ROLE PERCEPTION IN A

PROBLEM SITUATION

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PROBLEM SITUATION

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CHAPTER I

INTRODUCTION

Important changes have taken place in the study of administra-

tion, including educational administration, in the past fourteen years.

Since 1950 there has been a noticeable shift from the emphasis upon

techniques and mechanics of administration to the conceptual and human

relations aspects of administration. There has been increased concern

for examining the dynamic factors underlying organizational behavior,

the value systems and operational problems involved in decision-making,

and for using sociological and psychological concepts and methodologies

in studying phenomena related to individual needs and goal-directed

group behavior. This report is a description of one investigation that

was concerned with the problem of discovering how various groups repre-

senting status, training, and levels of specialization in education

perceive administrative behavior in interpersonal relationships.

The investigation herein reported was undertaken for a variety of

reasons. Included was a recognition that present training programs in

school administration utilize simulated materials of various types and

kinds -- films, written cases, programmed problems, in-basket problems --

but that little has been done in a systematic way to discover what types

of responses result from the use of such materials. The "Development

of Criteria of Success in School Administration" is a notable exception

in this regard.[1] Another motivating factor was the writer's own curiosity concerning the relationship between measurements of role expectations and group psychological needs and the perception of a situation in which these dimensional factors operate with definite results. A third purpose was the desire to develop a general design and perception instrument that might be used in further research on the effects of various modern methods now being employed in the preparation and training of school administrators.

Among the many possible questions to be considered, this investigation was concerned with the following:

1. Do school related groups representing various status, training, and specialization levels differ significantly in the role expectations they hold for school administrators?

2. To what extent are differences in group role expectations related to the perception of observed administrative behavior?

3. Do school related groups differ significantly in psychological needs involved in interpersonal relationships?

4. To what extent are psychological needs relative to interpersonal relationships associated with the perception of observed administrative behavior?

5. Do school related groups differ significantly in their perception of the occurrence of specific activities involved in interpersonal relationship situations?

6. To what extent do the groups differ in evaluating the success and desirability of specific administrative activity involved in interpersonal relationship situations?

7. What is the relationship of professional experience to role

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[1]John K. Hemphill, Daniel E. Griffiths, and Norman Frederiksen, Administrative Performance and Personality -- A Study of the Principal in a Simulated Elementary School (New York: 1962).

expectations held for school administrators and the per-
ception of administrative behavior?

8. Is there a significant difference between the role expecta-
tions men and women hold for school administrators and the
perception of observed administrative behavior?

It is best to start any story at the beginning. A necessary and
rather natural beginning point is a brief review of some of the major
concepts that led to the identification of the problem and the develop-
ment of the research design.

Nature and Context of the Problem

Educational administration is being challenged today by a mul-
titude of complexing internal and external problems. Many of these
problems are new, and methods for dealing with them are outside the
scope of the experience of many administrators. The responsibility
for providing the type of leadership demanded by a complex school
system requires a high degree of competence. The emphasis upon attain-
ing desired results through effective educational administration may
be illustrated in the words of Gardner Murphy:

> We have apparently found that executives of high ability are
> almost interchangeable parts in the system; it is not knowledge
> of the task, but interpersonal skill -- and toughness, shrewd-
> ness, persuasion, tact, knowing when to use the tweezers, when
> the sledge hammer -- that produces results.[2]

The responsibility for training persons to occupy positions of leader-
ship in education presents crucial, perplexing problems.

In working with the many persistent educational problems, the

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[2]Gardner Murphy, Human Potentialities (New York: 1958), pp. 263-64.

administrator must fully realize that effective action is achieved only by working with and through people. The capacity to work with and through people to accomplish the desired results requires broad general knowledge, vision, adaptability, preparedness for change, and clear thinking beyond the confines of education and into the social forces of our time that affect the values, beliefs, attitudes and actions of people. The industrial world has given consideration to the knowledge that both the quality and quantity of production depend upon people working harmoniously and happily together. Various writings and related studies, such as those by Chester Barnard,[3] Elton Mayo,[4] Mary Follett,[5] and F. J. Roethlisberger,[6] indicate the considerations requisite to effective administration.

Human relations in education are more complex than in industry for the "product" is people, not things. Each person involved in the school has his own pattern of individual differences in character, needs, feelings, and desires. The kinds of behavior that exist in a school are determined by the behavior of each individual. These behavioral interactions have an effect on the attainment of educational goals.

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[3]Chester I. Barnard, The Functions of the Executive (Cambridge: 1938).

[4]Elton Mayo, The Human Problems of an Industrial Civilization (Boston: 1946).

[5]Mary Parker Follett, Dynamic Administration, ed. H. C. Metcalf and L. Urwick (New York: 1941).

[6]F. J. Roethlisberger and W. J. Dickson, Management and the Worker (Cambridge: 1939).

School administration has been defined as:

> . . . the influencing of one group of human beings, the pupils, to grow toward defined objectives; utilizing a second group of human beings, the teachers, as agents; and operating in a setting of a third group of human beings, the public, variously concerned both with objectives and means to achieve them.[7]

Many school administrators have been content to work with things rather than people, giving greater attention to the efficiency of business practices, planning new schools and classrooms, and providing instructional supplies and equipment. Improved salary schedules, generous sick leave provisions, carefully balanced teaching loads, and new textbook editions are not enough to provide teachers with the eagerness and enthusiasm necessary to produce an effective organizational framework.

The relationship which should prevail between human and technical skills of administrators is given by Chandler:

> In effect, the superintendent must be expert in human relations. He can employ persons with technical skills required in the construction of buildings, in budget making, and in school business areas, but no staff member can relieve the superintendent of his human relations function.[8]

An administrator can hardly escape the fact that he is being measured in the image which many people within his milieu hold for him.

Background of the Problem

Since the year 1950, educational administration has been the subject

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[7] Paul R. Mort and Donald H. Ross, _Principles of School Administration_ (New York: 1957), p. 248.

[8] B. J. Chandler, "Working Relationships," _Nation's Schools_, Vol. LIII, No. 1 (1954), p. 47.

of extensive and intensive research. Organizations such as the National Conference of Professors of Educational Administration, the Cooperative Program in Educational Administration, and the University Council for Educational Administration have carried out programs of research and analysis supported by substantial grants from the W. K. Kellogg Foundation, Rockefeller Foundation, Russell Sage Foundation, and others. A number of social scientists joined in the research concerning school administration and have made contributions of concepts and under-standings long requested by school administrators.

The term administrative "behavior" was soon found in the educational administration literature through the influence of the behavioral science research approach in explaining the job performance of the school administrator. Studies of "personality traits" of administrators gave way to the "behavior" approach, observing administrators in an actual situation, describing them in situational terms rather than on the basis of personal qualities. The "critical incident technique", developed by industrial psychologists, has been used effectively to observe behavior involved in the achievement of educational goals.[9]

In observing administrators in an actual situation, it became apparent that the "action taken" in the situation must be connected with the "results achieved" in the context of a set of rules, or a theory. A natural step in the development of the "behavioral" approach was the need for developing a set of systematic principles, or a theory,

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[9] John E. Corbally, Jr., "The Critical Incident Technique and Educational Research," Educational Research Bulletin, Vol. XXXV, No. 3 (Columbus, Ohio: College of Education, March, 1956), pp. 57-59.

which would be valuable in preparation programs for the student of educational administration as well as a valuable professional contribution.

The challenge of building harmonious human relationships is one of the crucial areas in educational administration. The use of case material is an attempt to test theoretical concepts which have been employed in the training of educational administrators. Griffiths,[10] Sargent and Belisle,[11] Culbertson,[12] and others have published case books. Several films have been based upon these written case materials.

The present study was concerned with the application of a theoretical framework to filmed case material dealing with human relationships involving the school administrator, utilizing the "behavior" approach to the study of administration.

Review of the Literature

Administrative behavior does not occur by itself but is always in part a product of the situation in which it occurs. In every educational organization there are certain variables which affect the administrator's role.

Role theory has its basis of development in the concept of cognitive structure of the life space proposed by Lewin[13] in his

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[10]Daniel E. Griffiths, Human Relations in School Administration (New York: 1956).

[11]Cyril G. Sargent and Eugene L. Belisle, Educational Administration: Cases and Concepts (Boston: 1955).

[12]Jack A. Culbertson, Paul B. Jacobson, and Theodore L. Reller, Administrative Relationships: A Casebook (Englewood Cliffs: 1960).

[13]Kurt Lewin, Field Theory in Social Sciences (New York: 1951).

<u>Field</u> <u>Theory</u> <u>in</u> <u>Social</u> <u>Sciences</u>. He explained individual behavior as
a function of the total situation, partly depending upon the environ-
ment or field in which the individual is active and also depending upon
his individual needs. Concerning role theory, Sweitzer states:

> Broadly conceived, role theory holds that almost every activity
> of an individual may be viewed as being in conformity with or
> in opposition to the expectations of his role. These expecta-
> tions include his own concept of his role and the role expecta-
> tions of others regarding his behavior. The role is the result-
> ing complex of the varied specific activities made incumbent on
> a person in a particular position in a social system. This role
> tends to be defined in terms of the behavior and attitudes which
> others expect and think appropriate for the role incumbent in the
> performance of that role. Thus, the role of the individual is
> defined not by himself alone, but also by the role expectations
> of others with whom he associates and by his reactions to his
> perceptions of these role expectations. Thus, role expectations
> have personal as well as group dimensions.[14]

Guba and Bidwell studied the school as a social institution, consti-
tuted as a system of roles. They defined a role:

> . . . as the set of complementary behavioral expectations which
> relate the role incumbent to other individuals in the situation.
> Within an institution the system of roles should be so organized
> that the behaviors attached to each role are mutually consistent
> and are maximally productive of the goals of the enterprise.[15]

Their study was based on a theoretical model, designed by Getzels and
Guba[16] which considers the behavior of the role occupant in attaining
institutional or group goals as well as satisfying his own individual
needs.

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[14]Robert E. Sweitzer, "The Fulfillment of Role Expectations and
Teacher Morale" (unpub. Ph. D. dissertation, University of Chicago,
1957), p. 10.

[15]Egon G. Guba and Charles E. Bidwell, <u>Administrative</u> <u>Relationships</u>
(Chicago: 1957), p. 1.

[16]J. W. Getzels and E. G. Guba, "Social Behavior and the Adminis-
trative Process," <u>School</u> <u>Review</u>, LXV (1957), pp. 423-441.

The writings of Gross, Mason, and McEachern,[17] Rommetveit,[18] Sarbin,[19] and Parsons,[20] have inspired the formulation of several theories used in the study of administrative roles in school systems. Research growing from theoretical bases range from the utilization of a single theory to investigations, such as conducted by Sweitzer,[21] employing several major theories.

Interpersonal relationships within a school system, a basic concern of this study, are considered within the framework of the concept of administration as a social process presented by Getzels and Guba.[22] The dimensions of this theory find their basis, in part, in the writings of Linton[23] and Parsons and Shils.[24] Regarding the school as a social system, Getzels[25] indicates that social psychology provides

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[17]Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis: Studies of the School Superintendency Role (New York: 1958).

[18]R. Rommetveit, Social Norms and Roles (Minneapolis: 1954).

[19]Theodore R. Sarbin, "Role Theory", in Gardner Lindzey (ed.) Handbook of Social Psychology, Vol. I (Cambridge: 1954).

[20]Talcott Parsons, The Social System (Glencoe: 1951).

[21]Robert E. Sweitzer, Role Expectations and Perceptions of School Principals, Cooperative Research Project No. 1329, Research Foundation, Oklahoma State University, Stillwater, Oklahoma, (In cooperation with the Office of Education, U. S. Department of Health, Education and Welfare), January 1963, pp. 48-53.

[22]Getzels and Guba, pp. 423-441.

[23]Ralph Linton, The Study of Man (New York: 1936).

[24]Talcott Parsons and Edward A. Shils, Toward a General Theory of Action (Cambridge: 1951).

[25]J. W. Getzels, "A Psycho-Sociological Framework for the Study of Administration", Harvard Educational Review, Vol. XXII (Fall, 1952), pp. 235-246.

a set of relevant concepts, one of the major dimensions being the sub-

ordinate and superordinate relationships in the dimensions of the

administrative role.   Jensen points out:

> Generally speaking, the school in its social aspect represents
> a system of human interaction in which the participants are
> oriented by their expectations concerning individual rights
> and obligations. In accordance with these expectations,
> which are based on the value standards shared by all members
> of the system, each participant tries to establish and main-
> tain an optimum balance between the possible gratifications
> and lack of fulfillment of his needs.
>
> Stated another way, the school can be represented as a system
> of related and interacting groups, each with specifically
> defined and coordinated tasks contributing to the over-all
> educational tasks as set by society which establishes and
> supports it.[26]

Considering administration as a social process within a theoretical

framework of a social system has proved to be the source of numerous

hypotheses and investigations. Moyer[27] studied the principal's leader-

ship role and the teachers' attitude and expectations of leadership.

His findings suggest the importance of the role perception of teachers

and principals, and the satisfaction and productivity of organization

members. Campbell[28] studied the degree of self-role conflict existing

among teachers and the relationship between such conflicts and confidence

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[26]Gale E. Jensen, "The School as a Social System," Educational
Research Bulletin, Vol. XXXII (April, 1954), pp. 38-39.

[27]Donald C. Moyer, "Teacher's Attitudes Toward Leadership as They
Relate to Teacher Satisfaction," (unpub. Ph. D. dissertation,
University of Chicago, 1954).

[28]Merton V. Campbell, "Self-Role Conflict Among Teacher and Its
Relationship to Satisfaction, Effectiveness, and Confidence in
Leadership" (unpub. Ph. D. dissertation, University of Chicago, 1958).

in leadership. Shipnuck[29] analyzed hostility exhibited in the behavior of principals as perceived by their teachers. Moser[30] examined the relationships between the behavior of superintendents and principals in the task performances of their complementary roles. Chase[31] explored the relationship between morale and leadership, the situational dynamics, and the variation of the teachers' expectation of leadership.

In dealing with administration as a social process in a social organization, Cornell gave special consideration to the human relations involved. He emphasized the need for administration to be socially perceptive. He described a socially perceptive administrator as one who:

> . . . understands the behavior of persons in the organization in their relationships with himself and with one another, including the less tangible, less overt aspects of attitude, feeling and motivation.
>
> What makes the school system an organization is not what is taught and how it is taught (or what is learned and how it is learned), but the interaction of administrators, teachers, and other employees in it in relationship to one another in their cooperative efforts toward a common goal.[32]

School administrators perform their various tasks in an atmosphere

[29]Murray E. Shipnuck, "Perceived Hostility in Administrator-Teacher Relationship," Dissertation Abstracts (Stanford University: 1954), Vol. XIV, No. 6, pp. 949-950.

[30] Robert F. Moser, "The Leadership Patterns of School Superintendents and School Principals," Administrator's Notebook, No. 1 (September, 1957).

[31]Francis S. Chase, "Professional Leadership and Teacher Morale," Administrator's Notebook, No. 8 (March, 1953).

[32]Francis G. Cornell, "Socially Perceptive Administration," Phi Delta Kappan, Vol. XXXVI (March, 1955), pp. 219-223.

of relationships in which the conditions are never completely known.

Schutz points out:

> In every meeting of two or more people two levels of interaction
> occur. One is the overt -- the play that is apparently being
> played. The other is the covert -- like a ballet going on in
> back of the performance on the interpersonal stage -- a subtle
> struggle for attention and status, for control and influence,
> and for liking and warmth ..... The importance of the covert
> factors can hardly be overestimated. The productivity of any
> particular group is profoundly influenced by them.[33]

It is essential that school administrators give sufficient considera-

tion to factors which affect their own behavior and the effect that

their behavior has upon those with whom they work. Studies by

Halpin,[34] Jenkins and Blackman,[35] and Seeman,[36] give indications

that administrators do not see themselves as others see them and that

ambiguity and conflict exist in the perception teachers have of their

administrator's role.

It is important for the administrator to put into operation such

relationships essential to each problem with which he works, realizing

that differences in perception exist in the various interpersonal

relationships which he encounters. The ability of seeing which

relationships exist is sometimes termed an awareness, which is a

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[33]William C. Schutz, "Interpersonal Underworld," Harvard Business Review, Vol. XXXVI, No. 4 (July-August, 1958), p. 123.

[34]Andrew W. Halpin, The Leadership Behavior of School Superintendents, SCDS Monograph No. 4 (Columbus, Ohio: The Ohio State University, 1956).

[35]David H. Jenkins and Charles A. Blackman, Antecedents and Effects of Administrator Behavior, SCDS Monograph No. 3 (Columbus, Ohio: The Ohio State University, 1956).

[36]Melvin Seeman, "Role Conflict and Ambivalence in Leadership," American Sociological Review, Vol. XVIII (August, 1953), pp. 373-380.

learned ability to see the many components of a problem situation and
to make combinations of those components to provide alternatives for a
course of action most appropriate to solve the problem. The importance
of the ability to discover and put to work such relationships which are
pertinent to a problem situation demanding the involvement of an
administrator is well illustrated in an example by Graff and Street,
who explain that:

> a person will recognize a familiar tune even though it is
> played in a key in which he has not heard it previously
> performed. The notes used in playing the tune are entirely
> different from those he heard when he learned the tune
> originally. Obviously it is not the notes which he
> recognizes but the pattern of relationships between the
> notes. This skill in learning appropriate relationships
> for a particular situation and the being able to trans-
> pose the relationships to a similar situation is the crux
> of human learning and the sort of objective which must be
> paramount in any educational program.[37]

According to Mackenzie and Corey, differences in perception have
the following implications for educational leadership:

1. Particularly as it involves relations with others, most
   behavior can be explained as an attempt to achieve or
   preserve integrity and maintain or enhance self-esteem.

2. Behavior is determined by the individual's perceptions
   of the total situation and its requirements.

3. At the time of action a person does what seems justified
   by his view of the situation.

4. People react differently to the same situation because
   each person's perception of the situation differs from
   that of the others.

5. Most people feel satisfaction when they realize that
   their perceptions and consequent behavior are considered
   correct by other members of the group or groups to which
   they want to belong.

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[37]Orin B. Graf and Calvin M. Street, _Improving Competence in
Educational Administration_ (New York: 1956), p. 246.

6. Changed perceptions lead to changed behavior.[38]

It is further essential to the administrator to realize that there are

perceptions through which we realize the moods, emotions, and motives

of other persons, valuable for social understanding in interpersonal

relationship.[39]

Mastery of the art of administration is based essentially on the

command of the fundamental principles involved in directing human

relationships effectively. Cooperation with others and the skills

and appreciation involved must characterize educational administra-

tion. The old maxim that "leaders are born and not made" appears

to be faltering in the face of mounting evidence that the individuals

who are rising to positions of leadership are quite diverse in their

characteristics. Human relations skills can be learned. However,

it is more than a matter of increasing knowledge, but rather involves

a change in behavior.[40] If the human relations among school staff

members are to be improved, the administrator must learn the sig-

nificance of his own behavior change relative to this improvement.

A major problem in learning to act more adequately in crucial

human relations situations is to provide learning experiences which

provide insights and understandings of the problems as they arise in

actual administrative situations. The judgments and conduct required

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[38]Gordon N. Mackenzie, Stephen M. Corey, et. al., *Instructional Leadership* (Columbia University: 1954), pp. 49-51.

[39]Howard L. Kingsley and Ralph Garry, *The Nature and Conditions of Learning* (Englewood Cliffs: 1959), pp. 335-336.

[40]Matthew J. Pillard, "New Insights into Leadership Need Better Application," *The Nation's Schools*, Vol. LIII, No. 1 (January, 1954).

of an administrator in interpersonal relationships raise a series of

questions about the training he needs in addition to knowledge and

skills required in the technical aspects of his position.   Benne

raises these questions:

1. How sensitive is the administrator to the complex of inter-
   related human forces and factors in his working situations?

2. How accurate are his perceptions of the actual demands and
   expectations of the various reference groups and persons
   that he must take into account in making his practical
   judgments?

3. How able is he to gather relevant and accurate information
   from observing, talking with, and listening to the people
   with and through whom he must work?

4. How well can he set priorities in step-wise planning for
   conflict resolution, reconciling factors of urgency and
   importance in his judgments?

5. How flexible is he in adapting his strategy of intervention
   in the processes of his organization to changing demands
   and conditions without impairing the integrity of his own
   value system and role image?

6. How aware is he of his own motivations, which, if unknown
   to him, may cloud his judgments, often deluding himself
   more than others around him?

7. How well can he translate his judgments of what he needs
   to do into actual behavior consistent with these judgments?

8. Do his skills of timing and intervention square with his
   diagnostic judgments of the changing requirements of his
   situation?

9. Can he hold multiple and conflicting factors, forces, and
   requirements in mind as he judges, acts, and evaluates the
   effects of his judgments and actions?[41]

Much of an administrator's activity involves face-to-face relation-

ships with people, for various reasons and under varying circumstances.

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[41]Kenneth D. Benne, "Case Methods in Training of Administrators",
The Planning of Change, ed. Warren G. Bennis, Kenneth D. Benne and
Robert Chin (New York: 1961), pp. 631-632.

In an attempt to capture the conditions of the administrative situation, the case method of instruction has been employed and has proved to be of value in the training of administrators. Concerning the aims of the case method of study, Sargent and Belisle point out:

> The aim of these kinds of study and training is to develop behavior, not merely knowledge. It is all too plain, for example, that knowing about the kind of leader behavior that is conducive to group productivity, in the light of social science knowledge, is something different from behaving in terms of such knowledge.
>
> The case method has arisen in response to the feeling that the organization of knowledge, of training, and even of function in administration has previously reflected too greatly an emphasis on learning abstractions and generalizations about aspects of administration.[42]

Culbertson, Jacobson, and Reller[43] state that the strength of the case study method is its capacity for uniting fact and theory in an approach appropriate to the training of administrators. Students typically project themselves with persons in the case bringing about an intense psychological involvement with the situations and stimulating perception of similarities between case situations which proves to be a valuable part of the method.

