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GRADUATE COLLEGE

CONTENT ANALYSIS OF ELEMENTARY ADMINISTRATION TEXTBOOKS, 1960-1975

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

MARY ESTHER STERLING

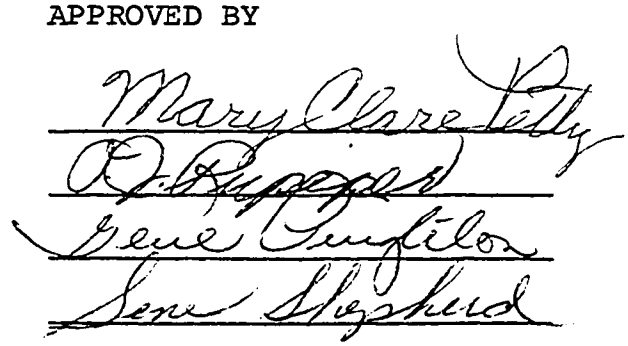
Norman, Oklahoma

1979

CONTENT ANALYSIS OF ELEMENTARY ADMINISTRATION

TEXTBOOKS, 1960-1975

APPROVED BY



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CHAPTER I

INTRODUCTION

Statement of the Problem

> What should the elementary school principal be doing? is a question often raised but seldom satisfactorily answered. Responses range from the general, "Foster instructional improvement," to the specific, "Sign report cards;" they range from the sublime, "Evaluate quality of teaching," to the ridiculous, "Count lunch money." (Lipham, 1965, p.30).

Despite the research that has been done relative to the elementary principal's role, there has been little agreement as to what the principal's job really is. The problem of this study was to determine the changes in the role of elementary principals from 1960 through 1975 as revealed in the content and the amount of emphasis devoted to specific categories and tasks within elementary administration textbooks.

The Purpose of the Study

The nature of the elementary principal's work is changing as a result of the increasing changes that are occurring in the elementary school. Therefore, changes should occur in the content of elementary administration

textbooks. The purpose of this study was to identify specific categories emphasized and the percentage of space apportioned to specific tasks in the content from 1960 through 1975. This study should reflect changes in the roles and tasks of the elementary principalship.

Limitations of the Study

1. The textbooks used in this study were limited to those available for use in college courses in elementary school administration.

2. The textbooks were published in the United States and listed in the Cumulative Index, Books in Print and other popular and professional reference sources.

3. The study was further limited to those textbooks published from 1960 through 1975.

Review of the Literature

In order to understand the present role of the elementary principal, it is imperative to review the origin of and changes that have evolved in the elementary school principalship. Since there have been significant changes in the role of the elementary principal since World War II, changes before and after 1945 are reported separately.

Early Development of the Elementary Principalship

McClure (1921) described four stages in the evolution of the principalship: head-teacher, clerical,

managerial or administrative, and professional leadership. Five years later Crouch (1926) offered a slightly different classification of the steps in the development of the principalship. The classification is as follows:

	Stage	Chief Duty
1.	One-teacher	Teaching.
2.	Head-teacher	Teaching.
3.	Teaching principal (part-time)	Teaching.
4.	Building principal (full-time)	Administration.
5.	Supervising principal (full-time)	Supervision.

(p. 208)

As revealed through a review of the literature various authors as well as Crouch discussed these five stages. A brief description of each of the five stages follows:

One-teacher stage. In this school the one teacher gave all the instruction, kept all the records, and was held absolutely responsible for the success or failure of the school in all educational matters (Crouch, 1926).

Head-teacher stage. The head teacher...was at this time given certain specific duties to perform aside from his regular classroom teaching. For this extra work the head teacher or principal was given a higher salary, together with certain professional recognition that was denied the other teachers in the same school (Crouch, 1926).

Cooper (1967) stated that "children of varying ages and stages of learning were taught in the same room; differentiation by ability was accomplished primarily by

graded texts such as the famous McGuffey readers (pp. 3-5). With regard to factors which brought about changes in this stage, Cooper (1967) stated:

> Increased enrollments, one of the results of urbanization, brought about the need to find a better basis for organizing instruction. A number of plans were attempted, including the monitorial school and the development of a two-room school wherein arithmetic was assigned to one room and reading, grammar, and composition to the other. (p. 5)

As education was expanding, the need for more and improved elementary schools became apparent.

> Dissatisfied with these schemes and impressed by the efficiency of the Prussian system of graded schools, some educators, including Horace Mann, began to recommend graded schools as a possible solution. In 1848 the first fully developed American graded school, the Quincy Grammar School, came into existence. The graded school concept spread quickly, first in the largest cities, and later in the smaller population centers. When children were classified according to grade and assigned a teacher, the need arose for a head, or principal, teacher to take care of such additional clerical duties as attendance and promotion reports, requisitions for supplies, supervision of custodial work, and the more difficult discipline cases. (Cooper, 1967, p. 5).

The head teacher or principal's duties were increasing and considered to be primarily clerical. Benben (1960) noted, "he kept records of attendance and marks, saw that the rooms were cleaned, distributed classroom supplies, and rang the bell" (p. 275).

