INFORMATION TO USERS

This was produced from a copy of a document sent to us for microfilming. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help you understand markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure you of complete continuity.

2. When an image on the film is obliterated with a round black mark it is an indication that the film inspector noticed either blurred copy because of movement during exposure, or duplicate copy. Unless we meant to delete copyrighted materials that should not have been filmed, you will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., is part of the material being photographed the photographer has followed a definite method in "sectioning" the material. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.

4. For any illustrations that cannot be reproduced satisfactorily by xerography, photographic prints can be purchased at additional cost and tipped into your xerographic copy. Requests can be made to our Dissertations Customer Services Department.

5. Some pages in any document may have indistinct print. In all cases we have filmed the best available copy.

University
Microfilms
International

300 N. ZEEB ROAD, ANN ARBOR, MI 48106
18 BEDFORD ROW, LONDON WC1R 4EJ, ENGLAND

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/4716

8018919

BRANSCUM, JAMES DILLARD

A STUDY OF THE PERCEPTIONS OF RURAL SECONDARY PRINCIPALS IN EAST CENTRAL AND SOUTHEASTERN OKLAHOMA REGARDING THE HIGH SCHOOL PRINCIPALSHIP

The University of Oklahoma ED.D. 1980

University Microfilms International 300 N. Zeeb Road, Ann Arbor, MI 48106 18 Bedford Row, London WC1R 4EJ, England

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

A STUDY OF THE PERCEPTIONS OF RURAL SECONDARY PRINCIPALS IN EAST CENTRAL AND SOUTHEASTERN OKLAHOMA REGARDING THE HIGH SCHOOL PRINCIPALSHIP

A DISSERTATION
PRESENTED TO THE GRADUATE COLLEGE
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
degree of
DOCTOR OF EDUCATION

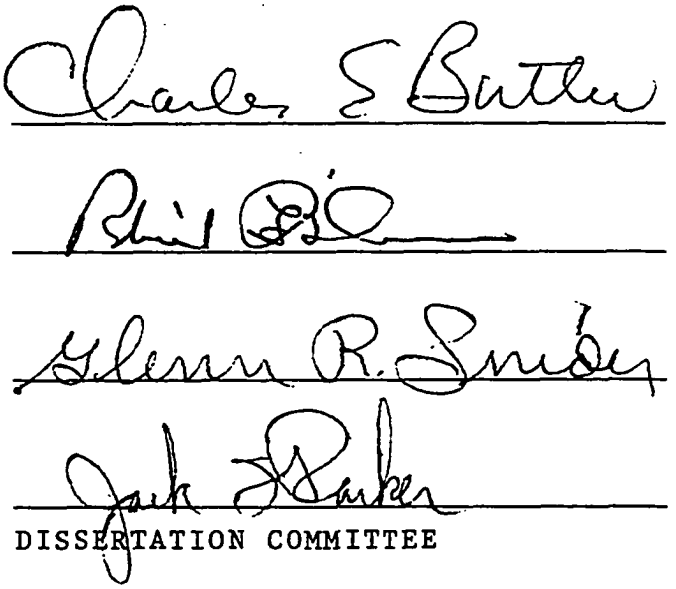
By
James D. Branscum
Norman, Oklahoma
May, 1980

A STUDY OF THE PERCEPTIONS OF RURAL SECONDARY PRINCIPALS IN EAST CENTRAL AND SOUTHEASTERN OKLAHOMA REGARDING THE HIGH SCHOOL PRINCIPALSHIP

by

James D. Branscum

APPROVED



DISSERTATION COMMITTEE

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....iii

CHAPTER

I. INTRODUCTION 1

Background of Study
Need for the Study
Statement of the Problem
Objectives
Definitions of Terms
Limitations

II. REVIEW OF THE LITERATURE 11

III. METHODOLOGY AND STATISTICAL TREATMENT 33

IV. PRESENTATION, ANALYSIS AND DISCUSSION OF DATA..... 41

Perceptions of Role Partners
In-role Perceptions
Consensus of Role-partners and In-role Respondents

V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS 70

LIST OF TABLES

Appendix A 77

Table I 77
Table II 78
Table III 79
Table IV 80
Table V 81
Table VI 82
Table VII 83
Table VIII 84

Appendix B 85

Key 85
Table I 86
Table II 88
Table III 90
Table IV 92
Table V 93
Table VI 94
Table VII 96

Appendix C 98

Appendix D 103

Appendix E (letters).....107

Bibliography 113

ACKNOWLEDGMENTS

I am sincerely thankful to Dr. Charles E. Butler. His understanding and encouragement have meant much to me during the course of this study. Also, I am indebted to the members of my committee: Dr. Glenn R. Snider, Dr. Jack Parker, and Dr. Robert Bibens.

A special thank you is extended to Dr. James M. Miller and Mr. Bill Powers for the encouragement and friendship they have shown to me.

Also, I would like to issue a thanks to Marguerite Rutledge and Carolyn K. Gilstrap for the support and help they have extended.

Lastly, an acknowledgment is made to my wife, Carolyn, for the years of support and encouragement she has given to me. Also, a thank you to my two children, Aaron and Adam, is in order at this time.

CHAPTER I

INTRODUCTION

The principalship is one of the oldest administrative positions in i . itutional education, particularly of the public variety. Its development is traceable back to the 1500's. Stephen J. Knezevich of the American Association of School Administrators states:

> The secondary-school principalship is one of the oldest educational administrative positions, yet one which 'has no history'. It can be traced as far back as 1515, to Johann Sturm, who was considered the greatest administrator of secondary education in his century.[1]

Roles similar to those performed by Sturm, however, were not generally, highly administrative in structure because the schools were small and administrative matters were general in nature. Usually, an individual who filled such a post was referred to as the head-master, and as Knezevich later suggested, was hired for his teaching ability, not his administrative know-how.

The first principalships in the schools of the United States were analogous to their Europeon predecessors in that:

> The first secondary schools in the United States were also Latin grammar schools. They were, however, small institutions serving a limited number of people and, hence, had little need for administrators who did not teach.[2]

From the beginnings of the institutionalized process of education, an individual has assumed the responsibilities of author:

---

1. Stephen J. Knezevich, Administration of Public Education (New York and London: Harper and Row, 1969), p. 279.

2. Knezevich, op. cit., p.279

for and in the individaul school. This person, who began as a teacher in a one-room school building, became a principal, or a head-teacher as multiple-teacher schools evolved in the 1800's. Although the head-teacher shared teaching duties with fellow staff members, he was delegated authority to plan curriculum procedures, make staff assignments and see that the school facility was cared for.

The role of the principal evolved from teacher plus administrative functions to principal. According to Knezevich, these processes, although basically true for most schools, may have been stymied in some regards. He wrote:

> The principalship has evolved according to the following sequence; a classroom teacher, a teacher with a few administrative functions, the teacher-principal, and the supervising principal. Not all communities have moved from one phase to another. The principalship in some communities has been arrested at one of the earlier phases of development.[3]

One important aspect noted by Knezevich is that the development of the principalship has been arrested in some communities. Simply stated, the principalship has evolved in many communities to a full-time supervisory post with clerical and maintenance help sufficient to allow the principal the time to fulfill his role responsibilities more effectively. However, there exist schools which prevent the principal from performing needed administrative functions. This is due to a variety of reasons which will be discussed later.

Even though the educational standards of the principal are usually set by the State Departments of Education and various schools and colleges of education in the individual states, it seems that the actual tasks required of the principal vary

---

3. Knezevich, op. cit., p. 281.

vastly from school to school and from state to state. Jacobson wrote:

> The principalship varies in attractiveness throughout the United States. Many principals who have administrative assistants and clerical help are still just building custodian-principals, either because of the rules in their particular systems or because their plans have failed to work effectively. When conditions of the job are such, because of the central office policy, the principalship cannot truly be called a profession. Well-trained principals do not care to or need to spend their entire time doing clerical work, or seeing that clerical work is done; neither do they devote all their time to answering the telephone, diciplining unruly children, or supervising the work of the janitors or custodians, although these duties are important to a well-administered school.[4]

Due to such variations in the role of the principal from one school to another, it is often difficult to generalize about the responsibilities of the principal, or the tasks which would be required to meet the accepted role performance expectations of the position. As we become, in the profession of education, increasingly responsible to the public for visible, or measurable results, the role expectations of the office of the principalship in the secondary school assume greater significance to the individual who occupies that office.

While it is difficult to generalize about the variations in principal responsibility and role behavior from school to school, research suggests that schools in various geographical locations differ. Administrative behavior and

---

4. Paul B. Jacobson, James D. Logsdon, and Robert Wiegman, The Principalship: New Perspectives (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1973), p. 48.

and expectations are among those differences noted. Research dealing with differences between rural and non-rural schools run the gamut of school behaviors and is as scant as is research on rural schools variability. In fact, research related to education in rural areas is meager when compared to that related to urban areas. Relatively little is known about rural schools except that they have difficulty getting good teachers and that the smallness of rural schools prevents course diversity and appropriate levels of subject-matter specialization. Thayer issued this reminder:

> Nor are the needs of all communities identical. Needs in a rural and agricultural community differ in essential respects from those of an urban and metropolitan center. Similarly, the demands upon a school in a prosperous northern state may have little resemblance to those in a southern state.[5]

---

5. V.T. Thayer, The Role of the School in American Society (New York and Toronto: Dodd, Mead and Company, 1960), p. 44.

Need for the Study

In the judgement of this writer, previous research concerning roles, responsibilities and competencies of secondary school principals lack clarity in findings and conclusions. Additional studies are needed to assist in the clarification and extension of current knowledge and data. This is especially true of the rural high school.

Current literature indicates that a primary difficulty of the principalship concerns the problems principals have in reconciling their desires and expectations with those of persons with whom and for whom they work. Often, their expectations are more theoretical and idealistic, while the environments in which they function are more practical and reflective of the "real world". Stated differently, principals of secondary schools are required to reconcile or integrate their "ideals" with others' "reals". Many studies have been completed that examined principals' perceptions of the roles, responsibilities and competencies of the principalship. Several have dealt with related perceptual differences between principals and their superordinates, peers or subordinates. However, few have examined the roles, responsibilities and competencies of principals in rural schools, particularly in an intrarural, comparative fashion. This study is designed to deal with this deficiency.

In most studies dealing with the competencies of the office of the principalship, it has been found, as Knezevich alluded, that often, formal preparation and ability are not related to job task. For example, in a recent

survey, principals were described in the following manner:

> School principals are 'captives of their environment'. Don't expect them to be "changers" of it. Forget about age and experience as important factors in selection of principals. [6]

The same article indicated that the size of the school has much to do with the particular job requirements of the principalship and states that:

> The type and size of a school accounted for the greatest number of differentiations in the way principals described their jobs; personal characteristics of the principal produced the fewest differentiations, and age and years in present position were not significant.[7]

The particular professional competencies required of a specific principalship then, are partially related to the size of the school. Secondary schools in rural areas are generally smaller, in terms of student population, than their urban counterparts, about which research is relatively abundant.

---

6. Education U.S.A., Consortium for Educational Leadership, Bruce McPherson, Columbus Salley, and Melany Baehr, researchers. V 18, No. 18, (March 18, 1976) p. 161.

7. Education U.S.A., op. cit., p. 161.

STATEMENT OF THE PROBLEM

The problem of this study is to determine the in-role and role-partner perceptions of the professional competencies of the principalship, real and ideal, in the rural high schools of east central and southeastern Oklahoma.

Objectives

The following related questions may be asked:

I. What are the principal's in-role perceptions of the professional competencies for which he/she should be held responsible?

II. What are the predominant role-partner (superintendent, school board member, and teacher) perceptions of the professional competencies for which the principal should be responsible?

III. Are the predominant role-partner perceptions of what should exist different from their perceptions of what actually is?

IV. Are the in-role perceptions of what should exist different from what actually exist?

Definitions of Terms

Accountable: Refers to the extent to which the principal is able to perform the professional competencies of the office to the satisfaction, of those to whom he/she is more or less responsible.

Curriculum: Refers to all activities sponsored by the school. This includes the areas of academic and extra-curricular activities.

High school: Refers to a secondary school encompassing grades 9-12.

Principal: Refers to the educator who is responsible for administrative and supervisory activities in the operation of a particular high school.

Faculty: Refers to certificated educators who have no administrative or supervisory responsibilities in a particular school.

Community:	Refers to the people of a particular school district being served by a particular high school.
Superintendent:	Refers to the overseer of total school district needs, both elementary and secondary, and the individual who would ultimately either be involved, or informed of all major school processes.
In-role-perceptions:	Refers to the perceptions of those individuals who occupy the position of the principalship of the rural high school.
Role-partner-perceptions:	Refers to the perceptions of those professional individuals (teachers, superintendents, and board members), in the school setting, and/or community who interact with the principal, either in the area of input, or feedback, or both.
Areas of Competence:	Refers to the general areas in which an individual is expected to be capable in order to perform the functions of a specific position, such as the principalship.[8]
Competency Statements:	Refers to "statements which delineate and describe required components of specific competence."[9]
Components of Competence:	Refers to the segments that compose the area of competence. These segments may be classified and described under the general headings of skills, knowledge, judgment, abilities and capabilities.[10]

---

8. Larrie E. Gale, Competence Required for the Principalship: A Methodology Applied to the Rural Bolivia Settings. Doctor's Thesis. (Salt Lake City: University of Utah 1973) p. 31.

9. Gale, op. cit., p. 38.

10. Gale, op. cit., p. 3

Perception:	Refers to the manner in which respondents view important competencies as performed by the principal.
Priority Group:	Refers to a hierarchial grouping of competency statements or areas of competence according to preferability.
Role Set:	Refers to "a set of the individual occupant of a given position and those individuals whose behavior must interreact with his in the creation of the organizational product".[11] In this study the primary and only role-set will be the principal, (in-role occupant); teachers, the board members, and the superintendent, (role-partners).
Rural:	Refers to areas not within a fifteen mile radius of areas with populations of 18,000 or more.
Rural High School:	Refers to a high school in a rural setting with not more than 550 pupils in grades 9-12.
Quadrant Assessment Model (QAM):	Refers to a needs-assessment model which, by comparing the ideal and real perceptions of respondents groups, reflects the discrepancy between actual practice and what ideally ought to occur. The model's quadrants categorizes perceptions into four possible variable combinations: high and low, real and ideal.
Real:	"Refers to perceptions of situations which indicate the areas of competence and the components of competence that principals in the in-role occupant position actually display."[12]

---

11. Jacob W. Getzels, and Egon G. Guba, "Social Behavior and the Administrative Process", School Review, V. 65, (Winter, 1957), p. 423.

12. Charles Louis Deros, A Study of Competencies Required by Connecticut High School Principals as Perceived by the High School Principals and those within the School System who Influence his Role, Doctorial Thesis, (University of Connecticut, 1975), p. 9.

Ideal: "Refers to one of the two situations which indicate the areas of competence and the components of competence an individual (principals) should possess assuming he were an ideal principal."[13]

LIMITATIONS OF THE STUDY

The study is limited in that it will focus on the role competencies of the small high school principal in rural, east central and southeastern Oklahoma. Small school setting will be inclusive of those rural schools at the secondary level, grades 9-12, having a pupil population of under 550.

The study will also be limited to the direct accounting of the role competencies from a perceptual concept of the real verses the ideal. It is also limited by the accuracy of materials involved, and the forms completed and returned.

METHODS AND PROCEDURE OF STUDY

This study was conducted through the collection of data from 300 selected school board members, principals, superintendents, and teachers using the Area of Competence and Competency Statements Perceptionnaire. The obtained data was analyzed using the Quadrant Assement Model Computer program, which produced a print out which categorized data into categories: High ideal, high real; low ideal, high real; high ideal, low real; and low ideal, low real.

ORGANIZATION OF THE STUDY

Chapter I contains the background, need of the study, statement of the problem, definition of terms, limitations, and procedures of the study. The review of literature is contained in chapter II. Chapter III deals with sample selection, procedures and instrumentation, including validity and reliability data. The data are presented and analyzed in chapter IV. Chapter V is composed of the summary, conclusions and recommendations.

---

13. Deros, op. cit., p. 8.

CHAPTER II

REVIEW OF THE LITERATURE

The primary responsibility of the principal is to function as a leader, decision-maker, mediator, and facilitator of programs to successfully carry out the missions of the total school program. The question, then, is not necessarily what the principal should do; but how the principal will accomplish the task before him? Hughes alludes to this question as follows:

> The role of the principal in such a social system is that of mediator between the institutional demands on him and his co-workers and the orientations and needs of individual staff members. Such a role requires the development of appropriate interpersonal skills to create good human relations and morale.[14]

In order to fully perceive the scope of the problem being investigated, the following areas of related literature are presented and discussed: (1) organizational structure of the school administration; (2) roles within the organizational framework; (3) role-set relationships; (4) leadership qualities of the principalship and role expectations; and (5) professional competencies of the principalship. A sixth area of relevance presented and discussed, is the rural school setting.

Organizational Structure of the School Administration

To investigate the organizational structure of school administration is to see that there are opposing views concerning administration. These views, as Getzel has pointed out, range from the advocates of the administration by predisposition to the supporters of administration as a technology.

---

14. J.A. Culbertson, C. Henson, and E. Morrison, editors, Performance Objectives for Schools Principals, (Berkeley, California: McCutchan Pub. Co., 1974) p. 114.