In the many activities of the school administrator, communication is a vital factor to success in interpersonal relationships. Verbal communication is only a part of what is actually involved. Halpin points out that non-verbal, or "muted" language, is another important media of communication when he states:

> The muted language of non-verbal communication is a rich source of cues in determining the course of interpersonal

[42]Sargent and Belisle, p. 8, p. 35.

[43]Culbertson, Jacobson, and Reller, pp. 75-76.

relations ...... In addition to whatever information we may
intend to communicate in manifest form, we usually also
communicate additional information in muted language. The
messages of open language and of muted language may
reinforce or contradict each other. In the latter case,
the listener must decide which message is the true one.

In oral language the muted notes are added through gesture,
timbre and inflections of voice, and word choice. In written
language the muted messages are transmitted through word
choice and writing style. The executive who believes that
he transmits only the literal meaning of what he has spoken
or written is operating under a pathetic delusion.

The confidence that employees place in an administrator's
utterances, whether oral or written, is determined by what
they have learned about him in face-to-face interactions;
under these conditions they can judge whether his open
language and his muted language are sending out the same
message. Whatever suspicions employees may harbor as a
result of direct contact with the administrator are
translated into skepticism about the good faith in his
formal, written communication.

In short, communication is a far more subtle and more complex
process than most administrators are wont to admit.[44]

The case method emphasizes the importance of looking at a specific

situation as it exists, and planning action in light of the facts of

that situation rather than solely in light of rules and principles.

"Situational thinking" is a term applied to this approach. However,

written cases lack some of the reality of the situation by being

presented as impersonal printed material. To keep the material in

manageable proportions, the case writer frequently omits some of

the descriptive detail which could be observed at a glance in reality.

In addition, occasionally people read without adequate comprehension.[45]

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[44]Andrew W. Halpin, "Muted Language", The School Review, Vol. LXVIII
(Spring: 1960), pp. 85-104.

[45]Cyril G. Sargent and George E. Flower, "The Case Method in
Education for Administration: An Addendum," School and Society,
Vol. LXXVIII (August, 1953), pp. 33-35.

To obtain a better understanding of the patterns of administrative behavior, the development of "simulated materials", a part of the "Development of Criteria of Success in School Administration" (DCS), added a new dimension of materials to be used in the instructional programs of school administrators.[46] The "DCS Project" was made possible by a grant from the Cooperative Research Program of the United States Office of Education, sponsored by the University Council for Educational Administration. The use of additional media for instruction, including motion pictures, film strips, tapes and printed materials as well as the addition of new techniques of participation in simulated situations re-created as nearly as possible a standardized situation in which administrative behavior could be expressed. Concerning "simulated materials", Culbertson says:

> A student of school administration should acquire a framework
> which he will use to interpret the social milieu in which he
> finds himself. Such a framework should be supported by inter-
> related concepts, which are highly dependent upon scientific
> findings and theoretical formulations. As contrasted with
> self-learning which is applicable to one individual, the
> content of this learning should come from generalizations that
> have wide application. Simulated materials seem appropriate
> for developing a framework which may be tested against actual
> situations. Examining simulated materials often motivates
> students to seek useful and appropriate concepts.[47]

Concerning the use of a variety of audio-visual methods in teaching, Edgar Dale[48] points out that the history of education is marked

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[46]Jack A. Culbertson, "Simulated Situations and Instruction: A Critique", Simulation in Administrative Training, (Columbus, Ohio: University Council for Educational Administration Pamphlet, 1960).

[47]Ibid., p. 41

[48]Edgar Dale, Audio-Visual Methods in Teaching, Rev. Ed. (New York: 1954), pp. 51-62.

by battles against the use of words without understanding. The unique

qualities of films are found in their sensory concreteness, realism,

their emphasis on persons and personality, and their ability to

dramatize, to highlight, and to clarify. Hoban, Finn, and Dale state

the following claims for the use of audio-visual materials in teaching

situations, based upon research evidence:

1. They supply a concrete basis for conceptual thinking and
   hence reduce meaningless word-responses of students.

2. They have a high degree of interest for students.

3. They make learning more permanent.

4. They offer a reality of experience which stimulates
   self-activity on the part of pupils.

5. They develop a continuity of thought; this is especially
   true of motion pictures.

6. They contribute to growth of meaning and hence to
   vocabulary development.

7. They provide experiences not easily obtained through
   other materials and contribute to the efficiency, depth
   and variety of learning.[49]

Under the sponsorship of the University Council for Educational

Administration, several sound films have been produced, based on writ-

ten case materials. This research study has employed one of these

films, "The Conference," based on a written case by Sargent and Belisle.[50]

This film depicts the role of the principal in a problem situation

involving two members of his staff. It affords the viewer the oppor-

tunity to experience, as nearly as possible, an actual situation in

[49]Dale, p. 65.

[50]Sargent and Belisle, pp. 197-202.

the school principal's office, with the advantage of the non-verbal com-

munication dimension -- and then to react to the situation portrayed.

Concerning the viewer, Rose states:

> Research reveals that the audience, far from being a passive
> recorder of the stimulus materials on the screen, reacts not
> only to, but upon the materials presented to them. That is to
> say, they interpret films according to their psychological
> pre-dispositions, needs, motivations, and social values. Thus,
> an audience member is no longer considered to be a passive
> recipient of what passes before him on the screen, but rather
> an active interpreter who selects those aspects of a film which
> are meaningful to him and perceives them in terms of his expe-
> rience and disposition.[51]

In the present research study, attention is directed toward the action

of the principal in the filmed problem situation. Problem situations

which require the action of the school principal meet with varied

reactions from the school personnel. These varied reactions may be

the result of differences in the perception of the situation by the

individuals involved. Role perception studies reported in the

literature have been concerned with the perception and evaluation of

the administrator's activity by individuals with whom the administrator

is actively associated. The present study, however, has provided an

opportunity for individuals of varied status, training, and specializa-

tion levels to react on the basis of their perception of the problem

in the filmed situation. Considering the school as a social system

within the framework of the theoretical model of social behavior by

Getzels and Guba,[52] an attempt has been made to determine the relation-

ship between specific aspects of the viewer's frame of reference and

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[51]Nicholas Rose, "Audience Research," Sixty Years of 16mm Film,
1923-1983, A Symposium, Film Council of America, Inc., (Des Plaines,
Illinois, 1954), p. 204.

[52]Getzels and Guba, pp. 423-441.

his perception of the problem situation.

Statement of the Problem

The purpose of this research was to determine the extent to which
(1) role expectations held for school principals and (2) personal
need-dispositions of seven selected school groups are related to the
perception of the role of the principal in a problem situation pre-
sented by a sound film. The seven selected school groups participating
in this study were: (1) undergraduate college students beginning
teacher training; (2) experienced teachers presently employed;
(3) graduate college students in educational administration; (4)
experienced school administrators presently employed; (5) under-
graduate non-teacher training college students; (6) graduate college
students in education; and (7) graduate college students receiving
specialized training at the Oklahoma State University in the Guidance
Institute, sponsored by the National Defense Education Act.

Definition of Terms

The following definitions of terms used in this research provide
a frame of reference essential to interpretation:

1. Role expectations are role-relevant behaviors considered
   appropriate and desirable of a role incumbent expressed
   in both Nomothetic and Idiographic dimensions.

2. Need-dispositions are basic personality characteristics of
   the individual role incumbent identified in terms of
   Expressed and Wanted Inclusion, Control, and Affection.

3. Nomothetic is the term referring to the normative dimension
   of the social system composed of roles and expectations in
   keeping with the goals of the system.

4. Idiographic is the term referring to the personal dimension

of the activity in a social system composed of need-dispositions relevant to the attainment of goals of the system.

Limitations of the Study

The nature of this study is exploratory and is related to a more elaborate research study conducted by Dr. Robert E. Sweitzer, Director of the Administrative Behavior Research Center at Oklahoma State University, concerning the analyses and learnings derived from varied presentations of case study materials.

Pertinent to the interpretation of the findings are the following assumptions:

1. It was assumed that the instruments used in the collection of the personal data gave an adequate indication of the general frame of reference of the respondents concerning their role expectations held for school principals and their personal need-dispositions.

2. It was assumed that the structured portions of the instrument designed by the writer, under the guidance and direction of Dr. Robert E. Sweitzer, indicating the perception of the respondents of the film viewed, would parallel with some degree of validity the dimensions of the instruments used to determine the respondents' frame of reference.

3. It was assumed that the individual responses to items on each of the instruments used in the collection of the data reflected the true role expectations, need-dispositions, and perception of the problem.

4. It was assumed that all classificatory data were reported accurately.

5. It was assumed that the individuals of varied educational status, training, and levels of specialization who were respondents in this study differed significantly from each other to permit their classification into seven selected school related groups.

The fluctuant nature of expectations and personal feelings is to be considered in any interpretation of the results of this study.

Delimitations of the Study

The following delimitations of this research should be given consideration in the data interpretation:

1. The sample was made up of one-hundred ninety-six participants representing the seven selected school groups. These seven groups range from thirty-six respondents, in the largest group, to sixteen respondents, in the smallest group. This was due, in part, to the availability of respondents representative of the specific school group.

2. Although we have no reason to believe that the respondents do not represent their respective selected school related group, inference from the data in this research should be directed only to the respondents with reservation as to their group representation.

3. Of the many factors which could have been identified in the individual's frame of reference which may have affected his perception, only those factors pertinent to the theoretical framework were considered in this study.

The research design and the hypotheses are more clearly understood in their relation to the concepts of the theoretical framework from which they were derived. They are preceded in Chapter II by a description of the specific theories basic to the study. To answer the questions raised within this theoretical framework required the selection of instruments which would provide data in terms of the designated dimensions. A description of the instruments employed completes Chapter II.

The description of the seven selected school related groups who participated in this study along with the procedure employed to collect the data is found in Chapter III. The method of scoring the instruments for purposes of this study, the statistical treatment and analysis of findings are found in Chapter IV, followed by an interpretation of the results and summary in Chapter V.

CHAPTER II

THEORY, RESEARCH DESIGN, AND HYPOTHESES

Introduction

A basic objective of this research was to discover whether school
related groups of individuals differed significantly in their perception
of administrator behavior in a filmed problem situation, and to what
extent the differences were related to the expectations they held for
a school administrator and to their basic interpersonal needs. It was
essential to consider these questions:

1. How may perception be defined in operational terms?

2. How may sociological and psychological concepts be
   utilized in the consideration of interpersonal activity
   involved in administration?

3. What basic interpersonal needs affect human relationships?

4. What instruments may be utilized to obtain data relative to
   expectations and interpersonal needs and their relationship
   to the perception of a filmed problem situation?

This chapter gives a description of the theories and major concepts
that were employed as the basic framework of the study. Some of the
important aspects of the theories which were used are described as
they relate to the research design. The dimensions of the instruments
selected to obtain the data will be better understood in light of the
theoretical background.

The Theory of Perception

Perceiving is an essential part of living, inseparable and necessary in all human activity. The dictionary defines perception as an "awareness of external objects, conditions, relationships, etc., as a result of sensory stimulation."[53] This is hardly an adequate description when attempting to discuss perception in operational terms.

The frame of reference basic to the consideration of perception as applied in this research is the "transactional approach" as described by Ittelson and Cantril. Their description of what takes place in human perception centers upon these major characteristics:

> First, the facts of perception always present themselves through concrete individuals dealing with concrete situations. They can be studied only in terms of the transactions in which they can be observed.
>
> Second, within such transactions, perceiving is always done by a particular person from his own unique position in space and time and with his own combination of experiences and needs. Perception always enters into the transaction from the unique "personal behavior center" of the perceiving individual.
>
> Third, within the particular transaction and operating from his own personal behavioral center, each of us, through perceiving, creates for himself his own psychological environment by attributing certain aspects of his experience to an environment which he believes exists independent of the experience. This characteristic of perception we can label "externalization".[54]

Studies of perception must begin with actual situations since perceiving never takes place "by itself". Isolation of any act of perceiving from the situation in which it is operative is done at the risk of subject matter distortion.

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[53]Carter V. Good, ed., <u>Dictionary</u> <u>of</u> <u>Education</u> (New York: 1945), p. 291.

[54]William H. Ittelson and Hadley Cantril, <u>Perception</u> (New York: 1954), pp. 1 - 5.

> Neither a perception nor an object-as-perceived exists independent
> of the total life situation of which both perception and object are
> a part. It is meaningless to speak of either as existing apart from
> the situation in which it is encountered. The word "transaction"
> is used to label such a situation.[55]

By way of illustration, the batter in a baseball game cannot be fully described without considering his relationship to the pitcher, catcher, fielders, team-mates, officials, fans, and the rules of the game. He is a part of a complex transaction and simply does not exist anywhere else independent of that transaction.

Just as no part of a transaction can be isolated from its components, the complete transaction cannot exist in its own right since the perceiver enters into it as a participant. Each participant observes and acts from his own "personal behavior center", his own unique position, which provides him with his own unique world of experience. Social activity is made possible to the extent that an overlap of positions, interests, and purposes brings about common perceptions and common experiences.

Although the things we see, hear, taste, touch, and smell are experienced as existing outside of ourselves and as having of themselves the characteristics we observe, it is also evident that perception is part of the experience of the individual. The act of perceiving involves attributing certain parts of our experience to events external to ourselves in whose independent existence we firmly believe, thus creating for ourselves our own world of things and people, of sights, sounds, tastes, and touches. This is the concept of "externalization", which describes what man does when he perceives, but does not explain how it happens. Thus,

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[55] Ibid., p. 3.

each situation will be perceived differently by each individual; he

assumes to be real what he perceives. Ittelson and Cantril state:

> The three major characteristics of perception can be summarized
> by saying that perceiving is that part of the process of living
> by which each one of us, from his own particular point of view,
> creates for himself the world within which he has his life's
> experiences and through which he strives to gain his satis-
> faction.[56]

An important consideration is the relationship between perception

and personality. Griffiths[57] points out the problem of selectivity

in perception. Different people select from the environment certain

things to perceive and certain other things to ignore, and this is of

primary concern in school administration. It has an effect on what

the administrator perceives concerning others and what others perceive

concerning the administrator.

The present study was directed toward the problem of discovering

what others perceived concerning the principal in the filmed problem

situation. This transactional concept of perception was one of the

major elements defining and guiding this investigation.

The Getzels-Guba Theory

The "Nomothetic-Idiographic theory" developed by Getzels and

Guba,[58] provides a theoretical model applicable to the consideration

of administration as a social process described in sociological and

psychological terms. The model was constructed with three specific

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[56]Ibid., p. 5.

[57]Griffiths, pp. 65-68.

[58]Getzels and Guba, pp. 423-441.

criteria in mind:

1. The model must provide a set of integrated concepts and relations capable not only of answering questions already asked in administration but of posing questions that still need to be asked;

2. The concepts and relations must be operational in that they not only give direction to our understanding but simultaneously provide blueprints for investigation;

3. The model must be able to handle as many of the commonplaces or familiar issues in administration as possible within a single set of concepts and regulations.[59]

The term "social system" used to consider interpersonal or social behavior is conceptual rather than descriptive. A community, a school, or a class within a school may be considered as a social system within the model dimensions. The social system is conceived as involved in two classes of phenomena which are conceptually independent and phenomenally interactive. One may be considered a "sociological" level of analysis and the other a "psychological" level of analysis. Getzels states:

> There are first the institutions with certain roles and expectations that will fulfill the goals of the system. And there are second the individuals with certain personalities and need-dispositions inhabiting the system, whose observed interactions comprise what we generally call social behavior. We shall assert that this social behavior may be understood as a function of these major elements: institution, role, and expectations, which together constitute what we shall call Nomothetic or normative dimensions of activity in a social system; and individual, personality, and need-dispositions, which together constitute the Idiographic or personal dimension of activity in a social system.[60]

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[59]J. W. Getzels, "Administration - A Social Process," Administrative Theory in Education, ed. A. W. Halpin (Chicago: Midwest Administration Center, 1958), pp. 150-165.

[60]Ibid., p. 152.

The Nomothetic, or normative dimension of activity, composed of the elements of institution, role, and expectation, is directed toward a sociological analysis of group behavior. The Idiographic, or personal dimension of activity, composed of the elements of individual, personality, and need-dispositions, is directed toward a psychological analysis of group behavior.

An institution is considered to be an agency established to perform a necessary function in society in a cooperative, organized, and routinized manner. These agencies perform institutionalized functions for a society such as governing, policing, protecting, and educating. This requires organization to accomplish a specific purpose. Organization implies component parts and rules to guide coordinated activity directed toward achieving institutional goals and purposes. Tasks to be performed in achieving institutional goals may be functionally organized as roles, which are assigned resources and responsibility for their utilization in goal attainment.

Roles represent positions, offices, or statuses in the institution. The rights and duties characteristic of a role are role expectations. The individual who puts these rights and duties into effect is acting his role. Institutional roles are interdependent, each deriving its meaning from related roles. Thus, the role of a school principal can be defined only in terms of the relationship to all school personnel.

However, roles are occupied by people, each endowed with unique personal qualities, abilities, and interests which may not be complete-ly harmonious with the role expectations of the institution. Individual personality is defined as ... "the dynamic organization within the individual of those need-dispositions that govern his unique reactions

to the environment."[61]   The need-dispositions of the role incumbent

govern his unique reactions to role expectations and environment and

influence his actions to meet the pattern of expectations for his

behavior in a manner consistent with his own pattern of needs.

A necessary condition for understanding the behavior of a specific

role incumbent in an institution is to have an understanding of both

role expectations and need-dispositions.   Both needs and expectations

may be considered prescriptions or motives of behavior from which

social behavior is derived.   FIGURE I illustrates the theoretical model.

FIGURE I

THE GENERAL MODEL OF SOCIAL BEHAVIOR

Nomothetic Dimension

Idiographic Dimension
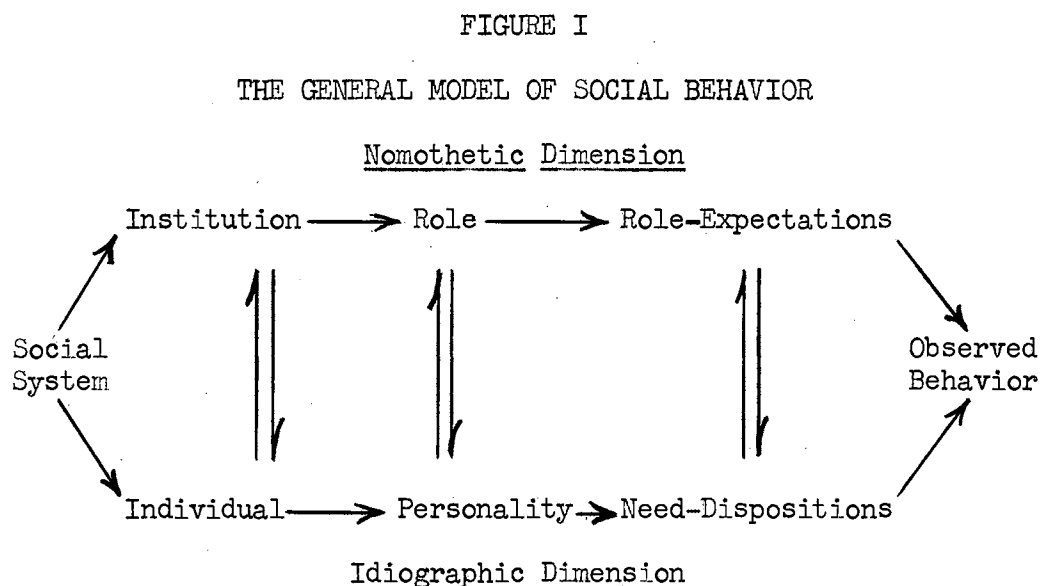
The axis at the top, called the Nomothetic dimension, consists of

the terms Institution, Role, and Role-Expectations, each term being

the analytic unit for the term which precedes it.   The axis at the

bottom, called the Idiographic dimension, consists of the terms Individual,

Personality, and Need-Dispositions, each term again being the analytic

unit for the term preceding it.   Interactions between the two dimensions

occur at all levels as indicated by the reversible arrows.

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[61]Ibid., p. 154.

The proportions of role and personality factors which determine behavior vary with the specific role, the specific personality, and the specific act. When expectations are maximized, behavior still retains some of its individual, personal aspects. Conversely, when personality is maximized, behavior still must retain role expectation elements. It is possible to discover the extent to which a role incumbent considers and emphasizes role expectations and need-dispositions. His behavior may be described along a continuum ranging from primary emphasis on Nomothetic or role-relevant performance to primary emphasis on Idiographic, or personality-relevant performance.

A basic concern in the present study was to determine the extent to which the seven school related groups held different expectations for a school principal in terms of the Nomothetic and Idiographic dimensions and the relationship of these expectations to the perception of a principal in the filmed problem situation in terms of the same dimensions.

The FIRO Theory

The FIRO (Fundamental Interpersonal Relations Orientation) theory of William C. Schutz[62] is concerned with the identification of basic interpersonal needs which affect human relationships. The basic assumption of this theory is that people need people. Because man lives in a social environment, he must maintain an equilibrium between himself and other people, as he does between himself and the physical world. Because man is a social being, he has certain interpersonal needs to be satisfied which vary from individual to individual.

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[62]William C. Schutz, FIRO: A Three-Dimensional Theory of Interpersonal Behavior (New York: 1958).

Three basic interpersonal needs are identified in Schutz' theory
which people must satisfy to some degree while avoiding threat to them-
selves. They are:

1. The need for inclusion -- the need to maintain a satis-
    factory relation between the self and other people with
    respect to interaction or belongingness. Some people
    like to be with other people all the time; they want to
    belong to organizations, to interact, to mingle. Other
    people seek much less contact; they prefer to be alone,
    to interact minimally, to stay out of groups, to main-
    tain privacy.

2. The need for control -- the need to maintain a satis-
    factory relation between oneself and other people with
    regard to power and influence so the individual can
    control his situation to some degree in order that his
    environment can be predictable for him. This need
    varies from wanting to control the entire environment
    and all the people around him to not wanting to control
    anyone in any situation, regardless of how appropriate
    controlling them would be.