Teaching principal stage. In this stage, the principal's administrative duties increased. In the large cities there was a growing demand to relieve the head

teacher of some of his teaching responsibilities to allow for supervision of the whole school. Relieving the principal of his teaching duties was seen as "the opening wedge of the elementary-school principalship, as it is known today" (Crouch, 1926, p. 211).

Building principal stage. Referring to this stage, Cooper (1967) stated:

> The next step in the development of the principalship came with the appointment of building principals who had been relieved of all teaching responsibilities. This move recognized the expanding scope of managerial and administrative concerns which had been delegated to the principal. This was an important advancement in professionalizing the career of the principal for he now had won jurisdiction of the building and its activities and had been granted the necessary time for carrying out his assignment. (pp. 5-6)

Supervisors were employed to work with both teachers and principals to help relieve the principal of some of his duties.

Supervising principal stage. At this stage of development, The Department of Elementary School Principals Bulletin (1928) noted:

> The principal is a trained expert rendering a high type of professional service. He is relieved of all regular teaching and is furnished the technical and non-technical assistance necessary in the effective administration of a school. (p. 167)

With regard to the supervising principal, Cramer and Domian (1960) stated:

> The greatest advance in the role of the elementary school principalship has been made in this present

> stage when the chief duty of the principal has become supervision of the program of elementary education in the classroom, school, and community. (p. 363)

Changes in the early development of the elementary principalship has been from the one-teacher stage, head-teacher stage, teaching principal stage to the present stage of supervising principal. Whether the elementary principal's role is the same as in the past, is still a debatable issue.

Later Development of the Elementary Principalship

With regard to the later development of the elementary principal's role, Faber and Shearron (1970) stated,

> Toward the end of the nineteenth century, the principal began to assume responsibility for supervision and the improvement of instruction. The closing decades of the nineteenth century saw a great growth in the prestige of the principal. There were few gains during the opening years of the twentieth century, but there was a great upsurge following the formation of the Department of Elementary School Principals of the National Education Association in 1920. (p. 210)

Since World War II dramatic changes in the elementary school have affected the job of the principal. These changes can be contributed to such trends as; increase in enrollments, shift from the one centralized school to neighborhood schools, and expansion of personnel and curriculum.

The modern role of the elementary principal involves many administrative duties. Newsom and Mickelson (1949)

discussed six major functions of the principal in the modern elementary school. The functions are:

1. Administering his school democratically.
2. Carrying out the policies and programs established by the administration.
3. Providing leadership in setting up an educational philosophy for his school.
4. Providing stimulation and leadership in the development of an up-to-date curriculum.
5. Providing an effective program of public relations.
6. Professionalizing teaching in the school. (pp. 20-27)

According to McAulay (1959) the elementary principal's role has widened. He noted:

> It is difficult to determine all the responsibilities of the modern role of the elementary school principal and equally difficult to determine the ranking importance of those responsibilities which are clearly indicated. (p. 295)

Two other authors, Roe and Drake (1974) viewed the principal's job as one major task, "exerting educational leadership to improve the quality of life for each individual within his school" (p. 112).

Current research studies revealed results that varied relative to the elementary principal's job. Wells (1978) found the following:

> The responsibilities that elementary school principals consider as major job responsibilities vary among elementary school principals. Responsibilities that most principals would agree to as a major responsibility are: a) Develop building objectives that correlate with district goals. b) Define duties and

> responsibilities of assigned staff. c) Promote and facilitate effective working relationships among all school personnel. d) Conduct the personnel appraisal program. e) Establish good working relations with parents. (p. 1987-A)

DeSautel (1978) studied the role perceptions of elementary principals. He reported, "Principals also rated the instructional leadership role as the most important role dimension in the performance of the duties as principal" (p. 42-A). Warzybok (1976) found that "elementary principals ranked Staff Development, Curriculum and Supervision as the three most preferred activities" (p. 6894-A).

A study on the restraints perceived by elementary school principals was conducted by Denney (1978). She discovered that "principals perceive themselves performing the most tasks in pupil personnel and the fewest tasks in staff personnel" (p. 2643-A). Sidesinger (1978) studied the role of the principal as perceived by classified personnel. He stated, "the most important function as ranked by all respondents is evaluation responsibility" (p. 2674-A).

An analytical approach to studying administrative tasks was done by Placentino (1977). His research revealed, "two administrative functions, Curriculum and Instruction and Staff Personnel, accounted for almost one-half of the tasks from both the literature and the Holliston schools" (p. 3861-A).

Frost (1975) did research relative to the degree principals delegate administrative tasks in each of the major school administration areas: (1) Instruction and Curriculum Development, (2) Staff Personnel, (3) Pupil Personnel, (4) Finance and Business Management, (5) School Plant and Services, and (6) School-Community Relations. She stated,

> Michigan public elementary school principals employ some delegation in the areas of Pupil Personnel and Instruction and Curriculum Development. It is of concern that the amount of delegation in Instruction and Curriculum Development exceeds that of four other major administrative areas because delegation in organizations generally appears most frequently with technical or routine tasks, and because the literature on the elementary school principalship indicates that supervision of instruction should have priority of a principal's time and energy. (p. 5683-A)

Altman (1978) investigated elementary principal's usage of time as applied to seven functions of the principalship; clerical, classroom teaching, administrative/managerial, supervision, pupil personnel, community relations and miscellaneous. He concluded, "Principals who practice a formal time management plan in their work spent significantly less time in pupil personnel functions than those principals who did not practice time management on a formal basis" (pp. 3936-A-3937-A).