Examination of the three possible views reveals obvious conceptual and practical flaws in each. If administrators are successful simply because of traits or predisposition attributable to character and personality, any amount of training is rendered fruitless unless certain traits are present. Getzel describes such thought:

> From this point of view, trying to study administration systematically and to produce administrators through specialized training is futile. The improvement of administration is not a problem of science or of education but of breeding, or at least of selection. [15]

From a purely solving-problem point of view, the technology approach to administration seems to be most efficient. A step by step approach characterizes the operationalization of this view, and a prescription for greater efficiency is systematically and scientifically developed . However, when one closely scrutinizes this approach, there are problems which can be seen. The developed prescription for the problem often does not solve, or provide an immediate answer to a situation. The administrator must be able to apply it in a successful manner. Getzel suggested that:

> ... a closer look reveals that the so-called practical or technical approach solves few of the really practical problems pressing upon the administrator. No one would disagree violently with any of the techniques prescribed in the illustrations we cited. But of what real use is it to say that to gain a subordinate's confidence the administrator should be helpful, cheerful, friendly, and reliable? In what way are these specifically administrative principles? And of what value is it to enunciate that an administrator can improve conferences if he is 'interested' in the people with whom he is conferring,

---

15. Jacob W. Getzels, James M. Lipham, and Ronald F. Campbell, Educational Administration as a Social Process: Theory Research, and Practice, (New York: Harper and Row, Pub, 1968), p. 2.

> allows 'plenty of time for the conference', attempts to put the other person at ease, is 'objective in the discussion', and 'accentuates the positive'? What interpersonal relationship would not be the better for this kind of behavior? [16]

The third major position advocated is that of conceptualization and theory. Briefly, the major insufficiency of this approach is a void of practicality in solving the day to day problems of an organization. On the other hand, theory is far from totally useless in the administrative process. Getzel aptly stated that:

> Theory, then, has a number of vital functions in the study and practice of administration, as indeed in any area where observations must be collected and interpreted to solve problems.
>
> Thomas puts the argument as follows: 'Without the guidance of a theory, the analysis and discrimination which is necessary to convert an indeterminate situation into a formulated problem is severely handicapped, or worse yet, foregone'.
>
> All this is by way of saying that theory is not an objective in itself. It is a tool--a map--providing indispensable guidance for practice and research alike. In effect, both practice and theory provides a check on what might otherwise be only hit-or-miss activities. It offers the administrator a basis for defining underlying problems, it suggest hypotheses for action, and it supplies a framework for constant, systematic self-criticism and improvement.[17]

For the administrative organization to be successful this writer has the opinion a synthesis of the above three administrative views must be developed and maintained. To

---

16. Getzels, op. cit., p. 6.
17. Getzels, op. cit., p. 8.

be successful, to implement change which is fruitful to the institution, to make quality decisions, each view must contribute to the total process. Technology will allow advances to be made where improvements are needed; theory will allow the administrative process to advance to a higher plateau of reasoning, while trait-based leadership-ability will permit the synthesis of the former two to more effectively enter the decision-making process. Getzels, again, substantiates this point:

> It is in these terms that we may see the subtle and never-ending relationship between theory and practice, between research and theory, between practice and research. The relationship may not be direct and immediate, and the issues of the one may not be translatable without intervention into the issues of the other. Although at any given time the interaction may be tenuous--there is an inevitable 'culture lag' between technology and theory--ultimately the one acts as a guide and check to the other. Nor as Toulmin points out, is it possible to always specify whether the observation or the theory, the practice or the concept, came first.[18]

For theory and technology to be productive in the administrative process, leadership must also be present. This leadership most often becomes apparent to the observor in the form of the decision-making process. The administrative process must rely on decision-making ability in order to produce desired results. Lipham wrote:

> Decision making is a central responsibility of the principal. Knowledge about decision making and the application of decision theory should enable the principal to improve his decision-making skills.

---

18. Getzels, op. cit., p. 13.

> As Gregg indicated, 'Decision making is the very heart of the administrative process'. Similarly, McCamy stated, 'The reaching of a decision is the core of administration, all other attributes of the administrative process being dependent on, interwoven with, and existent for the making of decisions.'[19]

It is clear, then, that decision-making is central process extremely vital to the administrative process of the school.

In order to fully understand the influencing factors of an administrative process, it must also be realized that the personality of the individual has a direct influence on management procedures, and thus, affects the administration of an educational institution.

Equally affecting the educational process are the role expectations of the institution placed on an individual occupying a particular office. This would include the particular office. This would include the particular tasks expected of the administrator and the framework within which the task must be accomplished. Halpin explained:

> Administration, whether in education, industry, or government, refers to a human activity that involves a minimum of four components:
> 1. The task
> 2. The Formal Organization
> 3. The Work Group (or Work Groups)
> 4. The Leader (Leaders)[20]

The manager, or the administrator of a given school functions within an organization, and in many instances, the network of the formal organization may require him/her to perform tasks, or missions which are, in some cases, a hinderance to the overall process, rather than an aid.

---

19. J.A. Culbertson, Curtis Henson, and R. Morrison, editors, Performance Objectives for School Principals, Concepts and Instruments, (Berkeley, CA: McCutchan Pub. Co,1974), p. 83.

20. Andrew Halpin, Theory and Research in Administration, (New York: The MacMillan Co., 1966), p. 28.

Roles Within The Organizational Framework:

To understand how one may become entangled within the formal organizational structure, it is necessary to review the nature of "role" within the organizational structure. As one reviews a role, it is also necessary, to mention the consequences of personality as it interacts with the role. Within this discussion, one must consider the institution, for it is within the context of an institution that organizational role structures becomes rigid and controlled. As Getzels pointed out:

> A social system is basically composed of two classes of phenomena.... For general analytic purposes, and more expecially for the analysis of administrative processes, we may conceive of the social system as involving two classes of phenomena which are at once conceptually independent and phenomenally interactive: (1) the institutions, with certain roles and expectations, that will fulfill the goals of the system; and (2) the individuals, with certain personalities and dispositions, inhabiting the system, whose observed interactions comprise what we call social behavior.[21]

The first class of phenomena, institutions, bears five basic properties: (1) institutions are purposive (2) institutions are people; (3) institutions are structural; (4) institutions are normative; and (5)institutions are sanction-bearing.[22] Given these properties, the roles and role expectations of all positions become defined. The longer the system maintains the same leader the more rigid and less likely to change are the roles and role expectations. Griffiths offers one of his eight propositions in this regard stating that:

---

21. Getzels, op. cit., p. 56.

22. Daniel E. Griffiths, "Administrative Theory and Change in Organizations", Innovations in Education, Matthew Miles, editor, (New York: Teachers' College Press, 1964), p. 425-436.

> The number of innovations is inversely proportional to the tenure of the chief administrator.[23]

The second class of phenomona contained within a social system involves the individual dimensions. At this point personality enters. Expectations are projected in the concepts, abilities, fears, emotions, and intellect of an individual. Due to personality, the expectations of an indivudual within a role could conceivably differ from the expectations of the task to be performed as designed by the super-ordinates of a particular system. The end result, of course, would be conflict, frustration and failure to progres Halpin concluded:

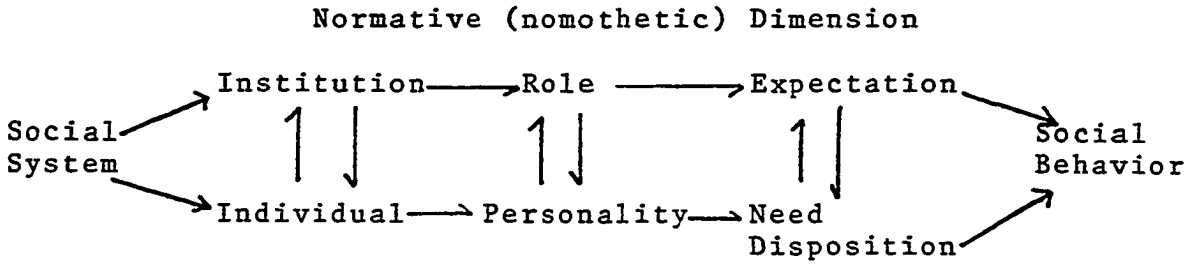
> It would appear then that there are two fundamental sets of variables which define the operations of an organized group: These are:
> (1) Variables which define organization. These are:
> a. Responsibility variables (the work one is expected to do)
> b. Formal interaction variables (the persons with whom one is expected to work).
> (2) Variables which define informal organization. These are:
> a. Work performance variables (the tasks one actually performs).
> b. Informal interaction variables (the persons with which one actually works). [25]

Should the informal interaction variables and the variables which define organization be incongruent, one of the aboved mentioned results would likely occur. These operations, then do define the operations of an organized group, in most instances. [26]

---

23. Griffiths, op. cit., p. 425-426.
24. Halpin, op. cit., p. 31.
25. Halpin, op. cit., p. 31.

To fully understand the interwoven status of institution, role, role expectations, and the individual personality and need-disposition, Getzel provided the following model:



26

From this model, one can deduce that if an individual in a particular role is caused to perform duties contrary to his need desposition, often dictated by his/her training, he/she would be expected to experience and exhibit dissatisfaction.

The degree to which these expectations are realized is determined by the ability of the individual in the in-role position, the sub-ordinates being worked with, the numerical size and rigidity of the institution. Halpin stated concerning the factor of size:

> Hemphill has analyzed in detail the relation between the leader's behavior and size of the group and has concluded that, as compared with small groups, large groups make more and different demands upon the leaders. In general, the leader in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In smaller groups, the leader plays a more personal role.[27]

---

26. Getzels, op. cit., p. 80.

27. Halpin, op. cit., p. 83.

Role Set Relationships

Role-set refers to and defines those persons and groups with whom a particular role incumbent must interact. For example, the role-set of a physician could include nurses, patients, hospital administrators and other physicians. The person occupying a single position will usually experience a certain amount of strain caused by various other individuals within his/her role-set. For example, the super-ordinate of a particular institution may have different expectations of the role than does the individual who occupies it. Frequently, supervisors mistake role conflicts within role-sets as personality clashes. Culbertson concluded:

> Administrators are constantly confronted with conflicts related to organizational roles and role performance. Because such conflicts tend to center around individuals, there is a general tendency to treat them as personality clashes. Such an approach is both simplistic and inaccurate, and its use does little to improve the situation. Only if an administrator can look beyond the personalities involved to discover the underlying causes of the conflict can he hope to succeed in resolving it. [28]

A particular conflict often results in a clash between super-ordinates and sub-ordinates in administrative positions. The sub-ordinate at this point must relent to the pressure of the hierarchy of power, or choose to form a coalition of power to neutralize the authority of the super-ordinate. According to Etzioni:

> The power of an organization to control its members rests either in specific

---

28. J. A. Culbertson, D. Henson, and E. Morrison, editors, op. cit., p. 209.

> positions (department head), a person (a persuasive man), or a combination of both (a persuasive department head). Personal power is always normative power; it is based on the manipulation of symbols and it serves to generate commitment to the person who commands it. Positional power, on the other hand, may be normative, coercive, or utilitarian. An individual whose ability to control others is chiefly personal is referred to as an informal leader. One who commands both positional and personal power is a formal leader. [29]

Leadership Qualities of The High School Principals--Role Expectations of the Principalship

One of the primary functions of the colleges of education in the major universities in this nation has been to adequately prepare individuals to assume leadership roles in the principalships of the nations' schools. To do this, guidelines for curriculum in educational leadership were developed. To say either that the principal must totally learn the required curriculum content, or totally possess the taught characteristics as traits would be incorrect. To suggest that through personality traits, character, and the learning process, the individual acquires the necessary qualities to function successfully as a principal would be more correct.

It must be stated that leadership within the public school has been related to administration. However, the two terms are not synonymous. An administrator is in a leadership position, but not all administrators are leaders.

---

29. Amitai Etzioni, Modern Organizations, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 82.

Corbally wrote:

> One final word should be said about the leader in a democracy. We have been talking specifically about leaders, not about secondary school principals. It is of course our hope that the two are the same, but appointing a man a principal does not automatically make him a leader. An actual leader is one who exhibits leadership behavior; a status leader is one who holds a position requiring leadership. [30]

This verifies the need to be sure that administrators are prepared for their leadership and administrative roles as principals, and that they can identify the traits which go with those roles. The qualities of leadership thought to be necessary for the principal to perform his/her role responsibilities have been the bases for educational improvement. The Oklahoma Association of Secondary School Principals' substantiates this view stating that:

> A secondary school principal is both a school administratior and an educational leader, but the major role is that of leadership for the improvement of the total educational effort of the school. [31]

These qualities of leadership include the ability to make correct decisions, respect for human rights, cooperation among peers, moral responsibility, the ability to communicate effectively and be knowledgeable enough to take correct evaluative measures. [32]

---

30. John Corbally, T.J. Jenson, and W.F. Staub, Educational Administration: The Secondary School, (Boston: Allyn and Bacon, Inc., 1961), p. 45.

31. The Secondary School Principalship, revised, Statement of philosophy, OASSP, 1979 revised, p. 2.

32. OASSP, op. cit., p. 1-4.

Role Expectations

As one reviews the decision-making ability of the principal, it should be clear that factors enter into good decision-making in an organizational system other than just the thoughts and actions of one individual. The process in the school involves more than just the leadership qualities of the one who occupies the office. Even if the leadership qualities of the principal were beyond reproach, a poor administrative process could exist in the system as a result of the role-expectations of the hierarchy of the organization. These hinderances are a result of the machinery developed within the organization over a period of time. This development usually causes a power struggle within the organization itself occuring usually when an individual of mid-management, such as the principal, is hired from the outside. This is especially true if an individual new to the organization suggests change. Daniel Griffiths stated, in this regard, that:

> The observer of social organizations is forced to the conclusion that organizations are not characterized by change. Indeed, when organizations are viewed over a long period of time their outstanding characteristic appears to be stability rather than change. [33]

Should this illustration be applied to the role expectations of the small rural high school principal, one could see that if the system has been one which was slow to change, the occupant of the high school principalship role might be forced, by the supra-system and the hierarchy of the

---

33. Griffiths, op. cit., p. 368.

organization, into task, which, from a professional standpoint, do not enhance the educational processes of the school. Secondly, the super-ordinate, in this case, the superintendent of schools, is not likely to propose change if he/she has been promoted from within the system, or if his/her tenure within the system is of substantial length. This simply denotes that if the role-expectations of the position of the principalship required tasks which were time consuming, menial in nature, these tasks would probably continue until change was proposed by the super-ordinate.

The role-expectations of a particular role are also, to some extent dependent upon the sub-systems of an organization, expecially if the occupant of the particular role wishes to change the expectations of the position. Griffiths aptly described this procedure:

> The more functional the dynamic interplay of subsystems, the less the change in organization. [34]

The essence of the above statement is that sub-systems develop means of operating which minimize conflict. The various sub-systems perform particular tasks in such ways as to maintain harmony with the other sub-systems of the overall organization. Change, in many cases, is viewed as conflict; and therefore, is resisted by the sub-systems of the organization. Sub-systems resist conflict and, in like manner, are likely to resist change. [35] Therefore, if the functions of a particular role have been identified without change, over a period of years, one who tries to institute change will be viewed by the various sub-systems as instituting conflict in many cases.

---

34. Griffiths, op. cit., p. 373.
35. Griffiths, op. cit., p. 373.

A History of the Professional Competencies of the Secondary Principalship

Competency based-education is an attempt to identify the skills or competencies necessary for the administrator, in this case, the secondary school principal, to adequately perform the tasks of his/her position. These skills/competencies provide the framework for the competency-based movement.

In the early part of the century, administration was defined by Fayol as planning, co-ordinating, organizing, commanding, and controling. [36] Fayol placed emphasis on the process, not the skills required for effective administrative performance. In 1929, Charters and Waples listed the twenty-five most important traits of teachers. They found such items as breadth of interest, good judgement, self-control, scholarship, self-confidence, and forcefulness to rank at the top. [37] It was the trait approach that brought to administration the measuring process. Corbally related:

> The trait approach to defining leadership ability, then, involves bringing a set of measuring instruments to the man in isolation. If he registers sufficiently high scores in capacity, achievement, responsibility, sociability, and status, he is rated as a potentially successful administrator. If his scores are not high in these areas, his chances of success are rated poor. This approach has certain

---

36. Henry Fayol, "Elements of Management". General and Industrial Management. (London: Sir Isacc Pitman and Sons, 1949), p. 14.

37. W.W. Charters, and Douglas Waples, The Commonwealth Teacher-Training Study, (Chicago: University of Chicago Press, 1929), p. 18.

> apparent deficiencies, which have led to the development of what we call the competency approach. [38]

The administrator, however, must possess more than just traits. He/she must have the ability to utilize traits effectively. This is the basic premise of competency-based training. In this regard, competency-based training is an extension of the trait approach. Competency-based education seeks to determine the ability of the student (prospective administrator) to transfer acquired traits, effectively, into skills which must be exhibited on the job. Corbally stated:

> The competency approach does not abandon the trait approach nor does it imply a loss of faith in the importance of traits. What the competency approach does is to adapt the trait approach so that behavior described is the behavior required in given situations pinpointed. A competency, then, is a factor that contributed to or is an integral part of effective administrative behavior. Competencies may include personal attributes, knowledge, understanding, or skills, but to be classified as a competency for a secondary school principal, each of these factors must be shown to be related to effective administrative behavior in a secondary school. [39]

Competencies which are essential to performing the duties of the principalship have in past times often been overlooked. As these competencies essential to supervision were developed, many educators and writers called for their utilization. Robert Katz, a businessman, advocated that an administrator possess skills divided into one of three areas: human, technical, and conceptual, and that these three areas be utilized as a base for training individuals.[40]

---

38. Corbally, op. cit., p. 280.

39. Corbally, op. cit., p. 281.

40. Robert L. Katz, "Skills of an Effective Administrator", Harvard Business Review, V. 33, (Jan., Feb., 1955), p. 33-42.