3. The need for affection -- the need to maintain a satis-
    factory relation between oneself and others with regard
    to love and affection. At one extreme individuals like
    very close, personal relationships with each individual
    they meet, while at the other extreme are those who like
    their personal relationships to be quite impersonal and
    distant, perhaps friendly but not close and intimate.
    Between these two extremes, everyone has a level of inti-
    macy most comfortable for him.[63]

Each of these three interpersonal needs has two dimensions. One
is what an individual does with relation to other people, what he ini-
tiates toward others -- his expressed behavior; and the other is what
the individual wants from other people, what he prefers others to ini-
tiate toward him -- his wanted behavior. Thus the theory concerned shows
basic relationship between six variables: (1) Expressed Inclusion, (2)
Wanted Inclusion, (3) Expressed Control, (4) Wanted Control, (5)
Expressed Affection, and (6) Wanted Affection.

In order to understand individual and organization behavior,

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[63]Schutz, Harvard Business Review, pp. 123-135.

the Getzels-Guba theory points out the importance of information concern-
ing need-dispositions as they relate to role expectations. An objective
of the present study was to determine the personal need-dispositions of
the members of the seven school related groups as they related to the
perception of the principal in the filmed problem situation in terms
of the same dimensions.

Design of the Study

The research design for the present study, shown in FIGURE II, was
based on the concepts of the three theories discussed as they pertain
to the problem for investigation. The basic theory was the Nomothetic-
Idiographic theory of Getzels and Guba[64] with need-dispositions con-
sidered from the viewpoint of the FIRO theory by Schutz,[65] and the per-
ception viewed from the transactional approach described by Ittelson and
Cantril.[66] The identification of relationship between role expectations
and need-dispositions of the seven school related groups and the per-
ception of the role of the principal in the filmed problem situation in
terms of the same dimensions was a major concern of this research.

The following selected school related groups, described in Chapter III,
were established as the major independent variables in the research de-
sign:

    I. Undergraduate college students beginning teacher training;

    II. Experienced teachers presently employed;

    III. Graduate college students in educational administration;

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[64]Getzels and Guba, pp. 423-441.

[65]Schutz, Harvard Business Review, pp. 123-135.

[66]Ittelson and Cantril, pp. 1 - 5.

FIGURE II

THE MAJOR ELEMENTS OF THE RESEARCH DESIGN

Pre-Treatment
Characteristics
of Respondents

Controlled
Stimulus
Treatment

Perception of
the Problem
Situation

<u>Independent
Variables</u>

<u>Dependent
Variables</u>

1. Group Membership

    a. Group I
    b. Group II
    c. Group III
    d. Group IV
    e. Group V
    f. Group VI
    g. Group VII

<u>Supplementary
Independent
Variables</u>

1. Role-Expectations

    a. Nomothetic
    b. Idiographic

2. Need-Dispositions
    a. Exp. Incl.
    b. W. Incl.
    c. Exp. Control
    d. W. Control
    e. Exp. Affect.
    f. W. Affect.

3. Sex

4. Years of
    Professional
    Experience

<u>FILM</u>

"The Conference"

produced
by

U. C. E. A.

1. PART I
    Perception

    A. Happened
    B. Successful
    C. Desirable

        a. Nomothetic
        b. Idiographic
        c. Exp. Incl.
        d. W. Incl.
        e. Exp. Control
        f. W. Control
        g. Exp. Affect.
        h. W. Affect.

2. PART II
    Perception
    (relative ratings)

        a. Nomothetic
        b. Idiographic
        c. Exp. Incl.
        d. W. Incl.
        e. Exp. Control
        f. W. Control
        g. Exp. Affect.
        h. W. Affection

3. PART III
    Perception

        A. Written
            Statement

IV. Experienced school administrators presently employed;

V. Undergraduate non-teacher training college students;

VI. Graduate college students in education;

VII. Graduate college students in the Guidance Institute.

These groups will be designated in this study by their abbreviated

titles appearing in Chapter III.

The supplementary independent variables in the research design were

the role expectations held for school principals, obtained through

the use of the Principal Role Behavior-Content Instrument, developed

by Dr. Robert E. Sweitzer and the members of the research staff at

the Administrative Behavior Research Center, Oklahoma State University.[67]

This instrument, described later in this chapter, provided role expecta-

tions in terms of (1) the Nomothetic dimension and (2) the Idiographic

dimension, basic to the theoretical model employed in the research

design. Need-dispositions were obtained through the use of Schutz'

FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior)

Instrument[68] described later in this chapter. These variables are

given in terms of (1) Expressed Inclusion, (2) Wanted Inclusion, (3)

Expressed Control, (4) Wanted Control, (5) Expressed Affection, and

(6) Wanted Affection. Additional supplementary independent variables

in this research were sex and years of professional experience.

Data concerning the dependent variables were obtained through the

use of the Perception Instrument, developed by the writer under the

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[67]Sweitzer, Role Expectations and Perceptions of School Principals,
pp. 48-54.

[68]William C. Schutz, et. al., Procedures for Identifying Persons with
Potential for Public School Administrative Positions, Cooperative Research
Project No. 677 (Berkley, California: University of California, 1961).

guidance and direction of Dr. Robert E. Sweitzer. This instrument, described later in this chapter, was developed so as to include dimensions comparable to those included in the instruments measuring the independent variables of role expectations and need-dispositions, using subscores expressed as Nomothetic, Idiographic, Expressed Inclusion, Wanted Inclusion, Expressed Control, Wanted Control, Expressed Affection, and Wanted Affection. These subscores were obtained from responses concerning the perception of the occurrence, success and desirability of specific statements related to the filmed problem situation. A second part of the instrument obtained dimensional subscores as relative ratings, while a third part obtained a written statement concerning the perception of the respondent.

Hypotheses

The hypotheses of this study concern the investigation of specific relationships between specific sets of the variables previously described. These hypotheses concern the relationships between the independent variables, between the dependent variables, and between independent and dependent variables. The hypotheses tested in this research were:

1. There is no difference between the major independent variables (the school related groups) regarding:

   A. Ideal concepts of the role of a principal in terms of:

      a. The Nomothetic dimension
      b. The Idiographic dimension

   B. Fundamental Interpersonal Relations Orientation-Behavior identified in terms of:

      a. Expressed Inclusion
      b. Wanted Inclusion

        c. Expressed Control
        d. Wanted Control
        e. Expressed Affection
        f. Wanted Affection

C. Perception of each dimension of the problem situation in terms of:

        a. Happened or Didn't Happen
        b. Successful or Not Successful
        c. Desirable or Not Desirable

2. There is no difference between the major independent variables in terms of high and low scores on role expectation and need-disposition dimensions regarding:

A. Perception of each dimension of the problem situation in terms of:

        a. Happened or Didn't Happen
        b. Happened and Successful or Not Successful
        c. Didn't Happen and Would Have Been Successful or Would Not Have Been Successful
        d. Happened and Desirable or Not Desirable
        e. Didn't Happen and Would Have Been Desirable or Would Not Have Been Desirable.

3. There is no difference between male and female responses in the three representative independent variables (Groups I, II, and VI) regarding:

A. Ideal concepts of the role of a principal in terms of:

        a. The Nomothetic dimension
        b. The Idiographic dimension

B. Fundamental Interpersonal Relations Orientation-Behavior identified in terms of:

        a. Expressed Inclusion
        b. Wanted Inclusion
        c. Expressed Control
        d. Wanted Control
        e. Expressed Affection
        f. Wanted Affection

C. Perception of each dimension of the problem situation in terms of:

        a. Happened or Didn't Happen
        b. Successful or Not Successful
        c. Desirable or Not Desirable

D. Perception of each dimension of the problem situation in terms of high and low scores on role expectations and need-dispositions regarding:

    a. Happened or Didn't Happen
    b. Happened and Successful or Not Successful
    c. Didn't Happen and Would Have Been Successful or Would Not Have Been Successful
    d. Happened and Desirable or Not Desirable
    e. Didn't Happen and Would Have Been Desirable or Would Not Have Been Desirable.

4. There is no difference between respondents of high and low professional experience in the five representative independent variables (Groups II, III, IV, VI, and VII) in their responses regarding:

A. Ideal concepts of the role of a principal in terms of:

    a. The Nomothetic dimension
    b. The Idiographic dimension

B. Fundamental Interpersonal Relations Orientation-Behavior identified in terms of:

    a. Expressed Inclusion
    b. Wanted Inclusion
    c. Expressed Control
    d. Wanted Control
    e. Expressed Affection
    f. Wanted Affection

C. Perception of each dimension of the problem situation in terms of:

    a. Happened or Didn't Happen
    b. Successful or Not Successful
    c. Desirable or Not Desirable

D. Perception of each dimension of the problem situation in terms of high and low scores on role expectations and need-dispositions regarding:

    a. Happened or Didn't Happen
    b. Happened and Successful or Not Successful
    c. Didn't Happen and Would Have Been Successful or Would Not Have Been Successful
    d. Happened and Desirable or Not Desirable
    e. Didn't Happen and Would Have Been Desirable or Would Not Have Been Desirable.

The Instrumentation

The instrument used in this research to determine the role expectations held for a school principal by the respondent was the <u>Principal</u> <u>Role</u> <u>Behavior-Content</u> <u>Instrument</u>[69] as seen in APPENDIX A. The role dimensions of this instrument are the Nomothetic and Idiographic dimensions suggested by the theoretical model of Getzels and Guba.[70]

The administrative task areas about which questions are asked through Nomothetic and Idiographic items are those which were used in the Development of Criteria of Success in School Administration (DCS) Project, namely, Educational Program, Developing Personnel, Community Relationships, and Maintaining Funds and Facilities.[71] In addition, within each of these task areas, specific Nomothetic and Idiographic items are structured in terms of the following steps in the decision-making process: identifying a problem, making a decision, implementing a decision, and evaluating the outcomes of a decision. Thus, the instrument provides two replications within each task area in terms of each selected step in decision making; within each of the Nomothetic and Idiographic dimensions, four replications in terms of each task area and four replications in terms of each step in decision-making.

A matrix was constructed for the dimensions of this instrument and a number of items were developed for each block of the matrix. Members

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[69]Sweitzer, <u>Role</u> <u>Expectations</u> <u>and</u> <u>Perceptions</u> <u>of</u> <u>School</u> <u>Principals</u>, pp. 48-54.

[70]Getzels and Guba, pp. 423-441.

[71]Hemphill, p. 47.

of the research staff[72] and Egon Guba, who acted as a visiting consultant
to the staff, reacted to these items and evaluated them in terms of the
definition and in terms of clarity of expression. As a result, a 64-item
pilot instrument was tested and the results analyzed to determine which
test items best met established evaluative criteria. In this manner,
one test item was identified for each block of the matrix, resulting in
the thirty-two items which comprise the Principal Role Behavior-Content
Instrument.

Although this instrument provided greater detail concerning the frame
of reference of the respondents regarding role expectations, for pur-
poses of the present study it was used to determine the extent to which
respondents held Nomothetic and Idiographic expectations relative to
each other respondent and the relationship of these expectations to
perception.

The instrument used to determine the need-dispositions of the
respondents was the FIRO-B (Fundamental Interpersonal Relations Orienta-
tion - Behavior) Instrument.[73] This instrument may be seen in APPENDIX B.
The FIRO-B is composed of 54 Guttman-scaled items. There are nine items
for each of the six dimensions: (1) Expressed Inclusion, (2) Wanted
Inclusion, (3) Expressed Control, (4) Wanted Control, (5) Expressed
Affection, and (6) Wanted Affection. Descriptions of these dimensions
appear earlier in this chapter.

For purposes of the present study, the FIRO-B scores were used to

[72]Sweitzer, Role Expectations and Perceptions of School Principals,
pp. 48-54.

[73]Schutz, et. al.

determine the extent to which need-dispositions varied among respondents

representing school related groups and their relationship to perception.

Because there was no instrument available to measure the perception

of the filmed problem situation, "The Conference," a _Perception_

Instrument, as seen in APPENDIX C, was developed by the writer under

the guidance and direction of Dr. Robert E. Sweitzer. Concerning the

design of an instrument, Egon G. Guba states:

> The unsophisticated person engaged in research usually feels
> compelled to use a standardized test. Such a test is simply
> one that has been given to somebody. Indeed, the only real
> utility of a standardized test is to provide a ready-made
> comparison group (the norm). But if the test is operationally
> inadequate for the purpose or if the comparison (norm) group
> is inappropriate, using a standardized test just because it is
> standardized is an egregious error.
>
> Among the uninitiated, the use of "objective" measures is of
> great concern. Interviews, observations, and essay tests are
> often eschewed because they cannot be "objectified." Yet an
> objective device is simply one that can be interpreted con-
> sistently by competent observers. I am afraid that in the public
> mind objectivity has been confused with structure: the highly
> structured multiple-choice test is said to be objective while the
> highly unstructured Rorschach ink-blot test is not objective.
> But to a competent reader, a Rorschach protocol is just as
> objective as any multiple-choice test. Certainly the develop-
> ment of relevant, objective, valid, and reliable instruments is
> within the capability of local school personnel.[74]

Part I of the _Perception Instrument_ requests respondents to react

to five statements for each of the eight dimensional categories --

Nomothetic, Idiographic, Expressed Inclusion, Wanted Inclusion,

Expressed Control, Wanted Control, Expressed Affection, Wanted

Affection -- in terms of whether the statement is descriptive of what

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[74]Egon G. Guba, _Educational Research Bulletin_ (College of Education, Ohio State University), Vol XL, No. 6, Sept. 13, 1961, p. 160.

they perceive to "happen" or "not to happen" in the filmed situation, whether they perceive what happened as "successful" or "not successful," "desirable" or "not desirable." If the respondents indicate that the given statement is perceived as describing something which "did not happen," they are to react in terms of whether they perceive the statement as descriptive of what "would have been successful" or "not successful," "would have been desirable" or "not desirable." Thus, the respondent gives three reactions to each of forty statements.

In developing the five statements for each of the dimensional categories, the writer attempted to relate one dimensional statement to each of five administrative task areas related to the principal's activity in the filmed problem situation. After reviewing the literature and previewing the film with this objective, the task areas selected for the basis of the statements pertaining to the principal's role were (1) Problem Solving, (2) Educational Program, (3) Communications, (4) Morale, and (5) Evaluation. In the interest of maintaining the dimensional characteristic within the administrative task area, each statement was carefully analyzed, revised, and restated to strengthen its desired dimensional characteristic.

For the purpose of determining whether each of the forty statements was representative of the intended dimensional category in terms of definition and clarity of expression, each statement was placed on a separate card and given to professors and graduate students in educational administration at Oklahoma State University with the instruction to place five statement cards with each of the eight designated dimensions. Through this sorting technique it was possible to make such

revisions of the statements until the cards were sorted into dimensional categories by six individuals without an error.

Following this "face validity" test, a pilot study was made with a group of undergraduate college students to determine the clarity and functional operation of the instrument. Part I forms the basic unit of the Perception Instrument.

Part II of the instrument requests respondents to indicate what the principal should have done in the filmed problem situation. Each of the five statements in this part is provided with eight multiple-choice selections representing the eight dimensional categories. For each of the five statements, respondents select two statement endings with which they "most agree," and two statement endings with which they "least agree."

Part III of this instrument requests respondents to indicate, in their own words, a brief summary of the problem situation presented in the film, "The Conference," explaining their perception of the problem situation. This part was added to give additional insight into the perception of respondents, and to check the validity of the structured alternative responses as appropriate for obtaining an accurate description of the variety of ways in which subjects actually perceived the stimulus situation.

The following chapters describe in more specific detail how the research design was implemented through the use of these instruments.

CHAPTER III

PERSONNEL AND PROCEDURE

Introduction

One of the problems in this study was to select participants who could be classified into seven school related groups of various status, training and specialization levels. A representative sample of one hundred ninety-six participants, one hundred thirty-seven men and fifty-nine women, was selected from undergraduate and graduate classes of students attending the Oklahoma State University and the teachers of one school in an urban community. The classes were selected for participation in this research on the bases of group representation, availability, and willingness to participate. Students from eight different classes participated, and were classified into seven school related groups described in this chapter. TABLE I shows the number of men and women participants for each group and the percentage of each group of the total number of participants. The participant groups, as numbered, are described in this chapter along with the procedure employed in obtaining the data.

Description of Groups

Teacher Training Undergraduates (Group I)

Undergraduate college students beginning teacher training were the

members of two sections of Education 213, "The School in American Society." This introductory education course is designed to develop an understanding of the scope, function, and organization of education in our state and society. The prerequisite for this course is sophomore standing. This group was composed of seven men and twenty-three women.

TABLE I

NUMBER AND PERCENTAGE OF GROUP PARTICIPANTS

Groups	Men	Women	Total	Percent of Total Participants
Group I	7	23	30	15.3%
Group II	12	21	33	16.8%
Group III	20	1	21	10.7%
Group IV	15	1	16	8.2%
Group V	35	1	36	18.4%
Group VI	19	11	30	15.3%
Group VII	29	1	30	15.3%
Total	137	59	196	100.0%

Teachers (Group II)

Experienced teachers presently employed were in attendance in one of the following late afternoon or Saturday classes: Education 553, "Introduction to Graduate Study and Research in Education," and Education 613, "Curriculum and Methods in Higher Education." With the permission of the principal, teachers of one school in an urban school system were

asked to participate in the research on a voluntary basis. This group was composed of twelve men and twenty-one women.

Educational Administration Graduates (Group III)

Graduate college students in educational administration were in attendance in one of the following classes: Education 553, "Introduction to Graduate Study and Research in Education," Education 603, "Organization and Administration in Higher Education," Education 613, "Curriculum and Methods in Higher Education," and Education 643, "Organization and Administration in Education." In several instances, graduate students in this group were asked to participate in the research at the time of the administration of the instruments and the showing of the film although not enrolled in one of the aforementioned classes. This group was composed of twenty men and one woman.

School Administrators (Group IV)

Experienced school administrators presently employed were in attendance in one of the following classes: Education 553, "Introduction to Graduate Study and Research in Education," Education 603, "Organization and Administration in Higher Education," Education 613, "Curriculum and Methods in Higher Education," and Education 643, "Organization and Administration in Education." The administrator of the urban school system was also included in this group of fifteen men and one woman.

Non-Teacher Training Undergraduates (Group V)

Undergraduate non-teacher training college students were in attendance in one of the following classes: Tech. 272, "Motion and Time Study," and Math. 225, "Analytic Geometry and Calculus." This

group of sophomore students consisted of thirty-five men and one woman.

Education Graduates (Group VI)

Graduate college students in education were in attendance in one of the following courses: Education 553, "Introduction to Graduate Study and Research in Education," Education 603, "Organization and Administration in Higher Education," Education 613, "Curriculum and Methods in Higher Education," and Education 643, "Organization and Administration in Education." This group was composed of nineteen men and eleven women.

Guidance Graduates (Group VII)

Graduate college students in the Guidance Institute represent individuals at various experience levels who are receiving specialized training in education. All members of the Institute, sponsored by the NDEA, participated in this research. This group was composed of twenty-nine men and one woman.

Because the number of women respondents within four groups was small, the supplementary independent variable of sex was considered in only three of the seven groups -- Groups I, II, and VI. The supplementary independent variable of experience was not considered for the two groups of undergraduate college students -- Groups I and V.

Collection of Data

Data collected from each respondent consisted of responses to the following instruments:

1. Background Information: an account concerning the selected school group membership, sex, and years of professional experience.

2. <u>Principal</u> <u>Role</u> <u>Behavior</u>-<u>Content</u> <u>Instrument</u>: provided information concerning role expectations in terms of Nomothetic and Idiographic dimensions.

3. <u>Fundamental</u> <u>Interpersonal</u> <u>Relations</u> <u>Orientation</u>-<u>Behavior</u> <u>Instrument</u>: provided information concerning need-dispositions in terms of Expressed and Wanted Inclusion, Control, and Affection.

4. <u>Perception</u> <u>Instrument</u>: provided information concerning reaction to statements concerning the occurrence, success, and desirability of events relative to the filmed problem situation, what the principal should have done under the circumstances, and what was perceived as stated in the respondents' own words.

All responses were gathered personally by the writer. Appointments and arrangements were made with the instructors of each class and with the principal of the participating school. The dates and the time schedule involved were arranged by mutual consent.

Packets of materials were provided for each respondent. In cases where sufficient time was available, the entire packet of responses was obtained from each respondent in two consecutive periods. During the first period, the information concerning background and the individual's frame of reference was obtained, using the first three instruments listed. The second period consisted of the showing of the film, "The Conference," followed by the response to the fourth instrument.

In most instances, packets of materials were provided in two parts. The first three instruments were given to the respondents with brief explanations relative to the marking of answer sheets and instructions to return the completed answer sheets at the time appointed for the showing of the film and the completion of the second part, consisting of the fourth instrument. In the case of the undergraduate groups, the showing of the film and the completion of the second part occurred within a few days during a regularly scheduled class period. Graduate classes

completed the second part one week later during a portion of their regularly scheduled class period.

Teachers at the school included in this research who were willing to participate were given the first packet of three instruments at a school faculty meeting and were asked to return the completed answer sheets to the faculty meeting scheduled one week later. At that time, the teachers viewed the film and completed answer sheets for the Perception Instrument.

Respondents in all groups completed the three instruments in the first part before viewing "The Conference." Immediately following the filmed presentation, brief procedural explanations were given by the writer, and respondents completed the final answer sheets.

After all data were collected, attention could be directed to these questions:

1. Do these school related groups differ significantly in the role expectations they hold for a school principal?

2. Do these school related group differ significantly in their personal need-dispositions?

3. Are these school related groups significantly different in their perception of the principal in the filmed problem situation?

4. What is the relationship of role expectations and personal need-dispositions of each school related group to the perception of the filmed problem?

The organization and analysis of the data reported in Chapter IV direct attention to findings regarding these and other questions related to the research hypotheses.