Different researchers and authors maintained that the elementary principalship has made a small degree of change since its early development. As indicated by a

research study conducted by NEA (1958), "the trend in principals performing the major functions of the principalship such as administration, supervision, clerical and teaching has made only a slight change over a thirty year period-1928, 1948 and 1958" (pp. 99-100). One author, Moser (1974) noted, "The dimensions of the job or the processes engaged in by the principal as he carried out his work had not changed over time--only the means had changed" (p. 294).

A contrasting point of view was expressed by Eaves (1969), who denoted some aspect of change. He stated:

> As I look back over a period of time of 18 years, it seems to me that elementary school principals have attained a higher degree of professionalization. Their responsibilities have increased. The nature of the school staff has changed and has created new responsibilities. The direct instructional leadership job of elementary school principals is changing to a design for coordination and management. Effective coordination of the many activities of the elementary school requires more knowledge about children, about instruction, about organization, about instructional materials, about society. (p. 4)

Recent developments; boycotts, civil rights, teacher and student militancy, accountability, and negotiations have all affected the principal's role in the 1970's. Brown (1970) expressed the following:

> The primary responsibility of the elementary principal in the 1970's must be one of an educational leader. He must be able to implement new ideas. (pp. 24-25)

Relative to the perceptions of the principal's role, Afton (1974) stated that "the principal's most important

duty is to resolve conflict" (p. 72). Changes in the elementary principal's role for the 1970's were also viewed by Schall and Heichberger (1973). They stated, "his role will be more sharply defined and less wide ranging in the scope of activities" (p. 4).

As for the nature of the principal's job, Heller (1976) concluded:

> In terms of the management and leadership of the school, he alone is responsible. He must work effectively in management and instructional leadership areas if he truly is to be a principal. (p. 13)

A review of the literature through various stages of development of the elementary principalship revealed divergent views of the principal's tasks. For this reason, it seemed appropriate to study the elementary principal's role or function in textbooks used by college courses in elementary administration. The proposed hypotheses were developed from the literature reviewed and Faber and Shearron's (1970) list of categories and tasks for the elementary principal. The categories and tasks are in Chapter II.

Statement of Hypotheses

The following hypotheses are related to trends analyzed and percentages of pages devoted to each category. Each hypothesis is stated in terms of an increase in space apportioned to the specific category. The hypotheses are:

Hypothesis 1: Over the respective time periods

there will be a greater variety of specific areas in elementary school administration textbooks.

Hypothesis 2: There will be an increase in space apportioned to instruction and curriculum development.

Hypothesis 3: There will be an increase in space apportioned to pupil personnel.

Hypothesis 4: There will be an increase in space apportioned to staff personnel.

Hypothesis 5: There will be an increase in space apportioned to community-school leadership.

Hypothesis 6: There will be an increase in space apportioned to school plant and school transportation.

Hypothesis 7: There will be an increase in space apportioned to organization and structure.

Hypothesis 8: There will be an increase in space apportioned to school finance and business management.

Organization of the Study

Chapter I discusses the evolution of the elementary principalship beginning with the early development and its

five stages: one-teacher, head-teacher, teaching principal, building principal, and supervising principal. A review of current research on the role of the elementary principalship is also reported.

Chapter II describes the research design and steps taken in the conduct of study with a detailed account of the method used in analyzing the textbooks.

Chapter III contains a detailed analysis and interpretation of the results. The proposed hypotheses are presented in relation to the categories and tasks.

Chapter IV concludes the study with a summary of previous chapters, conclusions, and recommendations.

CHAPTER II

METHOD AND DESIGN

Content analysis was utilized in this study on textbooks that primarily focused on elementary school administration. Content analysis can best be defined by describing what it does. Carney (1972) stated, "content analysis always involves relating or comparing findings to some standard, norm or theory" (p. 5).

Selection of the Textbooks

A thorough library search was conducted after obtaining the titles of the textbooks from the Cumulative Index--1960-1978, Books in Print--1977-1978 and other professional reference sources. The criteria for selecting the books were that each book had focused on elementary school administration and had been designed for use in college classes in elementary administration.

Fifteen books were found which met the criteria. A previous study by Smith (1974) investigated both the secondary and elementary principal's function through books and articles. Two books from the original list were

eliminated because they had been analyzed by Smith. The two books that had to be eliminated were:

Faber, Charles F. and Shearron, Gilbert F. Elementary School Administration. New York: Holt, Rhinehart and Winston, Inc., 1970.

Shuster, Albert H. and Stewart, Don H. The Principal and the Autonomous Elementary School. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

To allow comparison of textbooks between and across time periods, the books were divided into three time periods--1960 to 1965, 1966 to 1970, and 1971 to 1975. The distribution of the textbooks over the time periods were as follows: period one produced three books, period two produced nine books, and period three produced one book. A total of thirteen books were analyzed. A reference of the books is located in Appendix C.