The categories suggested by Katz were later developed into a model for a competency-based curriculum by Dr. Lloyd McCleary. [41] Furthermore, Robert J. Alfonso, Gerald R. Firth, and Richard F. Nevilles suggested that there is an important 'skill mix' needed by supervisors, a mix that includes technical, managerial and human skills. [42]

The development of the competency-based approach should provide a measuring tool for successfully training administrators. Hopefully, it will point out the weaknesses of administrators now in professional positions. As Deros stated:

> The identification and categorization of functions, components, and the competencies needed by the administrator to function within that framework would seem to answer Culberton's question: What learnings should preparatory programs foster? [43]

Such program identification of function, and competencies, and the required degree of proficiency could serve as a guide for determining the necessary emphasis within training programs.

A History of Professional Competencies as Measuring Instruments

To better understand the totality of competencies and functions of the principalship, it is necessary to look at, briefly, competency-based-education. This program base

---

41. Lloyd McCleary and K. McIntire, "Competency Development and University Methodology", NASSP Bulletin, V. 56, (Mar, 1972), p. 55.

42. R. Alfonso, G.R. Firth, and R.F. Neville, Instructional Supervision: A Behavior System, (Boston: Allyn and Bacon, 1975), p. 299.

43. Deros, op. cit., p. 30.

is an attempt to allow the student to utilize his traits in a leader-type situation. The purpose is to improve the prospective administrator by course offerings which allow actual thought and problem processes. Corbally stated:

> The principal must not merely possess traits, but he must be able to use his traits as a leader in a variety of situations. The leadership behavior expected of a secondary school principal is much different, for example, from the leadership behavior expected of the leader of a criminal gang. This obvious fact led to studies of administrative behavior in school situations; and from these studies were developed descriptions of traits in action, that is, competencies. [43]

The Texas State Board of Education recognized the importance of competency statements by including the following in its revision of standards for preparing educators:

> Curricula are to be based upon objectives reflecting the institutions concept of the teacher's role and of the role of education society. [44]

The above mentioned statement points out the necessity and usefulness of competency statements in identifying the responsibility and duty of the principal in the secondary school.

Traditional programs and competency-based programs, although having the same ultimate goals, differ in many aspects.

---

43. Corbally, op. cit., p. 28.

44. Texas State Board of Education, Revised Standards for Teacher Education, June, 1972.

Deros gives a sampling of the differences of the two:

Traditional	Competency-Based
Emphasis on course completion	Emphasis on achievement
Emphasis on entrance requirements	Emphasis on exit requirements
Emphasis on group lectures	Emphasis on seminars, small groups and individual discussions
Program is group oriented	Program is individual oriented
Program is campus oriented	Program is field oriented
Accountability on teaching institution	Accountability on learner
Interdisciplinary approach rigidly separated among disciplines	Interdisciplinary approach is pre-eminent within the program[45]

Furthermore, as Wockner points out, a competency-based program strives to answer certain questions which help to determine the program to be offered to the prospective administrator:

> What function is the administrator called on to perform?
> What level of competency must he attain?
> What experiences should the program provide to enable the attainment of competency?
> What evaluative measures are applicable to determine the attainment of competency? [46]

When these questions can be answered, a curriculum can then be decided upon by the institution of higher learning.

Competency statements are further attested to as being necessary for properly assessing the needs and duties of the secondary school principal. Deros explained:

> A review of literature indicates that further exploration of the competencies requisite to the secondary school principal should be made. It further suggests that investigation include the practitioners in the field. [47]

The same needs are stated by several prominent and reputable educators, including; J.L. Trump, Lloyd McCleary, T.C. Brown,

---

45. Deros, op. cit., p. 30
46. Wochner, op. cit., p. 3.
47. Deros, op. cit., p. 42.

and Larrie Gale.[48] [49] Furthermore, as suggested by Deros, such competency statement investigations should include the practitioners of the field.

As indicated by Corbally, the competency-based curriculum is designed to show that the action of the leader is usually influenced by the situation that affects his position and not by traits alone:

> One of the primary reasons for the development of the competency approach to defining leadership abilities was the recognition of the fact that effective leadership behavior is often strongly influenced by the situation in which the leader finds himself.[50]

Rural Education

One of the most misunderstood areas of education is that of rural education. Problems range from myths which refuse to die, to inadequate funding, to a lack of attention in the area of research. These problems are described aptly and with great precision by Jonathan P. Sher who wrote:

> Whether from ignorance, disinterest, prejudice, or simple neglect, this wholesale abdication of responsibility by leaders in both education and rural development has relagated rural schools and school children to the farthest recesses of the nation's consciousness. As a result, only minuscule amounts of time, attention, and resources have been devoted to solving the problems and fulfilling the potential inherent within America's rural schools. Such neglect (benign or otherwise) has certainly not proved a propitious strategy for the improvement of rural education. Rather, it has served primarily to ensure that existing deficiencies continue unabated.[51]

---

48. D. Brandewie, T. Jefferson, and J.L. Trump, "The Preparation and Development of Secondary School Administrators". NASSP 56, p. 39: March, 1972.

49. L.E. McCleary, T.C. Brown, and L.E. Gale, Assessing Competency Needs in Administration. (Unpublished paper)

50. Corbally, Op. cit., p. 281.

51. J.P. Sher, "What's Next? A Research and Action Agenda for Rural Education", Education in Rural America, Westview Press, Boulder, Colo., 1977. p. 271.

Sher has the following to say in defining rural America:

> ...54 million people--more than 25% of the total U.S. population--live in rural America today. These data used are based on the Census Bureau's definition of rural (that is, farms, open countryside, and places of 2,500 or fewer residents). Depending on the criteria for defining "rural", the rural population ranges anywhere from the most stringently conservative estimate of 37.5 million people (18.5% of the total U.S. population) to 65.1 million people (32% of the total U.S. population), when the most liberal guidelines are used. [52]

The definition of rural America, or rural varies somewhat as indicated by the National Institute of Education which defines rural in the following manner stating that:

> Our definition of rural is the open countryside and all non-metropolitan places having a total populaiton of less than ten thousand residents. [53]

The rural school has certain definitive characteristics. Conant defined the rural school, in terms of school population as:

> Any high school with a graduating class of less than one hundred pupils. [54]

The rural school, then is located in a non-urban setting, has a multiplicity of descriptions, and may best be described as pluralistic, as indicated by Sher who says that:

---

52. J.P. Sher, "School-based Community Development Corporations: A New Strategy for Education and Development in Rural America", Education in Rural America, (Boulder Colo.: Westview Press, 1977), p. 294.

53. The National Institute of Education, "Economy, Efficiency, and Equality: The myths of rural school and district consolidation", July, 1976 (Washington D.C.: The U.S. Department of Health, Education and Welfare), p. 31.

54. The National Institute of Education, op. cit., p. 31.

> Like rural America as a whole, rural schools and school districts are distinguished by their diversity. Despite increasing standardization, rural schools still tend to reflect the pluralism found among the rural communities they serve. [55]

To better determine the needs of the rural school, and to differentiate between that which is desirable, studies in rural education generally would not be universal in scope, but limited to regions. For example, a rural study of educational needs in Applachia would not necessarily be valid when considering the educational needs of the rural school in Kansas.

Summary of Review of the Literature

As noted, the secondary school principal is the prime force in the high school. This is true because his/her role is related to all other roles within the school network. Secondly, as has been stated, it is true because the principal is the person responsible to provide leadership within the school.

To acheive the above, the principal must be competent, not only in school organization and problems of administration, but he must also, be able to deal with, adequately and effectively, the role-partner strains and conflicts that attend his/her particular role. To establish rapport, successfully, with sub-ordinates, super-ordinates, and community patrons, the principal must exhibit the necessary competence to perform the tasks at hand.

Finally, the person who occupies the principalship must be aware that the role responsibilities and expectations change as the setting ot the office, itself, changes. In other words, the keys to success in a sub-urban, or urban school setting are not necessarily the combination to success in a rural

---

55. J.P. Sher, "Pluralism in the Countryside: A Brief Profile of Rural America and Its Schools", Education in Rural America, (Boulder Colo.: Westview Press, 1977), p. 3.

setting: Corbally concluded:

> Two people with similar traits, for example, might find themselves assigned secondary school principals, one in a large city school and one in a small rural school. In spite of a similarity of traits, one principal might succeed and the other fail, not because of some undiscovered differences in traits, but because of differences in the situations in which the two men found themselves.[56]

---

56. Corbally, op. cit., p. 281.

CHAPTER III
METHODOLOGY AND STATISTICAL TREATMENT

To describe the procedures dealing with the design of this study is the purpose of this chapter. The chapter consists of the following areas: (1) The description of the method used for sample selections, (2) the description of the method used to collect the data, and (3) an explanation of the statistical methods used in the analysis of the data.

Sample Selection

To obtain the sample for this study, this researcher began by consulting the Oklahoma Educational Directory for 1978-79 to identify the population schools within the southeast and east central areas of the state. One hundred and forty-seven (147) school districts meeting the rural criteria were identified. Since each district had one school, the target population schools equal 147, the same as the number of school districts. In order to insure an adequate sample fifty (50%) per cent or seventy-five (75) schools were randomly selected by assigning numbers to each school and drawing the first 75 from a box. Because each of the 75 schools had only one (1) principal and one (1) superintendent each, these administrators were automatically selected. The presidents of each district school board was then selected. The teachers were selected by alternatively choosing the social studies teachers of one district and the English teacher from the next district. In cases where there were more than one of each type teachers, the randomization was assured since the researcher did not know in advance which of the social studies or English teachers of each district would

receive the materials that were sent.

The final sample included seventy-five (75) superintendents, seventy-five (75) principals, seventy-five (75) school board presidents and seventy-five (75) teachers, 38 of whom were English teachers and 37 of whom were social studies teachers.

Data Collection

Each of the three hundred educators were sent the study materials: (1) Introductory letter (Appendix E), (2) the perceptionnaire (Appendix C) and (3) the answer sheet for the perceptionnaire (Appendix C).

Description of Instrument (Perceptionnaire)

The instrument, Areas of Competence and Comeptency Statements for the Principalship, was developed from an earlier study consisting of some four hundred statements pertaining to the principalship, and the basic role of the individual who occupies this office. This instrument was first used by the Charles F. Kettering Foundation in the state of Utah. [57]

Validity

Under the direction of Dr. Demars of the University of Utah, two doctoral students, Hasley Cook and Kenneth Van Otten, culled repetitous statements from the original four hundred. [58] The final instrument yielded a total of forty-three prime competencies essential to the principalship.

---

57. Hasley Cook and Kenneth Van Otten, A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principalship. (Doctor's Thesis: University of Utah, 1972) Abstract: Dissertation abstract 33a, 6002, 1972.

58. Hasley Cook and Kenneth Van Otten, op. cit., Abstract: Dissertation abstract 33a, 6002, 1972.

Of the forty-three prime competencies identified, thirty-nine show significant variance. Twenty-nine showed significant variance the 1% level, and four showed significant variance at the 5% level. [59]

These forty-three prime competencies were then divided into twelve areas of competence, according to a Q-sort method developed by Dr. Lloyd McCleary in 1969. [60]

Under the direction of Dr. Demars, Cook and Van Otten added seventeen new statements to the instrument for a total of sixty competency statements. These were validated and added to the list of forty-three competencies to make the instrument balanced in each of the twelve areas of competence.[61] It was this instrument that Dr. Larrie Gale and Gastor Pole utilized in 1973 to determine the competencies of the rural high school principalship of Bolivia. [62]

Panel of Judges

To further establish the validity of the instrument, the perceptionnaire was submitted to a panel of ten educators from the state of Oklahoma who served as judges. These selected educators were familiar with the "Professional Position Statement" for the Oklahoma Association of Secondary School Administrators and had proven themselves, through the years, to be reputable educators in the area of secondary administration in the state of Oklahoma.

---

59. Cook and Van Otten, op. cit., Abstract: Dissertation abstract 33a, 6002, 1972.

60. McCleary, Brown, and Gale, op. cit.

61. Cook and Van Otten, op. cit., Abstract: Dissertation abstract 33a, 6002, 1972.

62. Larrie Gale, Competence Required for the Principalship: A Methodology Applied to the Rural Bolivian Setting. Doctor's thesis, (University of Utah, 1973).

Panel members were sent the same study materials as the selected sample and a copy of the "Professional Position Statement", revised 1979 of the OASSP (Appendix E).

Panel members were asked to respond positively or negatively to items of the perceptionnaire in relationship to the position statement of the OASSP. The purpose of the panel was to improve the reliability and validity of the perceptionnaire, by determining the concurrence levels among the panel. The panel members were asked to respond positively or negatively to the question of whether or not the perceptionnaire was related to the OASSP position statement which identified appropriate and acceptable administrative behaviors.

Panel members responded affirmatively to all categories of competence with the exception of category "H", "Auxiliary services". (These results are in Appendix B, table VI). At least 80% of the panel members perceived the other eleven categories of competence to be in agreement with the statement by the OASSP.

All ten panelists were in total agreement with twenty-nine of the sixty competencies as relating positively to the philosophy of the OASSP. Eighty (80) percent of the members were in agreement on another eighteen of the competencies. At least eighty (80) per cent were in agreement with 47 or seventy-eight (78) per cent of the competencies as being related to the OASSP statement.

Thirteen competencies or twenty-two (22%) were perceived to be less related to the OASSP statement. These include: (1) Five competencies pertaining to auxilary services, (2) two competencies under category "A", "Working relationships with the central office", (3) two com-

petencies in category "E", "Student activities", (4) one competency under category "G", "The school plant organization and control", (5) two competencies under category "J", "Personnel administration", and (6) one competency under category "K", "Evaluation and planning on the educational program; the development of curricula and instruction.

The writer assumed that there was general agreement on the part of this panel that the perceptionnaire possessed validity--that it measured competencies that were acceptable to the panel.

Reliability

The W-concordance correlation is a reliability factor used by the Quadrant Assessment Model computer program. This factor is computed from the responses of each respondent group of the study and will be discussed under statistical treatment.

Data Collection

Responses to the perceptionnaire were recorded on the answer sheet which divided them into two categories, "real" (what actually is) and "ideal" (what should be). For each item of the perceptionnaire there are "real" and "ideal" responses indicating a degree of importance, "high" and "low". The degree of importance for both the "real" and "ideal" was weighted to satisfy the needs of the computer program. The scale, based on importance, follows:

5. very important
4. moderately important
3. important
2. slightly important
1. not important

With the use of the Quadrant Assement Model the comparison of the "ideal" and the "real" yielded information pertaining to the competencies of the principal. The scoring procedures are discussed in the statistical treatment.

Statistical Treatment

The Quadrant Assessment Model (QAM) was developed by Dr. Larrie Gayle who granted this researcher permission to use it in this study.

The QAM is a computer program which compares the "real", what respondents feels actually does exist and occur, to the "ideal", what the respondent perceives should exist and occur. This comparison, in turn, yields data pertaining to the competencies of the role in question. The QAM yields four sets of variabl which possibly could occur. They are "ideal" and "real" perceptions, "high" and "low" importance. The model, designed as a quadrant, has the following possible combinations of the variables: High real, low ideal; high real, high ideal; low real, high ideal; low real, low ideal. Those statements categorized into high real and low ideal indicate competencies which are actually given high priority, but ideally should not be. The competencies categorized high real and high ideal indicate those competencies given high priority by the principal and are ideally those competencies that need high priority in performance. Competencies categorized low real and high ideal indicate that the principal does not perform these particular competencies with high priority, when in the ideal situation he should. Finally, those competencies falling into

the category of low real, low ideal are those competencies not performed with high priority by the principal, and are ideally those competencies which are deemed of low priority.

The QAM generated information for each item of competence and each of the twelve areas of competency according to respondent group. (principal, superintendent, board member and teacher).

Through the use of the computer print out sheet and the analysis of data, the answers to questions posed by this study were developed. These answers provided by the computer were generated through the "ideal" portion of the perceptionnaire as compared to the "real" portion. Following is a description of statistical methods of the QAM:

Frequency distribution:

Both the "ideal" and "real" categories were computed on a frequency distribution with the potential possible responses on a five to one scale yielding a total weighted raw score. From these calculations, a T-score indicating standard values for each response was obtained. The T-score yielded information which calculated items of competence as statistically significant at the 1%, 5%, and 10% levels of variance. Also, computed from the total weighted raw score were the means of both the "ideal" and "real" items, as well as the standard deviation for each.

Category ranking:

This is a simple ranking procedure based on the T-score computed from the total weighted raw score of the twelve categories. This is based on the average T-score of items for both ideal and real combined. A T-test was then run on each category, and compared to subsequent categories to test for significance of difference at the 1%, 5%, and 10% levels of variance.

Item ranking:
An item ranking consists of a priority ranking of the sixty items. This data was gathered through the use of the T-score. A T-score was then run for both the "real" and "ideal" to see if any of the items were dissimilar. The T-test was for the purpose of checking significant dissimilarity.

