selection, and Orientation of Elementary School Principals in Selected Indiana Schools," (unpublished Ed.D. dissertation, Indiana University, 1958), p. 262.

²Francis J. Ebert, "An Empirical Evaluation of Five Tests for the Selection of Elementary School Principals," (unpublished Ed.D. dissertation, Stanford University, 1960), p. 116.

³Jack W. Bronfield, "A Study to Identify Criteria Utilized in Selection and Appointment of Full-time Elementary School Principals in the Common-Wealth of Pennsylvania," (unpublished Ed.D. dissertation, The Pennsylvania State University, 1962), p. 155.

elementary school principals. He found that the most important implications relating to colleges dealt with the following:

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

Stewart¹ made a study of the criteria used by superintendents in the selection of principals. He found that the superintendents' criteria for selection vary widely but have some common elements among different school systems. He also found that there is high agreement between personal characteristics principals perceive as being responsible for their selection and the actual criteria for selection as reported by superintendents.

Summary

A review of the related literature indicated that throughout the United States a basic similarity regarding qualifications sought for in the principal candidate existed. Those responsible for selection sought a person with experience, a pleasing personality, health, of good repute, and some knowledge of the role expectations of the position.

¹Harold G. Stewart, "Criteria Used by Superintendents in the Selection of Beginning Building Principals in Certain Wisconsin Schools," (unpublished Ed.D. dissertation, University of Wisconsin, 1963), p. 140.

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

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

CHAPTER II

THEORETICAL FRAMEWORK

Conflict in the Educational Setting

"The elementary school principals of Oklahoma are leaders of the largest segment of the state's school population."¹ The elementary school is the most nearly universal of all schools. In terms of educational leadership the elementary school principalship is in the position most crucial to the successful attainment of an adequate education by all the state's children. If much needed change is to take place in elementary education in Oklahoma, the elementary school principals must exercise strong and knowledgeable leadership. Principals are not likely to be viewed as true leaders merely by virtue of their positions. True educational leadership will require that principals exhibit knowledge and proficiency in many areas. "Teachers are more likely to be responsible to the authority of competence than they are to the authority of position."² Today it is becoming increasingly difficult

¹John E. Brothers, "The Elementary School Principalship in Oklahoma, 1967-68," (unpublished Ed.D. dissertation, University of Oklahoma, 1969), p. 122.

²Thomas C. Wood, "The Changing Role of the Teacher--How Does It Affect the Role of the Principal?", The National Elementary Principal, XLIII, No. 5, (April, 1968), 37.

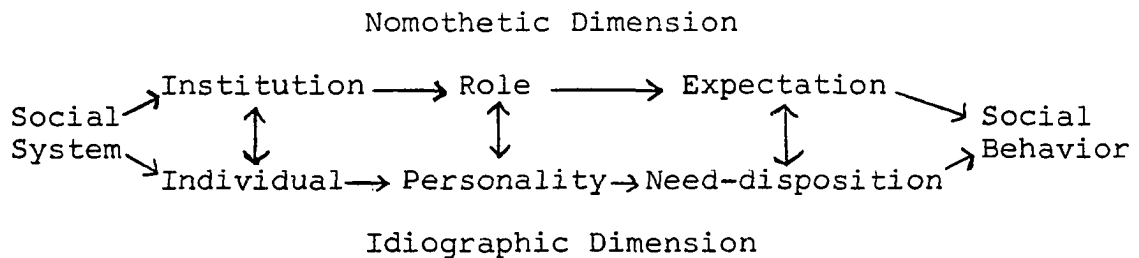
for the elementary school principal to function successfully in the role of educational leader. He is expected to be knowledgeable in the areas of: (1) philosophy, (2) psychology, (3) sociology, (4) human relations, (5) school law, (6) instruction, (7) administration, and (8) curriculum, and at the same time deal effectively with the growing problem of teacher militancy. Historically, the elementary school principal has always been considered as an extension of the superintendent's arm--that is, his main function is to carry out the policies and decisions of the superintendent in terms of instruction and curriculum. In this role, the principal has not been effective in terms of communicating the desires, aspirations, and needs of classroom teachers to the superintendent. Now that classroom teachers are apparently asking for a greater role in policy formulation, the principal is faced with conflict on all sides. Getzels stated:

Not only are there more demands and constraints upon educators than upon most other occupational groups but there are more contradictory demands and constraints. Although the teacher is expected to be a good citizen, he is barred from many of the roles which are the marks of good citizenship. Outspoken participation in a political party, for example, to say nothing of a socially controversial (even though legal) movement is prohibited. Moreover, the teacher is expected to be a mature person--indeed a model of maturity for his students, however, his personal behavior is circumscribed by rules and regulations prescribed by others, who incidentally, need not, in fact do not, themselves abide by the same rules. This set of circumstances sets up a

conflict between the rules and regulations and the personal needs of the teacher.¹

The same conflict applies to elementary school principals--conflict between rules and regulations. The model by Getzels² illustrates the conflict that is inherent in the role-expectations of the institution and the personality-need-dispositions of elementary school principals. The model has two dimensions--the nomothetic and the idiographic.

FIGURE 1



The framework presumes interpersonal or social behavior as functioning within the context of a social system.³ It conceives of the social system whether a single classroom, a whole school, or a community as involving two classes of phenomena, the publicly mandatory and the privately necessary. These are viewed as conceptually independent and phenomenally

¹Jacob W. Getzels, "Conflict and Role Behavior in the Educational Setting," Readings in the Social Psychology of Education, ed. W. W. Charters and N. L. Gage (Boston: Allyn and Bacon, Inc., 1963), p. 311.

²Ibid., p. 312.

³Ibid., p. 312.

interactive.¹ There are on the one hand institutions with certain roles and expectations that will fulfill the goals of the institution, while on the other hand, there are individuals with certain personalities and need-dispositions inhabiting the system. The interaction between the individuals and the institution comprise what is called social behavior. This behavior can be understood as a function of two major elements, (1) institution, role, and expectation, which together refer to the nomothetic or normative dimension of activity in a social system, and (2) individual, personality, and need-disposition, which together refer to the idiographic or personal dimension of activity in a social system.

Important considerations of institutions are the roles, which are the "dynamic aspects" of positions and statuses and may be defined by the expectations (the rights, privileges and obligations) to which any incumbent of the role must adhere.² A crucial characteristic of a role is that it is complementary. Each role derives its definition and meaning from other roles. Thus, the role of the elementary school principal and the role of the teacher cannot be understood or implemented except in relation to each other.

¹Jacob W. Getzels, "Conflict and Role Behavior in the Educational Setting," Readings in the Social Psychology of Education, ed. W. W. Charters and N. L. Gage (Boston: Allyn and Bacon, Inc., 1963), p. 312.

²Ibid., p. 314.

It is not enough to know only the nature of roles and expectations within an institution. One must know also the nature of individuals that function within the roles, and how they perceive and react to the expectations. Basically, the individual tends to orient and act with respect to other individuals in certain ways and to expect certain consequences of these actions. Within this framework then, a given act is thought of as being derived from the interaction between nomothetic and idiographic dimensions of the model. Thus, the elementary school principal is primarily oriented by and acts as an extension of the institutional role as defined by the superintendent in matters of instruction and curriculum.

The elementary school principal has a built-in conflict in terms of the dual role of "administrator" and "instructional leader." Dunworth stated that:

Every school principal has two roles as seen by his staff. In one role, the principal is the authoritative figure, the disciplinarian, the evaluator,--the administrator. In the other role, he is the helper, the stimulator, the encourager,--the instructional leader. He had one job, but two roles. Do these roles conflict? Can he effectively support and evaluate at the same time? Can he be both "sergeant" and "chaplain"?¹

The elementary school principal, as the administrator, in the authoritative role, must evaluate, rate, judge, and ultimately decide on the professional future of each member

¹John Dunworth, "The Principal's Leadership Dilemma," The National Elementary Principal, Vol. XLI, No. 5, (February, 1962), 28.

of his staff. On the basis of his judgement, teachers are hired and fired, they succeed or fail professionally, they are with employment or without employment. Therefore, it is not unusual that almost every relationship and action of the principal is seen by teachers as primarily an authoritative action. On the other hand, for the principal to serve as an instructional leader, he must work to bring about change in people, in their goals, their values, their attitudes, in their knowledge and in their skills. Yet, the kind of relationship conducive to critical self appraisal, experimentation, evaluation, re-evaluation, and ultimate growth and true change is frequently in conflict with the authoritative relationship required in carrying out some of the principal's duties as an administrator.

The conflict is readily seen in the fact that the elementary school principal has not been effective in terms of providing means whereby teachers make their wishes, desires, and needs known to the superintendent. Thus, teacher militancy is reflected in the desire of teachers to by-pass the principal and deal directly with the superintendent and the board of education in regard to professional negotiations. Asnard¹ stated that in some situations the principal is considered to be with the administration, while in other situations he is considered to be with the teachers. It depends

¹Robert R. Asnard, "Directions in Negotiations," The National Elementary Principal, Vol. XLIII, No. 1, (September, 1968), 22.

on which role the principal considers to be the major one-- administrator or instructional leader, as to whether he aligns himself with the administration or teachers.

When one looks at the position or office of the principal in terms of the model by Getzels¹ it is apparent that there is conflict in terms of the two dimensions--the normative and personal. The role of administrator implies the concept of stability, or to maintain or perpetuate that which exists. While the role of educational leader implies the concept of change, to lead away from the old; to take new steps, to venture forth.

Maintaining the Institution

Maintaining the equilibrium of the organization is a basic need. Most organizations are oriented toward some goal or objective which provides the purpose toward which the organizations strives. Halpin stated that:

Without a task or mission the organization to be administered has no reason for being. Formal organizations such as businesses, armies, school systems, are established to serve economic and social purposes. The task of Industry X, for example, is to design, manufacture and sell products k, l, and m; to stay in business, to build capital reserves as a bulwark against untoward contingencies. The task of the army is to be continually alert to danger from any enemy and to counter any act of war by destroying the enemy's targets and men. The task of the public schools of community Y is to "educate" the children, "educate" may be spelled out

¹Jacob W. Getzels, "Conflict and Role Behavior in the Educational Setting," Readings in the Social Psychology of Education, (Boston: Allyn and Bacon, Inc., 1963), p. 312.

differently in various communities, and the task may differ from community to community.¹

Most organizations describe job positions, allocate functions, delegate responsibility, and establish some form of organizational hierarchy. It seems that there are two fundamental sets of variables which define the operations of an organized group. They are: (1) formal organization: (a) responsibility and (b) interaction, (2) informal organization: (a) work and (b) interaction.²

Structurally, administration is conceived as the hierarchy of subordinate-superordinate relationships within an institution. Functionally, this hierarchy of relationships is the locus for allocating and integrating roles and facilities in order to achieve institutional goals.³ It is in these relationships that the assignment of statuses, the provision of facilities, the organization of procedures, the regulation of activities, and the evaluation of performances take place.⁴ Of course these functions are the responsibility of the superordinate member of the hierarchy, but each function becomes effective only insofar as it is communicated to and "takes" with subordinate members. It is in this

¹Andrew W. Halpin, Theory and Research in Administration, (New York: The Macmillan Company, 1966), p. 158.

²Ibid., p. 181.

³H. A. Simon, Administrative Behavior, (New York: The Macmillan Company, 1961), p. 121.

⁴Ibid., p. 122.

circumstance that administration always operates in an interpersonal setting, which makes the nature of the human relationship the crucial factor in the administration process.¹

Administration is ordinarily discussed as the art of "getting things done."² Emphasis is placed upon processes and methods for insuring incisive action. Decision-making is the process of influencing the action or acts of persons within the organization. Campbell states that principals are administrators and as such their major responsibilities are (1) to help the organization clarify its purposes, (2) coordinate the organization, and (3) obtain the resources that will permit the organization to work its goals.³ He helps the staff, helps the community, and in many ways he helps the central office. It is the responsibility of the principal to coordinate the efforts of the organization, (the school), the efforts of the people within it, the program it undertakes.⁴ Sometimes, this involves defining tasks or jobs. Sometimes, it involves seeing that these people work together productively and even, in some cases, getting rid of people

¹H. A. Simon, Administrative Behavior, (New York: The Macmillan Company, 1961), p. 126.

²Ibid., p. 128.

³Roald F. Campbell, "Application of Administrative Concepts to the Elementary Principalship," The National Elementary Principal, Vol. XLIV, No. 5, (April, 1965), 22.

⁴Ibid., p. 22.

who cannot contribute to the organization.¹ In short, the administrator coordinates the efforts of the people and the program in the organization. In terms of the model, the principal as an administrator, concerned with the coordination of the total program, tends to function in terms of the nomothetic or normative dimension of the model. This results in conflict because he must think in terms of the needs of the organization rather than thinking in terms of the needs of the persons inhabiting the organization. Basically, much of the conflict that the elementary school principal faces stems from the fact that the position calls for two roles--role of administrator, and role of instructional leader.

Lipham states it thus:

To characterize a given behavioral act as "administrative leadership" is to fail to recognize a source of conflict inherent in most superordinate organizational roles--conflict between the administrative role and the leadership role.²

It would seem that for the principal to vacillate between the two functions would make him very ineffective in his job. Campbell³ states that the principal is not an instructional expert, and for him to assume that he can be is absurd. When a person becomes a principal, the children

¹Ibid., p. 23.

²J. M. Lipham, "Leadership in Administration," Behavioral Science and Educational Administration, ed. D. Griffiths 63rd Yearbook of the NSSE, Part II (Chicago: University of Chicago Press, 1964), p. 123.

³Campbell, op. cit., p. 23.

are not his work group, they are relevant to his operation, but they are the work group of the teachers, therefore, the principal needs to think in terms of the staff being his work group, along with parents and the central office personnel. Whether he likes it or not, most principals are maintaining an organization. Unless the principal can get every person in the position where he can make his greatest contribution, he is maintaining an organization only.

Formal Organization of Schools

Historically, education in the United States has always been a function of the state. Moreover, the administration of education has been delegated by the state to local units of school government, usually the school district, which comprise the immediate public constituency of the school system and which elect a lay board of education vested with overall authority for system policies and operations, and for establishing the budget. The lay board carries out its responsibilities for the maintenance and operation of the educational program of the school district through its chief school administrator, the superintendent, legally the executive officer of the board, so that authority flows from the board to the superintendent and then down the system hierarchy. One would expect, then, that one of the aspects of the functioning of school systems is conflict between lay-board and professional-staff judgements and efforts at its resolution within the legal limits of school board and superintendent

authority. Evidence of this conflict is seen in the concept of professional negotiations. Basically, the school was organized to provide a service--the moral and technical socialization of the young. The purpose of any school system is the preparation of its young for adult status, by educating them in the knowledge and skills which adult roles require. Given school systems, then, set their more specific goals or objectives within these limits, for example, by giving varying weight to moral and technical socialization, by spelling out the content of socialization, or by more or less preparation for general or special education in terms of adult roles. In order to accomplish the socialization of the young, the school system has organized in terms of teacher-pupil relationships. There is a fundamental dichotomy between teacher and student roles. Nadel states that:

The student role is one of recruitment, while the role of the teacher is one of achievement. Young persons are compelled to enter school systems as students simply because of their placement in certain age-grades, without reference to specific performances. Furthermore, since students are to be socialized to adult life, the main activities of this role are not relevant to the immediate interests or lives of its incumbents. From the point of view of the student, participation in these activities is likely to be foreign to his own preferences, yet he cannot opt out for or against participation.

Teachers on the other hand, enter their roles voluntarily, on the basis of prior performance. To the incumbents of these roles, the school system offers incentives, at least a salary, in return for contributions of trained competence. This exchange is

signified by the specific contractual relation of the school system and its teaching staff.¹

The categories of staff roles are professionalized. To become a teacher, one must, in principle, have completed specialized preparation, have been licensed, and demonstrated at least some potential expertise. The requirements for entrance into administration include the same professional elements, since administrators generally are drawn from the teaching ranks, but in most cases additional preparation is demanded, or at least, some evidence of administrative aptitude displayed while a teacher.

According to Bidwell,² a functional division of labor (the allocation of instructional and coordinative tasks to the school system roles of teacher and administrator) exists which accounts for the hierarchic ordering of offices, and the roles of authority. As school systems became larger, more complex, and difficult to supervise and administer by local boards of education, they sought persons who could devote full-time to the difficult tasks. Thus, the superintendency came into being, a job for a professional person. His job was to coordinate, supervise, and administer the educational program. As the school system grew larger the superintendent

¹S. F. Nadel, The Theory of Social Structure, (Glen-coe, Ill.: Free Press, 1957), p. 37.

²Charles E. Bidwell, "The School as a Formal Organization," Handbook of Organizations, ed. James G. March, (Chicago: Rand McNally and Company, 1965), p. 974.

requested the creation of more administrative positions. Thus, the director of personnel, director of curriculum, director of special services, director of secondary education, and director of elementary education became a part of the central office administration. Direct authority flows from the superintendent to the director of elementary education, to the elementary school principal, and to the classroom teacher.

Since socializing children and adolescents for adult roles is massive and complex, the school system deals with students over long periods of time and must provide educational services which comprise sequences of increasingly differentiated and demanding socialization tasks. As the roles for which students are prepared have become more complex and specialized, the school-leaving age has been raised so that most students remain in school for periods of 10 to 12 years; as a result of most students remaining in school for longer periods of time, the coordination of educational activities so that they are coherent and sequential moves more and more to the center of school-system administration. At the same time, educational practice requires persisting interaction between an individual teacher and his students. Such interaction permits the teacher to assess the variations in student performance and to adjust instructional methods accordingly, in a way which may not be possible were the students to move over short periods of time.

Given this aspect of the educational process, the division of labor in school systems is both temporal and functional. Over time, the activities of the school usually are divided into nine months period, the school year, or four and a half months period, the semester, in which a teacher continues to be responsible for the instruction of the same group of students. In elementary schools, in which the content to be learned is relatively undifferentiated, the temporal dimension, in fact, is the one significant basis for the division of labor. The teacher interacts with only one classroom group in all phases of instruction for a school year. In junior and senior high schools, where the curriculum is more specialized, the functional principle is important, with teachers instructing several classroom groups in a single subject-matter area, but their relationship to each of these student groups persists over the semester or school year. Thus, the temporal division of labor is tied to the age-grade placement of students.

Parsons summed it up thus: "They are categorized as client aggregates into school grades or classes which in modern Western countries correspond to each age-grade represented in the student body."¹ This close correspondence of school grades and age-grade placement suggest that it arises

¹T. Parsons and W. White, "The Link Between Character and Society," Culture and Social Character, ed. S. M. Lipset and L. Lowenthal, (New York: Free Press, 1961), p. 115.

as a school system becomes routinized, so that students must be moved through the system in groups and cannot be assigned to school grades individually on the basis of achievement. Maintaining this routinization, therefore, is a principal task of school system administration. The demands for uniformity of product, of a certain quality (a minimum level of student accomplishment) and the fact that socialization of the young takes a long time, seems to be the basis for bureaucratization. The fact that school systems are required to produce uniform products, are agents of public welfare (client-serving), are an arm of state government and, as such, must be responsible to a public constituency, plus the fact that the socialization of the young is a massive operation tends to formalize school systems.¹ The fact that authority and control of school systems is vested in boards of education and superintendents, whose main concern, it would seem, is to keep the status quo or the formal aspects of school systems intact, brings about conflict. Conflict between professional discretion and judgement and standard procedures and judgement of superiors, or lay-board and professional-staff judgements. In terms of the model, conflict is the result of the operation or the maintenance of the organization in terms of the formal aspects--operation in terms of the nomothetic or normative dimension of the model.

¹Bidwell, op. cit., p. 1018.

The Socialization Process

The socialization process begins at birth and ends at death. The teacher functions in a social system in which he was socialized in terms of his personality orientation and construed role of the school.¹ The socializing forces of the school which influence the adjustment of the teacher to the system are widespread and effective. Compliance to rules and regulations of the organization or system is what Getzels calls "imperative functions that are to be carried out in certain routinized patterns."² Compliance with rules and regulations of the system is a means whereby teachers become "good" teachers. Moreover, this is a means whereby teachers join the stream of the "upward mobiles,"³ especially, those who aspire to be principals. One of the first considerations of school systems in the selection of candidates for the elementary school principalship is evidence of experience as a "good" teacher. It seems as if candidates for principalships are nearly always chosen from the upward mobiles that live within the district. Moreover, it would seem that by

¹T. Parsons, The Social System, (New York: The Free Press, 1951), p. 237.