CHAPTER IV

ORGANIZATION AND ANALYSIS OF THE DATA

Introduction

The present study was concerned with the relationship between per-
sonal characteristics and the perception of interpersonal situations.
The major dimensions in which the study was conducted consisted of the
institutional (Nomothetic) and the individual (Idiographic) concepts
suggested by Getzels and Guba.[75] Their theory suggests that the
Nomothetic dimension refers to the normative and institutional aspects
of a situation and may be defined in terms of role expectations; the
Idiographic dimension refers to the personal needs and individual
aspects of a situation and may be defined in terms of an individual's
need-dispositions. The instruments used in this study attempted to make
operationally specific the meaning of these major dimensions. The
Principal Role Behavior-Content Instrument was employed as the measure
of the role expectations and the FIRO-B Instrument as the means for
determining need-dispositions. The Perception Instrument employed the
same dimensions to investigate the reaction of participants to the
stimulus situation presented in the filmed problem situation, "The
Conference." Further specificity in the application of the theory was
provided by the methods of scoring and the analysis of data obtained by

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[75]Getzels and Guba, pp. 423-441.

the study instruments. The tables and descriptive analysis of the data

presented in this chapter indicate the significant findings concerning the

relationship between variables as stated in the hypotheses.

Scoring of the Instruments

In order to test the interrelationship of the <u>independent variables</u>

of role expectations and need-dispositions of the selected school related

groups, the median test was employed. Concerning the median test, Siegel

states:

> The median test is a procedure for testing whether two inde-
> pendent groups differ in central tendencies. More precisely,
> the median test will give information as to whether it is like-
> ly that two independent groups (not necessarily of the same
> size) have been drawn from populations with the same median.
> ...... If many scores fall at the combined median, split the
> scores into these categories: those which exceed the median and
> those which do not.[76]

The thirty-two items of the <u>Principal Role Behavior-Content Instru-</u>

<u>ment</u> are descriptions of ideal concepts of a principal's behavior to

which respondents are asked to react in terms of a six-point scale:

1	2	3	4	5	6
Usually	Often	Sometimes	Seldom	Rarely	Never

Of these thirty-two items, sixteen indicate the role expectations

in terms of the Nomothetic dimension, and sixteen indicate the role

expectations in terms of the Idiographic dimension. Each item response

was scored "high" if checked on points 1, 2, or 3; "low" if checked on

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[76]Sidney Siegel, <u>Nonparametric Statistics for the Behavioral Sciences</u> (New York: 1956), p. 111, p. 115.

points 4, 5, or 6. Each respondent's total score on each dimension was
the number of high scores on the sixteen items for that dimension. This
total dimensional score was termed high or low on the basis of the actual
median of all respondents on that dimension. Scores exceeding the median
constituted the high dimensional group; those not exceeding the median
constituted the low dimensional group. TABLE II indicates that the
median score on the Nomothetic dimension in the present study was 10
and that the median score on the Idiographic dimension in the present
study was 13.

TABLE II

ROLE EXPECTATION CLASSIFICATION OF RESPONDENTS

	Nomothetic Median of 10	Idiographic Median of 13
Number of Respondents Above the Median	96	74
Number of Respondents at Median or Below	100	122
Totals	196	196

Thus, an individual who scored above 10 on the Nomothetic dimension was
classified as holding high Nomothetic role expectations, and an indi-
vidual who scored above 13 on the Idiographic dimension was classified
as holding high Idiographic role expectations for a school principal.
This particular but relative meaning of the high and low scores on the
Nomothetic and Idiographic dimensions should be kept in mind by the
reader when interpreting the report of the study findings.

The fifty-four Guttman-scaled items of the FIRO-B Instrument were scored with the standard scoring template provided for each of the six dimensions. The scale score ranged from 0 to 9 for each dimension.

These scores were used to determine the extent to which need-dispositions varied among the respondents. The entire number of respondents was again divided into high and low groups for each dimension, with scores exceeding the actual median classified as the high dimensional group, and those not exceeding the actual median in the low dimensional group.

The median score in the present study was 3 for the dimensions of Wanted Inclusion, Expressed Control, and Expressed Affection. An individual who scored above 3 was classified as high in each of these personal need-dispositions dimensions. The median score in the present study was 5 for the dimensions of Expressed Inclusion, Wanted Control, and Wanted Affection. An individual scoring above 5 was classified as high on each of these personal need-disposition dimensions. TABLES III and IV show the number of respondents who were classified as high and low in these dimensions.

The supplementary variable of experience was considered only for five of the seven groups, since undergraduate students could not be included in this classification. The respondents from the five groups were divided into two classifications according to the actual median number of years of professional experience represented by these respondents. The actual median number of years of professional experience was 7. Therefore, a respondent with 8 or more years of experience was classified as high, and a respondent with 7 years or less of professional experience

TABLE III

NEED-DISPOSITION CLASSIFICATION OF RESPONDENTS

	Exp. Incl. Median of 5	Exp. Contr. Median of 3	Exp. Affect. Median of 3
Number of Respondents Above the Median	77	75	81
Number of Respondents at Median or Below	119	121	115
Totals	196	196	196

TABLE IV

NEED-DISPOSITION CLASSIFICATION OF RESPONDENTS

	W. Incl. Median of 3	W. Contr. Median of 5	W. Affect. Median of 5
Number of Respondents Above the Median	85	56	52
Number of Respondents at Median or Below	111	140	144
Totals	196	196	196

was classified as low. TABLE V shows the number of respondents in each classification for the five groups.

As indicated earlier in TABLE I, four of the major independent variable groups were not adequately represented by women respondents; therefore, the supplementary independent variable of sex was considered for dichotomous grouping of only three of the seven selected school groups.

The Perception Instrument provided data concerning the dependent

variables which were scored in terms of the respondents' agreement or diasgreement with the forty statements in Part I describing a principal's behavior which may or may not have occurred in the problem situation shown in "The Conference" film. Respondents indicated agreement or dis-agreement with each statement on the basis of whether or not they per-ceived that "this happened," whether or not they perceived that "it was successful," and whether or not they perceived that "it was desirable." If respondents indicated they disagreed that "this happened," they were to indicate whether or not it "would have been successful," and whether or not it "would have been desirable." Thus, there were three responses for each item.

TABLE V

PROFESSIONAL EXPERIENCE CLASSIFICATION OF RESPONDENTS

Groups:	II	III	IV	VI	VII	Total
Number of Respondents Above the Median	16	11	13	12	8	60
Number of Respondents at Median or Below	17	10	3	18	22	70
Totals	33	21	16	30	30	130

Each of the eight supplementary independent variable dimensions of role expectations and need-dispositions was represented by five dependent variable statements in the same dimension making a total of forty depend-ent variable statements in Part I. To obtain a general indication of whether or not the respondent perceived that "this happened," that "it

was successful," and that "it was desirable," the responses to the five dimensional statements were scored as significantly indicative on the basis of majority. For example, if the respondent indicated agreement on three or more of any dimensional group of five statements, based upon his perception of the occurrence, success, and desirability of a behavior described, it was scored as significant -- positive. Conversely, if the respondent indicated disagreement on three or more of any dimensional group of five statements, based upon his perception of the occurrence, success, and desirability of a behavior described, it was considered to be significant -- negative.

Additional insight regarding the dependent variables of perception was provided through the relative ratings of dimensional endings for the five statements in Part II. Each of these five statements based on administrative task areas was provided with eight possible endings, one ending for each of the eight dimensions. Respondents were asked to indicate what they perceived the principal should have done in the problem situation by selecting two endings for each statement with which they "most agreed," and two endings for each statement with which they "least agreed." This resulted in a high-middle-low frequency distribution of the eight dimensional endings for each of the five statements. Each of the eight dimensions was represented by five statement endings as possible choices for the respondent, which were marked as indicated or were left blank. Responses for each dimension by the seven school related groups are reported in the present study as percentages of the total possible response, along with the total response to the dimensional statement ending by all the groups combined.

Responses on Part III were coded and classified according to the

eight dimensions when this was possible, or they were listed as un-classified responses. The statements used by the respondents to describe the problem situation were grouped as general statements or as indicative of what the principal should have done. The classified and unclassified responses are listed and reported as percentages of the total response by statement, by group, by dimension, and by sub-total percentage for the dimension. Information concerning the dependent variables obtained in the present study gave an indication of the variety of ways individual respondents reported perception, and the relationship between structured and unstructured responses.

Statistical Treatment

The statistic employed in the analysis of the relationship between the variables in the present research was chi-square. Concerning this statistic, Van Dalen and Meyer state the following:

> The basic notion underlying the chi-square technique, stated in terms of the null hypothesis, is that the observed frequencies in a category are a chance departure from the hypothetical or expected frequencies for the category. These expected frequencies are derived from any definition one might want to give the null hypothesis. . . .

$$X^2 = \text{Sum of } \frac{(O - E)^2}{E}$$

> where O = observed frequency in the category
> E = expected frequency.[77]

It was the objective of this research to determine if at the .05 level of confidence the observed frequency of the variables considered were a chance departure from expected frequency for the category.

[77]Debold B. Van Dalen and William J. Meyer, _Understanding Educational Research_ (New York: 1962), p. 330.

The basic portion of the data analysis was performed on the 1410 IBM Computer at the Oklahoma State University Computing Center. Data were prepared for computation of 2 x 7 contingency tables for the determination of the significance of the relationship between variables as indicated in the hypotheses. Significant chi-square values obtained from this analysis were checked on an electric calculator by means of a 2 x 2 chi-square analysis of all possible combinations within the larger contingency table. When applying the chi-square test to data in the 2 x 2 contingency tables, the following formula given by Siegel[78] was used:

$$X^2 = \frac{N \, (\, \mid AD \, - \, BC \mid \, - \, \frac{N}{2} \,)^2}{(A + B)(C + D)(A + C)(B + D)} \qquad df = 1$$

This formula has an added advantage of incorporating a correction for continuity which improves the approximation of the distribution of the computed chi-square by its actual distribution.

Analysis of the Data

The findings reported in the following tables consist of significant differences between the responses of the seven school related groups as determined by the chi-square analysis of the 2 x 2 contingency tables. No findings are reported in the present study unless significant at the .05 level of confidence. The chi-square value to be attained for significance with one degree of freedom was 3.84 at the .05 level, 6.64 at the .01 level, and 10.83 at the .001 level of confidence. The chi-square values for the 2 x 7 contingency tables are shown in APPENDIX D.

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[78]Siegel, p. 107.

Role Expectations

Significant differences in the responses between the selected school related groups regarding the role expectations held for a school principal (Hypothesis 1-A) are shown in TABLE VI. Four significant differences were found between group responses regarding the Nomothetic dimension, while no significant differences were found concerning the Idiographic dimension.

TABLE VI

GROUP RESPONSE DIFFERENCES REGARDING ROLE EXPECTATIONS

Dimensions	Groups		Chi-Square
	High	Low	
Nomothetic	V	— I	5.830
	II	— VII	6.255
	IV	— VII	5.292
	V	— VII	12.145*
Idiographic	none		

* Significant at the .001 level of confidence

Need-Dispositions

Table VII displays the significant differences in responses between the selected school related groups regarding their personal need-dispositions (Hypothesis 1-B). There was no significant difference between groups on four of the need-disposition dimensions, but five significant differences were found between group responses regarding Wanted Inclusion and three differences regarding Expressed Control. Teacher Training Undergraduates (Group I) were high on Wanted Inclusion

in contrast to all other groups except School Administrators (Group IV) on that dimension.

TABLE VII

GROUP RESPONSE DIFFERENCES REGARDING NEED-DISPOSITIONS

| Dimensions | Groups | | Chi-Square |
	High	Low	
Expressed Inclusion		none	
Wanted Inclusion	I	– II	7.221*
	I	– III	6.481
	I	– V	6.503
	I	– VI	8.103*
	I	– VII	4.389
Expressed Control	IV	– II	7.214*
	IV	– I	4.897
	IV	– V	4.288
Wanted Control		none	
Expressed Affection		none	
Wanted Affection		none	

* Significant at the .01 level of confidence

Perception

TABLES VIII through X indicate the significant difference in responses between the selected school related groups concerning the perception of the occurrence, success, and desirability of each dimension of the problem situation (Hypothesis 1-C). Some of the administrative

behavior was perceived with such similarity that the resultant chi-square relationships did not attain significance at the .05 level of confidence. Most significant differences concerning the occurrence and success of perceived behavior involved the Idiographic dimension, while the desirability of the perceived behavior involved significant differences distributed among six of the eight dimensions. There were no significant differences in the responses between the groups concerning the occurrence, success, and desirability of the Wanted Affection dimension.

TABLE VIII

GROUP RESPONSE DIFFERENCES REGARDING PERCEPTION - HAPPENED

Dimensions	Groups Did	Groups Didn't	Chi-Square
Nomothetic	none		
Idiographic	I	VI	5.689
	I	VII	4.176
	III	VI	4.223
	V	VI	5.711
	V	VII	4.177
Expressed Inclusion	none		
Wanted Inclusion	none		
Expressed Control	V	II	5.180
Wanted Control	none		
Expressed Affection	none		
Wanted Affection	none		

TABLE IX

GROUP RESPONSE DIFFERENCES REGARDING PERCEPTION - SUCCESSFUL

Dimensions	Groups			Chi-Square
	Was		Wasn't	
Nomothetic		none		
Idiographic	IV	–	I	4.791
	IV	–	II	9.353*
	IV	–	III	5.914
	IV	–	V	5.885
	VI	–	II	7.221*
Expressed Inclusion		none		
Wanted Inclusion	III	–	II	5.329
	V	–	II	6.130
Expressed Control		none		
Wanted Control	II	–	I	4.301
	VII	–	I	5.104
Expressed Affection		none		
Wanted Affection		none		

*Significant at the .01 level of confidence

Perception of Classified Groups

The findings reported in TABLES XI and XII indicate the significant differences in responses between groups when classified as high and low on role expectation and need-disposition dimensions regarding the perception of the occurrence, success, and desirability of each dimension of the problem situation (Hypothesis 2-A). No significant differences

were found concerning the perception of the problem situation between
groups scoring above the median on the supplementary independent variables
of role expectations and need-dispositions. However, significant response
differences were found between groups scoring at the median or below on
the supplementary independent variables with the greater number of dif-
ferences involving the desirability rather than the success of the per-
ceived behavior.

TABLE X

GROUP RESPONSE DIFFERENCES REGARDING PERCEPTION - DESIRABLE

Dimensions	Groups Was Wasn't			Chi-Square
Nomothetic	IV	–	II	5.096
Idiographic	III	–	V	4.468
Expressed Inclusion	VII	–	II	6.170
Wanted Inclusion	I	–	II	7.562*
	IV	–	II	6.677*
	VII	–	II	4.175
Expressed Control	none			
Wanted Control	V	–	I	7.511*
	VII	–	I	5.824
Expressed Affection	IV	–	VII	4.659
	IV	–	II	5.090
Wanted Affection	none			

*Significant at the .01 level of confidence

TABLE XI

RESPONSE DIFFERENCES OF GROUPS SCORING AT MEDIAN OR BELOW
ON ROLE EXPECTATIONS AND NEED-DISPOSITIONS
CONCERNING PERCEPTION -- HAPPENED

Dimensions	Groups		Chi-Square
	Was	Wasn't	
Nomothetic-Desirable	I	- II	4.498
	V	- II	4.846
Idiographic		none	
Expressed Inclusion		none	
Wanted Inclusion		none	
Expressed Control		none	
Wanted Control - Successful	II	- III	4.266
Expressed Affection - Desirable	V	- VII	4.476
Wanted Affection - Desirable	V	- II	8.553*
	V	- III	5.660
	V	- VI	4.909
	V	- VII	9.050*

*Significant at the .01 level of confidence

TABLE XI indicates the significant differences of responses con-
cerning the perception of groups scoring at the median or below on the
supplementary independent variables of role expectations and need-
dispositions. The respondent indicated that the dimensional statement
was descriptive of what he perceived "happened," further indicating
his perception of whether or not "it was successful" and "was desirable"

in the problem situation. Six of the eight significant differences in responses between groups involved Non-Teacher Training Undergraduates (Group V).

TABLE XII

RESPONSE DIFFERENCES OF GROUPS SCORING AT MEDIAN OR BELOW
ON ROLE EXPECTATIONS AND NEED-DISPOSITIONS
CONCERNING PERCEPTION -- DID NOT HAPPEN

| Dimensions | Groups | | Chi-Square |
	Would Have Been	Would Not Have Been	
Nomothetic	none		
Idiographic-Successful	IV	– II	3.961
Expressed Inclusion – Desirable	III	– II	4.893
	VII	– II	4.893
Wanted Inclusion – Desirable	III	– II	5.063
	VII	– II	4.302
Expressed Control	none		
Wanted Control – Desirable	V	– I	4.373
	VII	– I	4.267
Expressed Affection – Successful	VI	– I	4.538
	VI	– II	4.318
Wanted Affection	none		

TABLE XII is similar to TABLE XI with one exception. Regarding the dimensional statement concerning the problem situation, the respondent

indicated that it "did not happen," further indicating his perception of whether or not it "would have been successful" and "would have been desirable." Six of the nine differences in responses between groups involved Teachers (Group II).

Male and Female Responses

The present study was concerned with the response differences between male and female respondents (Hypothesis 3-A-C), utilizing the scores from only those groups in which both sexes were adequately represented. The three groups considered were Teacher Training Undergraduates (Group I), Teachers (Group II), and Education Graduates (Group VI). The data revealed no significant differences concerning the dependent variables of perception, and only one significant difference regarding the supplementary independent variables. Male and female Education Graduates (Group VI) showed a significant difference on the supplementary independent variable - Expressed Affection. A chi-square value of 3.9669 indicated that the male respondents scored significantly higher than the female respondents on the need-disposition variable.

TABLE XIII

MALE RESPONSE DIFFERENCES IN GROUPS I, II, AND VI

Dimension	Groups Did Didn't	Chi-Square
Idiographic - Happen	I - VI	9.1635*
	II - VI	4.1300

*Significant at the .01 level of confidence

TABLE XIII shows the response differences between male Teacher Training

Undergraduates (Group I), Teachers (Group II), and Education Graduates (Group VI). Significant differences were found only concerning the perception of the occurrence of Idiographic behavior in the filmed problem situation, and these differences involved Education Graduates (Group VI).

TABLE XIV

FEMALE RESPONSE DIFFERENCES IN GROUPS I, II, AND VI

Dimension	Groups +++ High ++ Did + Was		Low +++ Didn't++ Wasn't +	Chi-Square
Nomothetic	+++ II	–	I +++	4.4152
Wanted Inclusion	+++ I	–	II +++	5.7460
	+++ I	–	VI +++	7.2503*
Expressed Affection	+++ I	–	VI +++	6.1280
Expressed Inclusion – Happen	++ I	–	II ++	4.7527
Expressed Control – Happen	++ I	–	II ++	4.7273
	++ VI	–	II ++	5.2770
Wanted Inclusion – Desirable	+ I	–	II +	8.3012*
	+ I	–	VI +	3.9073
Low Nomothetic Happen – Desirable	+ I	–	II +	5.4461

+ Dimensional classification
* Significant at the .01 level of confidence

TABLE XIV indicates the response differences between female Teacher Training Undergraduates (Group I), Teachers (Group II), and Education Graduates (Group VI). There were considerably more differences between

female responses than between male responses on the variable dimensions shown in the table. Eight of the ten significant differences in responses between groups involved female Teacher Training Undergraduates (Group I).

Professional Experience Classifications

The present study was also concerned with the response differences between the respondents of high and low experience classification (Hypothesis 4-A-D). Teacher Training Undergraduates (Group I) and Non-Teacher Training Undergraduates (Group V) were not included in this classification. The data revealed only one significant difference between Educational Administration Graduates (Group III), and only one significant difference between Guidance Graduates (Group VII). TABLES XV and XVI show these significant differences within the two groups.

TABLE XV

RESPONSE DIFFERENCES BETWEEN HIGH AND LOW
PROFESSIONAL EXPERIENCE CLASSIFICATIONS
IN GROUP III

Dimension	High	Low	Chi-Square
Wanted Affection	At Median or Below	Above Median	4.7256

TABLE XVI

RESPONSE DIFFERENCES BETWEEN HIGH AND LOW
PROFESSIONAL EXPERIENCE CLASSIFICATIONS
IN GROUP VII

Dimension	High	Low	Chi-Square
Wanted Affection - Happened	At Median or Below	Above Median	4.8355

TABLE XVII

RESPONSE DIFFERENCES OF GROUPS WITH HIGH
PROFESSIONAL EXPERIENCE CLASSIFICATION

Dimension	+++ High ++ Did + Was		Low +++ Didn't ++ Wasn't +	Chi-Square
Wanted Affection	+++ VII	–	III +++	6.3855
Expressed Affection- Happened	++ III	–	VI ++	5.3226
Wanted Affection - Happened	++ II	–	VII ++	5.0000
	++ III	–	VII ++	4.0244
	++ IV	–	VII ++	7.2945*
Idiographic - Successful	+ IV	–	III +	4.0392
Wanted Inclusion - Successful	+ III	–	II +	4.2525
Wanted Inclusion - Desirable	+ IV	–	II +	5.2983
Expressed Control - Successful	+ VI	–	VII +	6.3281
Expressed Affection - Successful	+ VI	–	III +	5.7531

+ Dimensional classification
* Significant at the .01 level of confidence

TABLE XVII shows the significant response differences between individuals of the five groups classified as having high professional experience. Six of the ten significant differences involved Educational Administration Graduates (Group III).

TABLE XVIII indicates the significant response differences between individuals of the five groups classified as having high professional experience. Nine of the twelve significant differences involved

Teachers (Group II).