Combined compared ranking of items:
This is an item by item ranking comparing the "real" to the "ideal". Perceptions "real" and "ideal", importance, "high" and "low" were ranked for each item. The following four combinations of perceptions were possible: (1) High ideal, high real: Competencies perceived as being performed at a high level of priority and ideally are those competencies which should be performed at a high priority, (2) low real, high ideal: Competencies are perceived as being performed at a low priority basis, but ideally these competencies are perceived as high priority, (3) high real, low ideal: Competencies perceived as being high priority realistically, and are ideally are percieved as being of low priority, (4) low real, low ideal: Competencies perceived as realistically low priority, and ideally are perceived that they should be of a low priority and/or importance.

Combined compared ranking of categories:
This procedure is performed exactly the same as the previously mentioned function except comparisons are made on the twelve categories of the perceptionnaire.

W-concordance correlation:
This was a reliability check run on all accumulated data to test the reliability of the instrument in conjunction with the four variable groups. The W-concordance correlation on all groups for the real was .788. The W-concordance correlation on all variable groups for the ideal was .723. Sample size for each was 242.

Table I: This is an example of the information yielded by the computer printout. It includes the four possible real/ideal combinations for data generated by the perceptionnaire.

QUADRANT ASSESSMENT MODEL: EXAMPLE

HIGH IDEAL AND HIGH REAL

Order	Com T-sc	Category	Ideal	Real
1.	65	A	67	63
2.	60	B	59	61
3.	55	C	60	50
4	50	D	50	50

HIGH IDEAL AND LOW REAL

Order	Com T-sc	Category	Ideal	Real
1.	55	E	57	46
2.	53	F	55	49
3.	52	G	55	46
4.	50	H	50.5	49.2

LOW IDEAL AND HIGH REAL

1.	50.6	I	48.0	54.2
2.				
3.				
4.				

LOW IDEAL AND LOW REAL

1.	44.4	J	40.9	43.5
2.	38.0	K	37.6	38.8
3.	37.2	L	36.2	38.9
4.				

Notice: High Ideal and High Real both have a T-score which is above the mean T-score of 50. High Ideal and Low Real may have a combined T-score above or below the mean. However, the T-score of the ideal will be above the mean always, and the T-score of the real will be below the mean always. Low Ideal and High Real may have a combined T-score above or below the mean. The T-score of the ideal will be below the mean always, and the T-score of the real will be above the mean always. Low Ideal and Low Real will always have a combined T-score below the mean T-score of 50. The ideal and the real will always have T-scores below the mean also.

The quadrants of the model do not require an equal distribution by category.

CHAPTER IV

PRESENTATION ANALYSIS & DISCUSSION OF DATA

Perceptions of Role-Partners: Board Members

The perceptionnaire, Areas of Competence and Competency Statements, was sent to seventy-five members and responses were received from forty-four. Before the findings of the data are made, it should be noted that this group is farther removed from the role of the principal than are the other groups. This is due to the fact that their network of communications is smaller. Board members are not in the position to daily observe the role of the principal. However, their perceptions are important because they represent the attitude of the community, and are responsible for setting administrative policy.

For the benefit of the reader, an explanation is given at this time concerning charts of the QAM. The chart Combined Compared Ranking List of Items for board members, outlines each item. This chart, and other charts of the QAM are listed in the appendix for referral. The chart, as does each corresponding table for responding groups, lists the item (or category) of competence, its rank, and the division it falls into. For example:

High Ideal and Low Real

Order of Rank	Combined T-sc	Item	Ideal	Real
1	56.9	16-D	60.9	48.7
2	55.8	20-D	60.0	47.5

On the perceptionnaire, item 16-D, "the principal utilizes counseling techniques with pupils and sees to it that guidance programs are provided for the students", was perceived as high ideal (should exist) with a T-score of 60.9, but was correspondingly perceived as low real (what exists) with a T-score of 48.7. Thus, the item was perceived by a combined T-score of 56.9 as high ideal and low real by perceptions of the board members. All items are calculated on this basis, and

by a combined T-score are placed in one of the four quadrants.

Combined Compared Ranking List of Items for Board Members:

This section of the QAM, Combined Compared Ranking List of Items For Board Members, divides the perceptions of respondents into perceptions real and ideal, importance, high and low. This chart is found in appendix A, table I. The Quadrant Assessment Model has divided the perceptions of board members into four areas of response by item.

High Ideal, High Real

In the section high ideal and high real, there are twenty-five items falling into the division. These items denote those areas board members feel deserve high importance in the ideal situation, and are receiving high importance in the real situation. The most outstanding finding in this sample is category "F","pupil control: discipline, and attendance". Board members perceived all items of "F" as ideally being a very important set of competencies for principals to possess. Equally important is the fact that board members perceive principals performing this area as it should be -- that is devoting it a high level of priority in the responsibilities performed by the principal.

The second category in the high ideal and high real section is area "E", "student activities". From the viewpoint of board members, the principal must be an individual who can competently perform those professional competencies which relate to the student, both activities and discipline. Not only must he be capable of these responsibilities, but from the perceptions of board members, these competencies must occupy a place of much importance in his actual in-role duties.

As noted on the chart, three categories, "working relationships with the central office", "community services and community relations", and "pupil personnel: counseling and guidance", had a majority of items high ideal, high real.

The general indication is that board members perceive that competencies dealing with these areas should be relegated high priority in the responsibilities of the principalship.

One area, "K", "evaluation and planning of educational programs", had two items placed in the section high ideal and high real. These items dealt with opening school procedures and with high levels of academic achievement.

High Ideal and Low Real

There were a total of ten items or competencies ranking in the section high ideal and low real. This includes area "L", with three competencies being perceived in this category by board members of respective schools surveyed. The area, "research and development projects" is represented in this area of competence. The specific areas of competencies board members felt were not receiving importance as it should were the following three: (1) "the principal organizes seminars, and similar activities in order to stimulate inquiry in his teachers in testing new learning and teaching theories", (2) "the principal encourages and supports educational research especially when teachers show interest", and (3) "the principal develops long-range educational plans by involving parents, teachers, students, and central office personnel".

Area "D", "pupil personnel and counseling", had two competencies which were perceived as ideally important, but as, realistically, not being allocated a position of importance. First, board members do not see principals utilizing counseling techniques with pupils, or seeing to it that guidance programs are provided for the students; even though ideally this should be done. Secondly, board members perceptions indicated that, ideally, principals should organize and direct the work of counselors, as well as the orientation and social service of the school.

Low Ideal, High Real

Four areas of competence had one item each ranked in the category of low ideal, high real. First, one item related to the principals working with the central office to coordinate and implement policy. Secondly, the principals responsibility to encourage teachers to work toward educational goals and develop objectives was seen as low ideal, high real. Board members felt, ideally, the principal dealt too much importance to providing and assisting in the providing of guidance and counseling to staff for personnel and school problems. Finally, board members perceived principals in their schools allocated too much importance to providing opportunity, direction, and guidance to teachers in developing curriucula. Most of the above competencies are areas that board members could easily conceive as being competencies of the superintendent. It is not that the competencies in themselves are not important competencies, but, simply, that they are not perceived by board members to be important responsibilities of the principal.

The category, "Community relations and services" had two competencies in this quadrant. First, board members perceived principals placing too much emphasis on identifying the community forces that affect the operation of the school, and the implications of those forces. Secondly, board members do not perceive the principal as the designated individual to mediate disputes between parents, teachers, staff, and student.

Low Ideal, Low Real

Board members perceived the category, "financial management" as being an area non-related to the responsibility of the principal. All competencies under this area of competence were perceived as low real, low ideal. This traditionally fits into the scheme of small school management, as normally, the superintendent handles all fiscal affairs. Secondly, board members perceived "auxilary services", to be a category

non-related to the responsibilities of the principal.

"The school plant organization and control" had three competencies perceived in the category low ideal, low real. Item "31", planning of the school's educational program in accordance with available facilities, was not perceived as a major function of the principal, either ideally or realistically. Secondly, item "34", dealing with means and resources that make possible reasonable building maintenance, was ranked in this quadrant. Finally, item "35", concerning inventories, and inspections, was deemed by board members as not being high real or high ideal.

Combined Compared Ranking of Categories: Board Members

The function, Combined compared ranking of categories is designed to summarize the findings of the respondents by category. This statistical method, by utilizing the responses of each item, summarizes the findings into category statistics of perceptions, real and ideal, importance, high and low. The table concerning this data is Appendix A, Table II.

High ideal, high real

As indicated by the table, seven of the twelve areas of competence fell into this section. This is a total of thirty-five of the sixty competencies. Two points of importance should be made concerning this number. First, board members view the in-role responsibilities of the principalship as a task requiring a great number of competencies, which must be performed with a high degree of accuracy. Secondly, board members perceived individual principals of the schools as performing their responsibilities well.

The areas of competence board members feel to be high ideal, high real are: "community service and community relationships", "personnel administration", "working rela-

tionships with the central office", "pupil personnel counseling and guidance", "evaluation and planning of educational programs; the development of curricula and instruction", and "student activities". Indicative here is the fact the board members perceive the principal as the prime force within his/her school, in regards to pupil or student morale and attitude. Furthermore, through his/her planning, the principal must be able to relate to the community, or the patrons. Finally, all of the above must be acheived in support of and in communication with the central office.

High ideal, low real

Board members perceived principals as needing overall improvement in only one area of competence: "research and development projects; investigations and testing of new techniques; innovations and changes". This area also was indicated previously in the item analysis as high ideal, low real. Several factors in the real setting of the principalship could contribute to this perceived need of improvement.

Low ideal, low real

Four areas of competence were perceived as falling into the quadrant low ideal, low real. These were: "The school plant and control", "personnel improvement", auxiliary services", and "financial management". Two areas of competence, "the school plant and control: and "auxiliary services" are somewhat interrelated. Secondly, the principal was perceived by board members as not having a responsibility for the area of "financial management". Finally, even though some items of the category, "personnel improvement", were perceived by board members as ideally important, total responsibility for this area was not perceived as the function of the principal.

Combined Compared Ranking of Items: Teachers

Charts corresponding to this section are found in appendix "A", table V.

High ideal, high real

Teachers perceived principals overall as having a great quantity of competencies to perform in order to be effective. A total of thirty-five competencies were perceived as high ideal, high real; or high ideal, low real.

Items ranked high ideal, high real are from nine categories of competence.

Are "K", "evaluation and planning for the educational program" had one competency perceived as high real, high ideal. Item "59", "planning for opening school procedures, registration an closing the school year", in the perception of teachers was a high priority, both ideally and realistically.

Three areas of competence "E", "G", and "J" each had two items which were perceived as high ideal, high real.

Item "25", the principal supervises the schools extra-curricular activities" was perceived as a high priority. Teachers feel the principal should and is devoting high priority to this area. Secondly, item "23", "determining and maintaining standards for participation in student activities", is perceived as a high real, high ideal competency of the principalship.

In area "G", "the school plant and organization", two areas of competence were recognized by teachers as competencies which are high ideal, high real. Teachers perceived planning of educational programs in accordance with the available facilities and equipment as a high priority and high performance area. In addition, the regular inspection of grounds and buildings by the principal personally was perceived as a high ideal, high real function.

Overall teachers perceived principals as performing well in twenty-eight of thirty-five competencies perceived as high real.

In category "K", one competency was perceived as high ideal, high real. This was registration procedures. It is interesting to note that the other four items of this competency are in the section high ideal, low real. This would indicate an area of suggested improvement.

High ideal, low real

Teachers perceived seven items as falling into the section high ideal, low real. Simply stated, in their perception, principals are performing inadequately in these areas. Only one category was perceived as low real. This was the principal's responsibility of "evaluation and planning of the educational program; the development of curricula and instruction". Teachers perceived principals relegating too little importance in four of the five competencies of this category. Such a consensus of items would indicate that teachers surveyed are in agreement that leadership in this area is lacking.

Low ideal, high real

Principals were perceived by teachers surveyed as devoting high importance to six items, or competencies in reality, when ideally these competencies should occupy a low priority in the perception of teachers. Teachers perceived two areas of competenc "E" and "J", as having two items each falling into this quadrant. Teachers perceived the competencies, "developing and improving staff by attracting and retaining competent personnel" and "assisting, advising, counseling and providing guidance to the sta in their personal and school problems" as low ideal, high real. Two items under "student activities" were perceived as low ideal, high real. These were: "organizing, administering and coordinating all the student activities of his school" and "personally

evaluating the student activities program".

Areas of competence "L" and "I" had one item of competence each in this category. Therefore, the consensus of teachers' perception is not indicative of the perceptions of the total category, but only of the competencies indicated by the QAM tables.

Low ideal, low real

Nineteen competencies were perceived as low ideal, low real. These are those competencies which teachers' perceptions indicate are not important realistically--that is, the principal does not treat them as a high priority--and also, they are not perceived as being ideally those competencies which are of high priority. These items are broken into six categories. Of the six categories, category "E" had only one competency in this quadrant; while category "A" had two competencies perceived as low ideal, low real. Categories "G" and "L" had three competencies in this area.

The most significant finding in this area are the items under the categories "financial management" and "auxiliary services". All five competencies in these categories were perceived as low real, low ideal. This indicates a total consensus that the competencies in these areas are not viewed by teachers as highly important job responsibility. Furthermore, teachers perceive principals as placing this responsibility on a low priority basis.

Combined Compared Ranking of Categories: Teachers

The QAM, through the use of combined T-scores of the competencies of each category, divides the categories into the four quadrants. The results of perceptions of teachers are found in Appendix A, table VI.

High ideal, high real

Five categories are perceived by teachers to be high ideal,

high real. These include the areas of competence "personnel improvement", "pupil personnel", "counseling and guidance", "community services and community relations", and "pupil control: Discipline, attendance". These categories were perceived, ideally, as the prime areas of concern for the principalship by teachers. Furthermore, these same categories are perceived as being performed by the principal at a high degree of efficiency.

High ideal, low real

The principal is perceived as needing improvement in the are of "evaluation and planning of the educational program; the development of curricula and instruction". Teachers perceived this category as high ideal, but their perceptions indicated that the principals in their respective schools do not perform this competency as a high priority.

High real, low ideal

Principals from schools surveyed were perceived as placing too much importance in the area of "student activities". This was especially the case in the particular competencies, organizing activities and evaluating activities. Teachers perceived, realistically, this area was given high priority when, ideally, it was perceived low ideal.

Low ideal, low real

Teachers stated they perceived five categories as low ideal, low real. Briefly stated, they felt, ideally, these areas should be a lower priority area, and, realistically, the principal placed them on a low priority basis. The categories in this quadrant are: "school plant organization and control", "financial management", "auxiliary services", "research and development projects", and "working relationships with the central office". The last area, "working relationships with the central office" had two competencies perceived as low ideal, low real and three perceived as high ideal, high real, but it, as a category, was placed in this quadrant because unde

category ranking of teachers it ranked in the lower quadrant as a category in both ideal and real.

Combined Compared Ranking of Items: Superintendents

This section of the QAM results may be broken into four areas consisting of thirty items, eight items, four items, and eighteen items respectively. Of the role-partner perceptions, the perceptions of the superintendents were the most critical in regards to the actual performance of the duties and responsibilities of the principalship. Also, it should be noticed that superintendents, according to their perceptions, expect more of the principal than did the other role-partner groups surveyed. Tables for this data are located in appendix A, table VII.

High ideal, high real

Superintendents perceived thirty-eight competencies to be either high real, high ideal, or high ideal, low real. Of these thirty eight, thirty were perceived as high ideal, high real. In this quadrant the superintendent identified competencies from four categories as being highly important. These were: "Community services and community relations", "student activities", "pupil control: discipline, attendance", and "personnel improvement". Superintendents also, perceived competencies connected with working relationships of the central office as highly important. These were items "3" and "4". The items from the above categories were perceived, ideally, as being those items which should be allocated much importance; and were perceived, realistically, as being those competencies which the principal places in his priorities as highly important.

Three categories had two items each perceived as high real, high ideal. Superintendents perceived principals as ideally and realistically performing well the task of "need and interest identification of his/her staff; and development and improvement of staff". However, they also, perceive some improvements could

be made in this same area of competence. Secondly, superintendents felt that principals allocated, justly so, much time and leadership to the competencies developing long range educational plans and supporting and encouraging educational research. Finally, perceived as competencies in the category of high ideal, high real were procedures for opening and closing the school year and curriculum guidance and direction.

Superintendents felt that principals should use guidance and counseling techniques in personal conferences with students, and also, that he/she should see to it that guidance programs were implemented for students. Although, this is the only competency perceived as high ideal, high real in this category, it should be noted that this particular item entails the totality of the guidance program.

One final competency was perceived in the quadrant high ideal, high real. The regular inspection of the school plant was viewed as a competency requiring much attendance by the principal. Other competencies of this same category were viewed with much less emphasis. Superintendents' opinions reflected that, with this one exception "school plant organization and control" was not one of the high priority competencies of the principal.

High ideal, low real

Superintendents were critical of the principals' performance in some categories of competence. This particular section of criticism will deal with those competencies which, ideally, should be areas where attention is devoted, and which, in actuality, do not receive the priority attention they deserve. Of the twelve areas of competence, superintendents felt five categories had competencies which needed more attention and leadership ability from the principal.