²Jacob W. Getzels, "Conflict and Role Behavior in the Educational Setting," Readings in the Social Psychology of Education, ed. W. W. Charters and N. L. Gage, (Boston: Allyn and Bacon, Inc., 1963), p. 311.

³R. Presthus, The Organizational Society, (New York: Alfred and Knopf, Inc., 1962), p. 245.

the time the prospective principal candidate indicates interest the system has had time to identify the candidate as compatible with the role it holds for successful principals. It would seem that promotions of this nature are indications that organizations rewards compliance and, or make predictions regarding continued acquiescence in the superordinate role (principal) after promotion. In this regard acquiescence appears to be a highly valued organizational occurrence at various hierarchial levels. Halpin and Croft had this to say about the characteristics of elementary school principals:

The strongest single impression we get from the biographical information is one of "sameness." Obviously the principals differ but, on the whole, the biographical data reflect a reasonably consistent picture: the picture of "the good child," personally bland and colorless, and ever eager to conform to the expectations of authorities and to the anonymous authority that resides in "the group." Here is a group of amiable, cooperative people who are eager to please, who have chosen education as a means of raising their social status a notch or two and who have, indeed, been "good," have worked hard, and have "succeeded." One portrait is that of a well-meaning group of innocents, staunchly dedicated to America's middleclass ideology.¹

In the main, Halpin and Croft depict the elementary school principal as a conforming, hard-working, pleasant, kindly, highly task oriented, considerate of others in the system, needing support and direction to arrive at his own decisions. Those persons who are able to make their

¹A. W. Halpin and D. B. Croft, The Biological Characteristics of Elementary Principals, (U.S. Office of Education, Contract #214 (6905), 1960), 19-20.

objectives and goals coincide with the objectives and goals of the institution or organization are considered as "good" teachers or principals. To become an "organization man" is one way of reducing the conflict inherent in the role or position.

The elementary school principal is faced with conflict between the rules and regulations of the institution and his own personality needs. The basic human need that is common to all persons within the organization or system is the desire to preserve and enhance self-organization, or the desire for personal and professional competence, while on the other hand, the institution has the need to maintain the equilibrium of the organization.

If the principal functions with the nomothetic or normative dimension as a frame of reference, he will often experience personal conflict. If he functions with the idiographic dimension as a frame of reference, he will often experience institutional conflict. Since the role of the elementary school principal is a crucial one in terms of administrative leadership, the selection and retention practices and procedures used by public school systems should reflect the importance of the position.

An assumption of this study is: elementary school principals are considered as an extension of the superintendent's arm and therefore are oriented toward the role of administrator; a second assumption is: because school systems

do not have organized, systematic practices and procedures for the selection and retention of elementary school principals in which the definition of role-expectations are clearly set forth, there is conflict within the incumbents-- conflict that arises as a result of the dual role of "administrator" and "educational leader."

The following hypotheses are made in regard to practices and procedures used in the selection and retention of elementary school principals in the state of Oklahoma.

1. Are there formal, organized systematic procedures for the selection and retention of elementary school principals used by school systems in the state of Oklahoma?
2. Is consideration given to people outside the state when a vacancy occurs in the elementary school principalship?
3. Do larger school systems use a greater variety of procedures in the selection of elementary school principals?
4. Are there organized, systematic procedures for retaining elementary school principals used by school systems in the state of Oklahoma?
5. Are there differences in the selection and retention practices and procedures used by school systems in one geographical area of the state from those used by school systems in another geographical area of the state?

Summary

The fact that school systems are concerned with the massive operation of socializing the young tends to formalize the institution. Moreover, since authority and control of school systems are in the hands of lay boards of education

creates conflict. The formal aspects of school systems in terms of the hierarchial ordering of offices and the role of relationships of the offices creates conflict for the incumbents. The model by Getzels illustrates the conflict between rules and regulations and the personality needs of the incumbents of the offices. The elementary school principal has a built-in conflict in terms of the dual role of "administrator" and "instructional leader." As an administrator he must evaluate, rate, judge, and make decisions that are not always pleasant. Likewise, as an instructional leader he must work to bring about change in people, in their knowledge and skills, in their attitudes, and in their objectives, aims, and goals.

CHAPTER III

DESIGN OF THE STUDY

Definition of Terms

For this study, the following definitions of terms are used:

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

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

Principal. As defined by state law, the principal shall be: ". . . any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers."¹

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

¹School Laws of Oklahoma, 1963, (Oklahoma City: The State Board of Education, 1963), Art. 1, Sec. 18, p. 21.

Candidate. Any person who is being seriously considered by a board of education for a principalship.

Elementary School. This term is used to define the school that offers an educational program from kindergarten through grade six or grade one through grade six.

Primary School. A term used to define the school that offers an educational program from kindergarten through grade three.

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

Selection of Subjects

Subjects necessary to implement this study were selected from superintendents of independent school districts throughout the state. The Oklahoma Educational Directory, Bulletin No. 109-P, issued by the state department of education for the school year 1968-69, was used in the selection of subjects, primarily because the names of all cities and villages employing teachers, together with the names of superintendents and principals were listed by counties. Only superintendents of school districts employing full-time, supervising principals with staffs of ten or more teachers were included in the study.

A review of the literature dealing with the elementary school principalship and more specifically, the role of

the elementary school principal seemed to lend support to the concept that the teaching principal is not an administrator in the full sense of the word, and cannot be because of the responsibility of the classroom. Therefore, superintendents of school districts that employ teaching principals were excluded from the study. Thus, the subjects were 200 superintendents.

Procedure for Collecting Data

The normative survey method of research was used to obtain the data. A questionnaire was mailed to 200 superintendents. Included in the questionnaire were the following categories: (1) Basic Information, (2) Adopting the Selection Procedure, (3) Recruiting Candidates, (4) Investigating the Candidates, (5) Nominating the Candidate, (6) Selection of the Principal, (7) Seeking to Retain a Desirable Principal, (8) Evaluating the Services of the Principal.

Category one is concerned with the organizational structure of the school, the administration and supervision of the school program, type of certificate, professional preparation, experience, age and salary of the principal. Category two is concerned with practices and procedures used in the selection process; category three deals with practices utilized in recruiting candidates; category four is concerned with practices and procedures of investigation of candidates and personal and professional factors considered

important in the role of principal; category five deals with practices used in the nomination of the candidate; category six deals with the practices used in the selection of the principal; category seven is concerned with the practices used retaining a desirable principal; category eight is concerned with factors that are considered important by the administration as measures of success in terms of the elementary school principal.

The questionnaire is a modified form of the one used by Hamm¹ in his study of the senior high school principal. Changes were made in category one so that the items pertained to the elementary school principal. The following items were added in section B of category four, Investigating the Candidate: (1) knowledge of elementary education and school administration, (2) knowledge of elementary school instruction and curriculum, and (3) knowledge of educational sociology and child psychology. These changes and additions were made after consultation with the chairman of the committee. Each questionnaire was coded with the geographical area, the name of the town or city and the county, in the upper left hand corner of the return envelope.

Two hundred questionnaires were mailed March 21, 1969, to superintendents of independent school districts.

¹William C. Hamm, "Changes in the Selection and Retention of Senior High School Principals in Oklahoma 1954 to 1964," (unpublished Ed.D. dissertation, University of Oklahoma, 1964), p. 122.

By April 21, 1969, 155 questionnaires had been returned. A follow-up letter was mailed April 24, 1969, to those superintendents who failed to respond to the initial mailing. Twenty-five questionnaires were returned in response to the follow-up letter. This is 90 per cent return of the 200 questionnaires mailed to the subjects.

In the table below is the distribution by geographical areas of the 200 superintendents receiving questionnaires.

TABLE 1
DISTRIBUTION BY GEOGRAPHICAL AREAS OF THE 200
SUPERINTENDENTS RECEIVING QUESTIONNAIRES

Number	NW	NE	Cen	SW	SE	Total
Mailed	23	50	61	30	36	200

Treatment of Data

The data are reported in percentage tables. The responses to items in each category are reported in per cent using tables, bar graphs, and pie diagrams. "Many types of graphs can be used to display data pictorially."¹ "Any set of frequencies can be transformed to percentages to facilitate statistical manipulation."² Comparisons were made in terms of responses to items in each category with each geographical area. In order to compare the different areas a

¹N. M. Downe and R. W. Heath, Basic Statistical Methods, (New York: Harper and Row Publishers, 1959), p. 28.

²F. M. Kerlinger, Foundations of Behavior Research, (New York: Holt, Rinehart and Winston, Inc., 1965), p. 618.

crossbreak was used. By the use of the crossbreak, the northwest area was compared with the southeast area of the state. The southwest area of the state was compared with the northeast area. The central area was compared with other areas of the state. "A crossbreak is a numerical tabular presentation of data, usually in percentage form."¹

For the purpose of testing hypothesis five a chi-square test was administered. The level of confidence for establishing significance was set at .05.

¹Ibid., p. 625.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the data concerning practices and procedures used by superintendents in the selection and retention of elementary school principals in Oklahoma. The data were obtained from questionnaires mailed to superintendents of school districts throughout the state. The data for this study presents information received on 566 elementary school principalships from 200 school districts concerning the selection and retention practices and procedures used by superintendents for the school year 1968-69.

The presentation of the data follows the outline of the eight categories in the questionnaire. The data are presented in table form, with discussion of the data following, in most instances, this is the procedure throughout the chapter. Data with reference to category one is presented in percentage tables. As a result of the comparison of each geographical area with the other, there are eight tables for each category, two through eight. The data with reference to categories two through eight are presented in table form, using frequencies, with chi-square values presented at the

bottom of each table. The level of significance was set at .05. The northwest area with twenty-one superintendents reporting was compared with the southeast area with twenty-nine superintendents reporting. The northeast area with forty-eight superintendents reporting was compared with the southwest area with twenty-six superintendents reporting. The northeast area was compared with the southeast area and the southwest area with the northwest area. The central area with fifty-six superintendents reporting was compared with the other four areas. The responses of superintendents in the northwest to each practice or item in each category were placed in juxtaposition to the responses of superintendents in the southeast in table form and a comparison made of the responses to each item in the table. This was the procedure used in the comparison of one geographical area with the other. An overall summary is made at the end of the chapter.

Table 2 below gives the distribution by geographical areas of the questionnaires received by superintendents and the distribution of responses by superintendents receiving the questionnaires.

Table 3 presents information concerning the name and number of counties in each geographical area, and the distribution of the 200 school districts receiving questionnaires.

TABLE 2

DISTRIBUTION BY GEOGRAPHICAL AREAS OF THE 200 SUPERINTENDENTS RECEIVING QUESTIONNAIRES AND THE DISTRIBUTION BY GEOGRAPHICAL AREAS OF THE RESPONSES OF THE 200 SUPERINTENDENTS RECEIVING QUESTIONNAIRES

	Geographical Areas					Total
	NW	NE	Cen	SW	SE	
Number Mailed	23	50	61	30	36	200
Number Returned	21	48	56	26	29	180

The northeastern and central areas included more counties and more school districts because the counties are smaller in land area, and a greater concentration of people reside in the areas. Consolidation of school districts, plus the fact that there is a lesser concentration of people, provides fewer school districts in the southwestern and northwestern areas of the state.

The Elementary School Administrative Plan

The return from 101 superintendents who reported on the 269 elementary school principalships under their administration indicated that 56.1 per cent operated a six-year elementary school, while 79 superintendents who reported on the 292 elementary school principalships indicated that 41.1 per cent operated a seven-year elementary school. Five superintendents reported other administrative plans that

TABLE 3

DISTRIBUTION BY NAME AND NUMBER OF COUNTIES IN EACH GEOGRAPHICAL
AREA AND THE DISTRIBUTION OF SUPERINTENDENTS OF SCHOOL
DISTRICTS RECEIVING QUESTIONNAIRES

NW Counties	No. of Districts	NE Counties	No. of Districts	Central Counties	No. of Districts
Alfalpa	3	Adair	2	Blaine	3
Beaver	3	Cherokee	1	Caddo	8
Cimarron	1	Craig	1	Canadian	3
Custer	2	Creek	4	Cleveland	4
Dewey	1	Delaware	3	Garvin	4
Ellis	1	Kay	4	Grady	3
Garfield	4	Mayes	3	Kingfisher	2
Grant	0	Muskogee	6	Lincoln	4
Harper	2	Noble	1	Logan	2
Major	1	Nowata	1	McClain	3
Roger Mills	0	Okmulgee	2	Okfuskee	2
Texas	2	Ottawa	1	Oklahoma	10
Woods	2	Osage	3	Payne	3
Woodward	1	Pawnee	2	Pottawatomie	3
		Rogers	5	Pontotoc	4
		Tulsa	9	Seminole	3
		Wagoner	1		
		Washington	1		
Total	14	18	50	16	61

TABLE 3--Continued

SW Counties	No. of Districts	SE Counties	No. of Districts
Beckham	2	Atoka	1
Carter	4	Bryan	2
Cotton	1	Choctaw	4
Comanche	3	Coal	1
Greer	2	Haskell	2
Harmon	1	Hughes	2
Love	1	Latimer	1
Jackson	2	Leflore	6
Jefferson	1	Marshall	1
Kiowa	3	McCurtain	4
Murray	2	McIntosh	2
Stephens	3	Pittsburg	3
Tillman	3	Pushmataha	1
Washita	2	Sequoyah	5
		Johnson	1
Total	14	15	36

indicated 2.8 per cent operated an eight-year elementary school. Table 4 shows the type of organizational plan in operation during the school year 1968-69.

TABLE 4
NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS
AS REPORTED BY SUPERINTENDENTS AS TO THE
TYPE OF ADMINISTRATIVE PLAN

Administrative Plan	Number	Per Cent
Seven year (K-6)	292	41.1
Six year (1-6)	269	56.1
Eight year (1-8)	5	2.8
Total	566	100.0

The current trend in school organization is toward the K-6 plan. Oklahoma schools are no exception to this trend. Starting in September of 1969 the kindergarten program will become a part of the state educational program.

The Principalship a Position of Responsible
Leadership and Authority

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

The elementary school principalship has been viewed as a position from which to move to the central office. Some elementary school principals now regard their assignment as

sufficiently challenging and rewarding, but may look forward to early changes into more desirable positions. Oklahoma superintendents indicated that 85 per cent of the elementary school principals spent full-time in the supervision and administration of the school program, while 15 per cent of the elementary school principals did not spend full-time in the supervision and administration of the school program.

Table 5 indicates the per cent of elementary school principals that administer their own schools.

TABLE 5
NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS
REPORTED BY SUPERINTENDENTS AS ADMINISTERED
BY PRINCIPALS AND BY OTHER OFFICIALS

School Official Administering Elementary School	Number	Per Cent
Principal	153	85.00
Superintendent	17	9.44
Director of Elementary Education	10	5.56
Total	180	100.00

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

The principal and the superintendent owe each other candor and frankness. When it is possible, they should

spend time together informally discussing their common aims. They should learn to disagree in friendly fashion presenting a united front to the public. If the principal should be overruled by the superintendent in a matter of major policy and find himself unable to support the superintendent's decision, he should find another position. For his part, the superintendent should do everything possible to magnify and dignify the prestige of the principal's position. All communication between the superintendent and the teachers or pupils of the school should go through the hands of the principal. The superintendent should refer to the principal all questions of patrons concerning the school. All complaints concerning the school should be settled by the principal or in his presence. However, the principal should understand that an appeal to the superintendent from his decision is always in order.¹

In the smaller school systems the close relationship between principal and superintendent is possible and desirable. However, in the large school systems this relationship is almost impossible. The director of elementary education is the person that assumes the responsibility for the superintendent.

Certification

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

It shall be unlawful for any person to serve, or to contract or agree to serve, as superintendent, principal, supervisor, librarian, school nurse, classroom teacher or other instructional, supervisory or administrative employee of a school district unless such person holds a valid certificate of qualification issued in accordance

¹Will French, J. Dan Hull, and B. L. Dobbs, School Administration, Policy and Practice, (New York: Rinehart and Company, Inc., 1960), p. 111.

with the rules and regulations of the State Board of Education to perform the services he performs or contracts or agrees to perform.¹

Oklahoma provides three types of administrative certificates, professional, standard and provisional. The standard is valid for a period of five years and the provisional is valid for three years. The professional certificate has no time limit. Table 6 shows that 425 elementary principals, or 75.08 per cent, held standard administrative certificates, while sixty-eight, or 12.02 per cent, held provisional certificates. Nineteen, or 3.35 per cent, held professional certificates. Fifty-four, or 9.55 per cent, did not hold any type of administrative certificate. Responses indicated that almost ten per cent of the 566 elementary school principals did not hold any kind or type of administrative certificate. This would seem to indicate that the principalship was one where the principal spent at least half-time in the classroom as a teacher.

Table 7 indicates that sixty-six of the 566 principals, or 11.11 per cent, were in the principalship for the first year, 163 principals, or 28.79 per cent, had been in the principalship from two to five years; whereas 150 principals, or 26.63 per cent, had been in their position six to ten years. One hundred eight principals, or 19.81 per cent, had remained in their position eleven to fifteen years;

¹School Laws of Oklahoma, op. cit., Sec. 94, p. 59.

whereas seventy-nine principals, or 13.66 per cent, had remained in the principalship over fifteen years. The greatest number of principals seemed to be in the two to five year range of experience. The two extremes seemed somewhat balanced--sixty-six principals in their first year, whereas seventy-nine principals had remained in the principalship over fifteen years.

TABLE 6

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOL PRINCIPALS SHOWING THE TYPE OF ADMINISTRATIVE CERTIFICATE HELD AS REPORTED BY THE SUPERINTENDENT

Type of Certificate	Number	Per Cent
Professional	19	3.35
Standard	425	75.08
Provisional	68	12.02
No Certificate	54	9.55
Total	566	100.00

TABLE 7

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS SHOWING THE NUMBER OF YEARS PRINCIPALS HAVE SERVED IN THEIR PRESENT POSITION AS REPORTED BY THE SUPERINTENDENT

Years in Present Position	Number	Per Cent
First year	66	11.11
2 through 5 years	163	26.63
6 through 10 years	150	26.63
11 through 15 years	108	19.81
Over 15 years	79	13.66
Total	566	100.00

Degrees Held

In order to obtain a standard administrative certificate in the state of Oklahoma, a person is required to have a Master's degree with a minimum of sixteen hours of graduate work above this degree from an approved college or university.¹

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

Douglass commented on some of the hazards encountered by principals concerning their educational growth when he stated:

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

Each year there may be found coming as students into summer sessions of the universities older administrators of small schools who have decided, after years of professional stagnation and neglect, to make an

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

effort to regain the ground lost in ten, fifteen, or twenty years. They are waging an uphill battle. Their records are against them; employing agencies and individuals are prone to be suspicious, feeling that their lack of progress indicates lack of ability.¹

The data collected for this study indicated that principals are gaining more professional knowledge. The study showed that six principals, or 1.07 per cent, had completed the doctorate. Two hundred nineteen, or 41.16 per cent, had completed sixteen hours above the Master's degree. Forty-three, or 7.40 per cent, had only the Baccalaureate degree. Two hundred ninety-eight, or 50.28 per cent, had completed the Master's degree. It was stated by Jacobson, Reavis, and Logsdon that:

On the whole it is fair to say that principals are generally better trained than teachers, that the Master's degree is becoming almost a prerequisite for the selection of principals, and that the Doctor's degree has not yet been required of many public school principals. There is reason to believe that persons who aspire to the most important principalships will in the future seek the Doctor's degree with greater frequency than in the past.²

In terms of degrees held, the elementary school principals of Oklahoma rank in the forefront in terms of comparison with other states.

¹Harl R. Douglass, Modern Administration of Secondary Schools, (Boston: Ginn and Company, 1963), pp. 39-40.

²Paul B. Jacobson, William C. Reavis, and James D. Logsdon, The Effective School Principal, (New York: Prentice-Hall, Inc., 1963), p. 491.

TABLE 8

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOL PRINCIPALS
ARRANGED ACCORDING TO THE HIGHEST DEGREE HELD AS
REPORTED BY THE SUPERINTENDENT

Highest Degree Held	Number	Per Cent
Doctors degree	6	1.07
Sixteen or more hours above the Masters degree	219	41.16
Masters degree	298	50.28
Baccalaureate degree	43	7.49
Total	566	100.00

Age

Bronfield¹ made a study of the ages of principals and found that 72 per cent of his respondents indicated a minimum age of thirty as most desirable, while 73 per cent of the respondents indicated up to age fifty as the maximum desirable age.