Selection of Content Categories and Tasks

The content categories and tasks for use in this content analysis were developed by the Southern States Cooperative Program in Educational Administration (1965). The following is a list of Critical Task Areas for administrators:

1. Instruction and curriculum development
2. Pupil personnel
3. Community-school leadership
4. Staff personnel
5. School plant

6. Organization and structure
7. School finance and business management
8. Transportation (p. 212)

The SSCPEA, also listed 4 to 10 critical tasks within each of the eight task areas. These 52 tasks are applicable to school administrators in general. Faber and Shearron (1970) omitted from the SSCPEA list the tasks that they considered are not critical for the elementary school principal and combined the areas of school plant and school transportation. The revised list of seven task areas designated as categories and the ctitical tasks as units were used in this study. The list follows:

Critical Task Area: Instruction and Curriculum Development

1. Providing for the formulation of curriculum objectives
2. Providing for the determination of curriculum content and organization
3. Relating the desired curriculum to available time, physical facilities, and personnel
4. Providing materials, resources, and equipment for the instructional program
5. Providing for the supervision of instruction
6. Providing for in-service education of instructional personnel

Critical Task Area: Pupil Personnel

1. Initiating and maintaining a system of child accounting and attendance
2. Instituting measures for the orientation of pupils
3. Providing counseling services
4. Providing health services
5. Providing for individual inventory service
6. Arranging systematic procedures for the continual assessment and interpretation of pupil growth
7. Establishing means of dealing with pupil irregularities

Critical Task Area:
Staff Personnel

1. Providing for the recruitment of staff personnel
2. Selecting and assigning staff personnel
3. Developing a system of staff personnel records
4. Stimulating and providing opportunities for professional growth of staff personnel

Critical Task Area: Community-
School Leadership

1. Determining the educational services the school renders and how such services are conditioned by community forces
2. Helping to develop and implement plans for the improvement of community life

Critical Task Areas: School Plant
and School Transportation

1. Developing an efficient program of operation and maintenance of the physical plant
2. Providing for the safety of pupils, personnel, and equipment

Critical Task Area: Organization and Structure

1. Developing a staff organization as a means of implementing the educational objectives of the school program
2. Organizing lay and professional groups for participation in educational planning and other educational activities

Critical Task Area: School Finance and School Management

1. Preparing the school budget
2. Accounting for school monies
3. Accounting for school property (pp. 212-213)

Method of Analysis

Procedures followed in analyzing the books paralled those used by Burns (1976). He studied school psychology textbooks.

To determine whether changes were evident in the textbooks, content analysis was utilized as the method for evaluation. A page count was made to represent numerically the amount of emphasis given to a specific topic and was converted to percentages for analysis. Prior to

analyzing the content categories and tasks the total number of pages devoted to content materials was determined for each book. In counting each book's total content pages, title pages, acknowledgements, prefaces, table of contents, and indexes (author and subject) were not counted. A total count consisted of all the pages in each book which were addressed to the subject matter of the book.

Individual chapters of each book were analyzed. The content categories in each chapter were identified, and the number of pages devoted to each specific task was recorded. Pages were not counted that contained less than half a page of written material. For a page to be counted more than half of it had to contain written material which excluded references, summaries and conclusions, selected readings, and suggested activities. Pages that contained two or three categories and tasks were counted under the one which used the most space.

To provide a measure of the total content pages within the time period each book's content page count was summed with other books in its time period. Page count totals for each time period were summed to obtain the total page count over all the time periods. The percentage of all pages analyzed was determined for each category.

In analyzing each book's contents, individual chapters were evaluated by using the content categories

and tasks as criteria. As each chapter was evaluated, the number of pages were counted and placed under the appropriate content category. The designated space had to be a page or more than half a page to be considered.

The levels of significance were not tested. The change in percentages within content categories and across time periods represented the trends. Specific content emphasis was represented by the percentage of the overall content pages within time periods and over the combined time periods. The proposed hypotheses were stated in terms of increasing emphasis in publication.

In this study, the analyzed results were limited. The number of pages for each book under each category did not average to the total counted content pages in the book. The percentages for each book cannot be added up to equal 100%. The quality of material was not considered, only the quantity, and differences in page size was not controlled.

CHAPTER III

PRESENTATION, ANALYSIS, AND FINDINGS

The content emphases were measured by page counts of the material apportioned to different content categories and tasks. Page counts of the content were converted to percentages. The content analysis results for each book are presented in Tables 3 through 15 in Appendix A. These tables give the number of pages designated to each category, the number of tasks in each category, the percengages, the total analyzed pages and percentage, and the total number of content pages.

The content analysis results for each category and tasks are presented in Tables 16 through 22 in Appendix B. Included are the individual books and time periods. Listed at the top of each table is the content category. Displayed in the table are the total category pages along with the total content pages for each book and time period. Data for the content category were added for each time period and the overall time period. Percentages were obtained by dividing the total category pages into the total

content pages. Summary of the data are presented in Tables 1 and 2 for analysis and interpretation.