In the category of competence, "pupil personnel and guidance", superintendents viewed the principal as ideally the organizor and director of the counseling program. It was their perception, also, that the principal should initiate more concern for this area. Furthermore, in the same category, principals were perceived as needing to devote more effort to initiating studies that discover causes for difficulties and failures experienced by students. Superintendents viewed these two areas as major concerns which were not receiving needed attention and leadership from the office of the principalship of their respective schools.

Perceptions indicated, further, under the category of "personnel administration", improvement was deemed necessary in organizing, coordinating, and supervising both teaching and administrative staff. In the same category, as noted by the QAM tables, more effort is needed, by principals, in the perception of superintendents surveyed, in identifying needs and interest of the entire school staff.

A third category, "research and development projects", indicated need in two items. First, superintendents felt that, ideally, principals should foment and support educational experiments, and further perceived that, in actual job relationships, this is not accomplished to the extent it should be. In addition, principals should be more concerned and exert more leadership in activities which stimulate inquiry. In conjunction with these items of need, it might be re-stated that the principal does fulfill two major competencies in this same category--those being--encouraging educational research, and developing long-range educational plans.

Two categories of competence each had one item in the quadrant high ideal, low real. In the category, "school plant and organizational control", superintendents perceived

improvement needed in the competency, efficiently managing the plant and its facilities and supervising custodial help. Secondly, more emphasis and imprtance needs to be maintained by the principal in planning or seeing to it that high levels of academic achievement are maintained, and defining the procedures and standards for evaluating the results of instruction in the school.

Low ideal, high real

Superintendents perceived principals of their respective schools placing high priority in three areas which, in the perceptions of superintendents, should not be competencies of high priority.

Two areas of competence had one item each in this quadrant of the model. First, superintendents felt principals allocated too much importance to the personnel counseling, and advising of staff with personal and school problems. Secondly, superintendents perceived that the principal does not necessarily need to be familiar with budgetary needs to the extent of emphasis that is placed on this area by the principal, or at least, ideally, the principal should not have to be concerned with this competency.

Under the category, "pupil personnel; counseling and guidance", two items were perceived low ideal, high real. As noted the category high ideal, high real, the superintendents surveyed responded that the principal should organize and direct the total program. However, perceptions indicate that principals are involved too much in this area on a working level, rather than in a supervisory capacity. First, encouraging students to participate in developing and implementing student programs of guidance is not perceived as a direct competency of the principal. Finally, superintendents do not perceive the principal as an advocate of the student.

Low ideal, low real

Eighteen competencies were perceived as low ideal, low real. These included items from seven of the twelve categories of competence. However, in four of the seven categories, two or less items were perceived in this category. Therefore, discussion will center around those categories which had three or more competencies perceived as low ideal, low real.

"Financial management", an area perceived as low ideal, low real by the other role partners was also perceived low real, low ideal by superintendents. All five of the competencies were perceived as low ideal, although one item, projected budgetary needs, was perceived as high real. With this in mind one can state that this category is perceived as basically low ideal, low real.

Superintendents perceive the category, "auxiliary service", as being an area not of the principal's responsibility. All five cometencies were perceived low real, low ideal in this category.

"The school plant organization and control" had three items perceived by superintendents as low ideal, low real. The principal plans the schools educational program in accordance with available facilities was not thought to be a prime responsibility of the principal. Furthermore, it was viewed that securing resources for needed repairs was not a high importance need under the responsibility of the principal. Finally, superintendents viewed maintaining a current inventory and inspection check as a function not of priority need in the principal's professional competency needs.

Combined Compared Rankings of Catogories: Superintendents

Superintendents attributed, categorically, more responsibility to the principal than did any other role-partner group. Of the twelve categories of competence, nine were seen as high ideal. Simply stated, superintendents perceived principals should allocate high priority, ideally, to nine of

the twelve areas of competence considered. This data is located in Appendix A, Table IV.

High ideal, high real

Perceptions of the superintendent indicate they perceived principals performing adequately, and perceived them as meeting ideal expectations in six of the afore-mentioned nine categories. In schools surveyed, the respective superintendents perceived their principals performing competencies required of the in-role position in a satisfactory manner in these categories of competence: "Pupil personnel", "personnel and administration", "personnel improvement", "community services and community relations", "pupil control: Discipline, attendance", and "student activities".

High ideal, low real

The consensus of superintendents surveyed was that improvement was needed in the following three areas: "Working relationships with the central office", "research development and projects", and "evaluation and planning of educational programs". It should be pointed out that, in many cases, the latter two categories of competence could be rated as need factors due to budget limitations.

Low ideal, high real

Categorically, superintendents did not feel principals were allocating a high amount of importance to competencies which were, ideally, unimportant, or of low priority.

Low ideal, low real

Superintendents perceived three areas of competence as being categorically not a responsibility of the principal. The consensus was that principals should not ideally or/and realistically be concerned with the areas of "the school plant and organization and control", "auxiliary services" and "financial management". This is not to say that the principal is unaware and uninvolved in these areas of competence, but is simply to say these categories are not of high priority.

Combined Compared Ranking of Items: Principals

Principals perceived their role-function involved, ideally, all categories of competence listed on the survey, except two. Of these ten areas of competence, principals perceived that, ideally they should devote responsibility in thirty-three particular competencies. Of these thirty-three competencies, principals viewed themselves as realistically performing, as they ideally perceive they should, in twenty-six of the competencies. (Data for these findings are located in Appendix A, table VIII).

High ideal, high real

Principals perceived all competencies in three areas of competence as being high ideal. These were "community services and community relations", "pupil control", and "research and development projects". In two of these, principals viewed themselves performing as they, ideally, should perform. These areas are "community services" and "pupil discipline". Principals, also, perceived themselves as exhibiting, in reality, the competence, they ideally should, in the category of "personnel improvement". All competencies in this category rated high ideal were also rated high real. This same statement holds true in the category of "pupil personnel, guidance and counseling". Principals perceived themselves performing as they ideally should in the areas of "working relationships with the central office" and "student activities". Although, all of the competencies in these categories were not perceived as high ideal, those which were, also received corresponding ratings of high real.

In three categories, principals had mixed perceptions. They viewed themselves as achieving desired results in some competencies of these categories, but also, felt there was room for improvement. First, in the category, "personnel

administration", principals viewed themselves performing well in the specific competencies of evaluating teaching abilities and developing and improving the staff. Secondly, in the category "evaluation and planning of educational programs", principals felt they were in reality, displaying the qualities needed in opening and closing school procedures.

High ideal, low real

Principals perceived themselves as needing improvement in seven competencies. These seven competencies were in three areas of competence. In the opinions of principals, these competencies are areas which principals should be highly concerned with, but in actual performance, the same principals felt improvement was needed in these areas.

First, principals felt, under the area of competence "personnel administration", improvement was needed in organzing, supervising, and coordinating teaching and administrative staff assignments. Secondly, under "evaluation and planning of the educational program", principals saw need for improvement in two competencies. These were: Providing opportunity, direction and guidance to teachers in developing curricula, and planning and seeing to it that high levels of academic achievement are maintained and defining the standards and procedures for evaluating the results of instruction in the school. Although, these areas of competence may be coordinated and integrated with competencies from the same category of competence, principals perceived these as areas of needed improvement.

"Research and development projects" had four of the five items listed as high ideal, low real. Principals saw, realistically, much improvement was needed in this area. Principals felt that, realistically, they were not perform

ing, as ideally they should, in the following competencies: (1) employing professional research techniques, (2) assessing students' educational needs, (3) supporting and encouraging educational research techniques, and (4) fomenting and supporting experimental educational projects in order to promote innovations and change in education. Emphatically, acknowledged by a consensus of principals surveyed was that, realistically, the role of the principal in this category needs improvement.

Low ideal, high real

Of the sixty competencies on the survey, eight were perceived as low ideal and high real. These were the competencies principals perceived as ideally not important, but realistically, for one cause or another, they were treated with importance, or more time than should be was allocated to them. These eight competencies encompassed six categories.

Four categories had one item each perceived as high real, low ideal. Principals felt under the category "working relationships with the central office", that, ideally, principals should not be concerned with collecting and interpreting statistical information periodically requested by the central office, but realistically, this was high priority.

Secondly, principals, felt realistically, they were by necessity forced to be familar with budgetary needs, but, ideally, this would not be a priority concern. Furthermore, principls did not feel, ideally, that they should be obligated to set and maintain standards for student activities, but realistically, they were responsible for this area. Also, principals felt, realistically, they had a prime responsibility to personnaly inspect grounds and buildings, but, ideally, they felt this should not be.

Two areas had two items each deemed low ideal, high real. These were: "student activities", and "personnel administration". Principals viewed themselves as, realistically, too

much involved in determining and maintaining standards of student activities, and supervision of extra-curricular activities. In "personnel administration", principals viewed assisting, advising, counseling and providing guidance to the staff in their personal and school problems, and identifying needs and interests of the entre school staff as competencies which, ideally, could be averted to another role-function.

Low ideal, low real

Principals perceived nineteen items in this category. Of these three categories each had four items perceived as such. These were: "financial management", "the school plant and organizational control", and "auxiliary services". In two of the above categories, "financial management" and "the school plant and organizational control", the remaining competency of each category was perceived as low ideal, high real.

In the category "working relationships of the central office", principals did not, ideally or realistically, perceive themselves as allocating priority to coordinating, implementing and interpreting the educational policy of the district. Further principals viewed that they did not and should not serve as a liasion between the school, the district, and the state office of education. Principals did not view themselves as the orientator or director of the social services program of the school. Likewise, principals did not, ideally or realistically, view themselves devoting high priority to actually organizing, coordinating, and administrating all the student activities of the school. Furthermore, organizing, directing supervising, coordinating, and evaluating in-service workshops was viewed as a low priority competency by principals.

Finally, under "evaluation and planning of the educational program", principals viewed the following item as low ideal, low real: planning and evaluating the curriculum with the help of parents, teachers and students.

Combined Compared Ranking of Categories: Principals

Principals viewed themselves as being responsible overall for seven areas of competence. That is their prime responsibility, ideally, encompassed seven major areas. The corresponding tables for this data is Appendix A, table VIII.

High ideal, high real

From an idealistic point of performance, principals viewed themselves as performing well in five areas of competence. These categories are: "personnel administration", "pupil personnel, guidance and counseling", "personnel improvement", "community services and community relations", and lastly, "pupil control: Discipline and attendance".

Low ideal, high real

Occupants of the in-role position felt two categories received more direct responsibility and/or priority than, ideally, they should. Overall, principals saw themselves realistically directing too much priority to the areas: "student activities" and "working relationships with the central office".

Low ideal, low real

Principals perceived three areas as ideally, non-related categories to the priorities of their job function. They generally viewed these same areas as, realistically, being allocated a low priority basis. These categories are: "financial management", "the school plant and organization", and "auxiliary services".

DISCUSSION

Consensus of Role-partner and In-Role Respondents: By Item

In order to determine the total needs of the principalship, it is necessary to look at the consensus of the perceptions of the group. This gives additional information as to those competencies conceived to be in a particular category by a consensus of all groups surveyed. This procedure is a competency evaluation process, and provides means for discussion of the role-partner and in-role perceptions. Tables concerning the material discussed are located in Appendix B, Tables I-IV.

High ideal, high real

In the area, "Working relationships of the central office", two competencies were perceived high ideal. high real by a consensus of all groups. First, all variable groups perceived that ideally the principal should consult the central office on educational and organizational matters. Respondents realized as important that the superintendents' office must be informed of matters pertaining either to curriculum, or school organization. Logically, it is also realized by various groups that the principal must be the one to do this in the small rural school. Secondly, principals were perceived in this category, as responsible, ideally, for providing the central office staff with information needed to clarify his/her position concerning complaints brought against the school. All respondents realized that a systems of communications must be established with the central office. It is their perception that the principal has the prime responsibility to channel necessary feedback to the superintendent concerning areas of conflict within the individual school. All respondents perceived the principal as performing these competencies with a high priority, and performing them as he/she ideally should.

"Community services and community relations" had three competencies perceived as high ideal, high real by a consensus

sus of the variable groups. These were: Planning and establishing public relations programs with the community, (2) capability to publicly support idealogical convictions as well as his opinions concerning the problems confronting the community, and (3) cooperativeness with civic organizations as well as maintaining good public relations with the communications media. In today's community, whether it be rural or urban, part of the success of any program is the ability to explain the purpose and convictions of it to the patrons. Certainly, all variable groups attest to the fact that part of the principal's duty is to relate to the community. In addition, not only is the principal simply to inform the people, but he is also to maintain an atmosphere of cooperativeness. The researcher would make one assumption in this area of discussion--many good principals have been unsuccessful because they failed to make the above competencies a high priority in their role.

"Pupil personnel counseling and guidance" was perceived by a majority of respondents to be a category deemed as high ideal, high real. In this category superintendents, teachers and principals perceived that the principal should and does utilize counseling techniques with pupils and sees to it that guidance programs are provided for the students. Secondly, board members, teachers, and principals perceived the following two competencies as high ideal, high real: (1) the principal encourages students to participate in developing and implementing student programs, and (2) the principal encourages and initiates studies that discover causes for difficulties and failures experienced by students and helps in finding solutions for those difficulties. Although there is some disagreement in the perceptions of the respondents concerning these items, the consensus was such as to conclude that the principal should be involved in the formulating of the counseling program, and he should devote to it the time needed to integrate it successfully into the total school

program.

In the area of "student activities", the following data was perceived. First, board members, superintendents and principals felt it was ideally and realistically the principal's responsibility to evaluate student activities programs. Teachers, however, perceived principals performing this competency at a high priority realistically, but perceived it as low ideally. The point to be made concerning this is the fact that the superintendents and the in-role position see the importance of evaluation and perceived that it was being made, while the respondents in the role-partner position perceived that thorough evaluation was being made, but are not convinced that it is necessary by the occupant of this position. Secondly, board members, superintendents and teachers perceived the principal as ideally and realistically being responsible for supervising extra-curricular activities. Principals perceived this same item as high real, but ideally perceived it as a competency that was low in priority. Differences in perception such as demonstrated here could lead to the type of conflict to which Getzel alluded. The super-ordinate of an institution has a different expectation of the role than does the individual who occupies the role.

The variable groups were in total consensus concerning "student control: discipline, attendance". All competencies under this category, concerning both discipline and attendance were perceived as high real, high ideal. The perception is that ideally this category was a high priority, and realistically the principal allocates it as a high-priority responsibility.

"Personnel improvement" was perceived to be an area that ideally should be a prime responsibility of the principalship. Superintendents, teachers, and principals of groups surveyed perceived these competencies as high ideal, high real: (1) By example, the principal stimulates and encourages teachers

---

to keep abreast of current educational programs, (2) the principal encourages teachers to develop educational objectives and to work toward concrete goals, and (3) the principal supervises instruction by employing modern procedures and techniques of supervision. For a school to be progressive in nature, it is a necessity that this category of competencies be deemed as important to the above respondent groups. Board members viewed this particular category as low ideal, low real in relationship to the role of the principal. Perhaps it was their perception that this responsibility was the duty of the superintendent.

A closely related category, "personnel administration", was seen by a consensus of groups as having three competencies viewed as high ideal, high real. Board members, superintendents and principals perceived the development and improvement of staff by attracting and retaining competent personnel as a high priority. All variable groups viewed evaluation of teaching abilities as ideally and realistically important.

Under the category, "research and development projects", all variable groups view the principal, ideally, responsible for one item, plans for registration and registration procedures for opening and closing the school year. Realistically, the variable groups felt the principal exhibits, realistically, what, ideally, he should in this competency.

High ideal, low real

There was not a great amount of consensus by item in this quadrant of the findings. Appendix B, Table II represents the date concerning this discussion.

Board members and superintendents viewed needed improvement in "pupil personnel, guidance and counseling". It was perceived

principals need to be more perceptive to the item of organizing and directing the work of the counselors as well as the orientation and social services of the school. Principals viewed this item as low real, low ideal. This perception of improvement would seem to be justified in view of the principals' perception.

The same variable groups, board members and superintendents viewed improvement needed in the area of managing and operating the plant and its facilities, and supervising the custodial help. The criticism of super-ordinates, board members and superintendents, is in direct conflict with the view of principals, as their perception of the competency is low ideal, low real.

Concerning the category of "personnel administration", board members, superintendents and teachers perceive identifying the needs and interests of the entire school staff as ideally an important function of the principal. They perceived his performance as less than adequate in this item. Again however, principals viewed this competency as low ideal, low real. A major impetus for lack of performance on the part of the principal seems to be a disagreement in perception of role expectations by the variable groups.

"Evaluation and planning of the educational program" was seen as needed improvement in some particular competencies. Board members and teachers perceive principals ideally responsible for assessing the students' educational needs with the help of parents, teachers and students. Realistically, however, they feel this competency is being performed below an adequate level. On the other hand, superintendents and principals deem this competency low ideal, low real. Secondly, three variable groups (superintendents, teachers, and principals) ideally see the principal responsible for planning and seeing that high levels of academic achievement are maintained, and defining the standards and procedures for evaluating the results of instruction in the school. In view of the latter competency being

perceived high ideal by principals and superintendents, it is assumed that the previous competency, viewed low ideal, low real by principals and superintendents is a competency they felt belonged to the responsibility of someone else in the school system.

Finally, board members and principals saw needed improvement in long-range educational plans and educational research.

Low ideal, high real

Only one competency was perceived by variables groups to be in this quadrant. All groups perceived that the principal ideally should not have to assist, advise, counsel and provide guidance to the staff in personnal school problems. However, all groups agree that realistically the principal does do this. In most cases, even though this item is perceived as low ideal, the person to whom most turn in this case is the principal.