Table 9 indicates that there were no principals under the age of twenty-five as reported by the 180 superintendents responding to the questionnaire. Twenty-nine, or 5.14 per cent, of the principals included in the study were between the ages of 26 through 29; 125, or 23.04 per cent, of the

¹Jack W. Bronfield, "A Study to Identify Criteria Utilized in Selection and Appointment of Full-Time Elementary School Principals in the Commonwealth of Pennsylvania," (unpublished Ed.D. dissertation, The Pennsylvania State University, 1962), p. 164.

principals were between the ages of 30 through 39; 164, or 28.96 per cent, of the principals were between the ages of 40 through 49, while 248, or 43.86 per cent, of the principals were over fifty years of age.

TABLE 9

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS
ARRANGED ACCORDING TO THE AGE OF THE PRINCIPALS
AS REPORTED BY SUPERINTENDENTS

Age group	Number of Principals	Per Cent
Under 25 years of age	0	00.00
25 through 29 years	29	5.14
30 through 39 years	125	23.04
40 through 49 years	164	28.96
Over 50 years of age	248	43.86
Total	566	100.00

Salary

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

Regarding salaries, Douglass stated:

Administrative positions, of course, pay much greater salaries than teaching positions. Although these salaries are not yet equal to the salaries of business executives, there is a much greater probability of attaining a well-paid administrative position in a school than of attaining one in business, assuming an inability to make large capital investments.¹

¹Douglass, op. cit., pp. 22-23.

Table 10 shows the salaries paid principals in Oklahoma as reported by superintendents.

TABLE 10

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS
ARRANGED ACCORDING TO THE SALARY OF THE PRINCIPALS
AS REPORTED BY SUPERINTENDENTS

Salaries	Number of Principals	Per Cent
\$6,000 to \$7,999	100	17.67
\$8,000 to \$9,999	284	50.19
\$10,000 to \$11,999	160	28.26
\$12,000 to \$12,999	18	3.08
Over \$13,000	4	.80
Total	566	100.00

Experience

According to Oklahoma State School Laws, the elementary school principal in Oklahoma is required to have two years of satisfactory teaching, supervisory, or administrative experience in an elementary school to qualify for an elementary school administrator's certificate.¹

In regard to teaching experience, Douglass stated:

In all states having certificates, teaching experience is required. In thirty of the states, three years of experience are required; in seven states only two years of experience are required; and in eight states four or five years of experience are required.²

¹School Laws of Oklahoma, op. cit., Sec. 25, p. 25.

²Douglass, op. cit., pp. 22-23.

Table 11 shows that every principal had at least one year of experience prior to the present assignment. Sixteen, or 2.82 per cent, had less than two years (exclusive of military service credit) prior to assignment as an elementary principal. Fifty-seven, or 10.07 per cent, had from three to five years of experience prior to the assignment as an elementary school principal; 113, or 19.96 per cent, had from six to ten years of experience prior to becoming an elementary school administrator; 148, or 26.15 per cent, had from eleven to fifteen years of experience prior to the present assignment; 230, or 40.06 per cent, had over fifteen years of experience before taking an elementary school principalship.

TABLE 11

NUMBER AND PER CENT OF OKLAHOMA ELEMENTARY SCHOOLS
ARRANGED ACCORDING TO THE EXPERIENCE OF PRINCIPALS
AS REPORTED BY SUPERINTENDENTS

Years of Experience	Number of Principals	Per Cent
No experience	0	00.00
Less than 2 years	16	2.82
3 through 5 years	57	10.07
6 through 10 years	113	19.96
11 through 15 years	150	26.55
Over 15 years	230	40.60
Total	566	100.00

Table 12 presents the data according to geographical area in terms of school organization, number of years the principal has served in his present position, type of administrative certificate held by principal, type of degree, age of principal, salary, and years of experience prior to present assignment.

Adopting the Selection Procedure

Recruiting candidates for the principalship is of prime importance. A plan should be formulated which will attract applicants for the elementary school principalship when vacancies occur. According to authorities, the board of education has the responsibility of adopting policies, and these policies are carried out by the superintendent. McIntyre stated that the following guidelines be observed in the selection of elementary school principals:

Describe the job to be filled. Get clearly in mind the role expected of the principal by the superintendent, the building faculty, and the community to be served. Situations vary so much in different schools, even in the same system, that role expectations for the principal are quite different.

Expectations for principalships are generally so vague as to leave the newly appointed principal to grope his way through the haze to his own definition of the job. "Be an instructional leader!" has only added to the confusion.

Set up standards for selection. What competencies are going to be considered, and how much weight will be given each one? What cutoff points will be established?¹

¹Kenneth E. McIntyre, "The Selection of Elementary School Principals," The National Elementary Principal, Vol. XLIV, No. 5, (April, 1965), 46.

TABLE 12

DISTRIBUTION OF ELEMENTARY SCHOOL PRINCIPALS IN OKLAHOMA
 ACCORDING TO GEOGRAPHICAL AREAS IN TERMS OF SCHOOL
 ORGANIZATION, YEARS PRINCIPAL HAS SERVED
 IN PRESENT POSITION, TYPE OF ADMINIS-
 TRATIVE CERTIFICATE, DEGREE HELD,
 AGE, SALARY, AND EXPERIENCE AS
 REPORTED BY SUPERINTENDENTS

	Geographical Areas				
	NW No.	NE No.	Cen. No.	SW No.	SE No.
School Organization					
7 year kdg. through grade 6	8	20	24	6	5
6 year 1 through grade 6	11	26	30	20	24
8 year 1 through grade 8	2	2	2	0	0
Type of Certificate					
Professional	0	10	5	0	10
Standard	27	153	192	52	30
Provisional	10	27	32	8	10
Highest Degree					
Baccalaureate	6	10	11	4	5
Masters	25	90	108	21	39
Sixteen hours above Masters	6	86	109	35	5
Doctors	0	4	1	0	1
Age of Principal					
Under 25 years of age	0	0	0	0	0
25 through 29 years	2	10	12	5	3
30 through 39 years	15	27	46	26	11
40 through 49 years	15	60	56	14	17
Over 50 years of age	5	93	115	15	19
Salary of Principal					
\$6,000 to \$7,999	7	25	47	14	25
\$8,000 to \$9,999	25	92	88	26	25
\$10,000 to \$11,999	5	60	84	20	0
\$12,000 to \$12,999	0	10	10	0	0
\$13,000 or over	0	3	0	0	0
Years of Experience Prior to Present Position					
Less than 2 years	2	11	8	2	1
3 through 5 years	10	19	40	2	5
6 through 10 years	15	31	40	12	15
11 through 15 years	0	36	81	24	6
Over 15 years	10	93	60	20	23

Table 13 indicates the practices followed in adopting the selection procedure as indicated by the superintendents in the northwest and southeast sections of the state.

TABLE 13
DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS
OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Northwest Number	Southeast Number
1. The superintendent, with approval of the board	17	26
2. The board of education, in a corporate body	2	0
3. A member, or committee, of the board designated with the responsibility	0	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	2	3
5. Other, please specify	0	0
Total response	21	29
Practice or item 1 $\chi^2 = 5.10$	Practice or item 2**	
Practice or item 3**	Practice or item 4**	
Practice or item 5**		

*significant at the .05 level of significance
 **did not meet assumptions of χ^2

Seventeen out of twenty-one superintendents in the northwest area indicated a preference for item one; twenty-six out of twenty-nine in the southeast indicated a preference for item one. Two superintendents in the northwest indicated that practice or item two was a practice. Five superintendents

indicated no special plans were made in advance, but the superintendent assumed the responsibility. In both areas, it seemed that the superintendent formulated the plan by which an applicant was found. The significance of the chi-square value for item or practice one indicated that obtained frequencies deviated from the expected frequencies more than by chance alone.

Table 14 presents the practices used by superintendents in the northeast and southwest sections of Oklahoma.

TABLE 14

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Northeast Number	Southwest Number
1. The superintendent, with approval of the board	40	22
2. The board of education, in a corporate body	0	0
3. A member, or committee, of the board designated with the responsibility	1	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	6	4
5. Other, please specify***	1	0
Total response	48	26
Practice or item 1 $\chi^2 = 4.32^*$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = .05$	
Practice or item 5**	Director of Elementary Education***	

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Forty superintendents in the northeast area indicated a preference for practice or item one; twenty-two superintendents in the southwest indicated a preference for practice one. Ten superintendents indicated that no special plans were made in advance, but the superintendent assumed the responsibility. The significance of the chi-square value for item or practice one indicated that obtained frequencies deviated from the expected frequencies more than by chance alone.

Table 15 indicated the practices followed in adopting the selection procedure as indicated by superintendents in the central and northeast sections of the state.

Forty-four out of fifty-six superintendents in the central area and forty out of forty-eight in the northeast area indicated a preference for practice or item one. Twelve superintendents indicated that practice or item four was a practice in the school system. Eighty-four out of one hundred and four indicated that item one was a practice.

Table 16 indicates the practices used by superintendents in the northwest and central sections of the state in the adoption of the selection procedure.

Sixty-one out of seventy-seven superintendents indicated that item one was a practice. Four indicated that item two was a practice. Nine indicated that item four was the prevailing practice.

TABLE 15

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY
SUPERINTENDENTS IN THE CENTRAL AND NORTHEAST SEC-
TIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Central Number	Northeast Number
1. The superintendent, with approval of the board	44	40
2. The board of education, in a corporate body	2	0
3. A member, or committee, of the board designated with the responsibility	0	1
4. No special plans are made in advance, but the superintendent assumes the responsibility	7	5
5. Other, please specify***	3	2
Total response	56	48
Director of Elementary Education and/or Coordinator of Elementary Education***		
Practice or item 1 $\chi^2 = 5.60$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = 4.64$	
Practice or item 5**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

TABLE 16

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY
SUPERINTENDENTS IN THE CENTRAL AND NORTHWEST SEC-
TIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Central Number	Northwest Number
1. The superintendent, with approval of the board	44	17
2. The board of education, in a corporate body	2	2
3. A member, or committee, of the board designated with the responsibility	0	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	7	2
5. Other, please specify***	3	0
Total response	56	21
Practice or item 1 $\chi^2 = 3.53$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = 1.33$	
Practice or item 5**	Director of Elementary Education***	

**did not meet assumptions of χ^2

Table 17 indicates the practices used by superintendents in the southeast and central sections of the state in the adoption of the selection procedure.

TABLE 17

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE SOUTHEAST AND CENTRAL SECTIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Central Number	Southeast Number
1. The superintendent, with approval of the board	44	26
2. The board of education, in a corporate body	2	0
3. A member, or committee, of the board designated with the responsibility	0	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	7	3
5. Other, please specify***	3	0
Total response	56	29
Practice or item 1 $\chi^2 = 1.44$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = .30$	
Practice or item 5**	Director of Elementary Education***	

**did not meet assumptions of χ^2

Seventy out of eighty-five superintendents indicated that item one was the preferred practice. Ten indicated that practice four was the prevailing practice.

Table 18 indicates the practices used by superintendents in the southwest and central sections of the state in the adoption of the selection procedure.

TABLE 18

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE SOUTHWEST AND CENTRAL SECTIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Central Number	Southwest Number
1. The superintendent, with approval of the board	44	22
2. The board of education, in a corporate body	2	0
3. A member, or committee, of the board designated with the responsibility	0	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	7	4
5. Other, please specify***	3	0
Total response	56	26
Practice or item 1 $\chi^2 = 2.75$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = .22$	
Practice or item 5**	Director of Elementary Education***	

**did not meet assumptions of χ^2

Sixty-six out of eighty-two superintendents indicated that item one was the preferred practice. Eleven indicated that item four was the prevailing practice.

Table 19 indicates the practices used by superintendents in the northwest and southwest sections of the state in the adoption of the selection procedure.

TABLE 19
DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS
OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Northwest Number	Southwest Number
1. The superintendent, with approval of the board	17	22
2. The board of education, in a corporate body	2	0
3. A member, or committee, of the board designated with the responsibility	0	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	2	4
5. Other, please specify	0	0
Total response	21	26
Practice or item 1 $\chi^2 = .14$	Practice or item 2**	
Practice or item 3**	Practice or item 4**	
Practice or item 5**		

**did not meet assumptions of χ^2

Thirty-nine out of forty-seven respondents indicated that practice one was the preferred practice. Six indicated that practice four was the prevailing practice.

Table 20 indicates the practices used by superintendents in the northeast and southeast sections of the state in the adoption of the selection procedure.

TABLE 20

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN THE SELECTION PROCEDURE

Practice Used	Northeast Number	Southeast Number
1. The superintendent, with approval of the board	40	26
2. The board of education, in a corporate body	0	0
3. A member, or committee, of the board designated with the responsibility	1	0
4. No special plans are made in advance, but the superintendent assumes the responsibility	6	3
5. Other, please specify***	1	0
Total response	48	29
Practice or item 1 $\chi^2 = 2.80$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = 1.68$	
Practice or item 5**	Coordinator of Elementary Education***	

**did not meet assumptions of χ^2

Sixty-six out of seventy-seven respondents indicated a preference for practice or item one. Nine indicated that item four was the prevailing practice.

Recruiting Candidates

The adequacy of promotion from classroom teacher to administrator is under increasing questioning and a search for a more systematized method of recruiting is overdue.¹ The selective recruitment of educational leaders is a problem which deserves the attention of every member of the profession.² The success of an organization is dependent on the quality of personnel occupying roles within the organization. Likewise, the key to tapping this quality resides in the administrative leadership provided. Thus, those who have administrative and policy making responsibilities must take steps to attract those meeting the specified requirements into careers of administrative leadership. A person skilled in general reasoning, with adequate knowledge in administration, supervision, and teaching would, in most cases, be a good prospect for the elementary school principalship. Three to five years of successful teaching seems to be one of the requirements for promotion to the principalship.

Tables 21 through 28 indicate the practices used by superintendents in contacting candidates for the elementary school principalship.

¹Stoops and Rafferty, op. cit., p. 9.

²Donald P. Anderson, "Recruiting Leaders for Tomorrow's Schools," The National Elementary Principal, Vol. XLIV, No. 5, (April, 1965), 47.

TABLE 21

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS
OF THE STATE IN RECRUITING CANDIDATES FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southeast Number
1. The board adheres to a policy of promotion from within the system	10	16
2. Applications are secured through public announcement	10	5
3. Applicants are secured from successful administrators	10	11
4. Recommendations are requested from colleges and universities	8	6
5. Recommendations are requested from the state department of education	4	2
6. Commercial placement services are contacted	1	0
7. Only applicants who write letters of inquiry or apply in person are considered	2	2
8. The search for a candidate is extended beyond the state area	3	2
9. Funds are provided for the administration to carry on a comprehensive search	3	0
10. Funds are provided to reimburse expenses incurred by candidates	0	0
11. No special plan of recruitment has been established	0	3
12. Other, please describe	0	0
Total responses	51	47

TABLE 21--Continued

Practice or item 1	$\chi^2 = 5.91^*$	Practice or item 2	$\chi^2 = 4.32^*$
Practice or item 3	$\chi^2 = 4.50^*$	Practice or item 4	$\chi^2 = 3.67$
Practice or item 5 through 12**			

*is significant at the .05 level of significance

**did not meet assumptions of χ^2

The total number of responses indicated that superintendents used several practices in contacting candidates for the principalship. Superintendents from the northwest section were consistent in their responses to the first four items. There was more variation in the responses of the superintendents from the southeast area. It would seem that superintendents used the colleges and universities in seeking candidates for the principalship. From the responses of superintendents of both geographical areas, it is apparent that superintendents seldom used the state department of education in the search for a candidate. From the responses of superintendents from both areas it would seem that the prevailing practices were: promotion from within the school system, applications secured through public announcement, and applicants secured from successful administrators. Only five superintendents out of fifty respondents indicated that the search extended beyond the borders of the state. Twenty-six out of fifty respondents indicated a policy of promotion from within the system. Three superintendents indicated that funds were

provided for the administration to carry on a comprehensive search for a candidate. Three indicated that no special plan of recruitment had been established. No indication was made that funds were provided to reimburse expenses incurred by candidates. Also the responses were greater than by chance alone. Chi-square scores were not computed on items five through twelve because the expected frequencies did not meet assumptions of chi-square.

The significance of the chi-square values for the first three practices or items indicated that obtained frequencies deviated from the expected frequencies more than by chance.

TABLE 22

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE IN RECRUITING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southwest Number
1. The board adheres to a policy of promotion from within the system	30	14
2. Applications are secured through public announcement	20	12
3. Applicants are secured from successful administrators	25	9
4. Recommendations are requested from colleges and universities	25	11
5. Recommendations are requested from the state department of education	10	7

TABLE 22--Continued

Practice Used	Northeast Number	Southwest Number
6. Commercial placement services are contacted	0	1
7. Only applicants who write letters of inquiry or apply in person are considered	6	1
8. The search is extended beyond the state area	6	3
9. Funds are provided for the administration to carry on a comprehensive search	5	3
10. Funds are provided to reimburse expenses incurred by candidates	1	0
11. No special plan of recruitment has been established	5	3
12. Other, please describe	0	0
Total responses	133	58
Practice or item 1 $\chi^2 = 4.62^*$	Practice or item 2 $\chi^2 = 6.32^*$	
Practice or item 3 $\chi^2 = 4.54^*$	Practice or item 4 $\chi^2 = 6.06^*$	
Practice or item 5 $\chi^2 = .54$	Practice or item 6 through 12**	

*is significant at the .05 level of significance

**did not meet assumptions of χ^2

Thirty superintendents out of forty-eight respondents from the northeast section indicated a policy of promotion from within the system, while fourteen out of twenty-six in the southwest area indicated a policy of promotion from within the system. The chi-square score indicated that this response was greater than that by chance alone. Twenty respondents from the northeast section indicated applications

are secured through public announcement. The chi-square score indicated that this was not due to chance alone. Nine superintendents from the southwest area indicated that applicants are secured from successful administrators, while twenty-five superintendents from the northeast indicated that this was a practice. The chi-square score indicated that this was not due to chance alone. Eleven respondents from the northeast indicated that it was a practice. Again, the chi-square score was significant, an indication that the responses were not due to chance alone. Nine superintendents, including both areas, indicated that the search extended beyond the borders of the state. Eight respondents, including both sections indicated that funds were provided for the administration to carry on a comprehensive search for a candidate. Eight respondents indicated that no special plan of recruitment had been established.

TABLE 23

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN RECRUITING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southeast Number
1. The board adheres to a policy of promotion from within the system	30	16
2. Applications are secured through public announcement	20	5

public announcement, secured applicants from successful administrators, and requested recommendations from colleges and universities. Twelve superintendents indicated that they requested recommendations from the state department of education. No response was made to the item regarding commercial placement. Eight indicated that only those who write letters of inquiry or apply in person were considered. Eight indicated that the search extended beyond the borders of the state. Five superintendents from the northeast indicated that funds were provided for the administration to carry on a comprehensive search for an applicant. One respondent indicated that funds were provided to reimburse expenses incurred by candidates. Eight superintendents, including both areas, indicated that no plan of recruitment had been established. The chi-square scores computed on the first four items indicated the obtained frequencies deviated from the expected frequencies and the deviation was greater than by chance alone. Chi-square was not computed on items six through twelve because the frequencies did not meet the assumptions.

TABLE 24

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS
OF THE STATE IN RECRUITING CANDIDATES FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southwest Number
1. The board adheres to a policy of promotion from within the system	10	14
2. Applications are secured through public announcement	10	12
3. Applicants are secured from successful administrators	10	9
4. Recommendations are requested from colleges and universities	8	11
5. Recommendations are requested from the state department of education	4	7
6. Commercial placement services are contacted	1	1
7. Only applicants who write letters of inquiry or apply in person are considered	2	1
8. The search is extended beyond the state area	3	3
9. Funds are provided for the administration to carry on a comprehensive search	4	3
10. Funds are provided to reimburse expenses incurred by candidates	0	0
11. No special plan of recruitment has been established	0	4
12. Other, please describe	0	0
Total responses	52	65

TABLE 24--Continued

Practice or item 1	$\chi^2 = 3.53$	Practice or item 2	$\chi^2 = .10$
Practice or item 3	$\chi^2 = 10.90^*$	Practice or item 4	$\chi^2 = .89$
Practice or item 5	$\chi^2 = 3.80$	Practice or item 6 - 12**	

*is significant at the .05 level of significance
 **did not meet assumptions of χ^2

The responses of superintendents from the southwest varied more than the responses of superintendents from the northwest. The chi-square score computed for practice or item three indicated that the obtained frequencies deviated from the expected chance frequencies. There was no more deviation than expected by chance with reference to items one, two, four and five. Chi-square scores were not computed on items six through twelve because the expected frequencies for the cells did not meet the assumptions. The responses of the superintendents from both sections indicated that four practices are used to recruit candidates for the principalship. Only six superintendents, including both areas, indicated that the search for a candidate extended beyond the borders of the state. Seven superintendents indicated that funds are provided for the administration to carry on a comprehensive search for a candidate. No response was made to the item regarding funds for reimbursing candidates for expenses incurred. Three superintendents from the southwest area indicated no plan of recruitment had been established.