TABLE XVIII

RESPONSE DIFFERENCES OF GROUPS WITH LOW PROFESSIONAL
EXPERIENCE CLASSIFICATION

Dimension	Groups +++ High ++ Was + Would Have Been		Low +++ Wasn't ++ (Would Not Have (Been +		Chi-Square
Nomothetic	+++ VI	-	VII +++		7.7820*
	+++ III	-	VII +++		3.8188
Idiographic -	++ VI	-	II ++		6.6936*
Successful	++ IV	-	II ++		4.7806
	++ VII	-	II ++		5.2026
Expressed Inclusion -					
Desirable	++ VII	-	II ++		6.6655*
Wanted Control -					
Successful	++ VII	-	VI ++		4.8484
Low Expressed Inclusion -	+ VI	-	II +		4.5000
Didn't Happen -	+ III	-	II +		4.5000
Desirable	+ VII	-	II +		7.1300*
Low Wanted Control -					
Happened -	++ II	-	VI ++		5.1857
Successful	++ II	-	III ++		5.1857

+Dimensional classification
*Significant at the .01 level of confidence

The chi-square values for the 2 x 3 contingency tables regarding

response differences in the three groups represented by male and female

respondents, and the chi-square values for the 2 x 5 contingency

tables regarding differences between respondents of the five groups

classified as having high and low professional years of experience were

provided by the IBM Computer and may be seen in APPENDIX D. From these

larger contingency tables, the writer computed the values for 2 x 2

contingency tables through the use of an electric calculator, the results

of which are reported in the tables.

TABLE XIX

SUMMARY OF THE GROUP RESPONSE DIFFERENCES REGARDING
ROLE EXPECTATION AND NEED-DISPOSITION DIMENSIONS

Groups:	I	II	III	IV	V	VI	VII	Totals
Nomothetic	-2	+2	+1	+1	+2	+1	-5	14
Idiographic								none
Expressed Inclusion								none
Wanted Inclusion	+7	-2	-1		-1	-2	-1	14
Expressed Control	-1	-1		+3	-1			6
Wanted Control								none
Expressed Affection	+1					-1		2
Wanted Affection	+1 -2						+1	4
Totals	14	5	2	4	4	4	7	40

+ High dimensional group response
- Low dimensional group response

TABLE XIX presents a summary of the group response differences regard-

ing role expectations and need-dispositions. A total of 40 response dif-

ferences were found on these dimensions regarding the personal characteristics

of the representative groups participating in this study. Fourteen of

these differences involved Teacher Training Undergraduates (Group I).

The Nomothetic and Wanted Inclusion dimensions accounted for the most

response differences, with Guidance Graduates (Group VII) involved most

frequently in differences on the Nomothetic dimension, and Teacher

Training Undergraduates (Group I) involved most frequently on the

Wanted Inclusion dimension.

TABLE XX gives a summary of the group dimensional response dif-

ferences concerning the perception of the principal's role behavior in

the filmed problem situation. A total of 140 differences were found on

these dimensions, 40 of which involved Teachers (Group II). The Idio-

graphic dimension accounted for the largest number of response differences

between the groups, and the number of differences between groups on

Wanted behavior was greater than the differences on Expressed behavior in

terms of the Inclusion, Control, and Affection dimensions. The contrast

in responses between School Administrators (Group IV) and Teachers (Group II)

was consistently apparent.

Part II of the Perception Instrument requested respondents to in-

dicate what the principal should have done in the problem situation by

selecting endings to statements relative to pertinent administrative tasks

involved. By selecting two dimensional endings with which he "most

agreed" and two with which he "least agreed," the respondent indicated

his preference for dimensional statement endings by these relative ratings.

From the eight endings for each statement, the respondent selected four

to be marked and four to be left blank. Thus a dimensional statement

ending was marked as "most agree," "least agree," or it remained unmarked.

TABLE XX

SUMMARY OF THE GROUP RESPONSE DIFFERENCES REGARDING PERCEPTION
OF OCCURRENCE, SUCCESS, AND DESIRABILITY OF THE
PRINCIPAL'S ROLE BEHAVIOR

Groups:	I	II	III	IV	V	VI	VII	Totals
Nomothetic								
Happened								none
Successful								none
Desirable	+2	-4		+1	+1			8
Idiographic								
Happened	+3	+1	+1		+2	-5	-2	14
Successful	-1	-6	-2	+7	-1	+2	+1	20
Desirable			+1		-1			2
Expressed Inclusion								
Happened	+1	-1						2
Successful								none
Desirable		-7	+2			+1	+4	14
Wanted Inclusion								
Happened								none
Successful		-3	+2		+1			6
Desirable	+3	-7	+1	+2		-1	+2	16
Expressed Control								
Happened	+1	-3			+1	+1		6
Successful						+1	-1	2
Desirable								none
Wanted Control								
Happened								none
Successful	-2	+4	-2			-2	+2	12
Desirable	-4				+2		+2	8
Expressed Affection								
Happened			+1			-1		2
Successful	-1	-1	-1			+3		6
Desirable		-1		+2	+1		-2	6

TABLE XX (Continued)

Groups:	I	II	III	IV	V	VI	VII	Totals
Wanted								
Affection								
Happened		+1	+1	+1			-4 +1	8
Successful								none
Desirable		-1	-1		+4	-1	-1	8
Totals	18	40	15	13	14	18	22	140

+ High dimensional group response
- Low dimensional group response

TABLES XXI through XXVIII show in percentages the relative ratings of the dimensional statement endings given by the seven school related groups, together with the total rating achieved by combining all the group responses.

TABLE XXI

NOMOTHETIC DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	43.33	45.45	25.71	37.50	40.00	39.33	24.67	37.24
Least Agree	20.00	13.94	33.34	17.50	21.67	19.33	26.00	21.33
Blank	36.67	40.61	40.95	45.00	38.33	41.34	49.33	41.43

An examination of TABLES XXI and XXII indicates that all of the participating groups were found to be more in agreement with the Idiographic dimensional endings provided in Part II of the Perception

Instrument than with the Nomothetic dimensional endings. The greatest

contrast is shown in the responses of the Educational Administration

Graduates (Group III), whose scores showed the greatest percentage

difference on the two dimensions.

TABLE XXII

IDIOGRAPHIC DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	52.67	48.48	60.00	52.50	43.33	56.00	50.67	51.22
Least Agree	9.33	5.46	2.86	8.75	8.89	6.00	4.00	6.53
Blank	38.00	46.06	37.14	38.75	47.78	38.00	45.33	42.25

TABLE XXIII

EXPRESSED INCLUSION DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	37.33	33.94	37.14	43.75	37.78	30.00	33.33	35.61
Least Agree	14.00	15.15	9.52	5.00	11.67	11.33	8.67	11.33
Blank	48.67	50.91	53.34	51.25	50.55	58.67	58.00	53.06

TABLES XXIII and XXIV reveal that all groups were more in agreement

with the Expressed Inclusion dimensional endings than with the Wanted

Inclusion dimensional endings. Educational Administration Graduates

(Group III) and School Administrators (Group IV) gave the strongest

indication that activity of Expressed Inclusion should have been employed
by the principal in the problem situation in preference to activity of
Wanted Inclusion.

TABLE XXIV

WANTED INCLUSION DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	12.00	9.09	13.33	10.00	11.67	9.33	16.00	11.63
Least Agree	26.67	29.70	22.86	30.00	31.67	27.33	26.00	27.96
Blank	61.33	61.21	63.81	60.00	56.66	63.34	58.00	60.41

An examination of TABLES XXV and XXVI reveals that neither Expressed
nor Wanted Control dimensional endings received much agreement from the
groups, but rather a strong indication that such endings were chosen to
represent activity which would meet with least agreement. Guidance
Graduates (Group VII) were in least agreement of all groups concerning
dimensional statement endings of Expressed Control, while School
Administrators (Group IV) were in least agreement of all groups con-
cerning dimensional statement endings of Wanted Control.

TABLES XXVII and XXVIII indicate that all respondents agreed more
with Expressed Affection dimensional endings than Wanted Affection
dimensional endings. Guidance Graduates (Group VII) gave the strongest
indication favoring Expressed Affection behavior, while Teachers
(Group II) agreed least with the Wanted Affection dimensional statement
endings.

TABLE XXV

EXPRESSED CONTROL DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	10.67	10.91	9.52	11.25	13.33	14.00	5.33	10.82
Least Agree	40.00	33.33	47.62	36.25	41.11	40.67	48.00	40.92
Blank	49.33	55.76	42.86	52.50	45.56	45.33	46.67	48.26

TABLE XXVI

WANTED CONTROL DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	3.33	6.06	7.62	0.00	5.00	6.67	4.67	5.00
Least Agree	52.67	42.42	40.00	60.00	43.89	47.33	49.33	47.24
Blank	44.00	51.52	52.38	40.00	51.11	46.00	46.00	47.76

TABLE XXVII

EXPRESSED AFFECTION DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	31.33	31.52	37.14	35.00	33.33	36.00	52.00	36.53
Least Agree	10.00	15.76	4.76	15.00	10.56	10.00	3.33	9.90
Blank	58.67	52.72	58.10	50.00	56.11	54.00	44.67	53.57

TABLE XXVIII

WANTED AFFECTION DIMENSIONAL PERCENTAGES

Groups:	I	II	III	IV	V	VI	VII	Totals
Most Agree	8.67	14.55	9.52	8.75	12.22	10.00	12.67	11.22
Least Agree	30.67	44.24	39.05	28.75	32.22	38.00	36.00	35.92
Blank	60.66	41.21	51.43	62.50	55.56	52.00	51.33	52.86

Taking the difference between percentages representing "most agreement" and "least agreement" as an indication of group preference for these dimensional statement endings, the order of preference for dimensions may be shown as in TABLE XXIX.

TABLE XXIX

ORDER OF PREFERENCE BY GROUPS FOR DIMENSIONAL
STATEMENT ENDINGS REGARDING THE
PERCEPTION OF THE
PRINCIPAL'S ROLE

Groups:	I	II	III	IV	V	VI	VII	Totals
Nomothetic	3	2	4	4	4	3	4	4
Idiographic	1	1	1	1	1	1	2	1
Expressed Inclusion	2	3	3	2	2	4	3	3
Wanted Inclusion	5	5	5	5	5	5	5	5
Expressed Control	7	6	8	7	7	7	7	7
Wanted Control	8	8	7	8	8	8	8	8
Expressed Affection	4	4	2	3	3	2	1	2
Wanted Affection	6	7	6	6	6	6	6	6

In summary, the relative ratings of the statement endings by the combined groups follow this order of preference: (1) Idiographic, (2) Expressed Affection, (3) Expressed Inclusion, (4) Nomothetic, (5) Wanted Inclusion, (6) Wanted Affection, (7) Expressed Control, and (8) Wanted Control.

Statements given in narrative form by the respondent on Part III of the _Perception Instrument_ were coded and classified by the writer according to the eight dimensions considered in the perception of the filmed problem situation. However, several summarization statements did not meet specifications and were not classified. The statements were grouped as generally descriptive of what took place in "The Conference," or grouped as indicative of what the principal should have done in the situation. These statements from the unstructured portion of the instrument and their classification provided additional insights regarding the respondents' perception of what actually took place.

General statements appearing five or more times in the narrative responses were considered significant. These statement summarizations and their classification are the following:

Nomothetic:

1. This was an issue of conformity versus non-conformity.
2. The problem was not clearly defined, not specifically stated.
3. There was inconsistent procedure and policy.
4. There was poor planning, little anticipation of the outcome.
5. The situation was the result of delaying to take action.

Idiographic:

6. There was jealousy, dislike, unfriendliness -- a personality conflict.
7. The conflict concerned teaching methods.
8. This was an example of poor human relations -- low morale.
9. There was no consideration of individual differences -- a display of bias.

10. It was a problem of cooperation.
11. It was a problem of communication -- not understanding role expectations.
12. This was a poor setting for the conference.
13. There was a lack of adequate background information on the problem.

Expressed Inclusion:

14. The principal asked for the conference.

Expressed Control:

15. The principal lost what little control he had of the conference.
16. This is an example of poor leadership and control.

Wanted Control:

17. The principal was influenced by the supervisor and other factors.

Expressed Affection:

18. This was a display of temper, a loss of emotional control.
19. It was too formal, tactless, a poor method of approach to the problem.

Wanted Affection:

20. The principal was disturbed at the outcome as a possible personal threat.

Unclassified Statements:

21. This was an example of an effort that failed; made matters worse.
22. There was an ignoring of the issues in the situation.
23. The principal was inadequate to the demands of the situation.
24. There was unprofessional conduct by all persons.

General statements appearing fewer than five times in the narrative responses were classified and grouped as miscellaneous statements regarding the perception of the problem. These statement summarizations are:

Nomothetic:

1. The principal's expectations were not clear.
2. The principal did the right thing in calling the conference and speaking as he did to Miss Leduc.
3. The principal had to follow the regulations of his school.

Idiographic:

4. There were differing viewpoints, different frames of reference.

5. They showed basically insecure self-concepts.
6. This was an example of conflicting values.
7. The real issue was deeper.

Expressed Control:

8. The principal did all he could do in the situation.
9. The principal was too domineering.

Wanted Affection:

10. The principal was afraid of being disliked.

Unclassified Statements:

11. This is a problem common to many schools.
12. This situation was overplayed, it could not have actually happened.
13. The principal may have learned something in the conference.
14. This shows the complexity of personnel problems.

Ranking the summarization statements according to the number of times the respondents expressed the particular thought, they rank from most often repeated to least mentioned in the following order:

Rank:

1. The principal lost what little control he had of the conference.
2. There was jealousy, dislike, unfriendliness -- a personality conflict.
3. This was an example of an effort that failed; made matters worse.
4. The principal was influenced by the supervisor and other factors.
5. The conflict concerned teaching methods.
6. The principal was inadequate to the demands of the situation.
7. There was no consideration of individual differences -- a display of bias.
8. The principal asked for the conference.
9. This was a display of temper, a loss of emotional control.
10. This was an issue of conformity versus non-conformity.
11. This is an example of poor leadership and control.
12. It was too formal, tactless, a poor method of approach to the problem.
13. This was a poor setting for the conference.
14. It was a problem of communication -- not understanding role expectations.
15. There was an ignoring of the issues in the situation.
16. There was inconsistent procedure and policy.
17. The situation was the result of delaying to take action.
18. There was poor planning, little anticipation of the outcome.
19. This was an example of poor human relations -- low morale.

20. The problem was not clearly defined, not specifically stated.
21. There was unprofessional conduct by all persons.
22. The principal was disturbed at the outcome as a possible personal threat.
23. It was a problem of cooperation.
24. There was a lack of adequate background information on the problem.
25. This is a problem common to many schools.
26. The principal did all he could do in the situation.
27. The principal did the right thing in calling the conference and speaking as he did to Miss Leduc.
28. There were differing viewpoints, different frames of reference.
29. This was an example of conflicting values.
30. The principal was too domineering.
31. The real issue was deeper.
32. They showed basically insecure self-concepts.
33. The principal's expectations were not clear.
34. The principal had to follow the regulations of his school.
35. The principal may have learned something in the conference.
36. The principal was afraid of being disliked.
37. This shows the complexity of personnel problems.
38. This situation was overplayed, it could not have actually happened.

TABLE XXX shows the percentage of the total group response for each summarization statement. The percentage of each group's response is given for each statement along with the sub-total percentage for the dimensional classification. These sub-total percentages indicate a relationship between the narrative responses in Part III and the dimensional statements in Parts I and II of the Perception Instrument.

TABLE XXX

PERCENTAGES OF TOTAL GROUP GENERAL NARRATIVE STATEMENTS
RELATED TO PERCEPTION OF THE PROBLEM SITUATION

Groups:	I	II	III	IV	V	VI	VII	Total Percentage
Nomothetic								
#1	.6	–	.5	.1	.9	.4	1.3	3.8
#2	.6	.1	.2	.1	.4	.5	.3	2.2
#3	.3	.4	.4	.6	.4	.3	.1	2.5
#4	.1	.6	.8	.1	.4	.2	–	2.2
#5	.2	.8	.3	–	.1	.5	.5	2.4
Misc.(1-3)	.2	–	–	–	.4	–	.5	1.1
							Sub-Total:	14.2%

TABLE XXX (Continued)

Groups:	I	II	III	IV	V	VI	VII	Total Percentage
Idiographic								
#6	1.5	1.5	1.0	.5	.9	1.4	1.7	8.5
#7	1.5	1.1	.8	.6	1.1	1.2	.9	7.2
#8	.4	.2	.1	.4	.4	.6	.1	2.2
#9	.3	.5	.5	.3	.9	1.1	1.3	4.9
#10	.3	-	-	-	.4	.2	.1	1.0
#11	.1	1.0	.2	.3	.1	.4	.5	2.6
#12	-	.2	.9	.6	-	.8	.2	2.7
#13	-	-	.3	.1	.1	-	.3	.8
Misc.(4-7)	.1	.4	.1	.3	.3	.1	.6	1.9
							Sub-Total:	31.8%
Expressed Inclusion								
#14	1.4	.8	.9	.1	.4	.6	.5	4.7
							Sub-Total:	4.7%
Expressed Control								
#15	1.4	1.0	1.1	.9	1.5	1.2	1.5	8.6
#16	.1	.4	1.0	.5	.6	.4	.5	3.5
Misc.(8-9)	.3	.1	-	-	.2	.5	-	1.1
							Sub-Total:	13.2%
Wanted Control								
#17	1.1	1.0	1.0	.4	1.1	1.5	1.4	7.5
							Sub-Total:	7.5%
Expressed Affection								
#18	1.1	.7	.4	.6	.4	.6	.1	3.9
#19	.1	.6	.8	.1	.9	.2	.6	3.3
							Sub-Total:	7.2%
Wanted Affection								
#20	.1	.3	.1	.1	.1	.4	.3	1.4
Misc.(10)	-	-	-	-	-	.1	.1	.2
							Sub-Total:	1.6%
Unclassified Statements								
#21	2.0	1.4	1.3	.6	.9	1.5	.8	8.5
#22	.8	.8	.1	.1	-	.3	.5	2.6
#23	.3	1.1	1.0	.1	.9	1.5	1.0	5.9
#24	.1	.3	.4	.1	-	.6	.1	1.6
Misc.(11-14)	.4	.1	.1	.1	.3	.1	.1	1.2
							Sub-Total:	19.8%
Total Group Percentages	15.4	15.4	14.3	7.7	14.1	17.2	15.9	100.0%

Narrative statements appearing five or more times pertaining to what the principal "should have done" in the problem situation were considered significant. These statements were classified as follows:

Principal O'Shea should have . . .

Nomothetic

1. . . used the power of his position to control the conference.
2. . . established rules and set objectives for the conference.

Idiographic

3. . . held a neutral, unbiased position.
4. . . considered individual differences.
5. . . carefully evaluated information, considering its source.
6. . . explained school policy pertinent to the case.
7. . . let each teacher express her side of the problem.

Expressed Inclusion

8. . . attacked the problem earlier.
9. . . held earlier conferences privately with each teacher.

Expressed Control

10. . . called another conference later, in another setting.

Expressed Affection

11. . . controlled his emotions -- his temper.
12. . . been more tactful, friendly in the approach to the problem, setting a better atmosphere for the discussion.
13. . . developed closer relations with the teachers.

The following statements pertaining to what the principal "should have done" in the problem situation appeared fewer than five times in the narrative responses and were grouped as miscellaneous statements:

Principal O'Shea should have . . .

Nomothetic

1. . . been concerned about the curriculum matters involved.
2. . . anticipated the possible outcome of the conference.
3. . . hired a new department head.

Idiographic

4. . . provided a more informal setting for the conference.

5. . . made himself understood in staff communications.
6. . . been present when the teachers arrived for the conference.

Expressed Inclusion

7. . . met oftener with the teachers.

Expressed Control

8. . . offered suggestions to solve the problem.
9. . . cancelled the conference.

Expressed Affection
10. . . seated both teachers as the conference began.

Ranking the statements concerning what respondents perceived the principal "should have done" in the problem situation from the most often repeated to the least mentioned would place them in the following order:

Principal O'Shea should have . . .

1. . . held earlier conferences privately with each teacher.
2. . . used the power of his position to control the conference.
3. . . been more tactful, friendly in the approach to the problem, setting a better atmosphere for the discussion.
4. . . attacked the problem earlier.
5. . . let each teacher express her side of the problem.
6. . . established rules and set objectives for the conference.
7. . . carefully evaluated information, considering its source.
8. . . held a neutral, unbiased position.
9. . . controlled his emotions -- his temper.
10. . . considered individual differences.
11. . . explained school policy pertinent to the case.
12. . . called another conference later, in another setting.
13. . . developed closer relations with the teachers.
14. . . seated both teachers as the conference began.
15. . . provided a more informal setting for the conference.
16. . . anticipated the possible outcome of the conference.
17. . . offered suggestions to solve the problem.
18. . . cancelled the conference.
19. . . hired a new department head.
20. . . been concerned about the curriculum matters involved.
21. . . made himself clear in staff communications.
22. . . met oftener with the teachers.
23. . . been present when the teachers arrived for the conference.

TABLE XXXI shows the percentage of the total group response for each statement concerning what the principal should have done in the solution of the problem. The percentage of each group's response is given for

TABLE XXXI

PERCENTAGES OF TOTAL GROUP NARRATIVE STATEMENTS RELATED
TO THE PERCEPTION OF WHAT THE PRINCIPAL SHOULD
HAVE DONE IN THE SITUATION

Groups	I	II	III	IV	V	VI	VII	Total Percentage
Nomothetic								
#1	1.65	2.2	–	–	2.2	1.65	2.2	9.9
#2	1.1	1.1	1.1	.55	.55	1.1	–	5.5
Misc.(1-3)	1.65	–	–	.55	.55	–	.55	3.3
						Sub-Total:		18.7%
Idiographic								
#3	2.2	–	–	–	1.65	–	1.1	4.95
#4	1.1	.55	–	–	1.1	.55	1.1	4.4
#5	–	1.1	–	–	1.65	.55	1.65	4.95
#6	–	1.1	–	–	–	.55	1.1	2.75
#7	.55	1.1	.55	–	2.2	1.65	1.1	7.15
Misc.(4-6)	–	–	–	1.1	–	.55	1.1	2.75
						Sub-Total:		26.95%
Expressed Inclusion								
#8	1.65	1.65	–	–	1.1	1.1	2.2	7.7
#9	2.75	3.3	1.65	2.2	4.4	3.8	3.8	21.9
Misc.(7)	–	.55	–	–	–	–	–	.55
						Sub-Total:		30.15%
Expressed Control								
#10	1.1	.55	.55	–	.55	–	–	2.75
Misc.(8-9)	–	.55	–	–	.55	–	2.2	3.3
						Sub-Total:		6.05%
Expressed Affection								
#11	2.2	1.1	–	–	.55	.55	–	4.4
#12	1.1	1.65	.55	1.1	1.65	1.65	1.1	8.8
#13	–	1.1	.55	.55	.55	–	–	2.75
Misc.(10)	.55	–	.55	–	.55	.55	–	2.2
						Sub-Total:		18.15%
Total Group Percentages	17.6	17.6	5.5	6.0	19.8	14.3	19.2	100.00%

each statement along with the sub-total percentage for the dimensional classification. These dimensional classifications may be compared with the responses on Part II of the Perception Instrument.