Low ideal, low real

"Financial management" was perceived by all variable groups as low ideal, low real. Basically, the consensus was that the principal is not responsible for finance. However, superintendents and principals perceived that, realistically, the principal has to be responsible for being familar with the budgetary needs of his/her school even though this is not the ideal situation.

"Auxiliary services" was perceived by a consensus of all variable groups to be low ideal, and low real. This area of competencies usually is performed by the superintendent in the small high school.

In the category, "the school plant organization and control", two items were perceived as low ideal, low real by all respondent groups. These were: the principal finds the means and resources that make possible reasonable building maintenance and the principal maintains a current inventory of equipment, furniture, and supplies of the school, and estab-

lishes and checks on a plan for reasonable periodic inspection.

Summary of Discussion

To completely see areas of consensus, disagreement, and potential conflict, a composite of each quadrant by category is provided in this section of the discussion. Tables for this section are located in Appendix B, Table Y.

Variable groups agree that the principal is performing as he ideally should in four of the twelve categories. These are: (1) "community services and community relations", (2) "pupil personnel; counseling and guidance", (3) "pupil control: discipline and attendance", and (4) "personnel administration". Three of the variable groups (teachers, superintendents, and principals) perceived the category "personnel improvement" as high ideal, high real. Board members viewed this area of competence as not relating to the responsibility of the principal to a high degree of importance either ideally or realistically. It is the assumption of the writer that board members viewed this category as the responsibility of the superintendent.

In the quadrant low ideal, high real, variable groups were inconsistent in their perceptions. Board members and superintendents perceived no areas to be in this quadrant. Teachers and principals perceived "student activities" to be in this quadrant. Principals further perceived "working relationships with the central office" to be low ideal, high real. Possibly, these areas were perceived to be in this quadrant due to a conflict of role-expectations between superordinates and sub-ordinates.

In the quadrant, high ideal, low real, there was again no total consensus of variable groups. It is logical that the quadrants low ideal, high real and high ideal, low real lack consensus because these are quadrants showing conflicts

and disagreement of perceptions. Board members, superintendents, and principals perceived "research and development projects" as high ideal, low real. This need for improvement, in many cases, is due to a lack of financial resources in the small high school. Lastly, teachers, superintendents, and principals viewed "evaluation and planning of the educational program; development of curriculum and instruction" as high ideal, low real. A lack of personnel and funds in the school district would lead to this need.

Variables groups were in consensus, totally, that three categories are low real, low ideal. These are: (1) financial management, (2) the school plant organization and control, and (3) auxiliary services.

The indications are that role-expectations are similar for super-ordinates and sub-ordinates in eight of the twelve areas of competence. There is conflict and role-defining needed in five categories in relationship to the responsibilities of the principal.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was an attempt to identify competencies and compare the perceptions of competencies for principals in rural high schools of east central and southeastern Oklahoma. Seventy-five (75) superintendents, seventy-five (75) principals, seventy-five (75) board members and seventy-five (75) teachers surveyed by administering the perceptionnaire.

Findings

The perceptionnaire was analyzed utilizing the QAM. The following is a succinct summary of the major findings of the study:

High Ideal, High Real

Principals:

1. Pupil control; discipline, attendance
2. Community services and community relations
3. Personnel improvement
4. Pupil Personnel; counseling and guidance
5. Personnel administration

Superintendents:

1. Pupil control; discipline, attendance
2. Community services and community relations
3. Personnel improvement
4. Student activities
5. Pupil personnel; counseling and guidance
6. personnel administration

Teachers:

1. Pupil control; discipline, attendance
2. Community services and community relations
3. Personnel improvement
4. Pupil personnel; counseling and guidance
5. Personnel improvement

Board Members:

1. Pupil control; discipline attendance
2. Pupil personnel; counseling and guidance
3. Student activities
4. Personnel administration
5. Community services and community relations
6. Working relationships with the central office
7. Evaluation and planning of the educational program

Low Ideal and High Real

Principals:

1. Working relationships with the central office
2. Student activities

Superintendents:

None

Teachers:

1. Student activities

Board members:

None

High Ideal and Low Real

Principals:

1. Research and development projects. Investigations and testing of new techniques; innovations and changes
2. Evaluation and planning of the educational program; the development of curricula and instruction

Superintendents:

1. Research and development projects. Investigations and testing of new techniques; innovations and changes
2. Evaluation and planning of educational program; the development of curricula and instruction
3. Working relationships with the central office

Teachers:

1. Evaluation and planning of the educational program; the development of curricula and instruction

Board members:

1. Research and development projects. Investigations and testing of new techniques; innovations and changes

Low Ideal and Low Real

Principals:

1. The school plant and organization
2. Financial management
3. Auxiliary services

Low Ideal and Low Real continued:

Superintendents:

1. The school plant and organization
2. Financial management
3. Auxiliary services

Teachers:

1. Working relationships with the central office
2. The school plant and organization
3. Research and development
4. Financial management
5. Auxiliary services

Board members:

1. The school plant and organization
2. Personnel improvement
3. Financial management
4. Auxiliary services

Several implications for understanding the expectations regarding the rural high school principal can be derived from the findings of this study.

The category, high ideal, high real, reflects those competencies which all variable groups feel should have high priority and which are recieving, in a behavioral sense, high priority. The data confirm accepted, common sense notions about what is expected of the principal, generally. Clearly, a general expectation of the principal is that he perform in areas related to pupil discipline and guidance, perhaps as related to discipline, community relations and staff improvement. With respect to discipline, principals apparently perceive it to be a high priority concern and behave accordingly.

While there is general consensus regarding pupil personnel and guidance, several notable variations among the groups exist. Superintendents, unlike the other groups, perceived the principal as functioning, ideally and really, only in counseling pupils and assuring the provision of guidance programs. Importantly, they did not perceive the principal as, ideally and really, functioning as a student and community advocate. It is surmised that board members view the principal as a board advocate, while

they (board members) perhaps view themselves as student and community advocates. Principals were in agreement with this perception. Principals, then, viewed themselves as board employees, not necessarily leaders in community and student causes as related to school life. Only teachers perceived the principal to be functioning ideally and really, in directing counselors in their activities. It could be speculated the counselors represent a particular professional speciality in which principal participation is either undesireable or in which he/she cannot make a useful contribution. In the category relating to the community, the board members did not view the principal as, ideally and really, mediating and resolving conflicts among students, community and teachers, or as identifying community forces, problems and their implications for school operations. Again, this finding suggests that the ability of the principal to exercise leadership in extra school matters is, to a degree, inhibited.

Concerning personnel administration, an area rated catetorically as high real, high ideal, responses to several items were interesting. Neither of the groups perceived, ideally and really, that the principal was assisting student and staff personnel in the resolutions of their problems or identifying the needs and interest of the staff. The response of superintendents on the item having to do with staff improvement through the hiring and retention of competent staff is interesting. While varying from the other groups, it suggests that the principal should not or does not perform this presumed major responsibility of school administrators. Perhaps, this a function of superintendents in rural areas feel is uniquely their own. This is partially substantiated by the responses of principals to the item concerned with the principal organizing, coordinating, and supervising staff assignments. Principals' responses did not place this individual item in the high real, high ideal

category. This writer assumes that much of school administration is done by the superintendents, perhaps to the extent of the selection of assistant principals.

Categories labeled low ideal, low real are of interest for essentially the same reasons as the categories listed high ideal, high real. They represent perceptions regarding those behaviors which are felt not to be of high prioity and are not done as such. Agreement on this label are as important as agreement the other. Simply stated, it means that principals, superintendents, teachers, and board members agree, an important point.

All of the groups agree that principals ideally should not and really do not perform, as a high priority, in the areas of auxilliary services, financial management and school plant organization. It is interesting to note that teachers responses concerning working with the central office fall into this category. Perhaps, teachers feel that the principal's prime concern should be the school, or that too much of the principals' time is spent in these activities. It also seems possible to speculate that teachers might view the superintendent as an outsider or enemy with whom the principal should have no contact. In a strategic political sense, it may be that teachers perceive that the responsibility for establishing and maintaining working relationships with the central office should be the superintendents or somebody else's. Teachers were also different in that they felt that efforts related to research and development, particularly having to do with innovations and change were not the responsibility of the principal or was one he/she did not discharge. Teachers' traditional disdain for research and theory may explain this response pattern.

It should also be observed that this label more clearly explains the board members' earlier responses concerning per-

sonnel improvement. They clearly perceived this responsibility not to be that of the principal.

Somewhat surprising was the similarity of views regarding school budgetary matters under this label. Principals and superintendents do not view high school principals priority involvement as low priority, in term of both ideal and practice. Principals, perhaps, want to become more knowledgeable about budgetary concerns which the superintendent, generally, views as his/her major responsibility. It could be deduced that, contrary to popular thinking, principals are concerned about budgetary matters and superintendents are supportive of this concern. Perhaps, the continuing desire of principals to have more budgetary knowledge in order to more adequately plan and make decisions about educational programs is projected in this finding.

Of interest related to earlier finding, teachers appear to support research and development, if it is based on teachers' interest. This finding suggests that leadership, in this regard, must be based on the principals' meeting the interest needs of teachers. The implication for leadership are clearly exemplified.

Concerning the school plant, personal inspections of the school plant is not a behavior which the principal can take lightly, if the results of this study are reliable. None of the groups labeled this behavior as low real, low ideal. Suprisingly, each of the groups, except principals, viewed first aid services as a tool for the prevention of hazardous situations, as low ideal, low real. This finding would appear to be contradictory to generally accepted ideas regarding the role of the principal.

Conclusions:

Based on this study it is concluded that: (1) Leadership does not enjoy a high priority, in an ideal and practical sense sense, in the rural high schools of Oklahoma, (2) Perceptions

regarding the behavior of rural high school principals in the rural schools of Oklahoma vary among superintendents, board members, teachers and principals, (3) There is general agreement among principals, teachers, board members and superintendents concerning expectations of principals' behaviors in the areas of community relations, discipline, student guidance and counseling, school staff administration, financial management, school plant operations and control, and auxiliary services, (4) There is no general agreement among principals, teachers, superintendents and board members regarding student activities, personnel improvement, evaluation of educational programs (developement of curriculum) change oriented research projects, working relationships with the central office, and student activities, (5) Generally, the professional educators are more similar in their views regarding the role of the superintendent than either of the separate groups with the school board members, (6) Principals and superintendents are more similar in their views than with either teachers or board members, (7) There are more areas of agreement than of disagreement among the groups.

Recommendations:

The findings of conclusions warrant the following recommendations for additional studies:

It is recommended that additional studies be completed that:

(1) Examine and compare high school role perceptions in urban and suburban school districts.
(2) Compare role perceptions of urban, suburban and rural schools.
(3) Examine cause/effect relationships related to role perceptions.
(4) Examine role perceptions in individual schools.
(5) Examine, separately, ideal and real, perceptions.
(6) Improve and extend the usability of the Perceptionnair

Appendix A

Combined Compared Ranking List of Items for Board Members

TABLE I

High Ideal, High Real

Order	Com T-Sc.	Item	Ideal	Real
1.	65.5	30-f	65.6	65.3
2.	65.4	2-a	61.9	72.4
3.	63.2	20-f	67.5	54.6
4.	62.4	27-f	62.8	61.7
5.	61.5	19-d	59.1	66.5
6.	60.6	32-g	61.9	58.2
7.	60.6	55-k	61.9	58.2
8.	59.6	26-e	59.1	60.5
9.	58.7	4-a	57.2	61.7
10.	57.6	14-c	59.1	54.6
11.	57.1	18-d	57.2	57.0
12.	57.1	22-e	57.2	57.0
13.	56.4	15-c	52.5	64.1
14.	56.3	28-f	57.2	54.6
15.	56.1	5-a	56.3	55.8
16.	55.1	59-1	56.3	55.8
17.	55.9	21-e	55.3	57.0
18.	55.7	26-f	56.3	54.6
19.	55.4	50-j	51.6	62.9
20.	55.3	46-j	56.3	53.4
21.	55.0	25-e	53.5	58.2
22.	54.4	54-k	52.2	58.2
23.	53.8	17-d	53.5	54.6
24.	53.6	49-j	52.5	55.8
25.	53.5	11-c	53.5	53.4

Low Ideal, High Real

1.	50.6	53-k	49.7	52.2
2.	50.6	47-j	49.7	52.2
3.	49.7	42-i	47.9	53.4
4.	48.3	12-c	46.9	51.1
5.	47.2	13-c	44.1	53.4
6.	46.0	1-a	42.3	53.4

High Ideal, Low Real

Order	Com T-Sc	Item	Ideal	Real
1.	56.9	16-d	60.9	48.7
2.	55.8	20-d	60.0	47.5
3.	53.7	24-e	56.3	48.7
4.	50.3	48-j	53.5	44
5.	50.3	60-1	53.5	44
6.	50.1	52-k	52.5	45.1
7.	49.1	58-1	53.5	40.4
8.	48.8	57-1	50.7	45.1
9.	47.8	43-i	50.7	41.6
10.	48.3	33-g	51.6	35.7

Low Ideal, Low Real

1.	48.5	9-b	47.9	49.9
2.	48.0	44-i	48.8	46.3
3.	47.9	41-i	46.9	49.9
4.	47.1	31-g	46.9	47.5
5.	47.0	56-1	47.9	45.9
6.	46.7	45-i	45.1	49.9
7.	45.4	35-g	43.2	49.9
8.	43.1	38-h	43.2	42.8
9.	42.9	8-b	39.5	49.9
10.	41.7	37-h	44.1	36.9
11.	40.1	34-g	42.3	35.7
12.	39.2	51-k	38.5	40.4
13.	37.4	40-h	31.1	49.9
14.	34.4	3-a	36.7	29.8
15.	33.6	6-b	32.0	36.9
16.	31.6	10-b	30.2	34.5
17.	29.2	36-h	28.3	30.9
18.	24.5	7-b	25.5	22.7
19.	23.4	39-h	20.8	28.6

SAMPLE SIZE: 44

Combined Compared Ranking List of Categories for Board Members

TABLE II

High Ideal, High Real

Order	Com T-Sc	Category	Ideal	Real
1.	60.0	F	61.9	58.2
2.	57.0	D	58.1	54.6
3.	56.3	E	56.3	56.3
4.	53.0	J	52.7	51.7
5.	52.6	C	51.2	55.3
6.	52.1	A	50.9	54.6
7.	51.0	K	51.0	50.8

High Ideal, Low Real

Order	Com T-Sc	Category	Ideal	Real
1.	50.3	L	52.3	46.1

Low Ideal, High Real

none

Low Ideal, Low Real

1.	47.9	G	47.9	45.4
2.	48.0	I	47.9	48.2
3.	36.3	B	35.0	38.8
4.	34.9	H	33.5	37.8

SAMPLE SIZE: 44

Combined Compared Ranking List of Items for Superintendents

TABLE III

High Ideal, High Real

Order	Com T-Sc	Item	Ideal	Real
1.	65.6	27-f	66.4	64.0
2.	65.0	30-f	69.1	56.7
3.	63.3	11-c	62.3	66.3
4.	62.9	2-a	63.7	61.3
5.	62.7	26-e	58.9	70.4
6.	62.0	20-f	65.0	55.8
7.	60.9	15-c	60.3	62.2
8.	60.2	54-k	58.2	64.0
9.	59.4	26-f	56.2	65.9
10.	57.3	28-f	56.9	56.7
11.	56.8	5-a	56.9	56.7
12.	56.8	53-k	58.2	54.0
13.	56.7	58-1	58.9	52.2
14.	56.4	50-j	56.2	56.7
15.	55.9	41-i	55.5	56.7
16.	55.8	12-c	54.8	57.6
17.	55.6	14-c	54.1	58.6
18.	55.3	32-g	55.5	54.9
19.	54.7	43-i	55.5	53.1
20.	54.2	16-d	54.8	53.1
21.	53.8	45-i	52.8	55.8
22.	53.5	49-j	51.4	57.6
23.	52.9	22-e	54.1	50.3
24.	52.3	44-i	52.8	51.3
25.	52.0	57-1	51.4	53.1
26.	51.8	42-i	50.7	54.0
27.	51.7	1-a	51.4	52.2
28.	51.5	24-e	50.7	53.1
29.	51.4	21-e	51.4	51.3
30.	51.1	13-c	50.1	53.1

Low Ideal, High Real

1.	52.4	17-d	49.4	58.6
2.	50.9	19-d	56.7	59.5
3.	48.2	47-j	45.3	54.0
4.	45.2	9-b	41.2	53.1

High Ideal, Low Real

Order	Com T-Sc	Item	Ideal	Real
1.	56.0	60-1	61.6	44.9
2.	52.6	20-d	58.2	41.2
3.	52.4	55-k	56.2	44.9
4.	52.0	18-d	52.8	49.4
5.	51.7	59.1	52.8	49.4
6.	49.7	48-j	50.7	47.6
7.	49.4	46-j	50.7	46.6
8.	43.8	33-g	50.1	31.2