TABLE 25

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF
THE STATE IN RECRUITING CANDIDATES FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. The board adheres to a policy of promotion from within the system	25	30
2. Applications are secured through public announcement	27	20
3. Applicants are secured from successful administrators	25	25
4. Recommendations are requested from colleges and universities	28	25
5. Recommendations are requested from the state department of education	15	00
6. Commercial placement services are contacted	3	0
7. Only applicants who write letters of inquiry or apply in person are considered	6	6
8. The search for a candidate is extended beyond the state area	6	6
9. Funds are provided for the administration to carry on a comprehensive search	8	5
10. Funds are provided to reimburse expenses incurred by candidates	1	1
11. No special plan of recruitment has been established	2	5
12. Other, please describe	0	0
Total responses	146	133

TABLE 25--Continued

Practice or item 1	$\chi^2 = 6.08^*$	Practice or item 2	$\chi^2 = 5.38^*$
Practice or item 3	$\chi^2 = 2.62$	Practice or item 4	$\chi^2 = 6.70^*$
Practice or item 5	$\chi^2 = 4.73^*$	Practice or item 6**	
Practice or item 7	$\chi^2 = .94$	Practice or item 8	$\chi^2 = .75$
Practice or item 9	$\chi^2 = .34$	Practice or item 10**	
Practice or item 11**		Practice or item 12**	

*is significant at the .05 level of significance
 **did not meet assumptions of χ^2

From the responses of superintendents in both sections, it seemed that superintendents tended to use, basically, four practices in recruiting candidates for the elementary school principalship. The large chi-square scores on items or practices one, two, four and five indicated that the obtained frequencies deviated from the expected chance frequencies. Fifteen superintendents in the central area and ten in the northeast section indicated that they requested recommendations from the state department of education. Only three superintendents indicated that commercial placement services were contacted. Items seven and eight received the same number of responses from superintendents in both sections. Eight respondents in the central area and five in the northeast section indicated that funds were provided for the administration to carry on a comprehensive search for a candidate. One respondent from each section indicated that funds were provided to reimburse expense incurred by candidates.

Seven respondents indicated that no special plan for recruitment had been established.

TABLE 26

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE IN RECRUITING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northwest Number
1. The board adheres to a policy of promotion from within the system	25	10
2. Applications are secured through public announcement	27	10
3. Applicants are secured from successful administrators	25	10
4. Recommendations are requested from colleges and universities	28	8
5. Recommendations are requested from the state department of education	15	4
6. Commercial placement services are contacted	3	1
7. Only applicants who write letters of inquiry or apply in person are considered	6	2
8. The search for a candidate is extended beyond the state area	6	4
9. Funds are provided for the administration to carry on a comprehensive search	8	0
10. Funds are provided to reimburse expenses incurred by candidates	1	1
11. No special plan of recruitment has been established	0	0
12. Other, please describe	0	0
Total responses	146	52

TABLE 26--Continued

Practice or item 1	$\chi^2 = 3.86^*$	Practice or item 2	$\chi^2 = 4.08^*$
Practice or item 3	$\chi^2 = 4.30^*$	Practice or item 4	$\chi^2 = 8.42^*$
Practice or item 5	$\chi^2 = 5.01^*$		

No chi-square computed on items six through twelve because frequencies did not meet assumptions of chi-square.

*is significant at the .05 level of significance

Superintendents by their responses indicated that there was a preponderance of dependence upon four practices in terms of recruitment for the elementary school principalship. Nineteen respondents indicated that recommendations were requested from the state department of education. Only ten respondents indicated that the search for a candidate extended beyond the borders of the state. Eight superintendents indicated that funds were provided for the administration to carry on a comprehensive search for a candidate. One superintendent indicated that funds were provided to reimburse expenses incurred by candidates. Eight indicated that only applicants who write letters of inquiry or apply in person were considered. Two superintendents indicated no special plan of recruitment had been established.

TABLE 27

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF
THE STATE IN RECRUITING CANDIDATES FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southwest Number
1. The board adheres to a policy of promotion from within the system	25	14
2. Applications are secured through public announcement	27	12
3. Applicants are secured from successful administrators	25	9
4. Recommendations are requested from colleges and universities	28	11
5. Recommendations are requested from the state department of education	15	7
6. Commercial placement services are contacted	3	1
7. Only applicants who write letters of inquiry or apply in person are considered	6	1
8. The search for a candidate is extended beyond the state area	6	3
9. Funds are provided for the administration to carry on a comprehensive search	8	0
10. Funds are provided to reimburse expenses incurred by candidates	1	0
11. No special plan of recruitment has been established	2	0
12. Other, please describe	0	0
Total responses	146	58

TABLE 27--Continued

Practice or item 1	$\chi^2 = 2.07$	Practice or item 2	$\chi^2 = 4.08^*$
Practice or item 3	$\chi^2 = 7.51^*$	Practice or item 4	$\chi^2 = 4.42^*$
Practice or item 5	$\chi^2 = 3.47$		

No chi square score for items six through twelve because expected frequencies did not meet assumptions of chi-square.

*is significant at the .05 level of significance

The chi-square score computed was significant for items two, three and four. The obtained frequencies were greater or deviated from the expected frequencies. Frequencies for items one and five did not deviate from the frequencies expected by chance. Superintendents from the southwest section of the state did not respond to the last four items in the category. Since no response was made to the items, it seemed that school systems in the southwest section do not provide funds for the administration to carry on a comprehensive search, nor, provide funds to reimburse expenses incurred by candidates. Thirty-nine out of eighty-two superintendents indicated that the board of education adhered to a policy of promotion from within the system. Thirty-nine indicated that applications were secured through public announcement. Thirty-four indicated that applicants were secured from successful administrators. Thirty-nine indicated that recommendations were requested from colleges and universities. Twenty-two indicated that recommendations were requested from the state department of education. Nine

respondents indicated that the search for a candidate extended beyond the borders of the state. Eight respondents from the central area of the state indicated that funds were provided for the administration to carry on a comprehensive search for a candidate. One superintendent indicated that funds were provided to reimburse candidates for expenses incurred. Two indicated that no special plan of recruitment had been established.

TABLE 28

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF THE STATE IN RECRUITING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southeast Number
1. The board adheres to a policy of promotion from within the system	25	16
2. Applications are secured through public announcement	27	5
3. Applicants are secured from successful administrators	25	11
4. Recommendations are requested from colleges and universities	28	6
5. Recommendations are requested from the state department of education	15	2
6. Commercial placement services are contacted	3	0
7. Only applicants who write letters of inquiry or apply in person are considered	6	2
8. The search for a candidate is extended beyond the state area	6	2

TABLE 28--Continued

Practice Used	Central Number	Southeast Number
9. Funds are provided for the administration to carry on a comprehensive search	8	0
10. Funds are provided to reimburse expenses incurred by candidates	1	0
11. No special plan of recruitment has been established	2	3
12. Other, please describe	0	0
Total responses	146	47
Practice or item 1 $\chi^2 = 2.20$	Practice or item 2 $\chi^2 = 8.27^*$	
Practice or item 3 $\chi^2 = 3.59$	Practice or item 4 $\chi^2 = 6.70^*$	
No chi-square score computed for items five through twelve because expected frequencies do not meet assumptions of chi-square.		

*is significant at the .05 level of significance

The obtained frequencies for items one and three did not deviate from the expected chance frequencies. The obtained frequencies for items two and four deviated to a great extent from the expected chance frequencies, thus the large chi-square score.

Only five superintendents in the southeast sections indicated that applications were secured through public announcement. Sixteen indicated that the board adhered to a policy of promotion from within the system; eleven indicated that applicants were secured from successful administrators;

six indicated that recommendations were requested from colleges and universities. Superintendents in the southeast did not respond to items six, nine, ten and twelve. It seemed that boards of education did not provide funds for a comprehensive search nor for reimbursing of expenses incurred by candidates. Two superintendents indicated that the search extended beyond the borders of the state. Twenty-five superintendents in the central section indicated that the board adhered to a policy of promotion from within the system; twenty-seven indicated that applications were secured through public announcement; twenty-five indicated that applicants were secured from successful administrators; twenty-eight indicated that recommendations are requested from colleges and universities; fifteen indicated that recommendations were requested from the state department of education. Only eight superintendents indicated that the search extended beyond the borders of the state. Eight respondents from the central area indicated that funds were provided for the administration to carry on a comprehensive search for a candidate. Five superintendents indicated that no special plan of recruitment had been established.

Investigating the Candidate

According to Hamm,¹ investigation of a candidate is a very important and difficult task for the superintendent and/or board of education to perform because of its proximity to the final selection. It is important to look at the professional qualifications of the candidate in terms of the service that can be rendered to the community he will serve, as well as his personal qualifications. Tables 29 through 36 indicate the practices used by superintendents in the investigation of candidates for the elementary school principalship.

The data indicated that superintendents used the first three practices primarily in the investigation of candidates for the principalship. Six respondents indicated that a screening committee evaluated the qualifications and selected the preferred man. Thirteen superintendents indicated that top candidates were observed on the job at the time of consideration. Four indicated that only the first choice candidate was given an interview. Nineteen indicated that all candidates were interviewed. Three indicated that each applicant was kept informed concerning his standing in the process. A significant chi-square score was computed for

¹William Carson Hamm, "Changes in the Selection and Retention of Senior High School Principals in Oklahoma, 1954 to 1964," (unpublished Ed.D. dissertation, University of Oklahoma, 1964), p. 122.

items one and five indicating the obtained frequencies deviated from the expected chance frequencies. The computed score for practices two and four was not significant at the .05 level.

TABLE 29

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF THE STATE IN INVESTIGATING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southeast Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	16	9
2. Candidates are requested to file professional credentials in the office of superintendent	21	17
3. The superintendent studies the credentials and selects the preferred man	21	18
4. A screening committee evaluates the qualifications and selects the top men	5	1
5. All candidates are interviewed	7	12
6. Only the first choice candidate is asked for an interview	3	1
7. Each applicant is kept informed concerning his standing in the process	2	1
8. Top candidates are observed on the job held at the time of consideration	7	6
Total responses	82	65
Practice or item 1 $\chi^2 = 6.30^*$	Practice or item 2 yates correction = 3.10	
Practice or item 3 yates correction = 1.80	Practice or item 5 $\chi^2 = 4.44^*$	
No chi-square score computed on items 4, 6, 7, 8 as expected frequencies did not meet assumptions of chi-square.		

*significant at the .05 level of significance

TABLE 30

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF
THE STATE IN INVESTIGATING CANDIDATES FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southwest Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	20	12
2. Candidates are requested to file professional credentials in the office of superintendent	48	16
3. The superintendent studies the credentials and selects the preferred man	45	15
4. A screening committee evaluates the qualifications and selects the top men	2	0
5. All candidates are interviewed	20	8
6. Only the first choice candidate is asked for an interview	5	4
7. Each applicant is kept informed concerning his standing in the process	7	4
8. Top candidates are observed on the job held at the time of consideration	10	10
Total responses	157	69
Practice or item 1 $\chi^2 = 1.17$	Practice or item 2 $\chi^2 = 1.68$	
Practice or item 3 $\chi^2 = .94$	Practice or item 5 $\chi^2 = 1.00$	
Practice or item 6 $\chi^2 = .98$	Practice or item 7 $\chi^2 = .19$	
Practice or item 8 $\chi^2 = 2.58$		

*No score computed on item 4. Did not meet assumptions.

All respondents in the northeast section of the state indicated that candidates were requested to file professional credentials in the office of the superintendent. Sixteen in the southwest section indicated that this was a practice. Thirty-two of seventy-four respondents indicated that permission was obtained from the applicant's immediate superior before he was contacted. Sixty indicated that the superintendents studied the credentials and selected the preferred man. Twenty-eight indicated that all candidates were interviewed. Nine indicated that only first choice candidates were interviewed. Twenty respondents indicated that top candidates were observed on the job at the time of consideration. Eleven indicated that each applicant was kept informed concerning his standing in the process. The chi-square score computed for each practice was not significant at the .05 level of significance.

TABLE 31

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS OF THE STATE IN INVESTIGATING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southwest Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	16	12
2. Candidates are requested to file professional credentials in the office of superintendent	21	16

TABLE 31--Continued

Practice Used	Northwest Number	Southwest Number
3. The superintendent studies the credentials and selects the preferred man	21	15
4. A screening committee evaluates the qualifications and selects the top men	5	0
5. All candidates are interviewed	7	8
6. Only the first choice candidate is asked for an interview	3	4
7. Each applicant is kept informed concerning his standing in the process	2	4
8. Top candidates are observed on the job held at the time of consideration	8	10
Total responses	83	69
Practice or item 1 $\chi^2 = 6.02$	Practice or item 2 $\chi^2 = 1.16$	
Practice or item 3 $\chi^2 = 3.59$	Practice or item 4**	
Practice or item 5 $\chi^2 = .90$	Practice or item 6 $\chi^2 = .12$	
Practice or item 7**	Practice or item 8 $\chi^2 = 6.47^*$	

*is significant at the .05 level of significance

**did not meet assumptions of χ^2

The respondents from the northwest section indicated that the first three practices were utilized as a means of investigation of candidates for the principalship. Respondents from the southwest indicated that the first three practices were utilized in most instances. A greater variation in responses was manifested by superintendents in the southwest area. Five superintendents from the northwest

section indicated that a screening committee evaluated the qualifications and selected the top men. Ten superintendents from the southwest area indicated that top candidates were observed on the job at the time of consideration. Fifteen superintendents indicated that all candidates were interviewed. Six indicated that each applicant was kept informed of his standing in the process. Seven indicated that only the first choice candidates were asked for an interview.

Only the chi-square score for item one was significant at the .05 level. The frequencies obtained did not differ from that expected by chance alone.

TABLE 32

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN INVESTIGATING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southeast Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	20	9
2. Candidates are requested to file professional credentials in the office of superintendent	48	17
3. The superintendent studies the credentials and selects the preferred man	40	18
4. A screening committee evaluates the qualifications and selects the top men	2	1
5. All candidates are interviewed	20	12
6. Only the first choice candidate is asked for an interview	5	1

TABLE 32--Continued

Practice Used	Northeast Number	Southeast Number
7. Each applicant is kept informed concerning his standing in the process	7	1
8. Top candidates are observed on the job held at the time of consideration	10	6
Total responses	152	65
Practice or item 1 $\chi^2 = .93$	Practice or item 2 $\chi^2 = 1.00$	
Practice of item 3 $\chi^2 = 6.33^*$	Practice or item 4**	
Practice or item 5 $\chi^2 = .22$	Practice or item 6**	
Practice or item 7**		

*significant at the .05 level of significance
 **did not meet assumptions of χ^2

Twenty superintendents from the northeast section indicated that permission was obtained from the applicant's immediate superior before he was contacted. Nine from the southeast area indicated that it was a practice. Every respondent from the northeast area indicated that candidates were requested to file professional credentials in the office of the superintendent, while only seventeen in the southeast indicated this a practice. Only three indicated that a screening committee evaluated the qualifications and selected the top men. Thirty-two respondents indicated that all candidates were interviewed. Six indicated that only first choice candidates were asked for an interview. Eight indicated that each applicant was kept informed concerning his

standing in the process. Sixteen indicated that top candidates were observed on the job at the time of consideration. Practices three and eight were significant at the .05 level of significance. The obtained frequencies deviated from the expected chance frequencies more than chance alone would indicate.

TABLE 33

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF THE STATE IN INVESTIGATING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	23	20
2. Candidates are requested to file professional credentials in the office of superintendent	53	48
3. The superintendent studies the credentials and selects the preferred man	36	40
4. A screening committee evaluates the qualifications and selects the top men	5	2
5. All candidates are interviewed	34	20
6. Only the first choice candidate is asked for an interview	2	5
7. Each applicant is kept informed concerning his standing in the process	3	7
8. Top candidates are observed on the job held at the time of consideration	6	10
Total responses	162	152

TABLE 33--Continued

Practice Used	Central Number	Northeast Number
Practice or item 1 $\chi^2 = 0.00$	Practice or item 2 $\chi^2 = 2.55$	
Practice or item 3 $\chi^2 = 4.71^*$	Practice or item 4**	
Practice or item 5 $\chi^2 = 2.52$	Practice or item 6**	
Practice or item 7**	Practice or item 8 $\chi^2 = 2.88$	

*is significant at the .05 level of significance

**did not meet assumptions of χ^2

Twenty-three superintendents from the central section indicated that permission was obtained from the applicant's immediate superior before he was contacted; twenty respondents from the northeast area indicated that it was a practice. Fifty-three respondents from the central area and forty-eight from the northeast section indicated candidates were requested to file professional credentials in the office of the superintendent. Forty superintendents from the northeast section and thirty-six from the central area indicated that the superintendent studied the credentials and selected the preferred man. Thirty-four respondents from the central area and twenty from the northeast section indicated that all candidates were interviewed. Seven superintendents indicated that a screening committee evaluated the qualifications and selected the top men. Ten indicated that each applicant was kept informed concerning his standing in the process. Seven indicated that only the first choice candidates were asked

for an interview. Sixteen indicated that top candidates were observed on the job at the time of consideration. A significant χ^2 score was computed for practice three.

TABLE 34

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF THE STATE IN INVESTIGATING CANDIDATES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	23	9
2. Candidates are requested to file professional credentials in the office of superintendent	53	17
3. The superintendent studies the credentials and selects the preferred man	36	18
4. A screening committee evaluates the qualifications and selects the top men	5	1
5. All candidates are interviewed	34	12
6. Only the first choice candidate is asked for an interview	2	1
7. Each applicant is kept informed concerning his standing in the process	3	1
8. Top candidates are observed on the job held at the time of consideration	6	6
Total responses	162	65
Practice or item 1 $\chi^2 = .75$	Practice or item 2 $\chi^2 = 14.95^*$	
Practice or item 3 $\chi^2 = 1.10$	Practice or item 4**	
Practice or item 5 $\chi^2 = 3.42$	Practice or item 6**	
Practice or item 7**	Practice or item 8 $\chi^2 = 10.04^*$	

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Twenty-three superintendents from the central area indicated that permission was obtained from the applicant's immediate superior before he was contacted. Nine from the southeast section indicated permission was obtained from the applicant's immediate superior. Fifty-three respondents from the central section and seventeen from the southeast area indicated that candidates were requested to file professional credentials in the office of the superintendent. Thirty-six respondents from the central area and eighteen from the southeast section indicated the superintendent studied the credentials and selected the preferred man. Six superintendents indicated that a screening committee evaluated the qualifications and selected the top men. Thirty-four respondents from the central area and twelve from the southeast indicated that all candidates were interviewed. Only three superintendents indicated that only the first choice candidates were interviewed. Four indicated that each applicant was kept informed of his standing in the process. Twelve indicated that top candidates were observed on the job at the time of consideration. Practices two and eight were significant at the .05 level on the chi-square test.

TABLE 35

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF
THE STATE IN INVESTIGATING CANDIDATES FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southwest Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	23	12
2. Candidates are requested to file professional credentials in the office of superintendent	53	16
3. The superintendent studies the credentials and selects the preferred man	36	15
4. A screening committee evaluates the qualifications and selects the top men	5	0
5. All candidates are interviewed	34	8
6. Only the first choice candidate is asked for an interview	2	4
7. Each applicant is kept informed concerning his standing in the process	3	4
8. Top candidates are observed on the job held at the time of consideration	6	10
Total responses	162	69
Practice or item 1 $\chi^2 = 1.78$	Practice or item 2 $\chi^2 = 3.99^*$	
Practice or item 3 $\chi^2 = 2.54$	Practice or item 4**	
Practice or item 5 $\chi^2 = 5.16^*$	Practice or item 6**	
Practice or item 7**	Practice or item 8 $\chi^2 = 4.33^*$	

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Twenty-three superintendents from the central area and twelve from the southwest section indicated that permission was obtained from the applicant's immediate superior before he was contacted. Fifty-three respondents from the central area and sixteen from the southwest section indicated that candidates were requested to file professional credentials in the office of superintendent. Thirty-six from the central area and fifteen from the southwest section indicated that the superintendent studied the credentials and selected the preferred man. Five indicated a screening committee evaluated the qualifications and selected the top men. Forty-two respondents indicated that all candidates were interviewed. Six indicated that only first choice candidates were asked for an interview. Seven indicated that each applicant was kept informed of his standing in the process. Sixteen indicated that top candidates were observed on the job at the time of consideration. Practices five and eight were significant at the .05 level of significance.