The analyzed results of content pages across books and time periods are shown in Table 1. The first time period, 1960-1965, yielded a total of 912 content pages or 21%, time period two, 1966-1970, 3117 content pages or 73%, and the third time period, 1971-1975, yielded 235 content pages or 6%. The percentages were obtained by dividing each time period's total content pages by the grand total. The results indicated an increase from the first time period to the second time period and a major decrease in the last time period.

The data in Table 2 for all books show the content categories and tasks and their percentages by time periods. The fourth column represents the combined results of all time periods, 1960-1975.

The results indicated for the total time period, the Pupil Personnel category with seven tasks was the highest with 10%. Instruction and Curriculum Development with six tasks was second with 9% of the content. The third highest, Organization and Structure with two tasks had 7%. Staff Personnel with four tasks was fourth with 6% of the content. Community-School Leadership with two tasks, and School Plant and School Transportation with two tasks tied with 3% each. The category School Finance and Business

Table 1

Analyzed Results of Content Pages
Across Books and Time Periods

Author	Publication date	Total Content Pages	Percent
1960-1965			
Misner, Schneider & Keith	1963	391	
Otto & Sanders	1964	397	
Keith, Infelise & Perazzo	1965	124	
Total		912	21
1966-1970			
Cooper	1967	331	
Elsbree, McNally & Wynn	1967	448	
Jenson et al.	1967	475	
Stoops & Johnson	1967	392	
Bowles	1968	199	
Kimbrough	1968	338	
Jarvis	1969	457	
Jarvis & Pounds	1969	249	
Snyder & Peterson	1970	228	
Total		3117	73
1971-1975			
Sergiovanni & Elliott	1975	235	
Total		235	6
Grand total (1960-1975)		4264	

Table 2

Analyzed Results of Pages Using Content Categories and Tasks Across Books and Time Periods Showing Percentages

Content Categories and Tasks	Time Period One 1960-1965	Time Period Two 1966-1970	Time Period Three 1971-1975	Overall 1960-1975
	Percent	Percent	Percent	Percent
Instruction & Curriculum Dev. Six Tasks	3	10	8	9
Pupil Personnel Seven Tasks	12	11	0	10
Staff Personnel Four Tasks	8	6	1	6
Community-School Leadership Two Tasks	2	3	4	3
School Plant & School Trans. Two Tasks	3	3	0	3
Organization & Structure Two Tasks	5	7	4	7
School Finance & Bus. Man. Three Tasks	0	2	0	1

Management with three tasks was the lowest with 1% of the content emphasized.

Column one of Table 2 shows the content categories for Time Period One, 1960-1965. The results indicate that the category Pupil Personnel with seven tasks was the top category at 12%. Staff Personnel with four tasks was second at 8%. Organization and Structure with two tasks had 5%. Two categories tied with 3%, Instruction and Curriculum Development with six tasks, and School Plant and School Transportation with two tasks. Community-School Leadership with two tasks had 2% emphasis and School Finance and Business Management with three tasks yielded 0%.

Column two of Table 2 reveals the content categories and tasks and their percentages for Time Period Two, 1966-1970. The results indicate Pupil Personnel with seven tasks was the highest at 11%. Instruction and Curriculum Development with six tasks was second at 10%. Organization and Structure with two tasks yielded a 7%. Staff Personnel with four tasks had a 6% amount of emphasis. Community-School Leadership with two tasks and School Plant and School Transportation with two tasks tied at 3%. School Finance and Business Management with three tasks had the lowest with 2%.

Column three for Time Period Three, 1971-1975, the results disclosed that the category Instruction and

Curriculum with six tasks was the top category at 8%. Two categories tied with 4%, Community-School Leadership with two tasks and Organization and Structure with two tasks. Staff Personnel with four tasks had 1%. A three way tie between Pupil Personnel with seven tasks, School Plant and School Transportation with two tasks and School Finance and Business Management with three tasks produced a 0%.

The results as shown in Table 2 indicate that in the categories and tasks changes in the amount of emphasized material occurred, but none of them were constant across three time periods. The category Instruction and Curriculum Development did show a change in emphasis. A low of 3% was observed in period one, 10% for period two and 8% in the last time period. The overall result was 9%.

The category Pupil Personnel decreased in emphasis through the three time periods. A high of 12% in the first period, 11% for the second period and 0% the third period. The overall results indicate 10%.

The Staff Personnel category decreased in percentage through the time periods. A high of 8% was observed in period one, 6% in the second period and 1% the third period. Overall, the percent was 6%.

The category Community-School Leadership showed an increase in emphasis through the time periods. A percent

of 2 was observed in period one, 3% in period two and 4% increase in period three. The overall result was 3%.

The School Plant and School Transportation category in both time periods one and two produced 3% results. Time period three decreased to 0%. The overall result was 3%.

The Organization and Structure category amount of emphasis in content for period one resulted in 5%, period two a 7% and period three decreased to 4%. The overall result was 7%.

The category School Finance and Business Management results ranged from 0% the first period, 2% the second time period, and 0% the third period. Overall, the percent was 1%.

Findings

The research involved procuring the number of pages and converting them to percentages. The percentages were used to evaluate each of the proposed hypotheses in turn.

The space the textbooks allocated to the seven categories, with a total of 26 tasks, ranged from 17% to 68% of the total pages. The median for all textbooks was 40%.