Low Ideal, Low Real

1.	48.2	56-1	48.0	48.5
2.	47.4	23-e	48.7	44.9
3.	46.5	4-a	48.7	42.1
4.	45.3	52-k	46.0	44.0
5.	45.0	51-k	46.0	43.0
6.	43.8	35-g	43.3	44.9
7.	42.1	34-g	44.0	38.5
8.	40.9	38-h	38.5	45.8
9.	40.9	10-b	44.0	34.8
10.	38.8	31-g	35.8	44.9
11.	37.6	8-b	38.5	35.8
12.	33.5	39-h	28.3	44.0
13.	33.5	37-h	29.7	41.2
14.	32.8	40-h	31.7	34.8
15.	32.6	6-b	37.8	22.1
16.	31.2	3-a	30.4	33.0
17.	31.0	7-b	29.0	34.8
18.	24.6	36-h	22.2	29.4

SAMPLE SIZE: 64

Combined Compared Ranking List of Categories for Superintendents

TABLE IV

High Ideal, High Real

Order	Com T-sc	Category	Ideal	Real
1.	61.8	F	62.3	60.9
2.	57.4	C	56.3	59.7
3.	53.7	I	53.5	54.2
4.	53.2	E	52.0	54.0
5.	52.4	D	52.6	52.0
6.	51.4	J	50.9	52.5

High Ideal, Low Real

Order	Com T-sc	Category	Ideal	Real
1.	52.9	L	54.6	49.6
2.	51.9	K	52.9	50.0
3.	49.8	A	50.2	49.1

Low Ideal, High Real

NONE

Low Ideal, Low Real

1.	44.8	G	45.7	42.9
2.	37.4	B	38.1	36.1
3.	33.1	H	30.1	39.0

SAMPLE SIZE: 64

Combined Compared Ranking List of Items for Teachers

TABLE V

High Ideal, High Real

Order	Com T-sc	Item	Ideal	Real
1.	66.7	29-f	69.3	61.5
2.	65.1	28-f	65.1	65.8
3.	64.4	27-f	63.3	66.6
4.	62.2	30-f	65.1	56.4
5.	61.7	12-c	59.0	67.2
6.	61.6	15-c	62.0	60.8
7.	61.5	49-j	61.4	61.5
8.	60.5	26-f	58.4	64.7
9.	59.0	41-i	58.4	60.2
10.	58.8	19-d	57.8	60.8
11.	58.6	16-d	59.0	57.7
12.	58.0	42-i	56.0	62.1
13.	57.6	2-a	57.2	58.3
14.	56.5	25-e	56.6	56.4
15.	56.3	18-d	57.2	54.5
16.	56.2	54-k	55.4	57.7
17.	56.0	46-j	53.6	60.3
18.	55.9	1-a	57.8	52.0
19.	55.5	11-c	53.6	58.9
20.	55.3	17-d	55.4	55.1
21.	55.2	14-c	52.2	60.8
22.	54.3	13-c	53.0	57.0
23.	54.2	45-i	56.0	50.7
24.	53.7	23-e	53.6	53.9
25.	52.8	32-g	53.6	51.3
26.	52.3	31-g	50.6	55.8
27.	51.9	20-d	51.2	53.2
28.	51.9	5-a	51.2	53.2

Low Ideal, High Real

1.	51.0	50-j	49.9	53.2
2.	50.5	22-e	47.5	56.4
3.	50.0	21-e	48.1	53.9
4.	49.6	47-j	49.3	50.1
5.	49.6	58-1	49.3	50.1
6.	49.2	43-i	48.7	50.1

High Ideal, Low Real

Order	Com T-Sc	Item	Ideal	Real
1.	54.2	48-j	57.8	46.9
2.	51.9	44-i	54.8	46.3
3.	51.4	53-k	53.6	46.9
4.	50.8	51-k	56.0	40.5
5.	50.8	52-k	51.8	48.8
6.	49.5	55-k	51.2	46.3
7.	48.0	49-1	52.4	39.3

Low Ideal, Low Real

1.	48.8	35-g	48.7	48.8
2.	44.4	38-h	45.1	43.1
3.	44.4	3-a	46.3	40.5
4.	43.7	56-1	48.7	33.6
5.	43.6	33-g	43.3	44.4
6.	42.8	24-e	43.3	41.8
7.	42.6	60-1	44.5	38.6
8.	41.7	9-b	38.5	48.2
9.	41.2	10-b	39.7	44.4
10.	40.7	57-1	43.3	35.5
11.	39.0	34-g	36.6	43.7
12.	36.9	39-h	34.8	41.2
13.	36.0	3-a	36.6	34.8
14.	34.5	8-b	31.8	39.9
15.	33.8	7-b	34.2	32.9
16.	33.0	40-h	31.8	35.5
17.	31.5	37-h	33.0	28.5
18.	27.6	6-b	24.5	33.6
19.	23.6	36-h	21.5	27.9

SAMPLE SIZE: 63

Combined Compared Ranking List of Categories for Teachers

TABLE VI

High Ideal, High Real

Order	Com T-sc	Category	Ideal	Real
1.	63.8	F	64.2	62.9
2.	57.7	C	56.0	61.0
3.	56.2	D	56.1	58.3
4.	54.5	I	54.8	53.9
5.	54.5	J	54.4	54.5

High Ideal, Low Real

Order	Com T-sc	Category	Ideal	Real
1.	51.7	K	53.6	48.0

Low Ideal, Low Real

1.	50.7	E	49.8	52.5

Low Ideal, Low Real

1.	49.1	A	49.8	47.8
2.	47.3	G	46.6	48.8
3.	44.9	L	47.7	39.9
4.	35.8	B	33.7	39.8
5.	33.9	H	33.3	35.2

SAMPLE SIZE: 63

Combined Compared Ranking List of Items for Principals

TABLE VII

High Ideal, High Real

Order	Com T-Sc	Item	Ideal	Real
1.	66.2	2-a	61.4	75.9
2.	64.1	29-f	66.4	59.5
3.	62.8	54-k	62.8	62.8
4.	62.7	27-f	61.4	65.3
5.	60.6	28-f	60.7	60.4
6.	60.5	30-f	61.4	58.7
7.	60.4	26-f	62.1	57.1
8.	59.8	42-i	63.5	52.2
9.	59.3	15-c	60.0	57.9
10.	58.5	45-i	59.3	57.1
11.	57.9	16-d	57.8	57.9
12.	57.5	14-c	59.3	53.8
13.	56.7	41-i	55.7	58.7
14.	56.5	5-a	55.0	59.5
15.	56.2	60-1	55.7	57.1
16.	54.7	49-j	51.4	61.2
17.	54.6	50-j	55.0	53.8
18.	54.5	12-c	53.6	56.3
19.	54.5	44-i	53.6	56.3
20.	54.2	22-e	53.6	55.5
21.	53.4	11-c	52.8	54.6
22.	53.4	24-e	53.6	53.0
23.	53.3	13-c	54.3	51.4
24.	53.2	17-d	52.1	55.5
25.	52.2	18-d	52.1	52.2
26.	51.9	38-h	51.4	53.0

Low Ideal, High Real

1.	54.0	19-d	50.0	62.0
2.	51.0	47-j	50.0	53.0
3.	50.8	23-e	49.3	53.8
4.	49.8	4-a	47.8	53.8
5.	49.3	32-g	45.0	57.9
6.	48.9	25-e	43.6	59.5
7.	46.6	9-b	44.3	51.4
8.	44.5	48-j	41.4	50.6

High Ideal, Low Real

Order	Com T-Sc	Item	Ideal	Real
1.	57.7	55-k	62.1	48.9
2.	55.3	58-1	59.3	47.3
3.	55.1	59-1	57.8	49.8
4.	54.0	54-1	58.6	44.9
5.	52.8	56-1	57.9	44.0
6.	50.9	46-j	53.6	45.7
7.	49.9	53-k	55.7	38.3

Low Ideal, Low Real

1.	48.7	52-k	48.6	48.9
2.	48.5	1-a	47.8	49.8
3.	47.2	21-e	47.1	47.3
4.	46.0	10-b	48.6	40.8
5.	45.0	20-d	47.1	40.8
6.	43.0	51-k	45.0	39.2
7.	42.3	43-i	44.3	38.3
8.	42.2	31-g	39.3	48.1
9.	40.8	34-g	42.9	36.7
10.	40.4	37-h	35.7	49.8
11.	37.8	35-g	37.1	39.2
12.	37.5	8-b	40.0	32.6
13.	37.5	33-g	37.1	38.3
14.	37.0	40-h	37.1	36.7
15.	30.4	6-b	26.4	38.3
16.	30.2	39-h	31.4	27.7
17.	29.5	3-a	27.9	32.6
18.	29.4	7-b	28.6	31.0
19.	26.3	36-h	26.4	26.1

SAMPLE SIZE: 71

Combined Compared Ranking List of Categories for Principals

TABLE VIII

High Ideal, High Real

Order	Com T-Sc	Category	Ideal	Real
1.	51.1	J	50.3	52.9
2.	52.5	D	51.8	53.7
3.	54.4	I	55.3	52.5
4.	55.6	C	56.0	54.8
5.	61.7	F	62.4	60.2

High Ideal, Low Real

Order	Com T-Sc	Category	Ideal	Real
1.	54.7	L	57.7	48.6
2.	52.4	K	54.8	47.6

Low Ideal, High Real

1.	50.1	A	48.0	54.3
2.	50.9	E	49.4	53.8

Low Ideal, Low Real

1.	41.5	G	40.3	44.0
2.	38.0	B	37.6	38.8
3.	37.2	H	36.4	38.7

SAMPLE SIZE: 71

Appendix B

Key: Appendix B

ITEMS: HIGH IDEAL, HIGH REAL
VARIABLE GROUP

Key:

1. Board Members
2. Superintendents
3. Teachers
4. Principals

Item:

The number corresponding to the "item" is the individual competency that is part of the twelve categories of competence which make up the sixty competencies.

A high correlation number in all four variable groups would indicate consensus.

TABLE I

Items High Ideal and High Real: Variable Groups

Item	1	2	3	4
1.	0	51.7	55.9	0
2.	65.4	62.9	57.6	66.2
3.	0	0	0	0
4.	58.7	0	0	0
5.	56.1	56.8	51.9	56.5
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
9.	0	0	0	0
10.	0	0	0	0
11.	53.5	63.8	55.4	53.4
12.	0	55.8	61.7	54.5
13.	0	51.1	54.3	53.3
14.	57.6	55.6	55.2	57.5
15.	56.4	60.9	61.6	59.3
16.	0	56.2	58.6	57.9
17.	53.8	0	55.3	53.2
18.	57.1	0	56.3	52.2
19.	61.5	0	58.8	0
20.	0	0	51.9	0
21.	55.9	51.4	0	0
22.	57.1	52.9	0	54.2
23.	59.6	0	53.7	0
24.	0	51.5	0	53.4
25.	55.0	62.7	56.5	0
26.	55.7	59.4	60.5	60.4
27.	62.4	65.6	64.4	62.7
28.	56.3	57.3	65.1	60.6
29.	63.2	62.0	66.7	64.1
30.	65.5	65.0	62.2	60.5
31.	0	0	0	52.3
32.	60.6	55.3	52.8	0
33.	0	0	0	0
34.	0	0	0	0
35.	0	0	0	0
36.	0	0	0	0
37.	0	0	0	0
38.	0	0	0	0
39.	0	0	0	0
40.	0	0	0	0
41.	0	55.9	59.0	56.7
42.	0	51.8	58.0	59.8
43.	0	54.7	0	0
44.	0	52.3	54.5	0
45.	0	53.8	54.2	58.5
46.	55.3	0	56.0	0
47.	0	0	0	0

TABLE I (CONTINUED)

Item	1	2	3	4
48.	0	0	0	0
49.	53.6	53.5	61.5	54.7
50.	55.4	56.4	0	54.6
51.	0	0	0	0
52.	0	0	0	0
53.	0	56.8	0	0
54.	54.4	60.2	56.2	62.8
55.	60.6	0	0	0
56.	0	0	0	0
57.	0	52.	0	0
58.	56.7	0	0	0
59.	56.1	0	0	0
60.	0	0	0	56.2

TABLE II

Items High Ideal and Low Real: Variable Groups

Item	1	2	3	4
1.	0	0	0	0
2.	0	0	0	0
3.	0	0	0	0
4.	0	0	0	0
5.	0	0	0	0
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
9.	0	0	0	0
10.	0	0	0	0
11.	0	0	0	0
12.	0	0	0	0
13.	0	0	0	0
14.	0	0	0	0
15.	0	0	0	0
16.	56.9	0	0	0
17.	0	0	0	0
18.	0	52	0	0
19.	0	0	0	0
20.	55.8	52.6	0	0
21.	0	0	0	0
22.	0	0	0	0
23.	0	0	0	0
24.	53.7	0	0	0
25.	0	0	0	0
26.	0	0	0	0
27.	0	0	0	0
28.	0	0	0	0
29.	0	0	0	0
30.	0	0	0	0
31.	0	0	0	0
32.	0	0	0	0
33.	46.3	43.8	0	0
34.	0	0	0	0
35.	0	0	0	0
36.	0	0	0	0
37.	0	0	0	0
38.	0	0	0	0
39.	0	0	0	0
40.	0	0	0	0
41.	0	0	0	0
42.	0	0	0	0
43.	47.6	0	0	0
44.	0	51.9	0	0
45.	0	0	0	0
46.	0	49.4	50.9	0
47.	0	0	0	0
48.	50.3	49.7	54.2	0
49.	0	0	0	0
50.	0	0	0	0

TABLE II (CONTINUED)

Items High Ideal and Low Real: Variable Groups

Items	1	2	3	4
51.	0	0	0	0
52.	50.1	0	50.8	0
53.	0	0	51.4	49.9
54.	0	0	0	0
55.	0	52.4	49.5	57.7
56.	0	0	0	0
57.	48.8	0	54.0	0
58.	49.1	55.3	0	0
59.	0	51.7	48.0	55.1
60.	50.3	56.0	0	0

TABLE III

Items Low Ideal and Low Real: Variable Groups

Items	1	2	3	4
1.	0	0	0	48.5
2.	0	0	0	0
3.	34.4	31.2	36.0	29.5
4.	0	46.5	44.4	0
5.	0	0	0	0
6.	33.6	32.6	27.6	30.4
7.	24.5	31.0	33.8	29.4
8.	42.9	37.6	34.5	37.5
9.	48.5	0	41.7	0
10.	31.6	40.9	41.2	46.0
11.	0	0	0	0
12.	0	0	0	0
13.	0	0	0	0
14.	0	0	0	0
15.	0	0	0	0
16.	0	0	0	0
17.	0	0	0	0
18.	0	0	0	0
19.	0	0	0	0
20.	0	0	0	45.0
21.	0	0	0	47.2
22.	0	0	0	0
23.	0	47.4	0	0
24.	0	0	42.8	0
25.	0	0	0	0
26.	0	0	0	0
27.	0	0	0	0
28.	0	0	0	0
29.	0	0	0	0
30.	0	0	0	0
31.	47.1	38.8	0	42.2
32.	0	0	0	0
33.	0	0	43.6	37.5
34.	40.1	42.1	39.0	40.8
35.	45.4	43.8	48.8	37.8
36.	29.2	24.6	23.6	26.3
37.	41.7	33.5	31.5	40.4
38.	43.1	40.9	44.4	0
39.	23.4	33.5	36.9	30.2
40.	37.4	32.8	33.0	37.0
41.	47.9	0	0	0
42.	0	0	0	0
43.	0	0	0	42.3
44.	48.0	0	0	0
45.	46.7	0	0	0
46.	0	0	0	0
47.	0	0	0	0
48.	0	0	0	0
49.	0	0	0	0
50.	0	0	0	0

TABLE III (CONTINUED)

Items Low Ideal and Low Real: Variable Groups

Items	1	2	3	4
51.	39.2	45.0	43.0	0
52.	0	45.3	48.7	0
53.	0	0	0	0
54.	0	0	0	0
55.	0	0	0	0
56.	47.0	48.2	43.7	0
57.	0	0	40.7	0
58.	0	0	0	0
59.	0	0	0	0
60.	0	0	42.6	0

TABLE IV

Items Low Ideal and High Real: Variable Groups

Items	1	2	3	4
1.	46.0	0	0	0
2.	0	0	0	0
3.	0	0	0	0
4.	0	0	0	49.8
5.	0	0	0	0
6.	0	0	0	0
7.	0	0	0	0
8.	0	0	0	0
9.	0	45.2	46.6	0
10.	0	0	0	0
11.	0	0	0	0
12.	48.3	0	0	0
13.	47.2	0	0	0
14.	0	0	0	0
15.	0	0	0	0
16.	0	0	0	0
17.	0	52.4	0	0
18.	0	0	0	0
19.	0	50.9	0	0
20.	0	0	0	0
21.	0	0	50.0	0
22.	0	0	50.5	0
23.	0	0	0	50.8
24.	0	0	0	0
25.	0	0	0	48.9
26.	0	0	0	0
27.	0	0	0	0
28.	0	0	0	0
29.	0	0	0	0
30.	0	0	0	0
31.	0	0	0	0
32.	0	0	0	49.3
33.	0	0	0	0
34.	0	0	0	0
35.	0	0	0	0
36.	0	0	0	0
37.	0	0	0	0
38.	0	0	0	0
39.	0	0	0	0
40.	0	0	0	0
41.	0	0	0	0
42.	49.7	0	0	0
43.	0	0	0	0
44.	0	0	0	0
45.	0	0	0	0
46.	0	0	0	0
47.	50.6	48.2	49.6	51.0
48.	0	0	0	44.5
49.	0	0	0	0
50.	0	0	51.0	0

TABLE IV (CONTINUED)

Items Low Ideal and High Real: Variables Groups

Items	1	2	3	4
51.	0	0	0	0
52.	0	0	0	0
53.	50.6	0	0	0
54.	0	0	0	0
55.	0	0	0	0
56.	0	0	0	0
57.	0	0	0	0
58.	0	0	49.6	0
59.	0	0	0	0
60.	0	0	0	0

TABLE V

Comparisons of Categories of Competencies by Quadrant

	HI,HR	HI,LR	LI,HR	LI,LR
Board Members:	F,D,E,J,C, A,K,	NONE	L	G,I,B,H
Super't:	F,C,I,E,D, J	NONE	L,K,A	G,B,H
Teachers:	F,C,D,I,J	E	K	A,G,L,B,H
Principals:	F,C,I,D,J	E,A	L,K	G,B,H

Letters representing categories of total consensus are underlined

Categories represented by letters are located in appendix "C"

Categories are listed by rank in each quadrant as perceived by variable groups.