TABLE 36

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED IN SUPER-
INTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF
THE STATE IN INVESTIGATING CANDIDATES FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northwest Number
1. Permission is obtained from the applicant's immediate superior before he is contacted	23	16

TABLE 36--Continued

Practice Used	Central Number	Northwest Number
2. Candidates are requested to file professional credentials in the office of superintendent	53	21
3. The superintendent studies the credentials and selects the preferred man	36	21
4. A screening committee evaluates the qualifications and selects the top men	5	5
5. All candidates are interviewed	34	7
6. Only the first choice candidate is asked for an interview	2	3
7. Each applicant is kept informed concerning his standing in the process	3	2
8. Top candidates are observed on the job held at the time of consideration	6	7
Total responses	162	82
Practice or item 1 $\chi^2 = 5.57^*$	Practice or item 2 $\chi^2 = 5.56^*$	
Practice or item 3 $\chi^2 = 3.70$	Practice or item 4 $\chi^2 = 2.13$	
Practice or item 5 $\chi^2 = 5.91^*$	Practice or item 6**	
Practice or item 7**	Practice or item 8 $\chi^2 = 4.84^*$	

*is significant at the .05 level of significance

**did not meet assumptions of χ^2

Twenty-three superintendents from the central area and sixteen from the northwest area indicated that permission was obtained from the applicant's immediate superior before he was contacted. Fifty-three from the central section and twenty-one from the northwest section indicated that

candidates were requested to file credentials in the office of the superintendent. Thirty-six from the central area and twenty-one from the northwest section indicated that the superintendent studied the credentials and selected the preferred man. Ten indicated that a screening committee evaluated the qualifications and selected the top men. Forty-two indicated that all candidates were interviewed. Four indicated that only the first choice candidates were asked for an interview. Five respondents indicated that each applicant was kept informed concerning his standing in the process. Thirteen superintendents indicated that top candidates were observed on the job at the time of consideration. Practices one, two, five and eight were found to be significant at the .05 level on the chi-square test.

Personal and Professional Factors

Several books on school administration have listed numerous personal and professional factors which the principal should manifest. Some of these are:

1. above-average intellectual capacity
2. sound mental and physical health coupled with abundant energy
3. ability to exercise sound mature judgement
4. a personality that encourages others to respect his professional competence
5. a sane, workable, consistent philosophy of education and the ability to translate it in terms of instructional purposes, programs, and procedures

6. derive great satisfaction from assisting others to develop their potential and skill in motivating others to realize their greatest potential
7. demonstrated ability in democratic leadership and effective decision-making
8. ability to work well with others in a peer-group relationship
9. ability to communicate effectively through the use of both the written and spoken word.¹

According to Hicks and Jameson the principal should manifest the following:

1. The principal should manifest a knowledge and understanding of cultural and societal values.
2. He should possess an understanding of guidance and supervision of curriculum.
3. He should possess a functional knowledge of human behavior.
4. He should possess techniques of working with adults in the community.
5. He should have a deep insight into how children grow and develop.²

It is extremely important that personal and professional qualifications be closely checked as a candidate is considered for a principalship. Tables 37 through 44 depict what superintendents in each geographical area of Oklahoma considered to be the most important personal and professional factors in the investigation of an applicant.

¹Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 89.

²William V. Hicks and M. C. Jameson, The Elementary School Principal at Work, (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 303.

TABLE 37

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL
FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN
THE NORTHWEST AND SOUTHWEST SECTIONS OF THE STATE
WHILE INTERVIEWING AN APPLICANT FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Northwest Number	Southwest Number
1. Dress	16	15
2. Speech (ability to speak)	16	16
3. Voice (tone)	8	12
4. Grooming	12	20
5. Poise	21	14
6. Knowledge of elementary school instruction and curriculum	21	20
7. Knowledge of elementary educa- tion and school administration	21	21
8. Knowledge of educational sociology and child psychology	12	16
9. Others, please specify	0	0
Total responses	129	135
Factor or item 1 $\chi^2 = 2.20$	Factor or item 2 $\chi^2 = 2.27$	
Factor or item 3 $\chi^2 = 2.98$	Factor or item 4 $\chi^2 = 2.08$	
Factor or item 5 $\chi^2 = .80$	Factor or item 6 $\chi^2 = 1.66$	
Factor or item 7 $\chi^2 = 4.12^*$	Factor or item 8 $\chi^2 = 12.53^*$	
Factor of item 9**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

There was very little variation in the responses of superintendents in the northwest section from superintendents in the southwest section of the state. It is significant that superintendents in both sections made the same positive

response to item or practice seven--knowledge of elementary education and school administration. Superintendents from the northwest area indicated a more positive attitude toward the eight items than superintendents from the southwest area. With twenty-one respondents from the northwest area and twenty-six respondents from the southwest area, it appears that the superintendents in the northwest area place great significance on items five, six and seven in terms of factors considered to be important in the interviewing of an applicant for the principalship.

Superintendents in the southwest section seem to prefer grooming to poise as a personal factor considered to be important in the interview. Superintendents from both areas indicated less concern with item eight--knowledge of educational sociology and child psychology than with dress. The chi-square value for item or practice eight was greater than by chance alone.

TABLE 38

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Northeast Number	Southeast Number
1. Dress	30	15
2. Speech (ability to speak)	33	14
3. Voice (tone)	24	13

TABLE 38--Continued

Factor Considered	Northeast Number	Southeast Number
4. Grooming	31	14
5. Poise	32	18
6. Knowledge of elementary school instruction and curriculum	45	24
7. Knowledge of elementary education and school administration	48	17
8. Knowledge of educational sociology and child psychology	24	9
9. Others, please specify	0	0
Total responses	267	141
Factor or item 1 $\chi^2 = .91$	Factor or item 2 $\chi^2 = 2.25$	
Factor or item 3 $\chi^2 = 1.38$	Factor or item 4 $\chi^2 = 1.33$	
Factor or item 5 $\chi^2 = .78$	Factor or item 6 $\chi^2 = 2.11$	
Factor or item 7 $\chi^2 = 2.04$	Factor or item 8 $\chi^2 = 1.82$	
Factor or item 9**		

**did not meet assumptions of χ^2

Forty-five superintendents indicated that dress was an important factor to be considered while interviewing an applicant for the principalship. Forty-seven indicated that speech was an important factor. Thirty-seven indicated that voice was an important factor and forty-nine indicated that grooming was an important consideration. Sixty-nine indicated that knowledge of elementary instruction and curriculum was an important professional consideration while interviewing an applicant. Sixty-five considered knowledge of elementary education and school administration important. Thirty-three

thought knowledge of educational sociology and child psychology an important factor.

TABLE 39

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Northeast Number	Southwest Number
1. Dress	30	15
2. Speech (ability to speak)	33	16
3. Voice (tone)	24	12
4. Grooming	31	20
5. Poise	32	14
6. Knowledge of elementary school instruction and curriculum	45	20
7. Knowledge of elementary education and school administration	48	21
8. Knowledge of educational sociology and child psychology	24	16
9. Others, please specify	0	0
Total responses	267	135
Factor or item 1 $\chi^2 = 1.59$	Factor or item 2 $\chi^2 = 3.82$	
Factor or item 3 $\chi^2 = .69$	Factor or item 4 $\chi^2 = .97$	
Factor or item 5 $\chi^2 = 1.16$	Factor or item 6 $\chi^2 = 3.00$	
Factor or item 7 $\chi^2 = 4.87^*$	Factor or item 8 $\chi^2 = .91$	

*significant at the .05 level of significance

Thirty superintendents from the northeast area and fifteen from the southwest section indicated that dress was an important personal factor to consider during the interview

with an applicant. Thirty-three respondents from the northeast and sixteen from the southwest indicated that speech was an important factor. Twenty-four from the northeast and twelve from the southwest considered voice an important factor. Fifty-one considered grooming an important consideration in the interview. Forty-six indicated poise to be an important consideration while interviewing an applicant. Sixty-five indicated that knowledge of elementary school instruction and curriculum was an important professional consideration while interviewing an applicant for the principalship. Sixty-seven responded in terms of knowledge of elementary education and school administration as being an important factor. Forty considered knowledge of educational sociology and child psychology an important factor while interviewing an applicant. A significant chi-square score was computed for factor seven.

TABLE 40

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Northwest Number	Southeast Number
1. Dress	16	15
2. Speech (ability to speak)	16	14
3. Voice (tone)	8	13
4. Grooming	12	14

TABLE 40--Continued

Factor Considered	Northwest Number	Southeast Number
5. Poise	21	18
6. Knowledge of elementary school instruction and curriculum	21	24
7. Knowledge of elementary education and school administration	21	17
8. Knowledge of educational sociology and child psychology	12	9
9. Others, please specify	0	0
Total responses	129	141
Factor or item 1 $\chi^2 = 2.86$	Factor or item 2 $\chi^2 = 3.92^*$	
Factor or item 3 $\chi^2 = 2.16$	Factor or item 4 $\chi^2 = 3.74$	
Factor or item 5 $\chi^2 = 4.12^*$	Factor or item 6 $\chi^2 = 1.31$	
Factor or item 7 $\chi^2 = 3.66$	Factor or item 8 $\chi^2 = 1.25$	

*significant at the .05 level of significance

The greatest variation in responses from superintendents in the northwest area was from twelve on item eight to twenty-one on items five, six and seven. While the greatest variation in responses from superintendents in the southeast was from nine on item eight to twenty-four on item six. There was very little variation from respondents in both areas on items one through six. Superintendents from both areas manifested more responses to items five, six and seven than to the other items. Respondents in the northwest section responded 100 per cent to items five, six and seven. A majority of the respondents from the southeast indicated that

items five, six and seven were important factors to be considered while interviewing an applicant. Items one, two, five, six and seven were indicated by superintendents in both sections to be important factors while interviewing an applicant. A significant chi-square score was computed for items two and five.

TABLE 41

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Central Number	Northeast Number
1. Dress	23	30
2. Speech (ability to speak)	26	33
3. Voice (tone)	23	24
4. Grooming	32	31
5. Poise	35	32
6. Knowledge of elementary school instruction and curriculum	35	45
7. Knowledge of elementary education and school administration	35	48
8. Knowledge of educational sociology and child psychology	22	24
9. Others, please specify	0	0
Total responses	231	267
Factor or item 1 $\chi^2 = 5.01^*$	Factor or item 2 $\chi^2 = 3.70$	
Factor or item 3 $\chi^2 = 5.57^*$	Factor or item 4 $\chi^2 = 6.70^*$	
Factor or item 5 $\chi^2 = .16$	Factor or item 6 $\chi^2 = 1.81$	
Factor or item 7 $\chi^2 = 3.56$	Factor or item 8 $\chi^2 = 1.23$	

*significant at the .05 level of significance

A greater number of superintendents in the northeast section indicated positive responses to the items than did superintendents from the central area. Yet, not one response to item nine from superintendents in the northeast area. There was very little variation in the responses to the items by superintendents in both areas. The greatest variation was on item seven, thirty-five respondents from the central area responded in a positive manner while respondents from the northeast section responded 100 per cent to the item. Superintendents from the central area varied their responses from a low of twenty-two to a high of thirty-five. Superintendents from the northeast varied their responses from a low of twenty-four to a high of forty-eight. Respondents from both areas indicated that items five, six and seven were important factors of consideration while interviewing an applicant for the principalship. More than fifty per cent of the respondents from both areas indicated that grooming was an important consideration while interviewing an applicant. Twenty-four superintendents out of forty-eight reporting in the northeast area indicated that item eight was an important consideration. Twenty-two out of fifty-six reporting in the central area indicated item eight was an important factor in the interview. Superintendents from both areas indicated that items one, two, and three were important factors in the interview. A significant chi-square score was computed for items one and three.

TABLE 42

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Central Number	Southeast Number
1. Dress	23	15
2. Speech (ability to speak)	26	14
3. Voice (tone)	23	12
4. Grooming	32	14
5. Poise	35	18
6. Knowledge of elementary school instruction and curriculum	35	24
7. Knowledge of elementary education and school administration	35	17
8. Knowledge of educational sociology and child psychology	22	9
9. Others, please specify	0	0
Total responses	231	123
Factor or item 1 $\chi^2 = .84$	Factor or item 2 $\chi^2 = 0.00$	
Factor or item 3 $\chi^2 = 0.00$	Factor or item 4 $\chi^2 = 2.76$	
Factor or item 5 $\chi^2 = .18$	Factor or item 6 $\chi^2 = .14$	
Factor or item 7 $\chi^2 = 1.53$	Factor or item 8 $\chi^2 = 2.48$	

The greatest variation in responses of superintendents in the southeast section was nine positive responses to item eight and twenty-four positive responses to item six. This was a difference of fifteen. Fifteen more superintendents responded positively to item six than to item eight. Superintendents in the central area varied their responses to items six and eight positively by thirty-five to

twenty-two, a difference of thirteen. Superintendents from both sections indicated that items one through seven were important factors of consideration while interviewing an applicant. Superintendents from the central area responded positively to items five, six and seven, which was an indication that they considered them important factors in the interview.

TABLE 43

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Central Number	Southwest Number
1. Dress	23	15
2. Speech (Ability to speak)	26	16
3. Voice (tone)	23	12
4. Grooming	32	20
5. Poise	35	14
6. Knowledge of elementary school instruction and curriculum	35	20
7. Knowledge of elementary education and school administration	35	21
8. Knowledge of educational sociology and child psychology	22	16
9. Others, please specify	0	0
Total responses	231	135
Factor or item 1 $\chi^2 = 3.97^*$	Factor or item 2 $\chi^2 = 1.63$	
Factor or item 3 $\chi^2 = 2.20$	Factor or item 4 $\chi^2 = 2.97$	
Factor or item 5 $\chi^2 = .55$	Factor or item 6 $\chi^2 = 3.46$	
Factor or item 7 $\chi^2 = 2.36$	Factor or item 8 $\chi^2 = 1.69$	

*is significant at the .05 level of significance

Superintendents from the southwest area indicated that items four, six and seven were most important with items one, two, five and eight a close second in order of importance. While superintendents in the central section indicated that items four, five, six and seven were most important with items one, two, three and eight a close second in order of importance. The responses of superintendents in the southwest varied from a low of twelve to a high of twenty-one. Superintendents in the central area varied from a low of twenty-two to a high of thirty-five. Overall, the responses to the items were more consistent than varied. A significant chi-square score was computed for item one.

TABLE 44

DISTRIBUTION AND COMPARISON OF THE PERSONAL AND PROFESSIONAL FACTORS CONSIDERED MOST IMPORTANT BY SUPERINTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE WHILE INTERVIEWING AN APPLICANT FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Factor Considered	Central Number	Northwest Number
1. Dress	23	16
2. Speech (ability to speak)	26	16
3. Voice (tone)	23	8
4. Grooming	32	12
5. Poise	35	21
6. Knowledge of elementary school instruction and curriculum	35	21
7. Knowledge of elementary education and school administration	35	21

TABLE 44--Continued

Factor Considered	Central Number	Northwest Number
8. Knowledge of educational sociology and child psychology	22	12
9. Others, please specify	0	0
Total responses	231	129
Factor or item 1 $\chi^2 = 6.16^*$	Factor or item 2 $\chi^2 = 6.72^*$	
Factor or item 3 $\chi^2 = 7.18^*$	Factor or item 4 $\chi^2 = 0.00$	
Factor or item 5 $\chi^2 = 5.61^*$	Factor or item 6 $\chi^2 = 5.61^*$	
Factor or item 7 $\chi^2 = 5.61^*$	Factor or item 8 $\chi^2 = .79$	

*significant at the .05 level of significance

Superintendents from the northwest section indicated that items five, six and seven were most important factors of consideration during the interview. Items one, two, four and eight were second in importance as factors of consideration during the interview with an applicant. Superintendents in the central area indicated that items five, six and seven were most important factors of consideration while interviewing an applicant. Second in importance were items one, two, three, four and eight. Superintendents from the northwest section were rather consistent in responding to the items. Only item three received less than fifty per cent positive response. Only four items received more than fifty per cent response from superintendents in the central area. These items were four, five, six and seven. A significant chi-square score was computed for items one, two, three, five, six and seven.

Nominating the Candidate

The selection of a principal is related to the improvement of instruction in Oklahoma. Superintendents should screen closely the final candidates to make certain that they are picking the most qualified person.¹ The selection process for elementary school principals is such that it demands the constant attention of the superintendent if the educational program is to function properly. A continual improvement of the selection program involves efforts to make the standard selective devices more effective. The importance of careful selection of highly qualified administrators was stressed by Castetter in the following statement:

The importance of selecting highly qualified administrators is generally recognized in public education, as it is in most every kind of organization.²

Tables 45 through 52 indicate the practices used by superintendents in the geographical areas in the nomination of the candidate for the elementary school principalship.

¹Hamm, op. cit., p. 74.

²William B. Castetter, Administering the School Personnel Program, (New York: The Macmillan Company, 1962), p. 210.

TABLE 45

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southwest Number
1. The superintendent designates the time and extent of the final interview	21	17
2. Selection is made in terms of the interview alone	0	1
3. Selection is made in terms of the combined impressions of the written records and interview	21	18
4. Selection is made in terms of a summarized written report of the candidate	6	2
5. One or more members of the board are present at time of interview	6	5
6. One or more teachers are present at time of interview	0	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	0	1
8. A follow-up visit of the desired candidate is made	3	1
9. Open letters of recommendation are accepted	3	8
10. Letters of reference are re-evaluated in terms of interview impressions	2	11
11. Selection is made in terms of standardized test scores, plus essay test	0	0

Total responses

62

66

Practice or item 1 $\chi^2 = 6.51^*$

Practice or item 2**

Practice or item 3 $\chi^2 = 3.78$

Practice or item 4**

Practice or item 5 $\chi^2 = .96$

Practice or item 6**

TABLE 45--Continued

Practice Used	Northwest Number	Southwest Number
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = .96$	Practice or item 10 $\chi^2 = 7.32^*$	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northwest section indicated that they considered items one and three more important than the others because they responded 100 per cent to the items. Only six responded to items four and five. Three indicated that a follow-up and open letters of recommendation were used as a means or practice in the nomination of a candidate. Superintendents in the southwest area indicated that items one, three, and ten were important practices in the nomination of a candidate. Five indicated that one or more members of the board were present at the time of the interview. Six superintendents in the northwest section indicated that one or more members of the board were present at the time of the interview. A significant chi-square score was computed for item one and item ten.

TABLE 46

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southeast Number
1. The superintendent designates the time and extent of the final interview	48	13
2. Selection is made in terms of the interview alone	5	1
3. Selection is made in terms of the combined impressions of the written records and interview	48	18
4. Selection is made in terms of a summarized written report of the candidate	5	2
5. One or more members of the board are present at time of interview	7	5
6. One or more teachers are present at time of interview	1	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	6	0
8. A follow-up visit of the desired candidate is made	5	1
9. Open letters of recommendation are accepted	10	3
10. Letters of reference are re-evaluated in terms of interview impressions	10	2
11. Selection is made in terms of standardized test scores, plus essay test	0	0

Total responses

145

45

Practice or item 1 $\chi^2 = 8.40^*$

Practice or item 2**

Practice or item 3 $\chi^2 = 5.77^*$

Practice or item 4 $\chi^2 = .16$

Practice or item 5 $\chi^2 = .05$

Practice or item 6**

TABLE 46--Continued

Practice Used	Northeast Number	Southeast Number
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = 3.40$	Practice or item 10 $\chi^2 = 2.10$	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northeast section responded 100 per cent to items one and three. Ten superintendents indicated a positive response to items nine and ten. Seven indicated that item five was a practice. Five indicated a positive response to items two, four and eight. Six responded in a positive manner to item seven. Superintendents in the southeast area indicated that items one and three were practices with thirteen positive responses to item one and eighteen positive responses to item three. Five superintendents responded in a positive manner to item five. Three responded positively to item nine. Superintendents in both areas indicated that basically, only two practices were used in the nomination of a candidate; they were items one and two. Significant chi-square scores were computed for items one and three.