Hypothesis 1: Over the respective time periods there will be a greater variety of specific areas in elementary school administration textbooks.

This hypothesis was supported. The first time

period contained material in 6 of the 7 content categories and tasks. All the categories and tasks contained material in the second time period and the third period contained material in 4 of the 7 categories. A trend toward a greater variety of specific areas in elementary school administration textbooks over the time periods was observed.

Hypothesis 2: There will be an increase in space apportioned to instruction and curriculum development.

This hypothesis was supported. In Period One, 1960-1965 the percent was 3. The most emphasis was in the second period with 10%. The third period obtained 8%.

Hypothesis 3: There will be an increase in space apportioned to pupil personnel.

This hypothesis was not supported. A decrease in space occurred, the first period accounted for 12%, 11% in the second and 0% in the last.

Hypothesis 4: There will be an increase in space apportioned to staff personnel.

This hypothesis was not supported. There was a decrease in the amount of space. It received 8% in the first period, 6% in the second and 1% in the third.

Hypothesis 5: There will be an increase in space apportioned to community-school leadership.

This hypothesis was supported. An increase in space occurred over the three time periods. The first period obtained 2%, 3% in the second and 4% in the third period.

Hypothesis 6: There will be an increase in space apportioned to school plant and school transportation.

This hypothesis was not supported. The amount of emphasized space was constant for two periods and dropped in the last period. The first and second periods received 3% each, and 0% for the third period.

Hypothesis 7: There will be an increase in space apportioned to organization and structure.

This hypothesis was not supported. There was an increase from the first period to the second period, but the third period decreased in space. The first period consisted of 5% of the content pages, 7% in the second period, and 4% in the third.

Hypothesis 8: There will be an increase in space apportioned to school finance and business management.

This hypothesis was not supported. The second period increased in space and decreased in the third period. The first and third periods each had 0%, and the second period accounted for 2%.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to analyze elementary school administration textbooks between the years 1960-1975 to determine whether general and specific changes in the content were reflected by the amount of space designated to specific categories and tasks. The amount of emphasis of the categories and tasks were accounted for by the percentage apportioned to each category and task in the content of each textbook.

Thirteen elementary school administration textbooks were used in this study. The books were separated into three time periods--1960-1965, 1966-1970, and 1971-1975. The categories and tasks were Faber and Shearron's (1970) revised and suggested list of critical tasks for the elementary principal. A total page count was taken for each book excluding non-direct content pages. Next, individual chapters of each book were analyzed by counting the amount of space designated to the categories and tasks. The changing amount of emphasis across time periods was reflected by percentages.

The results of the analyzed data indicated that changes in the content of elementary school administration textbooks were not consistent for the categories or across the time periods. Increases had been hypothesized for all the categories. However, the only current category showing a substantial increase in emphasis was Instruction and Curriculum with an increase from 3 to 8 percent. Space apportioned to the category Community-School Leadership did increase over each of the time periods but only from 2 to 4 percent. Content related to both categories of Pupil Personnel and Staff Personnel decreased substantially. Organization and Structure increased from 5 to 7 percent, but decreased to 4 percent in the third time period. The two categories of Pupil Personnel and School Plant and School Transportation received no space in the text representing the last time period. School Finance and Business Management rated the lowest with 0 percent in both the first and third time periods.

Fewer books have been published since the second time period and the one book that was analyzed in the third time period emphasized theory more than tasks. Textbooks designed to prepare elementary school principals have emphasized content related to curriculum and instruction rather than content related to administration and management. These emphases reflected the importance assigned to

the instructional leadership role of the principal. Moreover, the study clearly indicated that the textbooks were not basically task oriented to the tasks by Faber and Shearron.

This study utilized Faber and Shearron's (1970) list of critical categories and tasks on elementary school administration textbooks. The same list could be used in analyzing journal articles and comparing the results with this study.

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APPENDIX A

CONTENT CATEGORIES AND TASKS OF EACH TEXT EXHIBITING NUMBER OF PAGES AND PERCENTAGE

Table 3

Content Analysis Results of
Misner, Schneider & Keith (1963)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	16	4
Pupil Personnel Seven Tasks	38	10
Staff Personnel Four Tasks	17	4
Community-School Leadership Two Tasks	0	0
School Plant and School Transportation Two Tasks	3	1
Organization and Structure Two Tasks	26	7
School Finance and Business Management Three Tasks	0	0
Total	100	26
Total Content Pages	391	

Table 4

Content Analysis Results of
Otto & Sanders (1964)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	11	3
Pupil Personnel Seven Tasks	59	15
Staff Personnel Four Tasks	30	8
Community-School Leadership Two Tasks	14	4
School Plant and School Transportation Two Tasks	18	5
Organization and Structure Two Tasks	22	6
School Finance and Business Management Three Tasks	2	1
Total	156	42
Total Content Pages	397	

Table 5

Content Analysis Results of
Keith, Infelise & Perazzo (1965)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	2	2
Pupil Personnel Seven Tasks	9	7
Staff Personnel Four Tasks	24	20
Community-School Leadership Two Tasks	2	2
School Plant and School Transportation Two Tasks	5	4
Organization and Structure Two Tasks	1	1
School Finance and Business Management Three Tasks	0	0
Total	43	36
Total Content Pages	124	