The findings reported in this chapter indicate the differences in role expectations, need-dispositions, and perception of the seven selected school groups as determined by the instruments employed in the study. Chapter V provides an interpretation of the results through a summarization of the findings. Conclusions and implications relative to the findings and recommendations for further research will complete the content of this final chapter.

CHAPTER V

INTERPRETATION OF RESULTS

Review of the Purpose and Design of the Study

This report presents a description of an investigation that was

concerned with the problem of discovering how school related groups

representing various status, training, and levels of specialization in

education perceive administrative behavior in interpersonal relation-

ship situations. Recognizing the fact that present training programs

in school administration utilize simulated materials such as written

cases, programmed problems, films, tapes, in-basket problems, and other

materials, the 16 mm. sound film, "The Conference," was used in the

present study to provide respondents with a controlled stimulus as a

common basis for studying the perception of the role of an administrator

in a problem situation. The major purpose of the study was to determine

the extent to which role expectations and group psychological needs are

related to the perception of a problem situation in which these dimen-

sional factors are assumed to be functionally operative.

The investigation was conducted within a theoretical framework. The

research design resulted from the combination of features of the Nomothetic-

Idiographic theory developed by Getzels and Guba,[79] the FIRO theory of

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[79]Getzels and Guba, pp. 423-441.

William C. Schutz,[80] and the theory of perception as described by Ittelson and Cantril.[81] The theoretical framework pointed to the importance of information concerning the relationship of role expectations and group psychological needs in the understanding of individual and organizational behavior.

Seven school related groups were selected to participate in the present study as a representative sample of various status, training, and specialization levels in education. One hundred ninety-six individuals, one hundred thirty-seven men and fifty-nine women, were selected from undergraduate and graduate classes of students attending the Oklahoma State University, and from one school in an urban community. Participants were selected on the basis of group representation, availability, and willingness to participate. A description of the groups is given in Chapter III.

The instruments used in this study, described in Chapter II, provided data in terms of the theoretical framework. The dimensions of the independent variables comprising the respondent's frame of reference in terms of role expectations and need-dispositions were utilized in obtaining data relative to the dependent variables of perception. Thus, it was possible to determine the relationship of each dimension of the independent variables with its dimensional dependent variable counterpart.

Statistical analyses were made to determine differences between

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[80]Schutz, *Harvard Business Review*, pp. 123-135.

[81]Ittelson and Cantril, pp. 1 - 5.

the school related groups regarding the supplementary independent variables of role expectations and need-dispositions and the dependent variables of perception. The relationship of sex and years of professional experience to response differences between the groups on the independent and dependent variable dimensions were included in the statistical analyses when applicable. The difference between male and female responses was considered for three of the participating groups while the difference in years of professional experience of the respondents was considered for five of the groups participating in the study. The statistics employed to determine differences between groups were the median test and chi-square.

Summary of Findings

Four hypotheses were tested in this research. Since there was a considerable degree of similarity between various parts of the hypotheses, findings are summarized in terms of answers to the major questions relative to the investigation. The significant findings and the relationships between variables reported are in terms of the respondents included in this study as representative of seven school related groups.

1. Do the school related groups representing various status, training, and specialization levels differ significantly in the role expectations they hold for school administrators? (Hypotheses 1-A, 3-A, and 4-A)

There were no significant differences between groups on the Idiographic dimension and only seven differences found regarding the Nomothetic dimension of role expectations. Five of these seven differences involved Guidance Graduates (Group VII) who indicated significantly lower Nomothetic expectations than all groups with the exception of Teacher Training

Undergraduates (Group I). The higher median for all groups on the Idio-
graphic dimension of role expectations may have accounted for the fact
that no significant differences were found between groups on that dimen-
sion.

2. Do the school related groups in this study differ sig-
nificantly on the dimensions of personal need-dispositions
involved in interpersonal relationships? (Hypotheses 1-B,
3-B, and 4-B)

There were no significant differences between groups on the Expressed
Inclusion and Wanted Control dimensions of personal need-dispositions.
Teacher Training Undergraduates (Group I) scored significantly higher
on the Wanted Inclusion dimension than all other groups with the excep-
tion of School Administrators (Group IV). Female Teacher Training Under-
graduates (Group I) also scored significantly higher than female Teachers
(Group II) and female Education Graduates (Group VI) on the Wanted
Inclusion dimension. Female Education Graduates (Group VI) scored
significantly lower than male respondents of the same group on the
Expressed Affection dimension, and significantly lower than female
Teacher Training Undergraduates (Group I) on the same dimension. School
Administrators (Group IV) scored significantly higher than Teacher Train-
ing Undergraduates (Group I), Teachers (Group II), and Non-Teacher Train-
ing Undergraduates (Group V) on the Expressed Control dimension. Differ-
ences between groups classified as high in professional years of exper-
ience were found on the Wanted Affection dimension. Guidance Graduates
(Group VII) were high while Educational Administration Graduates (Group III)
were low, and significant differences were also found between Educational
Administration Graduates (Group III) themselves on the Wanted Affection
dimension. Lower median scores on the Wanted Inclusion, Expressed Control,

and Expressed Affection dimensions may have had an effect on the sig-
nificant differences between groups relative to personal need-dispositions.

3. Do the school related groups in this study differ sig-
    nificantly in their perception of the occurrence of
    specific activities involved in interpersonal relation-
    ship situations? (Hypotheses 1-C-a, 3-C-a, and 4-C-a)

There were significant differences between Teacher Training Under-
graduates (Group I), Teachers (Group II), and Non-Teacher Training
Undergraduates (Group V) who perceived Idiographic behavior on the part
of the principal in the problem situation to "happen" as opposed to the
perception of Education Graduates (Group VI) and Guidance Graduates
(Group VII) who indicated that it "did not happen." Non-Teacher Training
Undergraduates (Group V) perceived the principal Expressed Control while
Teachers (Group II) did not perceive this action to "happen." Male
Teacher Training Undergraduates (Group I) and male Teachers (Group II)
perceived Idiographic behavior to "happen" while male Education
Graduates (Group VI) perceived this behavior "did not happen." Female
Teacher Training Undergraduates (Group I) and female Education Graduates
(Group VI) differed significantly with female Teachers (Group II) concern-
ing the perception of the occurrence of Expressed Inclusion and Expressed
Control dimensions. Differences between groups classified as high in
professional years of experience were found particularly concerning the
perception of the occurrence of Expressed Affection and Wanted Affection
dimensional behavior.

4. Do the school related groups in this study differ sig-
    nificantly in evaluating the success and desirability
    of specific administrative activity involved in inter-
    personal relationship situations? (Hypotheses 1-C-b-c,
    3-C-b-c, and 4-C-b-c)

Although significant differences were found between various groups

concerning the "success" and "desirability" of the dimensions regarding perception, it is of particular interest to note on TABLE XX that the appearance of School Administrators (Group IV) is consistently on the affirmative side of the significant differences while Teachers (Group II) appear on the negative side with but one exception -- they perceived the success of Wanted Control. Teachers (Group II) were consistent in their response pattern regardless of their classification.

> 5. What is the relationship between the school related groups in this study classified in terms of high and low scores on role expectation and need-disposition dimensions and their perception of the occurrence, success, and desirability of specific activities involving these dimensions in the problem situation? (Hypotheses 2-A, 3-D, and 4-D)

No significant differences were found concerning the perception of the problem situation between groups classified as scoring above the median on the supplementary independent variables of role expectation and need-disposition dimensions. There were no significant differences in the perception of the problem situation with the group respondents classified as high and low on role expectation and need-disposition dimensions. However, significant response differences were found between groups classified as scoring at the median or below on the supplementary independent variables with greater differences found on "desirability" of the dimensional statement than on "success." Guidance Graduates (Group VII) indicated the "desirability" of the Expressed Inclusion, Wanted Inclusion, and Wanted Control dimensions which they perceived "did not happen" in the filmed problem. Non-Teacher Training Under- graduates (Group V) perceived the occurrence and "desirability" of Expressed and Wanted Affection significantly different from Teachers (Group II), Educational Administration Graduates (Group III), School

Administrators (Group IV), and Guidance Graduates (Group VII). It is clearly evident that Teachers (Group II) were involved in more significant differences than any other group of participants in the present study. Their consistent negative response regarding the perceived "success" and "desirability" of the principal's behavior was apparent in the significant differences shown in the tables.

Based on the findings of the present study, these major distinguishing characteristics of the seven school related groups were found:

Teacher Training Undergraduates (Group I)

Undergraduate college students beginning teacher training ranked low on the normative (Nomothetic) dimension of role expectations. They tended to be individuals who want others to include them in group activity (Wanted Inclusion) and not to want to exert control over the behavior of others (Expressed Control) in group situations. In interpersonal situations they tended to perceive normative, role-oriented behavior (Nomothetic) and the need for being included by others (Wanted Inclusion) as "desirable," but the need for others to be in control (Wanted Control) as "undesirable." In addition, in the filmed situation they perceived the behaviors directed toward the consideration of personal needs (Idiographic) and seeking control (Wanted Control) as being "unsuccessful."

Teachers (Group II)

Experienced teachers presently employed indicated a strong tendency to agree with the normative dimension (Nomothetic) of role expectations. They tended to lack the desire to have others include them in group activity (Wanted Inclusion) and to direct the activity of others (Expressed Control). They indicated a strong negative reaction toward the perception of the "success" and "desirability" of the administrative

behavior in the problem situation. They further indicated that if the principal had wanted others to be in control of the situation (Wanted Control), the problem would have been handled more successfully.

Educational Administration Graduates (Group III)

Graduate college students in educational administration indicated differences within their group on the ideal concepts of normative (Nomothetic) role expectations held for an administrator and regarding the desire to have others be close and personal with them (Wanted Affection) when classified according to professional years of experience. They tended to indicate little desire for having others include them in group activity (Wanted Inclusion). In the filmed interpersonal situation they perceived wanting to include others (Expressed Inclusion) and wanting to be included by others (Wanted Inclusion) as both "successful" and "desirable," but perceived the need for wanting others to control (Wanted Control), to express a close personal relationship (Wanted Affection), and the desire to establish friendly relations with others (Expressed Affection) as neither "successful" nor "desirable."

School Administrators (Group IV)

Experienced school administrators presently employed indicated strong agreement with the institutional or normative dimension (Nomothetic) of ideal concepts of a principal's administrative role. They indicated a desire to be in control of group activity (Expressed Control). They perceived behavior directed toward the consideration of individual needs in the problem situation (Idiographic) as "successful." They tended to perceive normative, role-oriented behavior (Nomothetic), the desire for wanting to be included by others (Wanted Inclusion), and the establishment of friendly relations with others (Expressed

Affection) as "desirable" behavior. Their general pattern of perception indicated a positive reaction toward the administrative behavior in the filmed problem situation.

Non-Teacher Training Undergraduates (Group V)

Undergraduate non-teacher training college students indicated agreement with the normative (Nomothetic) dimension regarding ideal concepts of a principal's administrative role. They indicated little desire for having others include them in group activity (Wanted Inclusion) or for directing group activity (Expressed Control). They perceived as being "desirable" the normative, role-oriented behavior (Nomothetic), the desire for others to control group activity (Wanted Control), the expression of warmth and friendliness toward others (Expressed Affection), and the desire of having others express friendliness (Wanted Affection). Behavior directed toward the consideration of personal needs (Idiographic) was perceived as neither "successful" nor "desirable."

Education Graduates (Group VI)

Graduate college students in education were in agreement with the normative (Nomothetic) dimension of role expectations held for a school principal. They showed little desire for wanting others to include them in their group activity (Wanted Inclusion) and the male and female members of the group differed significantly regarding the expression of warmth and friendliness toward others (Expressed Affection). Behaviors directed toward the personal needs of individuals (Idiographic) and the expression of warmth and friendliness toward others (Expressed Affection) were not perceived as occurring in the filmed problem situation, but "would have been successful" had they occurred. Wanting to be included in the group activity of others (Wanted Inclusion), having others direct group activity

(Wanted Control) and express warmth and friendliness (Wanted Affection) were not perceived as being "desirable."

Guidance Graduates (Group VII)

Graduate college students in the Guidance Institute indicated strong tendencies of disagreement with the concept of normative (Nomothetic) administrative role behavior. They indicated little desire to have others include them in group activity (Wanted Inclusion). They did not perceive the occurrence of behavior which indicated a desire to include others in group activity (Expressed Inclusion) or wanting to be included in group activity (Wanted Inclusion), but they indicated that such interpersonal relationships "would have been desirable." In addition, they did not perceive the occurrence of behavior indicating a desire to have others take charge of group activity (Wanted Control), but perceived that it "would have been successful" and "desirable" if it had occurred.

The findings as presented in this summary indicate that the hypotheses put forth to be tested in this study may be rejected only in regard to the individual comparisons between groups found to be significantly different on the dimensions indicated.

Conclusions

This study has employed a research design within a theoretical framework in an effort to discover the relationship between the personal characteristics of individuals in school related groups representing various status, training, and specialization levels and their perception of administrative behavior in interpersonal relationships. The major

conclusions resulting from an interpretation of the study findings are as follows:

Role Expectations and Need-Dispositions

1. Role expectations of the Nomothetic or normative dimension indicated significant differences between the school related groups while those of the Idiographic or personal dimension indicated no differences. Generally speaking there seemed to be a high degree of agreement among individuals and groups concerning the nature and importance of the personal and idiosyncratic aspects (Idiographic) of interpersonal relationships, while they tended to differ in regard to the normative role and structured dimensions of behavior concerned with attaining the goals of the social system.

2. Undergraduate college students beginning teacher training were generally the most atypical of all groups studied. They were particularly divergent in their strong desire to have others include them in social activities but with no accompanying reciprocal strong desire to include others in their own activities. This phenomenon suggests that individuals entering teacher education and training not only tend to be different from their undergraduate colleagues, but also significantly different in their interpersonal needs from the more experienced teachers. In addition, the data indicate that teachers tend to become more like others, except school administrators, with an increase in experience and training.

3. Graduate college students in the Guidance Institute did not perceive Nomothetic role expectations as ideal concepts of a

principal's role. This indicates the possibility of a primary

orientation toward a consideration of the personal needs and

individual aspects involved in group goal attainment.

Perception of Interpersonal Relationships

1. The data tended to substantiate the observations made by those

   writers in the field of Educational Administration who point

   out that in the work situation antagonism may exist between

   the administrators and the teachers employed in a school system.

   School Administrators (Group IV) perceived the behavior of the

   administrator in the problem situation as being both "success-

   ful" and "desirable." Teachers (Group II), on the other hand,

   indicated that not only what the administrator did, but also

   what he could have done was or would have been both "unsuccess-

   ful" and "undesirable." This anti-administrative syndrome was

   further reinforced by the strong tendency of teachers to per-

   ceive that if the principal had wanted others to control the

   situation, the problem might have been handled in a more success-

   ful manner. It is possible that the sympathy and identification

   by respondents with the individuals in the stimulus problem who

   represented their own corresponding work position may have con-

   tributed to these differences in perception between administrators

   and teachers.

2. Although there were no differences between groups on the Idiograph-

   ic or personal dimension of role expectations held for a school

   principal, the largest number of differences in perception be-

   tween the school related groups involved this dimension. This

suggests that while groups generally agreed that personal considerations by a school principal are ideal, their perception of personal considerations given in an actual situation tended to reflect their school related position. Graduate students did not perceive Idiographic behavior as "happening" while undergraduate students perceived it did "happen." Administrators perceived Idiographic behavior as "successful," but teachers perceived behavior of this dimension as "unsuccessful" in the filmed problem situation.

3. A greater number of perception differences between groups involved Wanted Inclusion, Control, and Affection rather than the Expressed behavior in these dimensional terms. This may tend to reflect a dependency upon others; a sort of expected "social security" provided by others without a reciprocal complementary expression of like behavior on their part toward others.

4. The criteria for classifying individual participants in this study according to seven school related groups were broad and general. The total of 140 differences in perception between groups would indicate that while perception is a personal, individual phenomenon, there are general characteristics of groups which may influence their perception of specific situations involving interpersonal relationships in the work situation of the nature suggested by the dimensions considered in the present study.

Implications

The findings suggest the following implications for the study of interpersonal relationships:

1. Information obtained in the present study suggests the utility of the theory and basic structure of the research design in further study of interpersonal relationships in educational administration. Since differences in perception between groups were primarily concerned with the "success" and "desirability" of the observed administrative behavior, factors in the respondent's frame of reference which were not included in this investigation may have influenced his perception. More specific differences would be noted when considering the dimensions utilized in this study as individual rather than group phenomena.

2. The findings reveal that the school administrator must recognize the differences in role expectations held for administrators by the various school related groups, and that these differences are related to their perception of the specific administrative activity in which he is involved. Not only must he be sensitive to the complex of interrelated forces and factors in his working situation, but his success as an administrator is related to his own perception of the actual demands and expectations of the various reference groups which influence his decisions in specific administrative activity.

3. The data indicate that administrators and researchers should exercise caution regarding the extent to which general role

expectations tend to predict actual perceptions of specific
behaviors in a particular interpersonal situation. The
relationships between role expectations and need-dispositions
are specific in terms of dimension, group, perception, and
the reaction desired from respondents.

4. Individuals investigating the perception of interpersonal
relationships should utilize or design instruments which will
allow for projective techniques to give additional insights
regarding the actual interpretation of the interpersonal
situation by the respondent, and to serve as a check on the
validity of the structured dimensions of the instruments
employed.

5. There may have been significant differences between groups on
the sub-score level of role expectation and need-disposition
dimensions, and on the administrative task levels regarding
perception which were not found to be significant in the present
study by the methods and analyses employed. A consideration of
the perception on an individual rather than on a group basis
may reveal additional information regarding the relationship
of role expectations and need-dispositions to the perception
of the filmed problem situation.

6. The use of simulated materials within a theoretical frame-
work of investigation provides a common stimulus, readily
available for varied analyses. Variations and flexibility
in the use of case materials of various kinds provide opportunity
for behavioral studies of specific situations. Numerous
facets of educational administration may be observed and

analyzed in conjunction with specific research objectives.

Suggestions for Further Study

The conclusions and implications of the present study suggest
more refined and intensive investigations considering the following
recommendations:

1. The nature of role expectations and need-dispositions and the
   perception of specific behavior of an administrator in a
   specific situation suggest that the interrelationships which
   exist be observed and analyzed on an individual basis, by
   dimension and by total perceptual pattern rather than on
   a group basis.

2. It appears to be advisable to include additional information
   in the investigation relative to the individual's general
   values and conceptual frame of reference which may influence
   his cognitive style. This added information may be of value
   in the identification of elements related to and influencing
   his perception.

3. An intensive analysis should be employed to consider the
   variations in perception occurring within the same person over
   a specified period of time, covering identical and differing
   simulated situations.

4. The unstructured response to the simulated stimulus situation
   would provide information for individualized analysis in an
   attempt to identify the cognitive style of the respondent.

5. Reversing the order of responding to structured and unstruc-
   tured reactions to specific interpersonal situations, the use

of other media in presenting case study material, and the
development and refinement of instruments to be used with
specific case study materials are within the realm of
possibility.

Concluding Remarks

Much has been written concerning the importance of human relations
in the administration of an organization and in the achievement of
organizational goals. A number of instruments have been developed to
investigate the extent to which selected dimensions of human relations
exist and are taken into consideration in specified situations. This
study has been an attempt to add some additional insight into the
relationship between given individual and group characteristics and
the extent to which these same characteristics are reflected in the
perception of a specific interpersonal relationship situation. The
study is viewed as one of the intermediate steps in the general attempt
to study the on-the-job predictability of selected individual and group
characteristics.

The writer believes that the use of simulated materials not only
tends to improve the effectiveness of programs preparing school ad-
ministrators and teachers, but also provides a ready means for obtaining
information about the predictability of perceptions and present or future
overt behaviors. The present study has at least demonstrated one method
of utilizing simulated materials to discover group differences in per-
ception, and differences between perception and given group characteristics.
It is believed that this demonstration has outlined several of the advan-
tages and difficulties involved in such a study. The present study hints

at the potential usefulness of the data so obtained in identifying

hypotheses for further inquiry. The study also suggests the vastness

of our ignorance in the area of predictability of perception and

human behavior. It is hoped that the data of this study will aid

another researcher, teacher, or administrator in his search toward

a better understanding of himself, of others, and of organizational

behavior.

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APPENDIX A

BACKGROUND INFORMATION

The following information is required to classify responses. No information will ever be used by any person or group other than those conducting this research.

Name_____ Sex _____ _____

                                                  male   female

How many years of teaching experience have you

had prior to the present school term?

                                               No. of yrs.

How many years of experience have you had as an

administrator in a school prior to the present term?

                                               No. of yrs.

PEASE CHECK ONE POSITION GROUP BELOW: (check the group which best describes your present position.)

                                               CHECK ONE

1. A college student enrolled in initial courses in Education: _____

2. A teacher, presently employed in a school system: _____

3. A graduate college student enrolled in a course in educational administration, presently NOT holding an administrative position in a school system: _____

4. An administrator, presently employed in a school system: _____

5. A college student, not enrolled in the College of Education: _____

APPENDIX A (Continued)

Answer Sheet #1   Respondent No. _____

PRINCIPAL ROLE BEHAVIOR -- C

> People have different ideas about what school principals should
> do. Read through the items in the Principal Role Behavior Booklet
> and think about the extent to which you think a principal should
> carry out the task in the manner described in each item.