TABLE 47

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southwest Number
1. The superintendent designates the time and extent of the final interview	48	17
2. Selection is made in terms of the interview alone	5	1
3. Selection is made in terms of the combined impressions of the written records and interview	48	18
4. Selection is made in terms of a summarized written report of the candidate	5	2
5. One or more members of the board are present at time of interview	7	5
6. One or more teachers are present at time of interview	1	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	6	1
8. A follow-up visit of the desired candidate is made	5	1
9. Open letters of recommendation are accepted	10	8
10. Letters of reference are re-evaluated in terms of interview impressions	10	11
11. Selection is made in terms of standardized test scores, plus essay test	0	0

Total responses

145

66

Practice or item 1 $\chi^2 = 1.81$ Practice or item 2**
 Practice or item 3 $\chi^2 = 3.75$ Practice or item 4**
 Practice or item 5 $\chi^2 = .05$ Practice or item 6**

TABLE 47--Continued

Practice Used	Northeast Number	Southwest Number
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = 1.02$	Practice or item 10 $\chi^2 = 3.92^*$	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northeast area responded 100 per cent to items one and three. Ten superintendents responded in a positive manner to items nine and ten. Seven responded to item five. Five responded to items two, four and eight. Six responded to item seven. Seventeen superintendents in the southwest area responded to item one and eighteen superintendents responded to item three. Eleven indicated that item ten was a practice; eight indicated item nine was a practice. Basically, superintendents in both sections indicated that only two practices were used in the nomination of a candidate: items one and three. A significant chi-square score was computed for item or practice ten.

TABLE 48

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southeast Number
1. The superintendent designates the time and extent of the final interview	21	12
2. Selection is made in terms of the interview alone	0	1
3. Selection is made in terms of the combined impressions of the written records and interview	21	18
4. Selection is made in terms of a summarized written report of the candidate	6	2
5. One or more members of the board are present at time of interview	6	2
6. One or more teachers are present at time of interview	0	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	0	0
8. A follow-up visit of the desired candidate is made	3	1
9. Open letters of recommendation are accepted	3	3
10. Letters of reference are re-evaluated in terms of interview impressions	2	2
11. Selection is made in terms of standardized test scores, plus essay test	0	0
Total responses	62	45
Practice or item 1 $\chi^2 = 1.33$	Practice or item 2**	
Practice or item 3 $\chi^2 = 7.99^*$	Practice or item 4**	
Practice or item 5**	Practice or item 6**	

TABLE 48--Continued

Practice Used	Northwest Number	Southeast Number
Practice or item 7**	Practice or item 8**	
Practice or item 9**	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northwest area responded 100 per cent to items one and three. They made no responses to items two, six, seven and eleven. Six superintendents responded to items four and five. Three responded to items eight and nine, two to item ten. Likewise, superintendents in the southeast area responded to items one and three, however their responses to the items were not as great as were the responses from respondents in the northwest area. It appeared from the responses of superintendents in both sections that basically, superintendents use only two practices in the nomination of a candidate. Superintendents in both areas indicated they did not use items six, seven and eleven.

TABLE 49

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. The superintendent designates the time and extent of the final interview	34	48
2. Selection is made in terms of the interview alone	0	5
3. Selection is made in terms of the combined impressions of the written records and interview	53	48
4. Selection is made in terms of a summarized written report of the candidate	15	5
5. One or more members of the board are present at time of interview	20	7
6. One or more teachers are present at time of interview	9	1
7. Staff members have an opportunity to interview the candidate and advise the superintendent	4	6
8. A follow-up visit of the desired candidate is made	9	5
9. Open letters of recommendation are accepted	15	10
10. Letters of reference are re-evaluated in terms of interview impressions	13	10
11. Selection is made in terms of standardized test scores, plus essay test	1	0
Total responses	173	145
Practice or item 1 $\chi^2 = 11.90^*$	Practice or item 2**	
Practice or item 3 $\chi^2 = 2.60$	Practice or item 4 $\chi^2 = 7.48^*$	
Practice or item 5 $\chi^2 = 5.06^*$	Practice or item 6**	

TABLE 49--Continued

Practice Used	Central Number	Northeast Number
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = .59$	Practice or item 10 $\chi^2 = .94$	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the central area indicated that items one and three were the predominant practices used in the nomination of a candidate, however they did not respond as positively as the superintendents in the northeast section. Twenty indicated that item five was a practice; fifteen indicated that items four and nine were practices; nine indicated that items six and eight were practices. Thirteen indicated that item ten was a practice. Superintendents in the northeast responded 100 per cent to items one and three. Ten indicated that items nine and ten were practices used in the nomination of a candidate. Five indicated that items two, four and eight were practices. Superintendents in the central area varied in their responses from one to fifty-three, while superintendents in the northeast varied from one to forty-eight. Significant chi-square scores were computed for items one, four and five.

TABLE 50

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF
THE STATE IN THE NOMINATION OF A CANDIDATE FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southeast Number
1. The superintendent designates the time and extent of the final interview	34	13
2. Selection is made in terms of the interview alone	0	1
3. Selection is made in terms of the combined impressions of the written records and interview	53	18
4. Selection is made in terms of a summarized written report of the candidate	15	2
5. One or more members of the board are present at time of interview	20	2
6. One or more teachers are present at time of interview	9	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	4	0
8. A follow-up visit of the desired candidate is made	9	1
9. Open letters of recommendation are accepted	15	3
10. Letters of reference are re-evaluated in terms of interview impressions	13	2
11. Selection is made in terms of standardized test scores, plus essay test	1	0

Total responses

173

45

Practice or item 1 $\chi^2 = .65$

Practice or item 2**

Practice or item 3 $\chi^2 = 1.10$

Practice or item 4**

Practice or item 5**

Practice or item 6**

TABLE 50--Continued

Practice Used	Central Number	Southeast Number
Practice or item 7**	Practice or item 8**	
Practice or item 9**	Practice or item 10**	
Practice or item 11**		

**did not meet assumptions of χ^2

Superintendents in the southeast area indicated that items one and three were practices used in the nomination of a candidate. Other than these two items there was no response greater than three on any item. They did not respond to items six, seven and eleven. Superintendents in the central area indicated that items one, three and five were practices used in the nomination of a candidate. On other items responses ranged from one to fifteen. Items four, six, eight, nine and ten received from nine to fifteen responses. Basically, there was little difference in the responses of superintendents in terms of the items or practices.

TABLE 51

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF THE STATE IN THE NOMINATION OF A CANDIDATE FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southwest Number
1. The superintendent designates the time and extent of the final interview	34	17

TABLE 51--Continued

Practice Used	Central Number	Southwest Number
2. Selection is made in terms of the interview alone	0	1
3. Selection is made in terms of the combined impressions of the written records and interview	53	18
4. Selection is made in terms of a summarized written report of the candidate	15	2
5. One or more members of the board are present at time of interview	20	5
6. One or more teachers are present at time of interview	9	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	4	1
8. A follow-up visit of the desired candidate is made	9	1
9. Open letters of recommendation are accepted	15	8
10. Letters of reference are re-evaluated in terms of interview impressions	13	11
11. Selection is made in terms of standardized test scores, plus essay test	1	0
Total responses	173	66
Practice or item 1 $\chi^2 = 1.72$	Practice or item 2**	
Practice or item 3 $\chi^2 = 1.14$	Practice or item 4 $\chi^2 = 4.46^*$	
Practice or item 5 $\chi^2 = 2.38$	Practice or item 6**	
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = .99$	Practice or item 10 $\chi^2 = 3.02$	
Practice or item 11**		

**did not meet assumptions of χ^2

Superintendents from the southwest indicated that items one and three were practices used in the nomination of a candidate for the elementary school principalship. Eleven superintendents indicated that they used item ten as a practice. Superintendents in the southwest section indicated that items one, three, nine and ten were used as practices in the nomination of a candidate. Superintendents in the central area indicated that items one, three, four, five, nine and ten were practices employed in the nomination of a candidate. Superintendents in the central area used more variety of practices than did superintendents from the southwest section.

TABLE 52

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE IN THE NOMINATION OF A CANDIDATE FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northwest Number
1. The superintendent designates the time and extent of the final interview	34	21
2. Selection is made in terms of the interview alone	0	0
3. Selection is made in terms of the combined impressions of the written records and interview	53	21
4. Selection is made in terms of a summarized written report of the candidate	15	6
5. One or more members of the board are present at time of interview	20	6

TABLE 52--Continued

Practice Used	Central Number	Northwest Number
6. One or more teachers are present at time of interview	9	0
7. Staff members have an opportunity to interview the candidate and advise the superintendent	4	0
8. A follow-up visit of the desired candidate is made	9	1
9. Open letters of recommendation are accepted	15	3
10. Letters of reference are re-evaluated in terms of interview impressions	13	2
11. Selection is made in terms of standardized test scores, plus essay test	1	0
Total responses	173	62
Practice or item 1 $\chi^2 = 7.32^*$	Practice or item 2**	
Practice or item 3 $\chi^2 = 1.98$	Practice or item 4 $\chi^2 = .16$	
Practice or item 5 $\chi^2 = .29$	Practice or item 6**	
Practice or item 7**	Practice or item 8**	
Practice or item 9 $\chi^2 = 1.41$	Practice or item 10 $\chi^2 = 2.37$	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northwest area responded 100 per cent to items one and three, indicating that these were practices used in the nomination of a candidate. No responses were made to items two, six, seven and eleven. Six responded to items four and five. Superintendents in the central

section indicated that items one, three and five were used in the nomination of a candidate, however fifteen responded to items four and nine. Nine responded to items six and eight. Thirteen responded to item ten. Superintendents in the central area indicated a greater variety in the use of practices. A significant chi-square score was computed on item one.

Selection of the Principal

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

Tables 53 through 60 depict the practices used by superintendents in each area in the selection of the principal.

TABLE 53

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Northwest Number	Southwest Number
1. The superintendent makes a single nomination for the position	16	19
2. Board members are asked to vote on one of the top candidates	2	4
3. Election is made by a majority vote of the board	3	4

TABLE 53--Continued

Practice Used	Northwest Number	Southwest Number
4. Unanimous approval of the board is demanded	5	11
5. All candidates are notified of the board's decision	8	10
6. Other, please describe	0	0
Total responses	34	48
Practice or item 1 $\chi^2 = 1.43$	Practice or item 2 $\chi^2 = .51$	
Practice or item 3 $\chi^2 = .08$	Practice or item 4 $\chi^2 = .62$	
Practice or item 5 $\chi^2 = .38$	Practice or item 6**	

**did not meet assumptions of χ^2

Superintendents in the northwest indicated that item one was the predominant practice in the selection of the principal. Five indicated that unanimous approval of the board is demanded. Eight indicated that all candidates were notified of the board's decision. Five indicated that items two and three were practices used in the selection of a principal. Superintendents in the southwest indicated a preponderance for item one as a practice in the selection of a principal. Eight indicated that items two and three were utilized. Eleven indicated that item four was a practice; ten indicated that item five was a practice. Considering that there were twenty-six respondents in the southwest and twenty-one in the northwest there was very little variance in the responses to the five items.

TABLE 54

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Northeast Number	Southeast Number
1. The superintendent makes a single nomination for the position	40	19
2. Board members are asked to vote on one of the top candidates	8	5
3. Election is made by a majority vote of the board	18	6
4. Unanimous approval of the board is demanded	11	4
5. All candidates are notified of the board's decision	27	12
6. Other, please describe	0	0
Total responses	104	46
Practice or item 1 $\chi^2 = 3.17$	Practice or item 2 $\chi^2 = .03$	
Practice or item 3 $\chi^2 = 2.32$	Practice or item 4 $\chi^2 = .97$	
Practice or item 5 $\chi^2 = 1.59$	Practice or item 6**	

**did not meet assumptions of χ^2

Eighty-three per cent of the superintendents in the northeast area indicated that item one was a practice in the selection of a principal. Twenty-seven indicated that item five was utilized as a practice; eleven indicated that item four was a practice; eighteen indicated that item three was a practice in the selection of a principal. Eight indicated that item two was utilized in the selection. Sixty-five per

cent of the superintendents in the southeast area indicated that item one was a practice; twelve indicated that item five was used in the selection; six indicated that three was used; five indicated that item two was a practice. Superintendents indicated that items one, three and five were utilized as practices in the selection of a principal.

TABLE 55

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Northwest Number	Southeast Number
1. The superintendent makes a single nomination for the position	16	19
2. Board members are asked to vote on one of the top candidates	2	5
3. Election is made by a majority vote of the board	3	6
4. Unanimous approval of the board is demanded	5	4
5. All candidates are notified of the board's decision	8	12
6. Other, please describe	0	0
Total responses	34	46
Practice or item 1 $\chi^2 = 2.95$	Practice or item 2**	
Practice or item 3**	Practice or item 4 $\chi^2 = .47$	
Practice or item 5 $\chi^2 = .31$	Practice or item 6**	

**did not meet assumptions of χ^2

Seventy-six per cent of the superintendents in the northwest and sixty-five per cent of the superintendents in the southeast indicated that item one was a practice in the selection of a principal. Eight respondents from the northwest indicated that item five was used as a practice. Five indicated that item four was a practice. There was a variance of two to sixteen by superintendents in the northwest section. Twelve superintendents from the northeast indicated that item five was a practice used by superintendents in the southeast. Six indicated that item three was a practice; five indicated that item two was a practice; four indicated that item four was a practice. Items three and four received a total of nine responses from superintendents of both sections. Superintendents in both areas indicated that item one was predominantly the practice used in the selection of a principal.

TABLE 56

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Northeast Number	Southwest Number
1. The superintendent makes a single nomination for the position	40	19
2. Board members are asked to vote on one of the top candidates	8	4

TABLE 56--Continued

Practice Used	Northeast Number	Southwest Number
3. Election is made by a majority vote of the board	18	4
4. Unanimous approval of the board is demanded	11	11
5. All candidates are notified of the board's decision	27	10
6. Other, please describe	0	0
Total responses	104	46
Practice or item 1 $\chi^2 = 3.49$	Practice or item 2 $\chi^2 = .38$	
Practice or item 3 $\chi^2 = 4.49^*$	Practice or item 4 $\chi^2 = 6.38^*$	
Practice or item 5 $\chi^2 = 1.53$	Practice or item 6**	

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northeast indicated that items one, three and five are used in the majority of situations in the selection of a principal. Superintendents indicated that in most instances items one, four and five are used. Item eleven received the same number of responses from superintendents in both sections. Superintendents in both areas indicated that item one was the predominant practice used in the selection of a principal. A significant chi-square score was computed for items three and four.

TABLE 57

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF
THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Central Number	Northeast Number
1. The superintendent makes a single nomination for the position	45	40
2. Board members are asked to vote on one of the top candidates	7	8
3. Election is made by a majority vote of the board	12	18
4. Unanimous approval of the board is demanded	4	11
5. All candidates are notified of the board's decision	21	27
6. Other, please describe	0	0
Total responses	89	104
Practice or item 1 $\chi^2 = 1.23$	Practice or item 2 $\chi^2 = .30$	
Practice or item 3 $\chi^2 = 3.01$	Practice or item 4 $\chi^2 = 4.97^*$	
Practice or item 5 $\chi^2 = 3.87^*$	Practice or item 6**	

*significant at the .05 level

**did not meet assumptions of χ^2

Superintendents in both areas overwhelmingly indicated that item one was a practice in the selection of a principal. Twenty-one respondents in the central and twenty-seven in the northeast indicated that item five was used as a practice. Thirty superintendents including both areas indicated item three was a practice. Fifteen superintendents from both areas

indicated that item two was a practice. A difference of seven responses on item four indicated that it is used more in the northeast area. Superintendents in both areas indicated that item seven was used. Superintendents in the northeast area responded more readily to the items. A significant chi-square score was computed for items four and five.

TABLE 58

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Central Number	Southeast Number
1. The superintendent makes a single nomination for the position	45	19
2. Board members are asked to vote on one of the top candidates	7	5
3. Election is made by a majority vote of the board	12	6
4. Unanimous approval of the board is demanded	4	4
5. All candidates are notified of the board's decision	21	12
6. Other, please describe	0	0
Total responses	89	46
Practice or item 1 $\chi^2 = 2.53$	Practice or item 2 $\chi^2 = .05$	
Practice or item 3 $\chi^2 = 1.56$	Practice or item 4**	
Practice or item 5 $\chi^2 = 1.56$	Practice or item 6**	

**did not meet assumptions of χ^2

Seventy-eight per cent of the superintendents in both sections indicated that item one was the preferred practice in the selection of a principal. Superintendents in the central area indicated that items one, three and five were used in the majority of situations involving the selection of a principal. Item four received the same number of responses from superintendents in both areas. Twelve superintendents, including both sections indicated that item two, was used. Item one was the predominant practice used by superintendents in the selection of a principal.

TABLE 59

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Central Number	Southwest Number
1. The superintendent makes a single nomination for the position	45	19
2. Board members are asked to vote on one of the top candidates	7	4
3. Election is made by a majority vote of the board	12	4
4. Unanimous approval of the board is demanded	4	11
5. All candidates are notified of the board's decision	21	10
6. Other, please describe	0	0
Total responses	89	46

TABLE 59--Continued

Practice Used		Central Number	Southwest Number
Practice or item 1	$\chi^2 = 1.91$	Practice or item 2	$\chi^2 = 0$
Practice or item 3	$\chi^2 = .13$	Practice or item 4	$\chi^2 = .11$
Practice or item 5	$\chi^2 = .0$	Practice or item 6**	

**did not meet assumptions of χ^2

Seventy-three per cent of the superintendents in both sections indicated a preference for item one as a practice used in the selection of a principal. Superintendents in the central area indicated a preference for items one, three and five while superintendents in the southwest indicated a preference for one, four and five.

TABLE 60

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE IN THE SELECTION OF THE PRINCIPAL

Practice Used	Central Number	Northwest Number
1. The superintendent makes a single nomination for the position	45	16
2. Board members are asked to vote on one of the top candidates	7	2
3. Election is made by a majority vote of the board	12	3
4. Unanimous approval of the board is demanded	4	5

TABLE 60--Continued

Practice Used	Central Number	Northwest Number
5. All candidates are notified of the board's decision	21	8
6. Other, please describe	0	0
Total responses	89	34
Practice or item 1 $\chi^2 = .84$	Practice or item 2**	
Practice or item 3 $\chi^2 = .37$	Practice or item 4	$\chi^2 = 2.43$
Practice or item 5 $\chi^2 = .0$	Practice or item 6**	

**did not meet assumptions of χ^2

Seventy-eight per cent of the superintendents indicated a preference for item one. Superintendents from the northwest indicated that some superintendents used items four and five while superintendents in the central indicated a preference for items three and five. Superintendents in the northwest did not respond to items two and three in any number; likewise, superintendents in the central did not respond in any appreciable number. It seemed that superintendents in both sections utilized item one in the majority of situations.

Seeking to Retain a Desirable Principal

A community will usually gain greater service where the tenure of the principal is sufficiently long enough to add continuity to the educational program. This point is

emphasized in a statement by the American Association of School Administrators:

A second aspect of the current concern in educational administration is community leadership. Educational administration, while unique in many respects, is becoming increasingly important as a major segment of public administration. The unique responsibilities inherent in educational leadership pose special burdens of administration. These burdens have to do with community understandings, knowledge of community forces and their impact on the schools, community decision making, and the interpretation of education and educational needs to the public.¹

Tables 61 through 68 present the practices indicated by superintendents in each area concerning what was done to retain desirable principals.

TABLE 61

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southwest Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	21	20
2. The school district furnishes a teacherage for the principal	1	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	12	18

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

TABLE 61--Continued

Practice Used	Northwest Number	Southwest Number
4. The board of education prescribes an annual increment in salary	11	9
5. The board of education makes provision for tenure	1	0
6. The board of education provides merit raises	4	5
7. The board provides adequate secretarial and clerical help explicitly for the principal	10	11
8. The superintendent and board support the principal in his decisions	21	25
9. The principal is given full responsibility in the recommendation and selection of his staff	6	6
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	87	95
Practice or item 1 $\chi^2 = 5.82^*$	Practice or item 2**	
Practice or item 3 $\chi^2 = 1.09$	Practice or item 4 $\chi^2 = 1.16$	
Practice or item 5**	Practice or item 6 $\chi^2 = .71$	
Practice or item 7 $\chi^2 = 1.68$	Practice or item 8 $\chi^2 = 4.11^*$	
Practice or item 9 $\chi^2 = 1.16$	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northwest responded 100 per cent to item one; seventy-seven per cent of the superintendents in the southwest indicated a preference for item one.