Table 6

Content Analysis Results of
Cooper (1967)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	24	7
Pupil Personnel Seven Tasks	46	14
Staff Personnel Four Tasks	16	5
Community-School Leadership Two Tasks	14	4
School Plant and School Transportation Two Tasks	16	5
Organization and Structure Two Tasks	12	4
School Finance and Business Management Three Tasks	3	1
Total	131	40
Total Content Pages	331	

Table 7

Content Analysis Results of
Elsbree, McNally & Wynn (1967)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	65	15
Pupil Personnel Seven Tasks	59	13
Staff Personnel Four Tasks	19	4
Community-School Leadership Two Tasks	20	4
School Plant and School Transportation Two Tasks	25	6
Organization and Structure Two Tasks	35	8
School Finance and Business Management Three Tasks	6	1
Total	229	51
Total Content Pages	448	

Table 8

Content Analysis Results of
Jenson, Burr, Coffield & Neagley (1967)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	27	6
Pupil Personnel Seven Tasks	61	13
Staff Personnel Four Tasks	28	6
Community-School Leadership Two Tasks	25	5
School Plant and School Transportation Two Tasks	17	4
Organization and Structure Two Tasks	44	9
School Finance and Business Management Three Tasks	9	2
Total	211	45
Total Content Pages	475	

Table 9

Content Analysis Results of
Stoops & Johnson (1967)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	44	11
Pupil Personnel Seven Tasks	41	10
Staff Personnel Four Tasks	27	7
Community-School Leadership Two Tasks	10	3
School Plant and School Transportation Two Tasks	19	5
Organization and Structure Two Tasks	13	3
School Finance and Business Management Three Tasks	9	2
Total	163	41
Total Content Pages	392	

Table 10

Content Analysis Results of
Bowles (1968)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	25	13
Pupil Personnel Seven Tasks	9	5
Staff Personnel Four Tasks	29	15
Community-School Leadership Two Tasks	13	7
School Plant and School Transportation Two Tasks	8	4
Organization and Structure Two Tasks	16	8
School Finance and Business Management Three Tasks	2	1
Total	102	53
Total Content Pages	199	

Table 11

Content Analysis Results of
Kimbrough (1968)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Sxi Tasks	32	9
Pupil Personnel Seven Tasks	27	8
Staff Personnel Four Tasks	15	4
Community-School Leadership Two Tasks	9	3
School Plant and School Transportation Two Tasks	14	4
Organization and Structure Two Tasks	24	7
School Finance and Business Management Three Tasks	10	3
Total	131	38
Total Content Pages	338	

Table 12

Content Analysis Results of
Jarvis (1969)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	37	8
Pupil Personnel Seven Tasks	25	5
Staff Personnel Four Tasks	0	0
Community-School Leadership Two Tasks	0	0
School Plant and School Transportation Two Tasks	0	0
Organization and Structure Two Tasks	45	10
School Finance and Business Management Three Tasks	1	0
Total	108	23
Total Content Pages	457	

Table 13

Content Analysis Results of
Jarvis & Pounds (1969)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	55	22
Pupil Personnel Seven Tasks	51	20
Staff Personnel Four Tasks	31	12
Community-School Leadership Two Tasks	12	5
School Plant and School Transportation Two Tasks	5	2
Organization and Structure Two Tasks	17	7
School Finance and Business Management Three Tasks	0	0
Total	171	68
Total Content Pages	249	

Table 14

Content Analysis Results of
Snyder & Peterson (1970)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	12	5
Pupil Personnel Seven Tasks	14	6
Staff Personnel Four Tasks	16	7
Community-School Leadership Two Tasks	5	2
School Plant and School Transportation Two Tasks	2	1
Organization and Structure Two Tasks	19	8
School Finance and Business Management Three Tasks	7	3
Total	75	32
Total Content Pages	228	

Table 15

Content Analysis Results of
Sergiovanni & Elliott (1975)

Category	Total pages analyzed	Percent
Instruction and Curriculum Development Six Tasks	19	8
Pupil Personnel Seven Tasks	0	0
Staff Personnel Four Tasks	3	1
Community-School Leadership Two Tasks	9	4
School Plant and School Transportation Two Tasks	0	0
Organization and Structure Two Tasks	10	4
School Finance and Business Management Three Tasks	0	0
Total	41	17
Total Content Pages	235	

APPENDIX B

CONTENT CATEGORIES ACROSS TIME PERIODS EXHIBITING NUMBER OF PAGES AND PERCENTAGE

Table 16

Analyzed Results for the Content Category
Instruction and Curriculum Development
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	16	391	
Otto & Sanders	1964	11	397	
Keith, Infelise & Perazzo	1965	2	124	
Total		29	912	3
1966-1970				
Cooper	1967	24	331	
Elsbree, McNally & Wynn	1967	65	448	
Jenson et al.	1967	27	475	
Stoops & Johnson	1967	44	392	
Bowles	1968	25	199	
Kimbrough	1968	32	338	
Jarvis	1969	37	457	
Jarvis & Pounds	1969	55	249	
Snyder & Peterson	1970	12	228	
Total		321	3117	10
1971-1975				
Sergiovanni & Elliott	1975	19	235	
Total		19	235	8
Overall Total		369	4264	9