INSTRUCTIONS:

Indicate your responses to each item by CIRCLING the NUMBER THAT
BEST REPRESENTS how often you think a PRINCIPAL should carry out the
task in a school in the manner described.

Each Number in each Column refers to the frequency to which a
PRINCIPAL should carry out the task in the manner described.

1	2	3	4	5	6
Usually	Often	Sometimes	Occasionally	Rarely	Never

SAMPLE

ITEM IN BOOKLET	ANSWER SHEET #1
1. Try to get teachers who have at least two years of previous teaching experience.	A Principal Should: 1 ② 3 4 5 6

NOW TURN THE PAGE AND INDICATE YOUR RESPONSES ON THE FOLLOWING PAGE.

APPENDIX A (Continued)

ANSWER SHEET #1

Key:	1	2	3	4	5	6
	Usually	Often	Sometimes	Occasionally	Rarely	Never

A <u>Principal</u> <u>Should</u>:

1.	1	2	3	4	5	6	17.	1	2	3	4	5	6
2.	1	2	3	4	5	6	18.	1	2	3	4	5	6
3.	1	2	3	4	5	6	19.	1	2	3	4	5	6
4.	1	2	3	4	5	6	20.	1	2	3	4	5	6
5.	1	2	3	4	5	6	21.	1	2	3	4	5	6
6.	1	2	3	4	5	6	22.	1	2	3	4	5	6
7.	1	2	3	4	5	6	23.	1	2	3	4	5	6
8.	1	2	3	4	5	6	24.	1	2	3	4	5	6
9.	1	2	3	4	5	6	25.	1	2	3	4	5	6
10.	1	2	3	4	5	6	26.	1	2	3	4	5	6
11.	1	2	3	4	5	6	27.	1	2	3	4	5	6
12.	1	2	3	4	5	6	28.	1	2	3	4	5	6
13.	1	2	3	4	5	6	29.	1	2	3	4	5	6
14.	1	2	3	4	5	6	30.	1	2	3	4	5	6
15.	1	2	3	4	5	6	31.	1	2	3	4	5	6
16.	1	2	3	4	5	6	32.	1	2	3	4	5	6

APPENDIX A (Continued)

PRINCIPAL ROLE BEHAVIOR - C

Statements

1. Discover changes that need to be made in the curriculum by keeping posted on new developments in teaching methods and in subject matter recommended by curriculum experts.

2. When planning how to improve the curriculum, check to see if the present program is making the best use of the interests and abilities of each teacher.

3. Have teachers make only those changes in the school's instructional program that have been adopted on a system wide basis.

4. Decide if a new instructional method should be introduced, by encouraging teachers to try it out and see if they think it is better than current methods, since each teacher knows best what methods are appropriate to students.

5. Get a change made in the instructional program by pointing out that the change has been officially adopted and that everyone should make the necessary changes in his work.

6. Help bring about curriculum changes by giving some free time to teachers who are trying out new ideas in their classes.

7. Evaluate the effectiveness of the curriculum and of teaching according to how many teachers like what is going on, and then attempt to make changes in line with teachers' suggestions.

8. Evaluate the effectiveness of the curriculum and teaching according to how well they meet established program objectives and make use of available instructional supplies and equipment.

9. Work individually with each teacher to help him identify possible ways for improving his classroom instruction.

10. Discover the professional weaknesses of teachers by visiting classes on a regular schedule to see how well teachers are using recommended methods and procedures.

11. Try to keep those teachers on the school staff who are willing to learn about some of the "new ideas" in education and like to try out their own ideas in the classroom.

12. Improve an obvious weakness in the abilities of teachers by setting up an in-service program found to be successful in other schools, even though some teachers feel the program imposes things on them contrary to their wishes.

APPENDIX A (Continued)

13. Get teachers to upgrade their performance by urging them to display independence in carrying out their assigned job, using others' suggestions only when they can be integrated with their own goals and abilities.

14. Insist that a teacher participate in an in-service program favored by a majority of teachers, even if the teacher has disagreed with it, since no exceptions can be allowed in carrying out a group decision.

15. Evaluate teacher effectiveness on the basis of how much they follow school policies and procedures and carry out the planned program.

16. Evaluate teachers in the school on the basis of their ability to work cooperatively with other teachers.

17. Call attention to the need for favorable school-community relationships by pointing out that schools depend upon the financial support of citizens.

18. Find out how school-community relationships should be improved by asking teachers to list aspects of their life in the local community that are personally the most irritating and frustrating.

19. "Back up" the teacher in any public controversy between a teacher and a parent or between a teacher and a pupil.

20. Refer all important problems with parents to superiors, since they are best qualified by legal position and training to handle such critical issues.

21. Show extreme firmness in the control of the information and material given to parents and citizens, since it is important that citizens gain a favorable impression of our school program.

22. Keep in close touch with parents and teachers about school problems, pointing out that the best solution to school-community differences are usually achieved when everyone is encouraged to voice his own opinion.

23. Evaluate school-community relationships by finding out if teachers feel they have enough freedom in their personal lives in the community.

24. Decide how desirable our relationships are with local citizens by finding out what parents like and don't like about our program, because their lack of accurate information might interfere with carrying out the planned program.

APPENDIX A (Continued)

25. Before making a change in what instructional supplies and equip-
     ment are purchased, discover if teachers feel that it is easy to
     adopt present materials to the various interests and abilities
     of students.

26. Find out if the administration of activity funds and instructional
     facilities needs to be improved by seeing how long it takes to
     cut through "red tape" when fast action is needed.

27. Adopt a system of records and reports only if it has been found
     to be satisfactory in other schools and school systems in the
     state.

28. Choose a system of requesting instructional materials and equip-
     ment that allows each teacher enough flexibility to select those
     he can adapt to his own particular work.

29. Try to improve the use of the guidance information we have on
     students by having several interested teachers study the problem
     and develop a series of suggestions that teachers may use as a
     guide.

30. Keep track of the use of school activity funds by setting up a
     central system of bookkeeping and periodic reports from teachers
     so any mis-management can be checked before it gets out of hand.

31. Find out if present methods of administering funds and instruct-
     ional facilities provide sufficient information to the school
     board so that they can make meaningful decisions regarding the
     school program.

32. Judge a procedure for managing school materials and equipment
     according to how many teachers think it helps them carry out
     tasks and responsibilities they feel are important.

APPENDIX B

FIRO-B

DO NOT MARK ON THIS QUESTION BOOKLET. Please place number of the answer to each item that best applies to you in the space opposite the appropriate item number on the answer sheet. Please be as honest as you can.

1. I try to be with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

2. I let other people decide what to do.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

3. I join social groups.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

4. I try to have close relationships with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

5. I tend to join social organizations when I have an opportunity.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

6. I let other people strongly influence my actions.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

7. I try to be included in informal social activities.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

8. I try to have close, personal relationships with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

9. I try to include other people in my plans.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

10. I let other people control my actions.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

11. I try to have people around me.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

12. I try to get close and personal with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

13. When people are doing things together I tend to join them.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

14. I am easily led by people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

15. I try to avoid being alone.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

16. I try to particpate in group activities.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

17. I try to be friendly to people.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

18. I let other people decide what to do.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

19. My personal relations with people are cool and distant.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

20. I let other people take charge of things.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

21. I try to have close relationships with people.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

22. I let other people strongly influence my actions.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

23. I try to get close and personal with people.
    1. most   2. many   3. some   4. a few   5. one or two 6. nobody
       people   people   people   people   people

24. I let other people control my actions.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

25. I act cool and distant with people.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

26. I am easily led by people.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

27. I try to have close, personal relationships with people.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

28. I like people to invite me to things.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

29. I like people to act close and personal with me.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

30. I try to influence strongly other people's actions.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

31. I like people to invite me to join in their activities.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

32. I like people to act close toward me.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

33. I try to take charge of things when I am with people.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

34. I like people to include me in their activities.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

35. I like people to act cool and distant toward me.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

36. I try to have other people do things the way I want them done.
    1. most   2. many   3. some   4. a few   5. one or two   6. nobody
       people   people   people   people   people

APPENDIX B (Continued)

37. I like people to ask me to participate in their discussions.
   1. most   2. many   3. some   4. a few   5. one or two   6. nobody
      people   people   people   people   people

38. I like people to act friendly toward me.
   1. most   2. many   3. some   4. a few   5. one or two   6. nobody
      people   people   people   people   people

39. I like people to invite me to participate in their activities.
   1. most   2. many   3. some   4. a few   5. one or two   6. nobody
      people   people   people   people   people

40. I like people to act distant toward me.
   1. most   2. many   3. some   4. a few   5. one or two   6. nobody
      people   people   people   people   people

PLEASE REMEMBER TO BE AS HONEST AS YOU CAN

41. I try to be the dominant person when I am with people.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

42. I like people to invite me to things.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

43. I like people to act close toward me.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

44. I try to have other people do things I want done.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

45. I like people to invite me to join their activities.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

46. I like people to act cool and distant toward me.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

47. I try to influence strongly other people's actions.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

48. I like people to include me in their activities.
   1. usually   2. often   3. sometimes   4. occasionally   5. rarely
   6. never

APPENDIX B (Continued)

49. I like people to act close and personal with me.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

50. I try to take charge of things when I'm with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

51. I like people to invite me to participate in their activities.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

52. I like people to act distant toward me.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

53. I try to have other people do things the way I want them done.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

54. I take charge of things when I'm with people.
    1. usually 2. often 3. sometimes 4. occasionally 5. rarely
    6. never

APPENDIX B (Continued)

FIRO - B

ANSWER SHEET

1____	2____	3____	4____	5____	6____
7____	8____	9____	10____	11____	12____
13____	14____	15____	16____	17____	18____
19____	20____	21____	22____	23____	24____
25____	26____	27____	28____	29____	30____
31____	32____	33____	34____	35____	36____
37____	38____	39____	40____	41____	42____
43____	44____	45____	46____	47____	48____
49____	50____	51____	52____	53____	54____

E^I $\qquad$ E^C $\qquad$ E^A
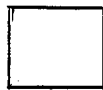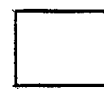
W^I $\qquad$ W^C $\qquad$ W^A

FORM PP-1   APPENDIX C

PERCEPTION OF THE ROLE OF THE PRINCIPAL
IN THE FILM, "THE CONFERENCE"

On the following pages are some statements that describe some of the things a principal might do in his school. They MAY or MAY NOT have occurred in the problem situation shown in the film.

On PART I of the Answer Sheet, you are to indicate your perception of the situation in terms of:

     . . . Whether the statement is a description of WHAT HAPPENED
     . . . Whether it WAS SUCCESSFUL or WOULD HAVE BEEN SUCCESSFUL
     . . . Whether it WAS DESIRABLE or WOULD HAVE BEEN DESIRABLE

Your response will be according to the following key:

1 – Strongly Agree	Quite certain you agree with the statement.
2 – Agree	You tend to agree, but with reservations.
3 – Disagree	You tend to disagree, but not completely.
4 – Strongly Disagree	Quite certain you disagree with the statement.

On PART II of the Answer Sheet, you are to select TWO ENDINGS to the sentences given with which you MOST AGREE, and select TWO ENDINGS with which you LEAST AGREE. You may also supply an additional ending.

On PART III of the Answer Sheet, you are to write a summary description of what took place in the conference.

> This is not a test of your ability; neither are there "right" or "wrong" answers. Your answers will be seen and analyzed only by the members of the research staff at the Oklahoma State University.

REMEMBER
1. Read the item in this booklet and then respond to the item according to the directions given on the Answer Sheet. Indicate your first impression to the item as your response. Move along as RAPIDLY as you can.
2. Be SURE TO respond to ALL ITEMS on the two Answer Sheets for PART I.
3. Be SURE TO select TWO ENDINGS with which you MOST AGREE and select TWO ENDINGS with which you LEAST AGREE for the statements in PART II.
4. Be SURE TO write an adequate summary description of what took place in "The Conference" in your own words in PART III.

Thank you.

DO NOT WRITE ON THIS BOOKLET.

APPENDIX C (Continued)

PERCEPTION OF THE ROLE OF THE PRINCIPAL
IN THE FILM, "THE CONFERENCE"

Please precede each statement with:

IN THIS PROBLEM SITUATION, PRINCIPAL O'SHEA . . .

1. . expected Miss Leduc and Miss Fine to follow the established
rules and regulations of the school.

2. . indicated that he believed in a flexible school program that
allowed for special interests and abilities of teachers.

3. . attempted to contribute significantly to the discussion of
the major issues of the problem of differences between Miss
Fine and Miss Leduc.

4. . wanted Miss Fine and Miss Leduc to bring the issues of the
problem to his attention.

5. . tried to influence the behavior of Miss Leduc and Miss Fine.

6. . let the actions of Miss Fine and Miss Leduc strongly in-
fluence his behavior.

7. . believed that the best solution to the problem would be
developed if he expressed a friendly attitude toward Miss
Fine and Miss Leduc.

8. . wanted both Miss Fine and Miss Leduc, as well as the secretary,
to think well of him.

9. . expected teachers to follow the recommendations of curriculum
experts and supervisors in their teaching procedures.

10. . encouraged Miss Fine and Miss Leduc to use teaching methods they
believed to be best for their class, and to try new methods of
instruction occasionally.

11. . arranged the conference with Miss Fine and Miss Leduc to dis-
cuss the problems of teaching foreign language.

12. . felt he should be asked to participate in the discussion of
the program of foreign language instruction.

13. . tried to take charge in resolving the problem of differences in
teaching methods being discussed.

APPENDIX C (Continued)

Please precede each statement with:

IN THIS PROBLEM SITUATION, PRINCIPAL O'SHEA . . .

14. . preferred to let supervisors and teachers decide what action he should take in resolving curriculum difficulties.

15. . tried to maintain a close, personal relationship with both Miss Fine and Miss Leduc, at least during the early part of the conference.

16. . wanted Miss Leduc and Miss Fine to express an appreciation toward him for his beliefs in matters of curriculum.

17. . expected teachers to follow the established channels of communication.

18. . made allowances for individual differences of staff members in the understanding and attention given to administrative communication.

19. . called the conference in order to include Miss Leduc and Miss Fine in arriving at a decision concerning the problem.

20. . liked to be asked by staff members to assist them with solutions to their problems.

21. . tried to control the discussion by directing attention to specific issues.

22. . let the control of the discussion be determined by other group members.

23. . chose his words carefully to maintain friendliness with Miss Fine and Miss Leduc.

24. . wanted Miss Fine and Miss Leduc to reflect personal friendliness toward him in their statements.

25. . expected Miss Leduc and Miss Fine to make the necessary personal adjustments to meet the expectations held for their staff positions.

26. . overlooked the faults of both Miss Fine and Miss Leduc, attempting to make use of their strengths while helping them with their weaknesses.

APPENDIX C (Continued)

Please precede each statement with:

IN THIS PROBLEM SITUATION, PRINCIPAL O'SHEA . . .

27. . took the initiative by calling Miss Leduc and Miss Fine into the conference in an attempt to bring about improvement in their interpersonal relationships.

28. . wanted to have an active part in working out problems related to staff morale.

29. . followed his plan with persistence in his attempt to resolve the grievances of Miss Leduc and Miss Fine.

30. . wanted to be advised concerning the position he should take concerning the problem.

31. . tried to maintain a friendly, warm atmosphere with Miss Fine and Miss Leduc by behaving as he thought they expected him to behave.

32. . showed concern about having Miss Leduc and Miss Fine maintain a friendly, cooperative attitude toward him.

33. . tended to evaluate teacher effectiveness on the basis of the extent to which they followed school policies, procedures, and planned programs.

34. . tended to evaluate teachers on their ability to work cooperatively with other staff members.

35. . held the conference with Miss Fine and Miss Leduc in order to participate in the evaluation of the foreign language instruction.

36. . felt he should be present when Miss Fine and Miss Leduc evaluated their activities in the foreign language program.

37. . guided the discussion to keep attention focused on the real problem.

38. . desired the evaluations of others to guide him in taking a stand concerning the teaching of foreign language.

39. . showed a personal concern to reflect courtesy and friendliness toward Miss Fine and Miss Leduc in statements about the foreign language program.

40. . wanted staff members to express their appreciation of his leadership in matters of importance to the entire school program.

FORM PP-1   APPENDIX C (Continued)

PERCEPTION OF THE ROLE OF THE PRINCIPAL
IN THE FILM, "THE CONFERENCE"

Key:	1	2	3	4
	Strongly Agree	Agree	Disagree	Strongly Disagree

ALL RESPONDENTS: Please CIRCLE the NUMBER in the first column to in-
dicate the extent to which the statement describes
your perception of WHAT HAPPENED in the film.

RESPONDENTS   : If you choose item 1 or 2 in the first column, CIRCLE
CHOOSING ITEM   : ONLY items in COLUMN 1 and COLUMN 2. DO NOT MARK IN
#1 or #2   : COLUMNS 3 and 4.

RESPONDENTS   : If you choose item 3 or 4 in the first column, CIRCLE
CHOOSING ITEM   : ONLY items in COLUMN 3 and COLUMN 4. DO NOT MARK IN
#3 or #4   COLUMNS 1 and 2.

	COLUMN 1	COLUMN 2	COLUMN 3	COLUMN 4
THIS HAPPENED	IT WAS SUCCESSFUL	IT WAS DESIRABLE	WOULD HAVE BEEN SUCCESSFUL	WOULD HAVE BEEN DESIRABLE
1. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
7. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
11. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
13. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
14. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
15. 1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

APPENDIX C (Continued)   Respondent No.___
PART I
ANSWER SHEET #2

		COLUMN 1 IT WAS SUCCESSFUL	COLUMN 2 IT WAS DESIRABLE	COLUMN 3 WOULD HAVE BEEN SUCCESSFUL	COLUMN 4 WOULD HAVE BEEN DESIRABLE
	THIS HAPPENED				
16.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
17.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
18.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
19.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
20.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
21.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
22.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
23.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
24.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
25.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
26.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
27.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
28.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
29.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
30.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
31.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
32.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
33.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
34.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
35.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
36.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
37.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
38.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
39.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
40.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

APPENDIX C (Continued)

Form PP-1   Respondent No.____

PART II--ANSWER SHEET #1

DIRECTIONS: Read the following five items and indicate your response by
placing a PLUS MARK (+) before the TWO ENDINGS with which
you MOST AGREE, and place a ZERO (0) before the TWO ENDINGS
with which you LEAST AGREE. You may also supply an ending
of your own in the blank provided.

1. In trying to resolve the personal differences between Miss Fine and
Miss Leduc, Principal O'Shea should have . . .

___a. emphasized the conduct expected of teachers in the school
       system.

___b. pointed out the advantages and desirability of individual
       differences of teachers on the school staff.

___c. met with them at the time he first knew of their differences.

___d. let them call him to help resolve their personal differences.

___e. told each teacher what to do in order to settle the dif-
       ferences.

___f. let them settle their differences privately.

___g. established closer relationship with each of them.

___h. expected them to show a more friendly attitude toward him.

Other:_____

2. Concerning the differences in teaching methods used by Miss Fine and
Miss Leduc, Principal O'Shea should have . . .

___a. definitely stated what teaching methods were acceptable and
       not acceptable according to school policy.

___b. permitted each teacher to use teaching methods they con-
       sidered to be most appropriate.

___c. met with them for the purpose of curriculum planning.

___d. let them ask his advice instead of calling the conference.

___e. told each teacher which method to use.

___f. let each do what she felt was best.

___g. shown a personal interest in each teacher's preferred method.

___h. kept on friendly terms with each teacher in spite of differences.

Other:_____

3. To improve communications with teachers, Principal O'Shea should have . . .

___a. emphasized teachers' obligations to follow the established regulations.

___b. encouraged teachers to ask for clarification of directions when needed.

___c. met with teacher groups to give specific information.

___d. made himself available for consultation with teachers' discussion groups.

___e. been explicitly clear about the things he wanted teachers to do.

___f. allowed for individual interpretation of his directives.

___g. communicated in a more friendly way with them.

___h. given opportunity to teachers to discuss personal problems with him.

OTHER: _____

4. To improve morale of the teachers, Principal O'Shea should have . . .

___a. shown the importance of the position each teacher held in relation to the objectives of the school.

___b. indicated how differences in teacher abilities and ideas can add to the quality of a school's program.

___c. arranged a more informal setting for this conference.

___d. let the other teachers arrange for this meeting with him.

___e. informed each teacher of his expectations of their behavior.

___f. minimized differences, letting problems reach natural solutions.

___g. taken more personal interest in the teachers as individuals.

___h. indicated he wanted them to be closer and less impersonal with him.

Other:_____

PP-1   PART II -- ANSWER SHEET #3   Respondent No.

5. In evaluating the situation in his school, Principal O'Shea
    should have . . .

    ___a. considered the teachers' compliance with school policy
           and procedure.

    ___b. based his decisions on how teachers cooperated with other
           staff members.

    ___c. consulted others for their opinions before formulating
           his own.

    ___d. invited the opinions of many staff members.

    ___e. expressed his definite opinions about strengths and
           weaknesses.

    ___f. asked his superintendent what should be done.

    ___g. indicated his personal interest in coming to know each
           teacher's problem.

    ___h. encouraged teachers to tell him what they liked about the
           way he is carrying out his job.

Other:_____

APPENDIX C (Continued)

_____

PART III

IN YOUR OWN WORDS, write a very brief descriptive summary (150 –
200 words) of the problem situation presented in the film, "The
Conference." To make a good narrative about what took place, you
may add, or explain things as you wish.

USE ONLY THE SPACE BELOW and write at your usual writing pace. Take
no more than 15 or 20 minutes. When you finish, read what you have
written.

REMEMBER -- This is NOT A TEST of your ability, but do a good job
anyway.