Twelve superintendents in the northwest responded to item four while eighteen in the southwest indicated a preference for item four. Eleven respondents from the northwest and nine respondents from the southwest indicated that item four was a practice. Four from the northwest and five from the southwest indicated that item six was a practice. Ten superintendents from the northwest and eleven respondents from the southwest indicated a preference for item seven. Superintendents in the northwest responded 100 per cent to item eight; ninety-five per cent of the superintendents in the southwest indicated a preference for item eight. Six superintendents in each area indicated that item nine was a practice. No response from superintendents to items ten and eleven. A significant chi-square score was computed for items one and eight.

TABLE 62

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP .

Practice Used	Northeast Number	Southeast Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	28	14
2. The school district furnishes a teacherage for the principal	3	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	30	17

TABLE 62--Continued

Practice Used	Northeast Number	Southeast Number
4. The board of education prescribes an annual increment in salary	25	7
5. The board of education makes provision for tenure	6	5
6. The board of education provides merit raises	11	3
7. The board provides adequate secretarial and clerical help explicitly for the principal	25	8
8. The superintendent and board support the principal in his decisions	45	23
9. The principal is given full responsibility in the recommendation and selection of his staff	20	6
10. No special effort is made to retain a desirable principal	1	0
11. Other, please describe	0	0
Total responses	194	84
Practice or item 1 $\chi^2 = 1.71$	Practice or item 2**	
Practice or item 3 $\chi^2 = 1.29$	Practice or item 4 $\chi^2 = 2.39$	
Practice or item 5 $\chi^2 = .28$	Practice or item 6 $\chi^2 = 2.43$	
Practice or item 7 $\chi^2 = 4.52^*$	Practice or item 8 $\chi^2 = 3.50$	
Practice or item 9 $\chi^2 = 3.90^*$	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northeast area indicated a preference for items one, three, four, seven and eight.

Superintendents in the southeast area indicated a preference

for items one, three and eight. Ninety-three per cent of the superintendents in the northeast indicated that the superintendent and board of education supported the principal in his decisions. Seventy-nine per cent of the superintendents in the southeast indicated support of the principal. In the northeast 22.5 per cent of the superintendents indicated that the board provided for merit raises. Only three superintendents in the southeast indicated merit raises. Twenty superintendents in the northeast indicated that the principal was given full responsibility in the selection of his staff. Only six indicated this in the southeast. Six respondents in the northeast indicated that the board made provisions for tenure; five in the southeast indicated this. Four superintendents indicated a teacherage was furnished for the principal. Significant chi-square scores were computed for items seven and nine.

TABLE 63

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southeast Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	21	14
2. The school district furnishes a teacherage for the principal	1	1

TABLE 63--Continued

Practice Used	Northwest Number	Southeast Number
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	12	17
4. The board of education prescribes an annual increment in salary	11	7
5. The board of education makes provision for tenure	1	5
6. The board of education provides merit raises	4	3
7. The board provides adequate secretarial and clerical help explicitly for the principal	10	8
8. The superintendent and board support the principal in his decisions	21	23
9. The principal is given full responsibility in the recommendation and selection of his staff	6	6
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	87	84
Practice or item 1 $\chi^2 = 1.20$	Practice or item 2**	
Practice or item 3 $\chi^2 = 0$	Practice or item 4 $\chi^2 = 4.08^*$	
Practice or item 5**	Practice or item 6**	
Practice or item 7 $\chi^2 = 1.49$	Practice or item 8 $\chi^2 = 1.99$	
Practice or item 9 $\chi^2 = .45$	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northwest responded 100 per cent to items one and eight and indicated a preference for items three and seven. Superintendents in the southeast indicated a preference for eight, three and one. Six superintendents in each area indicated that item nine was a practice. No response was made from superintendents in both areas to items ten and eleven. One superintendent in the northwest indicated that the board made provision for tenure; five in the southeast indicated that provision was made for tenure. Item eight received the greatest response from superintendents in both areas.

TABLE 64

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southwest Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	28	20
2. The school district furnishes a teacherage for the principal	3	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	30	18
4. The board of education prescribes an annual increment in salary	25	9
5. The board of education makes provision for tenure	6	0

TABLE 64--Continued

Practice Used	Northeast Number	Southwest Number
6. The board of education provides merit raises	11	5
7. The board provides adequate secretarial and clerical help explicitly for the principal	25	11
8. The superintendent and board support the principal in his decisions	45	25
9. The principal is given full responsibility in the recommendation and selection of his staff	20	6
10. No special effort is made to retain a desirable principal	1	0
11. Other, please describe	0	0
Total responses	194	95
Practice or item 1 $\chi^2 = .50$	Practice or item 2**	
Practice or item 3 $\chi^2 = .15$	Practice or item 4 $\chi^2 = 3.58$	
Practice or item 5**	Practice or item 6 $\chi^2 = 1.00$	
Practice or item 7 $\chi^2 = 1.32$	Practice or item 8 $\chi^2 = 1.19$	
Practice or item 9 $\chi^2 = 3.90^*$	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the northeast indicated that items eight, three, one, four, seven and nine were used in retaining a desirable principal. Superintendents in the southwest seemed to prefer items eight, one and three. The range of responses of superintendents in the northeast was from one

to forty-five; one response to item ten and forty-five responses to item eight. The range of responses for superintendents in the southwest was one to twenty-five; one response to item two and twenty-five responses to item eight. A significant chi-square score was computed for item nine.

TABLE 65

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	45	28
2. The school district furnishes a teacherage for the principal	7	3
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	35	30
4. The board of education prescribes an annual increment in salary	25	25
5. The board of education makes provision for tenure	10	6
6. The board of education provides merit raises	7	11
7. The board provides adequate secretarial and clerical help explicitly for the principal	30	25
8. The superintendent and board support the principal in his decisions	50	45
9. The principal is given full responsibility in the recommendation and selection of his staff	25	20

TABLE 65--Continued

Practice Used	Central Number	Northeast Number
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	234	194
Practice or item 1 $\chi^2 = 6.42^*$	Practice or item 2 $\chi^2 = .55$	
Practice or item 3 $\chi^2 = 0$	Practice or item 4 $\chi^2 = .16$	
Practice or item 5 $\chi^2 = .58$	Practice or item 6 $\chi^2 = 1.89$	
Practice or item 7 $\chi^2 = .38$	Practice or item 8 $\chi^2 = 1.33$	
Practice or item 9 $\chi^2 = 1.00$	Practice or item 10**	
Practice or item 11**		

* significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the central area indicated a preference for items eight, two, three, four and nine; superintendents in the northeast indicated a preference for items eight, three, two, four and seven. The difference was in the preference of items seven and nine. Superintendents showed a preference for items one, three, four, seven, eight and nine as practices used in the retention of a desirable principal. There was a preponderate response for item eight. Item four received the same number of responses from superintendents in both areas. Eighteen superintendents indicated that merit raises were provided.

TABLE 66

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF
THE STATE IN RETAINING PRINCIPALS FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southeast Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	45	14
2. The school district furnishes a teacherage for the principal	7	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	35	17
4. The board of education prescribes an annual increment in salary	25	7
5. The board of education makes provision for tenure	10	5
6. The board of education provides merit raises	7	3
7. The board provides adequate secretarial and clerical help explicitly for the principal	30	8
8. The superintendent and board support the principal in his decisions	50	23
9. The principal is given full responsibility in the recommendation and selection of his staff	25	6
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	234	84

Practice or item 1 $\chi^2 = 4.42^*$ Practice or item 2**
Practice or item 3 $\chi^2 = 1.93$ Practice or item 4 $\chi^2 = .78$

TABLE 66--Continued

Practice Used	Central Number	Southeast Number
Practice or item 5 $\chi^2 = .18$	Practice or item 6 $\chi^2 = .51$	
Practice or item 7 $\chi^2 = 6.18^*$	Practice or item 8 $\chi^2 = 1.45$	
Practice or item 9 $\chi^2 = 6.58^*$	Practice or item 10**	
Practice or item 11**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in the central area indicated a preference for items eight, one, three, seven, four and nine; superintendents in the southeast indicated a preference for items eight, three and one. Item eight received a response from eighty-nine per cent of the superintendents in the central area and a response from forty-eight per cent of the superintendents in the southeast area. Superintendents in the southeast did not indicate that items four, seven, and nine were used in any appreciable degree. A significant score was computed for items one, seven and nine.

TABLE 67

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF
THE STATE IN RETAINING PRINCIPALS FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southwest Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	45	20
2. The school district furnishes a teacherage for the principal	7	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	35	18
4. The board of education prescribes an annual increment in salary	25	9
5. The board of education makes provision for tenure	10	0
6. The board of education provides merit raises	7	5
7. The board provides adequate secretarial and clerical help explicitly for the principal	30	11
8. The superintendent and board support the principal in his decisions	50	25
9. The principal is given full responsibility in the recommendation and selection of his staff	25	6
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	234	95
Practice or item 1 $\chi^2 = 1.12$	Practice or item 2**	
Practice or item 3 $\chi^2 = 1.91$	Practice or item 4 $\chi^2 = .91$	

TABLE 67--Continued

Practice Used	Central Number	Southwest Number
Practice or item 5**	Practice or item 6	$\chi^2 = 1.25$
Practice or item 7 $\chi^2 = .88$	Practice or item 8	$\chi^2 = .37$
Practice or item 9 $\chi^2 = 3.82$	Practice or item 10**	
Practice or item 11**		

**did not meet assumptions of χ^2

Superintendents in both sections indicated that items one, three, four, seven, eight and nine were practices used in the retention of principals. Ten superintendents in the central area indicated that provision was made for tenure. No indication was made by superintendents in the southwest area. Seven superintendents in the central section indicated that provision was made for merit raises; five superintendents in the southwest indicated that provision was made for merit raises. Seven respondents from the central area indicated that a teacherage was furnished for the principal; one indicated this in the southwest area.

TABLE 68

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE IN RETAINING PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northwest Number
1. The administration assists in finding suitable housing facilities for the elementary principal and his family	45	21
2. The school district furnishes a teacherage for the principal	7	1
3. The superintendent, staff, and community leaders help the principal and his family to make social contacts	35	12
4. The board of education prescribes an annual increment in salary	25	11
5. The board of education makes provision for tenure	10	1
6. The board of education provides merit raises	7	4
7. The board provides adequate secretarial and clerical help explicitly for the principal	30	10
8. The superintendent and board support the principal in his decisions	50	21
9. The principal is given full responsibility in the recommendation and selection of his staff	25	6
10. No special effort is made to retain a desirable principal	0	0
11. Other, please describe	0	0
Total responses	234	87
Practice or item 1 $\chi^2 = .93$	Practice or item 2**	
Practice or item 3 $\chi^2 = .28$	Practice or item 4 $\chi^2 = .07$	

TABLE 68--Continued

Practice Used	Central Number	Northwest Number
Practice or item 5**	Practice or item 6	$\chi^2 = 2.13$
Practice or item 7 $\chi^2 = .06$	Practice or item 8	$\chi^2 = 1.24$
Practice or item 9 $\chi^2 = 1.64$	Practice or item 10**	
Practice or item 11**		

**did not meet assumptions of χ^2

Superintendents in the northwest indicated overwhelmingly that items one and eight were practices used in the retention of principals. They also indicated a preference for items three, four and seven. Superintendents in the central area indicated a preference for items one, three, four, seven, eight and nine. Seven superintendents in the central area indicated that a teacherage was furnished for the principal. Only one in the northwest indicated this. Seven respondents in the central area and four in the northwest indicated that provision was made for merit raises; ten superintendents in the central section and one in the northwest indicated that provision was made for tenure.

Evaluating the Services of the Principal

The contention of many is that the elementary school principalship has developed into a strong leadership position. As school attendance areas have grown in size and student population has increased, the responsibilities of the

principal have increased accordingly. These factors have resulted in higher certification requirements and a greater role expectation of the elementary school principal. Burrup stated:

Since most principals do not have tenure of office, a very effective scheme of evaluation of their administration services is made annually by the superintendent and the board of education. Typically, this informal appraisal of their work which usually results in reemployment or dismissal. It comes generally by recommendation of the superintendent to the board of education upon the basis of his subjective judgement of the quality of service which has been rendered. In terms of professional advancement, job satisfaction, and reward for service, this is probably the most important evaluation of the principal's contribution to the school . . . The expectations of the superintendent and the board of education determine in a large measure the standard of performance the principal must achieve if he is to be considered successful.¹

The practices for evaluating the success of elementary school principals as indicated by superintendents in each area of Oklahoma are depicted in tables 69 through 76.

¹Perry E. Burrup, Modern School Administration, (New York: Harper and Row, Publishers, 1962), p. 365.

TABLE 69

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE NORTHWEST AND SOUTHWEST SECTIONS OF
THE STATE IN THE EVALUATION OF PRINCIPALS FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southwest Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	21	24
2. The amount of time spent on curricular activities and planning for school improvement	9	19
3. The amount of staff motivation and participation in the community	11	20
4. The demonstration of leadership in school and community	21	22
5. Success in social adjustment in the life of the community	10	12
6. No special effort is made to appraise the services of the principal	0	0
7. Other, please specify	0	0
Total responses	72	85
Practice or item 1 $\chi^2 = .27$	Practice or item 2 $\chi^2 = 3.01$	
Practice or item 3 $\chi^2 = 3.60$	Practice or item 4 $\chi^2 = .46$	
Practice or item 5 $\chi^2 = .45$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in the southwest area indicated a preference for items one, two, three and four. Superintendents in the northwest indicated a preference for items one, four, three and five. Less than fifty per cent of the

superintendents in the northwest responded to item two; less than fifty per cent in the southwest responded to item five.

TABLE 70

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHEAST AND SOUTHEAST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southeast Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	45	26
2. The amount of time spent on curricular activities and planning for school improvement	25	14
3. The amount of staff motivation and participation in the community	27	14
4. The demonstration of leadership in school and community	30	21
5. Success in social adjustment in the life of the community	22	7
6. No special effort is made to appraise the services of the principal	1	0
7. Other, please specify	0	0
Total responses	150	82
Practice or item 1 $\chi^2 = .46$	Practice or item 2 $\chi^2 = .51$	
Practice or item 3 $\chi^2 = 2.22$	Practice or item 4 $\chi^2 = 6.14^*$	
Practice or item 5 $\chi^2 = 4.01$	Practice or item 6**	
Practice or item 7**		

*significant at the .05 level of significance

**did not meet assumptions of χ^2

Superintendents in both areas indicated a preferred preference for items one and four; they also indicated that in most instances items two and three were practices used in the evaluation of a principal. Twenty-two superintendents in the northeast indicated a preference for item five while seven in the southeast indicated a preference for item five. Significant chi-square scores were computed for items four and five.

TABLE 71

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE NORTHEAST AND SOUTHWEST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northeast Number	Southwest Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	45	24
2. The amount of time spent on curricular activities and planning for school improvement	25	19
3. The amount of staff motivation and participation in the community	27	20
4. The demonstration of leadership in school and community	30	22
5. Success in social adjustment in the life of the community	22	12
6. No special effort is made to appraise the services of the principal	1	0
7. Other, please specify	0	0
Total responses	150	85

TABLE 71--Continued

Practice Used		Northeast Number	Southwest Number
Practice or item 1	$\chi^2 = .63$	Practice or item 2	$\chi^2 = 3.02$
Practice or item 3	$\chi^2 = 3.12$	Practice or item 4	$\chi^2 = 3.74$
Practice or item 5	$\chi^2 = 0$	Practice or item 6**	
Practice or item 7**			

**did not meet assumptions of χ^2

Superintendents in both sections indicated a preference for items one, two, three and four. Forty-six per cent of those responding in both areas indicated that item five was a practice. Superintendents indicated that items one through five were preferred practices in the evaluation of principals.

TABLE 72

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE NORTHWEST AND SOUTHEAST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Northwest Number	Southeast Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	21	26
2. The amount of time spent on curricular activities and planning for school improvement	9	14
3. The amount of staff motivation and participation in the community	11	14

TABLE 72--Continued

Practice Used	Northwest Number	Southeast Number
4. The demonstration of leadership in school and community	21	21
5. Success in social adjustment in the life of the community	10	7
6. No special effort is made to appraise the services of the principal	0	0
7. Other, please specify	0	0
Total responses	72	82
Practice or item 1 $\chi^2 = .83$	Practice or item 2 $\chi^2 = 1.17$	
Practice or item 3 $\chi^2 = .48$	Practice or item 4 $\chi^2 = 3.60$	
Practice or item 5 $\chi^2 = 3.29$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in the northwest area indicated a preference for items one, four, three and five while superintendents in the southeast indicated a preference for items one, four, two and three. The range of responses in the northwest was from nine to twenty-one, a difference of twelve. The range of responses in the southeast was from seven to twenty-six, a difference of nineteen. Superintendents indicated that five of the seven items were used, some more than others as practices in evaluation of principals.

TABLE 73

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-
INTENDENTS IN THE CENTRAL AND NORTHEAST SECTIONS OF
THE STATE IN THE EVALUATION OF PRINCIPALS FOR
THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northeast Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	56	45
2. The amount of time spent on curricular activities and planning for school improvement	38	25
3. The amount of staff motivation and participation in the community	30	27
4. The demonstration of leadership in school and community	43	30
5. Success in social adjustment in the life of the community	20	22
6. No special effort is made to appraise the services of the principal	2	1
7. Other, please specify	0	0
Total responses	189	150
Practice or item 1 $\chi^2 = .69$	Practice or item 2 $\chi^2 = 2.73$	
Practice or item 3 $\chi^2 = .55$	Practice or item 4 $\chi^2 = 2.96$	
Practice or item 5 $\chi^2 = 1.13$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in the central area indicated a preference for items one, four, two, three and five; superintendents in the northeast area indicated a preference for items one, four, three, two and five. Superintendents indicated

that items one through five are practices used in the evaluation of principals. Two superintendents in the central area and one in the northeast area indicated that no special effort was made to appraise the services of the principal.

TABLE 74

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPERINTENDENTS IN THE CENTRAL AND SOUTHEAST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southeast Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	56	26
2. The amount of time spent on curricular activities and planning for school improvement	38	14
3. The amount of staff motivation and participation in the community	30	14
4. The demonstration of leadership in school and community	43	21
5. Success in social adjustment in the life of the community	20	7
6. No special effort is made to appraise the services of the principal	2	0
7. Other, please specify	0	0
Total responses	189	82
Practice or item 1 $\chi^2 = .64$	Practice or item 2 $\chi^2 = 2.47$	
Practice or item 3 $\chi^2 = .97$	Practice or item 4 $\chi^2 = .28$	
Practice or item 5 $\chi^2 = 2.78$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in the central area indicated a definite preference for items one, four, two, three and five; superintendents in the southeast area indicated a preference for items one, four, two and three. Two in the central area indicated that no special effort was made to appraise the principal. In both areas items one and four were the major practices used in the evaluation of principals.

TABLE 75

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND SOUTHWEST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Southwest Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	56	24
2. The amount of time spent on curricular activities and planning for school improvement	38	19
3. The amount of staff motivation and participation in the community	30	20
4. The demonstration of leadership in school and community	43	22
5. Success in social adjustment in the life of the community	20	12
6. No special effort is made to appraise the services of the principal	2	0
7. Other, please specify	0	0
Total responses	189	85
Practice or item 1 $\chi^2 = .77$	Practice or item 2 $\chi^2 = 2.12$	
Practice or item 3 $\chi^2 = 3.79$	Practice or item 4 $\chi^2 = 2.40$	

TABLE 75--Continued

Practice Used	Central Number	Southwest Number
Practice or item 5 $\chi^2 = 1.71$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in both areas indicated a preference for items one, four, two, three and five. There was a stronger response from superintendents in the southwest than from superintendents in the central, considering the fact that from a total of twenty-six superintendents, the range was from twelve to twenty-four; while in the central the range was from twenty to fifty-six on items one through five.