Table 17

Analyzed Results for the Content Category
Pupil Personnel
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	38	391	
Ottc & Sanders	1964	59	397	
Keith, Infelise & Perazzo	1965	9	124	
Total		106	912	12
1966-1970				
Cooper	1967	46	331	
Elsbree, McNally & Wynn	1967	59	448	
Jenson et al.	1967	61	475	
Stoops & Johnson	1967	41	392	
Bowles	1968	9	199	
Kimbrough	1968	27	338	
Jarvis	1969	25	457	
Jarvis & Pounds	1969	51	249	
Snyder & Peterson	1970	14	228	
Total		333	3117	11
1971-1975				
Sergiovanni & Elliott	1975	0	235	
Total		0	235	0
Overall Total		439	4264	10

Table 18

Analyzed Results for the Content Category
Staff Personnel
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	17	391	
Otto & Sanders	1964	30	397	
Keith, Infelise & Perazzo	1965	24	124	
Total		71	912	8
1966-1970				
Cooper	1967	16	331	
Elsbree, McNally & Wynn	1967	19	448	
Jenson et al.	1967	28	475	
Stoops & Johnson	1967	27	392	
Bowles	1968	29	199	
Kimbrough	1968	15	338	
Jarvis	1969	0	457	
Jarvis & Pounds	1969	31	249	
Snyder & Peterson	1970	16	228	
Total		181	3117	6
1971-1975				
Sergiovanni & Elliott	1975	3	235	
Total		3	235	1
Overall Total		255	4264	6

Table 19

Analyzed Results for the Content Category
Community-School Leadership
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	0	391	
Otto & Sanders	1964	14	397	
Keith, Infelise & Perazzo	1965	2	124	
Total		16	912	2
1966-1970				
Cooper	1967	14	331	
Elsbree, McNally & Wynn	1967	20	448	
Jenson et al.	1967	25	475	
Stoops & Johnson	1967	10	392	
Bowles	1968	13	199	
Kimbrough	1968	9	338	
Jarvis	1969	0	457	
Jarvis & Pounds	1969	12	249	
Snyder & Peterson	1970	5	228	
Total		108	3117	3
1971-1975				
Sergiovanni & Elliott	1975	9	235	
Total		9	235	4
Overall Total		133	4264	3

Table 20

Analyzed Results for the Content Category
School Plant and School Transportation
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	3	391	
Otto & Sanders	1964	18	397	
Keith, Infelise & Perazzo	1965	5	124	
Total		26	912	3
1966-1970				
Cooper	1967	16	331	
Elsbree, McNally & Wynn	1967	25	448	
Jenson et al.	1967	17	475	
Stoops & Johnson	1967	19	392	
Bowles	1968	8	199	
Kimbrough	1968	14	338	
Jarvis	1969	0	457	
Jarvis & Pounds	1969	5	249	
Snyder & Peterson	1970	2	228	
Total		106	3117	3
1971-1975				
Sergiovanni & Elliott	1975	0	235	
Total		0	235	0
Overall Total		132	4264	3

Table 21

Analyzed Results for the Content Category
Organization and Structure
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	26	391	
Otto & Sanders	1964	22	397	
Keith, Infelise & Perazzo	1965	1	124	
Total		49	912	5
1966-1970				
Cooper	1967	12	331	
Elsbree, McNally & Wynn	1967	35	448	
Jenson et al.	1967	44	475	
Stoops & Johnson	1967	13	392	
Bowles	1968	16	199	
Kimbrough	1968	24	338	
Jarvis	1969	45	457	
Jarvis & Pounds	1969	17	249	
Snyder & Peterson	1970	19	228	
Total		225	3117	7
1971-1975				
Sergiovanni & Elliott	1975	10	235	
Total		10	235	4
Overall Total		284	4264	7

Table 22

Analyzed Results for the Content Category
School Finance and Business Management
Across Books and Time Periods

Author	Date of Publication	Total category pages	Total content pages	Percent
1960-1965				
Misner, Schneider & Keith	1963	0	391	
Otto & Sanders	1964	2	397	
Keith, Infelise & Perazzo	1965	0	124	
Total		2	912	0
1966-1970				
Cooper	1967	3	331	
Elsbree	1967	6	448	
Jenson et al.	1967	9	475	
Stoops & Johnson	1967	9	392	
Bowles	1968	2	199	
Kimbrough	1968	10	338	
Jarvis	1969	1	457	
Jarvis & Pounds	1969	0	249	
Snyder & Peterson	1970	7	228	
Total		47	3117	2
1971-1975				
Sergiovanni & Elliott	1975	0	235	
Total		0	235	0
Overall Total		49	4264	1

APPENDIX C

REFERENCE OF THE ELEMENTARY ADMINISTRATION TEXTBOOKS EVALUATED FOR CONTENT ANALYSIS

Bowles, D. R. Effective Elementary School Administration. West Nyack, New York: Parker Publishing Company, Inc., 1968

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