APPENDIX D

CHI-SQUARE VALUES FOR MAJOR INDEPENDENT
VARIABLE 2 x 7 CONTINGENCY TABLES*

Key to Abbreviations

N	–	Nomothetic
I	–	Idiographic
EI	–	Expressed Inclusion
WI	–	Wanted Inclusion
EC	–	Expressed Control
WC	–	Wanted Control
EA	–	Expressed Affection
WA	–	Wanted Affection
H	–	Happened
DH	–	Didn't Happen
S	–	Successful
WHBS	–	Would Have Been Successful
D	–	Desirable
WHBD	–	Would Have Been Desirable
Hi	–	High Dimensional Classification
Lo	–	Low Dimensional Classification
*	–	Significant chi-square at .05 level

Supplementary Independent Variables

N	–	18.3062*
I	–	2.0079
EI	–	8.5603
WI	–	14.0914*
EC	–	11.5814
WC	–	6.6699
EA	–	5.7933
WA	–	6.6181

* Chi-square significant at .05 level

APPENDIX D (Continued)
CHI-SQUARE VALUES FOR MAJOR DEPENDENT
VARIABLE 2 x 7 CONTINGENCY TABLES*

<u>Column 1</u>

N-H	–	5.1742
N-S	–	6.5344
N-D	–	11.1805
I-H	–	15.6613*
I-S	–	17.9554*
I-D	–	9.8687
EI-H	–	7.0502
EI-S	–	7.2895
EI-D	–	13.6737*
WI-H	–	4.4640
WI-S	–	12.0134
WI-D	–	17.6075*
EC-H	–	11.0055
EC-S	–	8.8351
EC-D	–	5.6274
WC-H	–	5.7837
WC-S	–	9.5614
WC-D	–	10.6328
EA-H	–	6.0146
EA-S	–	8.2145
EA-D	–	12.3460
WA-H	–	7.9724
WA-S	–	7.4418
WA-D	–	13.3867*
N-Hi-H-S	–	5.9751
N-Hi-H-D	–	4.2321
N-Hi-DH-WHBS	–	3.7531
N-Hi-DH-WHBD	–	4.0024
N-Lo-H-S	–	6.0825
N-Lo-H-D	–	14.5129*
N-Lo-DH-WHBS	–	.....
N-Lo-DH-WHBD	–	.....
I-Hi-H-S	–	1.9405
I-Hi-H-D	–	8.2033
I-Hi-DH-WHBS	–	7.7838
I-Hi-DH-WHBD	–	15.0548*
I-Lo-H-S	–	8.2311
I-Lo-H-D	–	5.5643
I-Lo-DH-WHBS	–	9.1857
I-Lo-DH-WHBD	–	4.8574
EI-Hi-H-S	–	9.9619
EI-Hi-H-D	–	8.5223
EI-Hi-DH-WHBS	–	6.7540
EI-Hi-DH-WHBD	–	.0048

<u>Column 2</u>

EI-Lo-H-S	–	7.1254
EI-Lo-H-D	–	2.0036
EI-Lo-DH-WHBS	–	7.4655
EI-Lo-DH-WHBD	–	15.9130*
WI-Hi-H-S	–	10.4952
WI-Hi-H-D	–	8.3933
WI-Hi-DH-WHBS	–	6.4851
WI-Hi-DH-WHBD	–	5.4231
WI-Lo-H-S	–	3.1925
WI-Lo-H-D	–	8.3912
WI-Lo-DH-WHBS	–	12.3309
WI-Lo-DH-WHBD	–	16.2264*
EC-Hi-H-S	–	.0052
EC-Hi-H-D	–	7.6287
EC-Hi-DH-WHBS	–	3.9396
EC-Hi-DH-WHBD	–	9.1724
EC-Lo-H-S	–	8.6715
EC-Lo-H-D	–	4.2923
EC-Lo-DH-WHBS	–	4.3007
EC-Lo-DH-WHBD	–	4.8553
WC-Hi-H-S	–	2.6240
WC-Hi-H-D	–	6.2580
WC-Hi-DH-WHBS	–	10.1390
WC-Hi-DH-WHBD	–	8.2111
WC-Lo-H-S	–	10.2649
WC-Lo-H-D	–	2.2165
WC-Lo-DH-WHBS	–	11.8746
WC-Lo-DH-WHBD	–	10.6271
EA-Hi-H-S	–	4.7128
EA-Hi-H-D	–	5.4627
EA-Hi-DH-WHBS	–	7.6611
EA-Hi-DH-WHBD	–	6.8144
EA-Lo-H-S	–	6.2290
EA-Lo-H-D	–	13.6016*
EA-Lo-DH-WHBS	–	11.3680
EA-Lo-DH-WHBD	–	8.8597
WA-Hi-H-S	–	9.1551
WA-Hi-H-D	–	7.2398
WA-Hi-DH-WHBS	–	.....
WA-Hi-DH-WHBD	–	5.9781
WA-Lo-H-S	–	9.8951
WA-Lo-H-D	–	17.3959*
WA-Lo-DH-WHBS	–	6.3647
WA-Lo-DH-WHBD	–	6.1667

* Chi-square significant at .05 level

APPENDIX D (Continued)
CHI-SQUARE VALUES FOR SEX VARIABLE
2 x 3 CONTINGENCY TABLES*

MALE

Column 1		Column 2	
N	.5372	EI-Hi-H-S	2.1825
I	.8080	EI-Hi-H-D	2.1825
EI	1.1620	EI-Hi-DH-WHBS	.7502
WI	1.9959	EI-Hi-DH-WHBD	.0001
EC	4.0265	EI-Lo-H-S	.....
WC	1.0610	EI-Lo-H-D	2.2230
EA	.4281	EI-Lo-DH-WHBS	1.2838
WA	2.4033	EI-Lo-DH-WHBD	2.9169
N-H	2.2288	WI-Hi-H-S	2.9346
N-S	.0031	WI-Hi-H-D	1.1415
N-D	2.0817	WI-Hi-DH-WHBS	2.9169
I-H	12.2713*	WI-Hi-DH-WHBD	2.1007
I-S	3.8921	WI-Lo-H-S	.0008
I-D	3.0434	WI-Lo-H-D	.7955
EI-H	1.5675	WI-Lo-DH-WHBS	2.1020
EI-S	.1697	WI-Lo-DH-WHBD	7.0036*
EI-D	2.6521	EC-Hi-H-S	.....
WI-H	1.0610	EC-Hi-H-D	3.9998
WI-S	3.3923	EC-Hi-DH-WHBS	.9177
WI-D	4.0623	EC-Hi-DH-WHBD	.0008
EC-H	2.9373	EC-Lo-H-S	1.6067
EC-S	1.0805	EC-Lo-H-D	1.5000
EC-D	.3803	EC-Lo-DH-WHBS	1.3332
WC-H	.9626	EC-Lo-DH-WHBD	4.0000
WC-S	3.4477	WC-Hi-H-S	.9177
WC-D	1.3071	WC-Hi-H-D	4.9514
EA-H	2.5019	WC-Hi-DH-WHBS	3.0006
EA-S	2.1867	WC-Hi-DH-WHBD	.7502
EA-D	2.0545	WC-Lo-H-S	2.2230
WA-H	.1795	WC-Lo-H-D	.0009
WA-S	.7874	WC-Lo-DH-WHBS	.4823
WA-D	2.7953	WC-Lo-DH-WHBD	1.5293
N-Hi-H-S	.....	EA-Hi-H-S	2.1826
N-Hi-H-D	1.1424	EA-Hi-H-D	.6012
N-Hi-DH-WHBS	.....	EA-Hi-DH-WHBS	.6011
N-Hi-DH-WHBD	.....	EA-Hi-DH-WHBD	.0003
N-Lo-H-S	.0014	EA-Lo-H-S	.0009
N-Lo-H-D	1.1249	EA-Lo-H-D	.0009
N-Lo-DH-WHBS	.....	EA-Lo-DH-WHBS	4.4440
N-Lo-DH-WHBD	.....	EA-Lo-DH-WHBD	1.9045
I-Hi-H-S	.....	WA-Hi-H-S	.....
I-Hi-H-D	4.0000	WA-Hi-H-D	1.9637
I-Hi-DH-WHBS	.0001	WA-Hi-DH-WHBS	.....
I-Hi-DH-WHBD	.0001	WA-Hi-DH-WHBD	3.0005
I-Lo-H-S	.1948	WA-Lo-H-S	.0030
I-Lo-H-D	.8756	WA-Lo-H-D	.3720
I-Lo-DH-WHBS	.7781	WA-Lo-DH-WHBS	1.3338
I-Lo-DH-WHBD	2.6271	WA-Lo-DH-WHBD	.7507

*Chi-square significant at .05 level

APPENDIX D (Continued)
CHI-SQUARE VALUES FOR SEX VARIABLE
2 x 3 CONTINGENCY TABLES*

FEMALE

Column 1			Column 2		
N	–	6.6628*	EI-Hi-H-S	–	.0036
I	–	.3634	EI-Hi-H-D	–	1.9729
EI	–	4.5057	EI-Hi-DH-WHBS	–	.4442
WI	–	11.9265*	EI-Hi-DH-WHBD	–	.....
EC	–	.3905	EI-Lo-H-S	–	3.2504
WC	–	.0583	EI-Lo-H-D	–	.4343
EA	–	9.7868*	EI-Lo-DH-WHBS	–	1.8777
WA	–	3.5959	EI-Lo-DH-WHBD	–	3.2221
N-H	–	4.0789	WI-Hi-H-S	–	.0029
N-S	–	1.8826	WI-Hi-H-D	–	3.3651
N-D	–	3.6591	WI-Hi-DH-WHBS	–	.8332
I-H	–	.6424	WI-Hi-DH-WHBD	–	1.8750
I-S	–	4.6377	WI-Lo-H-S	–	1.0432
I-D	–	2.4919	WI-Lo-H-D	–	2.7784
EI-H	–	7.1945*	WI-Lo-DH-WHBS	–	.8332
EI-S	–	.7603	WI-Lo-DH-WHBD	–	.8332
EI-D	–	2.9457	EC-Hi-H-S	–	.0005
WI-H	–	1.0348	EC-Hi-H-D	–	1.5560
WI-S	–	.3605	EC-Hi-DH-WHBS	–	3.6010
WI-D	–	10.4170*	EC-Hi-DH-WHBD	–	2.2501
EC-H	–	9.1112*	EC-Lo-H-S	–	4.3130
EC-S	–	4.2495	EC-Lo-H-D	–	1.1104
EC-D	–	2.9208	EC-Lo-DH-WHBS	–	2.4999
WC-H	–	.1147	EC-Lo-DH-WHBD	–	1.2092
WC-S	–	2.9208	WC-Hi-H-S	–	2.4007
WC-D	–	5.7570	WC-Hi-H-D	–	.....
EA-H	–	2.8199	WC-Hi-DH-WHBS	–	7.9999*
EA-S	–	5.2015	WC-Hi-DH-WHBD	–	4.4441
EA-D	–	4.7488	WC-Lo-H-S	–	5.5791
WA-H	–	1.2442	WC-Lo-H-D	–	.4648
WA-S	–	1.2276	WC-Lo-DH-WHBS	–	2.0025
WA-D	–	4.6798	WC-Lo-DH-WHBD	–	6.3146*
N-Hi-H-S	–	.9668	EA-Hi-H-S	–	.5768
N-Hi-H-D	–	.1772	EA-Hi-H-D	–	1.3631
N-Hi-DH-WHBS	–	.....	EA-Hi-DH-WHBS	–	3.0009
N-Hi-DH-WHBD	–	.....	EA-Hi-DH-WHBD	–	.7507
N-Lo-H-S	–	5.9776	EA-Lo-H-S	–	2.3460
N-Lo-H-D	–	8.1644*	EA-Lo-H-D	–	2.8568
N-Lo-DH-WHBS	–	.....	EA-Lo-DH-WHBS	–	3.9308
N-Lo-DH-WHBD	–	.....	EA-Lo-DH-WHBD	–	2.5269
I-Hi-H-S	–	1.3332	WA-Hi-H-S	–	6.6685*
I-Hi-H-D	–	.....	WA-Hi-H-D	–	4.7694
I-Hi-DH-WHBS	–	2.4137	WA-Hi-DH-WHBS	–	.0001
I-Hi-DH-WHBD	–	4.1570	WA-Hi-DH-WHBD	–	3.0006
I-Lo-H-S	–	4.4442	WA-Lo-H-S	–	.0024
I-Lo-H-D	–	4.4442	WA-Lo-H-D	–	1.2742
I-Lo-DH-WHBS	–	5.8715	WA-Lo-DH-WHBS	–	1.5016
I-Lo-DH-WHBD	–	1.1475	WA-Lo-DH-WHBD	–	3.4307

*Chi-square significant at .05 level

APPENDIX D (Continued)
CHI-SQUARE VALUES FOR EXPERIENCE
VARIABLE 2x5 CONTINGENCY TABLES*

Column 1			HIGH EXPERIENCE	Column 2		
N	–	9.9019*		EI-Hi-H-S	–	3.0461
I	–	1.4690		EI-Hi-H-D	–	4.6215
EI	–	2.1207		EI-Hi-DH-WHBS	–	6.0038
WI	–	3.6190		EI-Hi-DH-WHBD	–	.....
EC	–	6.1695		EI-Lo-H-S	–	2.9742
WC	–	5.9238		EI-Lo-H-D	–	2.9530
EA	–	6.8503		EI-Lo-DH-WHBS	–	1.1411
WA	–	10.5571*		EI-Lo-DH-WHBD	–	2.9342
N-H	–	1.4362		WI-Hi-H-S	–	.0022
N-S	–	1.6840		WI-Hi-H-D	–	2.7576
N-D	–	6.8167		WI-Hi-DH-WHBS	–	5.0000
I-H	–	3.8522		WI-Hi-DH-WHBD	–	.8332
I-S	–	9.0164		WI-Lo-H-S	–	4.3733
I-D	–	2.3192		WI-Lo-H-D	–	5.5035
EI-H	–	2.8507		WI-Lo-DH-WHBS	–	7.9160
EI-S	–	1.0010		WI-Lo-DH-WHBD	–	2.5919
EI-D	–	6.2375		EC-Hi-H-S	–	.0003
WI-H	–	1.1267		EC-Hi-H-D	–	9.0017
WI-S	–	12.9257*		EC-Hi-DH-WHBS	–	5.4267
WI-D	–	10.5891*		EC-Hi-DH-WHBD	–	9.5968*
EC-H	–	3.1011		EC-Lo-H-S	–	3.9636
EC-S	–	9.5904*		EC-Lo-H-D	–	4.1638
EC-D	–	2.6889		EC-Lo-DH-WHBS	–	6.2727
WC-H	–	3.6150		EC-Lo-DH-WHBD	–	3.2576
WC-S	–	1.7854		WC-Hi-H-S	–	1.3442
WC-D	–	.6560		WC-Hi-H-D	–	2.4062
EA-H	–	8.9902		WC-Hi-DH-WHBS	–	4.9604
EA-S	–	10.6475*		WC-Hi-DH-WHBD	–	7.0024
EA-D	–	3.6322		WC-Lo-H-S	–	1.1632
WA-H	–	13.3631*		WC-Lo-H-D	–	3.8553
WA-S	–	4.3077		WC-Lo-DH-WHBS	–	1.5215
WA-D	–	5.4448		WC-Lo-DH-WHBD	–	.8909
N-Hi-H-S	–	3.7185		EA-Hi-H-S	–	3.9521
N-Hi-H-D	–	6.2630		EA-Hi-H-D	–	2.6194
N-Hi-DH-WHBS	–	3.0005		EA-Hi-DH-WHBS	–	2.1875
N-Hi-DH-WHBD	–	3.0005		EA-Hi-DH-WHBD	–	2.5918
N-Lo-H-S	–	2.4182		EA-Lo-H-S	–	.....
N-Lo-H-D	–	2.6259		EA-Lo-H-D	–	3.3054
N-Lo-DH-WHBS	–	.....		EA-Lo-DH-WHBS	–	3.0695
N-Lo-DH-WHBD	–	.....		EA-Lo-DH-WHBD	–	3.5424
I-Hi-H-S	–	1.1418		WA-Hi-H-S	–	1.6662
I-Hi-H-D	–	7.9996		WA-Hi-H-D	–	3.7500
I-Hi-DH-WHBS	–	1.4424		WA-Hi-DH-WHBS	–	.0003
I-Hi-DH-WHBD	–	.0022		WA-Hi-DH-WHBD	–	2.6271
I-Lo-H-S	–	4.9604		WA-Lo-H-S	–	.0064
I-Lo-H-D	–	.....		WA-Lo-H-D	–	6.4613
I-Lo-DH-WHBS	–	7.5065		WA-Lo-DH-WHBS	–	4.2760
I-Lo-DH-WHBD	–	5.1365		WA-Lo-DH-WHBD	–	2.2502

* Chi-square significant at .05 level

APPENDIX D (Continued)
CHI-SQUARE VALUES FOR EXPERIENCE
VARIABLE 2x5 CONTINGENCY TABLES*

Column 1			LOW EXPERIENCE	Column 2		
N	–	10.9480*		EI-Hi-H-S	–	.0025
I	–	1.7006		EI-Hi-H-D	–	3.9610
EI	–	2.9905		EI-Hi-DH-WHBS	–	2.9162
WI	–	2.3171		EI-Hi-DH-WHBD	–	.....
EC	–	7.7896		EI-Lo-H-S	–	1.9612
WC	–	3.6410		EI-Lo-H-D	–	1.1175
EA	–	.9991		EI-Lo-DH-WHBS	–	5.9855
WA	–	5.0716		EI-Lo-DH-WHBD	–	18.2566*
N-H	–	5.7005		WI-Hi-H-S	–	.....
N-S	–	.0179		WI-Hi-H-D	–	4.1831
N-D	–	2.5641		WI-Hi-DH-WHBS	–	3.2141
I-H	–	6.6987		WI-Hi-DH-WHBD	–	9.0017
I-S	–	12.8235*		WI-Lo-H-S	–	1.3644
I-D	–	4.1030		WI-Lo-H-D	–	2.9265
EI-H	–	6.2264		WI-Lo-DH-WHBS	–	7.8041
EI-S	–	6.5375		WI-Lo-DH-WHBD	–	10.0860*
EI-D	–	12.9585*		EC-Hi-H-S	–	.0004
WI-H	–	3.4134		EC-Hi-H-D	–	1.5897
WI-S	–	2.6348		EC-Hi-DH-WHBS	–	3.2431
WI-D	–	6.5331		EC-Hi-DH-WHBD	–	3.4593
EC-H	–	4.0787		EC-Lo-H-S	–	3.3207
EC-S	–	2.5380		EC-Lo-H-D	–	2.5167
EC-D	–	3.3414		EC-Lo-DH-WHBS	–	5.2182
WC-H	–	7.3538		EC-Lo-DH-WHBD	–	5.6604
WC-S	–	9.9558*		WC-Hi-H-S	–	.0002
WC-D	–	3.8070		WC-Hi-H-D	–	4.9514
EA-H	–	.9599		WC-Hi-DH-WHBS	–	2.9169
EA-S	–	5.2533		WC-Hi-DH-WHBD	–	1.5557
EA-D	–	7.4718		WC-Lo-H-S	–	14.0144*
WA-H	–	2.0036		WC-Lo-H-D	–	3.1136
WA-S	–	3.9762		WC-Lo-DH-WHBS	–	6.4724
WA-D	–	2.2550		WC-Lo-DH-WHBD	–	8.1252
N-Hi-H-S	–	.0044		EA-Hi-H-S	–	.0007
N-Hi-H-D	–	2.0017		EA-Hi-H-D	–	.0007
N-Hi-DH-WHBS	–	.....		EA-Hi-DH-WHBS	–	4.3214
N-Hi-DH-WHBD	–	.....		EA-Hi-DH-WHBD	–	3.2745
N-Lo-H-S	–	.0042		EA-Lo-H-S	–	2.4760
N-Lo-H-D	–	4.9757		EA-Lo-H-D	–	8.4553
N-Lo-DH-WHBS	–	.....		EA-Lo-DH-WHBS	–	10.3963*
N-Lo-DH-WHBD	–	.....		EA-Lo-DH-WHBD	–	5.4409
I-Hi-H-S	–	.....		WA-Hi-H-S	–	7.2435
I-Hi-H-D	–	.....		WA-Hi-H-D	–	5.1803
I-Hi-DH-WHBS	–	9.0591		WA-Hi-DH-WHBS	–	.....
I-Hi-DH-WHBD	–	7.8939		WA-Hi-DH-WHBD	–	4.9997
I-Lo-H-S	–	.0002		WA-Lo-H-S	–	.0144
I-Lo-H-D	–	6.5197		WA-Lo-H-D	–	.3548
I-Lo-DH-WHBS	–	4.4931		WA-Lo-DH-WHBS	–	1.9261
I-Lo-DH-WHBD	–	5.6173		WA-Lo-DH-WHBD	–	2.5981

* Chi-square significant at .05 level

VITA

Gerhardt Victor Meyer

Candidate for the Degree of

Doctor of Education

Thesis: ROLE PERCEPTION IN A PROBLEM SITUATION

Major Field: Educational Administration

Biographical:

Personal Data: Born near Elk Creek, Nebraska, April 11, 1926, the son of Martin E. and Elisa M. Meyer.

Education: Attended elementary school in Malcolm, Nebraska; graduated from Concordia High School, Seward, Nebraska, in 1944; received the Bachelor of Science degree from Concordia Teachers College, Seward, Nebraska, in June, 1947; received the Master of Science degree from the University of Omaha, Omaha, Nebraska, with a major in Educational Administration, in August, 1952; attended the Oklahoma State University part-time 1957-1961; attended the University of Minnesota part-time 1961-1963; completed requirements for the Doctor of Education degree in August, 1964.

Professional experience: Teacher of grades three through five in Trinity Lutheran School, Atchison, Kansas, 1947-1949; principal and teacher in Mt. Calvary Lutheran School, Omaha, Nebraska, 1949-1957; principal of First Lutheran School, Ponca City, Oklahoma, 1957-1961; principal of Immanuel Lutheran School, Minneapolis, Minnesota, 1961-1963; appointed graduate assistant in the College of Education, Oklahoma State University, 1963-1964; appointed Coordinator of Student Teaching for Concordia College, St. Paul, Minnesota, August, 1964.