TABLE 76

DISTRIBUTION AND COMPARISON OF THE PRACTICES USED BY SUPER-INTENDENTS IN THE CENTRAL AND NORTHWEST SECTIONS OF THE STATE IN THE EVALUATION OF PRINCIPALS FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

Practice Used	Central Number	Northwest Number
1. Success or failure in the control of administrative details, such as discipline, attendance, and instruction	56	21
2. The amount of time spent on curricular activities and planning for school improvement	38	9
3. The amount of staff motivation and participation in the community	30	11

TABLE 76--Continued

Practice Used	Central Number	Northwest Number
4. The demonstration of leadership in school and community	43	21
5. Success in social adjustment in the life of the community	20	10
6. No special effort is made to appraise the services of the principal	2	0
7. Other, please specify	0	0
Total responses	189	72
Practice or item 1 $\chi^2 = 1.50$	Practice or item 2 $\chi^2 = 1.37$	
Practice or item 3 $\chi^2 = .27$	Practice or item 4 $\chi^2 = 2.41$	
Practice or item 5 $\chi^2 = 1.57$	Practice or item 6**	
Practice or item 7**		

**did not meet assumptions of χ^2

Superintendents in the northwest indicated a strong preference for items one and four, with items three and five next in preference. Superintendents in the central area indicated that items one, four, two and three were the preferred practices. Nine superintendents in the northwest indicated that item two was a practice; twenty superintendents in the central area indicated that item five was a practice.

Summary

With reference to category one, Basic Information, the following information was collected. The prevailing

pattern of school organization was a six-year elementary school with grades one through six. The Standard Administrative Certificate was the certificate held by 425 of the elementary school principals in Oklahoma. Two hundred ninety-eight, or 50.28 per cent, had completed the Masters degree; 219, or 41.16 per cent, had completed sixteen semester hours above the Masters degree; 6 had earned the doctorate. Two hundred forty-eight, or 43.86 per cent, were over 50 years of age; 164, or 29.96 per cent, were between 40 and 49 years of age. Two hundred eighty-four, or 50.19 per cent, earned from \$8,000 to \$9,999; 160, or 28.26 per cent, earned from \$10,000 to \$11,999 in salary. One hundred thirteen principals had from 6 to 10 years of experience prior to becoming an elementary principal; 150 principals had from 11 to 15 years of experience; 230 principals had over 15 years of experience prior to the assignment as an elementary principal.

In category two, Adopting the Selection Procedure, 83.45 per cent of the superintendents indicated that the superintendent, with the approval of the board of education, formulated the plan used in the selection procedure when a vacancy occurred in the principalship. Four superintendents indicated that the director of elementary education made recommendations to the superintendent regarding selection procedures. Significant chi-square values were computed for items one and four.

In category three, Recruiting Candidates, superintendents indicated that the first five items or practices were used in recruitment of candidates for the principalship. Twenty superintendents out of 180 reporting indicated that the search for a candidate extended beyond the state area. Significant chi-square values were computed for items or practices one, two, three, four and five.

In category four, Investigating the Candidates, superintendents indicated a preference for items one, two, three, and five as practices in investigation of candidates for the principalship. Significant chi-square values were computed for items one, two, three, five and eight. In section B of category four, Personal and Professional Factors, superintendents indicated a preference for items one, two, five, six and seven. Significant chi-square values were computed for items one, two, three, four, five, six, seven and eight.

In category five, Nominating the Candidate, superintendents indicated a preference for items one, three, and five as practices in the nomination of a candidate for the principalship. Significant chi-square values were computed for items one, three, four, five, and ten.

In category six, Selection of the Principal, superintendents indicated a preference for items one, three, and five. Significant chi-square values were computed for items three, four, and five.

In category seven, Seeking to Retain a Desirable Principal, superintendents indicated a preference for items one, three, four, seven and eight in the retention of principals. Significant chi-square values were computed for items one, four, seven, eight and nine.

In category eight, Evaluating the Services of the Principal, superintendents indicated a preference for items one through five in the evaluation of the principal. Significant chi-square values were computed for items four and five. Twenty out of the fifty practices suggested for the selection process in this study were preferred by a majority of the respondents. Eight of the eighteen practices suggested for the retention process in this study were preferred by a majority of the respondents, and none of the respondents indicated practices not specifically mentioned in the questionnaire.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

This study was designed to determine what the current practices are in the selection and retention of elementary school principals in the state of Oklahoma.

Summary

A review of the related literature and research seemed to indicate that, generally, much has been written on the selection and retention of classroom teachers. There are numerous references and professional articles written on elementary school administration, but only a few have been written concerning the elementary school principal, and even a smaller number written on the practices of selecting and retaining this school administrator. The contribution of doctoral dissertations in this area has been significant. However, many of them have been concerned with status studies throughout the United States.

Today it is becoming increasingly difficult for the elementary school principal to function in the role of educational leader. The principal is faced with conflict on all

sides. Not only are there more demands and constraints upon educators than upon most other occupational groups but there are more contradictory demands and constraints. The conflict arises from the role-expectations of the institution and the personality-need-dispositions of the incumbents. Getzels' model of social behavior was used to illustrate the manner in which the role-expectations of the institution and the personality-need-dispositions of elementary school principals interacted in the social system to produce behavior. A premise of this study was: because school systems do not have a formal, organized, systematic procedure for the selection and retention of elementary school principals in which the definition of role-expectations are clearly set forth, there is conflict within the incumbents--conflict that arises as a result of the dual role of "administrator" and "educational leader."

In the administrative role the principal must rate, evaluate, judge, and make decisions that are not always pleasant. As an educational leader he must work to bring about change in people, in their knowledge and skills, in their attitudes, in their aims and goals. In the role of administrator the principal is expected to conserve, maintain and preserve, in the role of educational leader he is expected to venture forth, to implement, to innovate. Thus, in terms of the dual role of "administrator" and "educational leader" there is a built-in conflict.

A hypothesis of this study was: Are there formal, systematic practices and procedures for the selection and retention of elementary school principals used by school systems in the state of Oklahoma? A second hypothesis was: Are there formal, organized, systematic practices and procedures for retaining elementary school principals used by school systems in the state of Oklahoma?

The major objective of this study was to determine if public school systems in the state of Oklahoma used organized, systematic practices and procedures in the selection and retention of elementary school principals. The following hypotheses were stated in question form: (1) Are there formal, systematic procedures for the selection and retention of elementary school principals used by school systems in the state of Oklahoma? (2) Is consideration given to people outside the state when a vacancy occurs in the elementary school principalship? (3) Do larger school systems use a greater variety of procedures in the selection of elementary school principals? (4) Are there organized, systematic procedures for retaining elementary school principals used by school systems in the state of Oklahoma? (5) Are there differences in the selection and retention practices and procedures used by school systems in one geographical area of the state from those used by school systems in another area of the state?

Data necessary for the implementation of this study were gathered from 180 superintendents of public school systems throughout the state. The instrument used to gather data for this study was a questionnaire. The questionnaire was divided into eight categories. (1) Basic Information; (2) Adopting the Selection Procedure; (3) Recruiting Candidates; (4) Investigating the Candidates; (5) Nominating the Candidate; (6) Selection of the Principal; (7) Seeking to Retain a Desirable Principal; (8) Evaluating the Services of the Principal. Category one was concerned with basic information, such as: school organization, type of certificate, degree, age, salary and experience of principals; category two was concerned with the practices by which an applicant is found; category three was concerned with the practice followed in contacting candidates for the principalship; category four was concerned with the practices followed in the investigation of candidates; category five was concerned with practices used in the final selection of the principal; category six was concerned with practices used in the selection or appointment to the position of elementary school principal; category seven was concerned with practices used to retain a desirable principal; category eight was concerned with the evaluation of the principal. Categories two through six contained fifty items or practices related to selection. Categories seven and eight were concerned with practices of retention and contained eighteen practices used in the retention of elementary school principals.

Findings

The findings of this study which were considered to be the most significant were the following:

1. The prevailing pattern of school organization was a six-year elementary school with grades one through six.
2. The Standard Administrative Certificate was the certificate held by 425 of the elementary school principals.
3. Two hundred ninety-eight, or 50.28 per cent, had completed the Masters degree; 219, or 41.16 per cent, had earned sixteen semester hours above the Masters degree; 6 had earned the doctorate.
4. Eighty-five per cent of the elementary school principals spent full-time in the supervision and administration of the school program.
5. Two hundred forty-eight, or 43.86 per cent, were over 50 years of age; 164, or 28.96 per cent, were between 40 and 49 years of age.
6. Two hundred eighty-four, or 50.19 per cent, earned from \$8,000 to \$9,999 in salary; 160, or 28.26 per cent, earned from \$10,000 to \$11,999 in salary.
7. One hundred thirteen principals had from 6 to 10 years of experience prior to becoming an elementary principal; 150 principals had from 11 to 15 years of experience prior to assignment as a principal; 230 principals had over 15 years prior to becoming an elementary school principal.

8. Eighty-three per cent of the superintendents indicated that the superintendent, with the approval of the board of education, formulated the plan used in the selection procedure when a vacancy occurred in the principalship.

9. Superintendents used primarily three practices in contacting candidates for the principalship. They were: (1) promotion from within the system; (2) applicants were secured from successful administrators; (3) applications were secured through public announcement.

10. Twenty superintendents indicated that the search for a candidate extended beyond the state area.

11. Superintendents used four practices in the investigation of candidates. They were: (1) permission was obtained from the applicant's immediate superior before he was contacted; (2) candidates were requested to file professional credentials in the office of superintendent; (3) the superintendent studied the credentials and selected the preferred man; (4) all candidates are interviewed.

12. In terms of personal and professional factors, superintendents indicated a preference for five items. They were: (1) dress; (2) speech; (3) poise; (4) knowledge of elementary school instruction and curriculum; (5) knowledge of elementary education and school administration.

13. Superintendents used three practices in the nomination of a candidate. They were: (1) the superintendent designated the time and extent of the final interview;

(2) selection was made in terms of the combined impressions of the written records and the interview; (3) one or more members of the board were present at the time of interview.

14. Superintendents used three practices in the selection of the principal. They were: (1) the superintendent makes a single nomination for the position; (2) election was made by a majority vote of the board; (3) all candidates were notified of the board's decision.

15. Superintendents used five practices in the retention of a desirable principal. They were: (1) the administration assists in finding suitable housing facilities for the elementary school principal; (2) the superintendent, staff, and community leaders help the principal to make social contacts; (3) the board of education prescribes an annual increment in salary; (4) the board provides adequate secretarial and clerical help for the principal; (5) the superintendent and board support the principal in his decisions.

16. Superintendents used five practices in the evaluation of the principal. They were: (1) success or failure in the control of administrative details, such as discipline, attendance, and instruction; (2) the amount of time spent on curricular activities; (3) the amount of staff motivation and participation in the community; the demonstration of leadership in school and in the community; (5) success in social adjustment in the life of the community.

17. Seventeen superintendents indicated that funds were provided for the administration to carry on a comprehensive search for a candidate; two superintendents indicated that funds were provided to reimburse expenses incurred by candidates.

18. Twenty out of fifty items or practices suggested in this study for the selection process were used by superintendents in Oklahoma.

19. Eight out of eighteen items or practices suggested in this study for the retention process were used by superintendents over the state.

20. There was a difference in the utilization of practices and procedures used by superintendents in one geographical area from those used by superintendents in another geographical area of the state.

21. None of the superintendents indicated practices not specifically mentioned in the questionnaire in regard to recruitment, investigation, nomination, and selection of the principal.

22. None of the superintendents indicated practices not specifically mentioned in the questionnaire in regard to seeking to retain a desirable principal and the evaluation of the principal.

Conclusions

The following conclusions were drawn from the findings of this study:

1. The superintendent seeks a candidate from within the school system when a vacancy occurs in the principalship.

2. There was little indication of provisions made through written school policy for the selection of elementary school principals.

3. There was little indication of provisions made through written school policy for the retention of elementary school principals.

4. Consistent procedures in the selection and retention of elementary principals were rare.

5. Boards of education were relying on the superintendent in the recruiting of elementary school principals.

6. Boards of education were relying on the superintendent in the selection of elementary school principals.

7. Boards of education were relying on the superintendent in the retention of elementary school principals.

Recommendations

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

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

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

3. A screening committee made up of those persons who will be directly or indirectly involved with, or influenced by, the behavior of the principal, should interview the candidates.

4. School systems should adopt a list of practices and procedures to be followed in recruiting candidates for the principalship.

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

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

7. Support should be given the principal in his decisions by the superintendent and the board of education.

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

9. Funds should be made available to carry on a comprehensive search for candidates and to reimburse expenses incurred by candidates.

10. The superintendent should look within the system for the most qualified person to fill the principalship. If a qualified person is not available, or if it is felt that a larger selection of candidates would insure a greater probability of a well qualified candidate, then other means of recruitment should be utilized. The search should extend beyond the state area in order to insure that the most qualified candidate be found.

11. The administration should assure the desirable principal a renewed contract; provide for annual increments; provide for leaves of absence and professional study; and provide for adequate secretarial and clerical help.

12. The principal should be evaluated in terms of: (1) the amount of staff motivation and participation in the community; (2) the demonstration of leadership in school and community; (3) the amount of time spent on curricular activities and planning for school improvement; (4) success or failure in administrative details.

Implications for Further Research

There is a need to study the elementary principal and the elementary school principalship more thoroughly both at the state and national levels. The following areas are suggested:

1. A study of the existing written policies in school systems of Oklahoma defining the role of the elementary

school principal and the expectations of school systems in regard to the incumbents in the role.

2. A study of how the elementary school principal perceives his role in contrast to how the superintendent perceives the principal's role.

3. A study of the professional organization of elementary school principals--Department of Elementary School Principals--and its influence at the state and national levels in terms of defining the role of elementary school principals.

4. A study of the relationships that exist between colleges of education and public school systems in regard to defining roles of both elementary and secondary school principals within the state and in the fifty states.

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APPENDIX A

OKLAHOMA CITY PUBLIC SCHOOLS
Columbus Elementary School
2402 S. Pennsylvania
Oklahoma City, Oklahoma 73103
March 18, 1969

Office of the Principal

Dear Administrator:

I am making a survey of the practices and procedures used in the selection and retention of elementary school principals in the state of Oklahoma. This study is being conducted in partial fulfillment of the requirements for the degree of Doctor of Education in Elementary School Administration, under the guidance and direction of Dr. Thomas W. Wiggins, Professor, College of Education, University of Oklahoma.

My research is based on the assumption that the role of the elementary school principal is an important one and that the position requires educational leadership on the part of the incumbent. It is hoped that this inquiry may be used to establish guidelines for desirable practices and procedures in the selection and retention of elementary school principals and ultimately the professionalization of the elementary school principalship.

I am aware of your busy schedule, but as the executive officer of your school district, will you please assist me by supplying the data requested in the questionnaire. The questionnaire is designed to determine current practices and procedures used by school superintendents in the selection and retention of elementary school principals.

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

Sincerely,

George T. Glover

APPENDIX B

3. How many elementary school principals are employed in the school system?

4. What is the highest degree held by the elementary principal? If there are more than one elementary principal in the system, give the number of principals holding the degree.

(Number of Principals)

- ☐ Baccalaureate degree
☐ Masters degree
☐ Sixteen or more hours above the Masters
☐ Doctors degree

5. What is the age of the elementary school principal(s)?

(Number of Principals)

- ☐ under 25 years of age
☐ 25 through 29
☐ 30 through 39
☐ 40 through 49
☐ over 50

6. What is the annual salary of the elementary school principal(s)?

(Number of Principals)

- ☐ \$6,000 to \$7,999
☐ \$8,000 to \$9,999
☐ \$10,000 to \$11,299
☐ \$12,000 to \$12,999
☐ \$13,000 or over

7. How many years of public school experience (exclusive of military service credit) has the elementary school principal completed prior to the present assignment? If there are more than one elementary principal in the system give the number of principals that have the following years of experience.

(Number of Principals)

- ☐ no experience
☐ less than 2 years
☐ 3 through 5 years
☐ 6 through 10 years
☐ 11 through 15 years
☐ over 15 years

II. ADOPTING THE SELECTION PROCEDURE

When a vacancy occurs in the elementary school principalship, who formulates the plan by which an applicant is found. (Check practices used).

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

III. RECRUITING CANDIDATES

Which of the practices are followed in the school system in contacting candidates for the office or position of elementary school principal? (Check practices used).

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

IV. INVESTIGATING THE CANDIDATES

A. Which of the practices are followed by the school system in the investigation of candidates for the elementary school principalship? (Check practices used).

- ☐ (1) Permission is obtained from the applicant's immediate superior before he is contacted
- ☐ (2) Candidates are requested to file professional credentials in the office of superintendent
- ☐ (3) The superintendent studies the credentials and selects the preferred man
- ☐ (4) A screening committee evaluates the qualifications and selects the top men
- ☐ (5) All candidates are interviewed
- ☐ (6) Only the first choice candidate is asked for an interview
- ☐ (7) Each applicant is kept informed concerning his standing in the process
- ☐ (8) Top candidates are observed on the job held at the time of consideration

B. Which personal and professional factors are considered the most important while interviewing an applicant for the elementary school principalship? (check practices used).

- _____ (1) Dress
 - _____ (2) Speech (ability to speak)
 - _____ (3) Voice (tone)
 - _____ (4) Grooming
 - _____ (5) Poise
 - _____ (6) Knowledge of elementary school instruction and curriculum
 - _____ (7) Knowledge of elementary education and school administration
 - _____ (8) Knowledge of educational sociology and child psychology
 - _____ (9) Others, please specify _____
-

V. NOMINATING THE CANDIDATE

Which of the practices are observed in making the final selection? (Check practices used).

- _____ (1) The superintendent designates the time and extent of the final interview
- _____ (2) Selection is made in terms of the interview alone
- _____ (3) Selection is made in terms of the combined impressions of the written records and the interview
- _____ (4) Selection is made in terms of a summarized written report of the candidate
- _____ (5) One or more members of the board are present at time of interview
- _____ (6) One or more teachers are present at time of interview
- _____ (7) Staff members have an opportunity to interview the candidate and advise the superintendent
- _____ (8) A follow-up visit of the desired candidate is made
- _____ (9) Open letters of recommendation are accepted
- _____ (10) Letters of reference are reevaluated in terms of interview impressions
- _____ (11) Selection is made in terms of standardized test scores, plus essay test

VI. SELECTION OF THE PRINCIPAL

Which of the practices are used in selecting the elementary school principal? (Check practices used).

- _____ (1) The superintendent makes a single nomination for the position
- _____ (2) Board members are asked to vote on one of the top candidates
- _____ (3) Election is made by a majority vote of the board
- _____ (4) Unanimous approval of the board is demanded

- ____ (5) All candidates are notified of the boards' decision
- ____ (6) Other, please describe _____
-

VII. SEEKING TO RETAIN A DESIRABLE PRINCIPAL

What practices are made by the administration of the school system to make the elementary school principal contented and secure in his position? (Check practices used).

- ____ (1) The administration assists in finding suitable housing facilities for the elementary principal and his family
- ____ (2) The school district furnishes a teacherage for the principal
- ____ (3) The superintendent, staff, and community leaders help the principal and his family to make social contacts
- ____ (4) The board of education prescribes an annual increment in salary
- ____ (5) The board of education makes provision for tenure
- ____ (6) The board of education provides merit raises
- ____ (7) The board provides adequate secretarial and clerical help explicitly for the principal
- ____ (8) The superintendent and board support the principal in his decisions
- ____ (9) The principal is given full responsibility in the recommendation and selection of his staff
- ____ (10) No special effort is made to retain a desirable principal
- ____ (11) Other, please describe _____
-

VIII. EVALUATING THE SERVICES OF THE PRINCIPAL

Which of the factors indicated are considered by the administration as measures of success of an elementary principal? (Check practices used).

- ____ (1) Success or failure in the control of administrative details; such as discipline, attendance, and instruction
- ____ (2) The amount of time spent on curricular activities and planning for school improvement
- ____ (3) The amount of staff motivation and participation in the community
- ____ (4) The demonstration of leadership in school and community
- ____ (5) Success in social adjustment in the life of the community
- ____ (6) No special effort is made to appraise the services of the principal
- ____ (7) Other, please specify _____
-

APPENDIX C

OKLAHOMA CITY PUBLIC SCHOOLS
Columbus Elementary School
2402 S. Pennsylvania
Oklahoma City, Oklahoma 73103
April 24, 1969

Office of the Principal

Dear School Administrator:

Recently you received a questionnaire concerning practices and procedures used by superintendents in the selection and retention of elementary school principals.

I would appreciate it very much if you would complete the questionnaire and thereby assist me in the gathering of data for the study.

Sincerely yours,

George Glover