TABLE VI

Panel of Judges: Response

	Percent Approving	Percent disapproving
Category A		
Item:		
1.	80%	20%
2.	100%	0
3.	40%	60%
4.	80%	20%
5.	50%	50%
Category B		
6.	80%	20%
7.	100%	0
8.	80%	20%
9.	80%	20%
10.	80%	20%
Category C		
11.	100%	0
12.	80%	20%
13.	100%	0
14.	100%	0
15.	100%	0
Category D		
16.	80%	20%
17.	100%	0
18.	100%	0
19.	100%	0
20.	100%	0
Category E		
21.	80%	20%
22.	80%	20%
23.	0	100%
24.	40%	60%
25.	100%	0
Category F		
26.	80%	20%
27.	100%	0
28.	80%	20%
29.	100%	0
30.	80%	0
Category G		
31.	100%	0
32.	80%	20%
33.	100%	0
34.	40%	60%
35.	100%	0

TABLE VI (CONTINUED)

Panel of Judges: Responses

	Percent Approving	Percent disapproving
Category H		
Item:		
36.	40%	60%
37.	50%	50%
38.	60%	40%
39.	40%	60%
40.	50%	50%
Category I		
41.	100%	0
42.	100%	0
43.	100%	0
44.	100%	0
45.	100%	0
Category J		
46.	100%	0
47.	40%	60%
48.	0	100%
49.	80%	20%
50.	100%	0
Category K		
51.	100%	0
52.	80%	20%
53.	100%	0
54.	80%	20%
55.	40%	60%
Category L		
56.	100%	0
57.	100%	0
58.	100%	0
59.	80%	0
60.	100%	0

Categories and items are listed in appendix "C"

W-CORRELATION

Real:

W-correlation= 0.788

Total sample size = 242

Ideal:

W-correlation= 0.723

Total sample size= 242

Appendix C

Areas Of Competence And Competency Statements For The Principalship

A. Working relationships with the central office:

1. The principal works with the school board, superintendent and central office staff in the defining coordinating, interpreting, and implementing the educational policy of the district.
2. The principal consults with the central office staff on the educational and organizational matters.
3. The principal serves as a liason between the school, the district office and the state office of education.
4. The principal collects and interprets statistical information periodically requested by the district office
5. The principal provides the central office staff with the information needed to clarify his position when complaints are brought against the school.

B Financial management:

6. The principal organizes, supervises, and manages the financial affairs of the school.
7. The principal provides resources and money for the educational programs of his school.
8. The principal makes resources available to the staff for supplies, money, equipment.
9. The principal is familiar with the projected budgetary needs of his school, including salary, operations and maintenance costs.
10. The principal knows the financial situation of his school and analysis cost by the student, grade, by total enrollment, by number graduating, and by number failed or dropping out.

C. Community services and community relations:

11. The principal plans for and establishes public relations programs with the community.
12. The principal mediates disputes between parents, teachers, staff, and students.
13. The principal identifies the community forces that affect the operation of the school and the implications of those factors.
14. The principal ought to be capable of publicly supporting his idealogical convictions as well as his opinions concerning the problems confronting the community.
15. The principal cooperates with civic organizations, and maintains good public relations with the communications media.

D. Pupil personnel; counseling and guidance:

16. The principal utilizes counseling techniques with pupils and sees to it that guidance programs are provided for the students.
17. The principal encourages students to participate in developing and implementing student programs.
18. The principal encourages and initiates studies that discover causes for difficulties and failures experienced by students and helps in finding solutions for those difficulties.
19. The principal is an advocate of the students and communicates with them regarding aspects of their school life.
20. The principal organizes and directs the work of the counselors, as well as the orientation and social services of the school.

E. Student activities:

21. The principal organizes, administers and coordinates all the student activities of his school.
22. The principal evaluates the student activities program.
23. The principal determines and maintains standards for participation in student activities.
24. The principal develops and supervises the organization and function of student government.
25. The principal supervises the schools extra-curricular activities (assemblies, sports, etc).

F. Pupil Control: Discipline, attendance:

26. The principal defines responsibilities in an effort to acheive regular attendance and control of the drop-out rate.
27. The principal establishes adequate control of the student body and provides necessary disciplinary rules with the help and cooperation of teachers, parents and students.
28. The principal maintains discipline, balances with the normal functioning of instructional and extra-curricular activities.
29. The principal develops relationships of mutual understanding with the students by demonstrating his interest in their welfare.
30. The principal maintains adequate communication with parents so that he is able to communicate timely information to them regarding their children.

G. The school plant organization and control:

31. The principal plans the school's educational program in accordance with the available facilities and equipment.
32. The principal regularly inspects the grounds and buildings personally.
33. The principal efficiently manages and operates the plant and its facilities, and supervises the custodial help.
34. The principal finds the means and resources that make possible reasonable building maintenance; and he coordiantes the plans for repairs, additions and remodeling.
35. The principal maintains a current inventory of the equipment, furniture, and supplies of the school, and establishes and checks on a plan for reasonable periodic inspections.

H. Auxiliary services:

36. The principal organizes and manages the cafeteria service.
37. The principal cares for the health of the student by encouraging the organization and implementation of preventive medical services.
38. The principal cares for the physical well being of the students by attempting to eliminate potential hazards and by organizing first aid services.
39. The principal provides transportation services, making possible regular attendance.
40. The principal supervises and evaluates the auxiliary services of the school.

I. Personnel improvement:

41. By his own example, the principal stimulates and encourages teachers to keep abreast of current educational developments.
42. The principal encourages teachers to develop educational objectives and to work towards concrete goals.
43. The principal organizes, directs, coordinates, supervises, and evaluates in-service training programs and summer workshops.
44. The principal challenges his teachers to practice innovative and creative educational methods and techniques.
45. The principal supervises instruction by employing modern procedures and techniques of supervision.

J. Personnel administration:

46. The principal organizes, coordinates, and supervises both teaching and administrative staff assignments.
47. The principal assists, advises, counsels and provides guidance to the staff in their personal and school problems.
48. The principal identifies the needs and interest of the entire school staff.
49. The principal regularly evaluates the teaching abilities of his teachers.
50. The principal develops and improves the staff by attracting and retaining competent personnel.

K. Evaluation and planning of the educational program; the development of curricula and instruction:

51. The principal plans and evaluates the instructional and curricular programs with the help of parents, teachers, and students.
52. The principal assesses the students' educational needs with the help of parents, teachers, and students.
53. The principal provides opportunity, direction, and guidance to his teachers in developing curricula.
54. The principal plans for registration and registration procedures, and for opening and closing the school year.
55. The principal plans or sees to it that high levels of academic achievement are maintained, and defines the standards and procedures for evaluating the results of instruction in his school.

L. Research and development projects. Investigations and testing of new techniques; innovations and changes:

56. The principal employs professional research techniques, interprets the results, and applies the conclusions in solving the educational problems of his school.
57. The principal develops long-range educational plans by involving parents, teachers, students, and central office personnel.
58. The principal encourages and supports educational research, especially when teachers show interest.
59. The principal foments and supports experimental, educational projects in order to promote innovations and change in education.
60. The principal organizes seminars, and similar activities in order to stimulate inquiry in his teachers in testing new learning and teaching theories.

ANSWER FORM

Real		Ideal	
Degree of Importance		Degree of Importance	
1. 1 2 3 4 5	31. 1 2 3 4 5	1. 1 2 3 4 5	31. 1 2 3 4 5
2. 1 2 3 4 5	32. 1 2 3 4 5	2. 1 2 3 4 5	32. 1 2 3 4 5
3. 1 2 3 4 5	33. 1 2 3 4 5	3. 1 2 3 4 5	33. 1 2 3 4 5
4. 1 2 3 4 5	34. 1 2 3 4 5	4. 1 2 3 4 5	34. 1 2 3 4 5
5. 1 2 3 4 5	35. 1 2 3 4 5	5. 1 2 3 4 5	35. 1 2 3 4 5
6. 1 2 3 4 5	36. 1 2 3 4 5	6. 1 2 3 4 5	36. 1 2 3 4 5
7. 1 2 3 4 5	37. 1 2 3 4 5	7. 1 2 3 4 5	37. 1 2 3 4 5
8. 1 2 3 4 5	38. 1 2 3 4 5	8. 1 2 3 4 5	38. 1 2 3 4 5
9. 1 2 3 4 5	39. 1 2 3 4 5	9. 1 2 3 4 5	39. 1 2 3 4 5
10. 1 2 3 4 5	40. 1 2 3 4 5	10. 1 2 3 4 5	40. 1 2 3 4 5
11. 1 2 3 4 5	41. 1 2 3 4 5	11. 1 2 3 4 5	41. 1 2 3 4 5
12. 1 2 3 4 5	42. 1 2 3 4 5	12. 1 2 3 4 5	42. 1 2 3 4 5
13. 1 2 3 4 5	43. 1 2 3 4 5	13. 1 2 3 4 5	43. 1 2 3 4 5
14. 1 2 3 4 5	44. 1 2 3 4 5	14. 1 2 3 4 5	44. 1 2 3 4 5
15. 1 2 3 4 5	45. 1 2 3 4 5	15. 1 2 3 4 5	45. 1 2 3 4 5
16. 1 2 3 4 5	46. 1 2 3 4 5	16. 1 2 3 4 5	46. 1 2 3 4 5
17. 1 2 3 4 5	47. 1 2 3 4 5	17. 1 2 3 4 5	47. 1 2 3 4 5
18. 1 2 3 4 5	48. 1 2 3 4 5	18. 1 2 3 4 5	48. 1 2 3 4 5
19. 1 2 3 4 5	49. 1 2 3 4 5	19. 1 2 3 4 5	49. 1 2 3 4 5
20. 1 2 3 4 5	50. 1 2 3 4 5	20. 1 2 3 4 5	50. 1 2 3 4 5
21. 1 2 3 4 5	51. 1 2 3 4 5	21. 1 2 3 4 5	51. 1 2 3 4 5
22. 1 2 3 4 5	52. 1 2 3 4 5	22. 1 2 3 4 5	52. 1 2 3 4 5
23. 1 2 3 4 5	53. 1 2 3 4 5	23. 1 2 3 4 5	53. 1 2 3 4 5
24. 1 2 3 4 5	54. 1 2 3 4 5	24. 1 2 3 4 5	54. 1 2 3 4 5
25. 1 2 3 4 5	55. 1 2 3 4 5	25. 1 2 3 4 5	55. 1 2 3 4 5
26. 1 2 3 4 5	56. 1 2 3 4 5	26. 1 2 3 4 5	56. 1 2 3 4 5
27. 1 2 3 4 5	57. 1 2 3 4 5	27. 1 2 3 4 5	57. 1 2 3 4 5
28. 1 2 3 4 5	58. 1 2 3 4 5	28. 1 2 3 4 5	58. 1 2 3 4 5
29. 1 2 3 4 5	59. 1 2 3 4 5	29. 1 2 3 4 5	59. 1 2 3 4 5
30. 1 2 3 4 5	60. 1 2 3 4 5	30. 1 2 3 4 5	60. 1 2 3 4 5

Appendix D

The Secondary School Principalship
Revised 1979

Introduction

Why should professional school principals describe the school principalship as a unique leadership position? Have factors evolved in education and in society which make necessary a revision of the philosophy of the school principalship? Should a comprehensive statement of the position be developed, consistent with present conditions, rather than to simply restate old positions based chiefly on theoretical perceptions of the role of school principals which are often obsolete? these questions were considered by the Oklahoma Association of Secondary School Principals in developing this statement of the philosophy underlying the secondary principalship.

We Believe

Leader behavior in this democratic society should be based on the moral and political values which are the foundation of our democracy. These include the worth of the individual, cooperation among peers, truth and moral responsibility, individual and social justice, freedom to pursue goals which do not infringe on the rights of others, and man's application of reason as the best means for the resolution of his problems.

Resulting leadership must therefore respect those human rights which stem from these basic values. Those human rights include freedom of speech and press, freedom of religion, the right to due process of law, the right of privacy, the right of dissent, freedom of assembly, petition, redress of grievance, and equality of opportunity for every individual in all aspects of society. Decision making involves value judgements, and the principal should behave in a manner which relects these values and concern for the rights of students, teachers, and community.

The principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the development of schools which can attain this goal. He/she should work courageously to create conditions in the school which will permit all students without regard to race or sex, to gain equal access to the school programs and services which will meet their needs. He/she must work effectively to integrate minority individuals and groups into the life of the school and ultimately of the community.

A secondary school principal is both a school administrator and an educational leader but the major role is that of leadership for the improvement of the total/educational effort of the school.

The principal has the responsibility of creating a healthy and stimulating school climate within which superior education will be possible. The principal must recognize the changing societal conditions for children and youth and provide for meaningful involvement of faculty and students in the life of the school, recognizing that productivity usually increases as the needs of people are considered and satisfied.

A principal must be knowledgable in matters concerning the curriculum, its purposes, and the conditions under which maximum learning occurs. He/she must be professionally competent especially in the important areas of human relations, communication and group processes. These competencies are directly related to leadership for the faculty, students and the community in evaluating the quality of the educational program and services, and developing the procedures for their improvement.

Because of the changes taking place in this society and in the world, we believe that schools should provide students with the opportunity to work with a faculty which is representative of the racial and ethnic make-up of this nation. The curriculum should provide students the opportunity for studying larger issues and problems which often provoke conflict and divide groups in the multicultural and multiracial society.

The principal should be provided with an adequate, professional, supportive staff to permit him to exercise a genuine leadership role in developing initiative and skill in the faculty, students and parents in the improvement of the quality of instruction and the curriculum. He/she should encourage and assist the instructional staff to share in the thinking, decision making and formation of policies and regulations as challenging, relevant programs are developed for students.

The principal has the responsibility for making recommendations regarding the appointment and promotion of professional and non-professional staff in the school. He/she should be regarded by the superintendent and the board of education as the major professional consultant on matters related to the school for which the principal has leadership responsibility. Boards of education and superintendents of schools should provide him/her with the authority to exercise leadership within the framework of careful adherence to the integrity and the human rights of both teachers and students.

Effective leadership in a school cannot be provided until the principal is able to develop rapport with the faculty and students. His/her basic concern should be the establishment of contitions within which maximum contributions are made. Under these conditions, teachers should regard the principal as the school's educational leader who must also administer general policies of the school district.

The principal is also responsible for interpreting honestly and clearly the accomplishments and needs of the school to the teachers, superintendent, the board of education and to the communtiy which the school serves.

Finally, we believe that the behavior of principals should reflect a commitment to this statement, and in return superintendents, boards of education and teachers should regard this philosophy as suitable for those who serve as principals. It is also important that principals be employed on the basis of

leadership ability, administrative skill and professional qualifications without regard to race or sex. We also believe that principals are entitled to the support of the superintendent the board of educatioan, the community, teachers and students if they function with the framework of this philosophy.

Appendix E

Directions

Dear Educator:

The following perceptionnaire is designed to distinguish the competencies of the principalship. (high school of under 550 pupils only). Please answer as statements apply to your particular school.

Please respond to the following statements by circling the number on the answer sheet that most clearly identifies you perception concerning the statement. Please respond to both the real (what is) and ideal (what should be) sections fo the answer sheet.

Also, please fill out the data sheet. Place answer sheet and data sheet in return envelope and mail. Thank you.

This perceptionnaire is being administered in partial fulfillment of the requirements for the degree of Doctorate of Education. Your cooperation is greatly appreciated.

Key

Real	Ideal
1. not important	1. not important
2. slightly important	2. slightly important
3. important	3. important
4. moderately important	4. moderately important
5. very important	5. very important

INFORMATION FORM

Position:

Superintendent ( ) Teacher ( )

Principal ( ) Board Member ( )

School District Number_____ School Name_____

Size of School:

( ) under 150

( ) 150-300

( ) 301-500

Highest Degree:

High school ( ) Masters ( )

Bachelors ( ) 6th year ( )

Bachelors + 30 ( ) Doctorate ( )

Years of Experience:

Teacher_____ Administrator_____ Board Member_____

Name (optional)_____

James D. Branscum
EOSC
Wilburton, OK

Dr. Larrie Gale
University of Texas at San Antonio
San Antonio, Texas

Dear Dr. Gale:

Presently, I am in the process of preparing a study to investigate the competencies, real and ideal, of the principalship in the state of Oklahoma.

In order to complete this study I am seeking permission to utilize an instrument developed in your studies, the Quadrant Assessment Model.

If you could send a response concerning this request with any other stipulation concerning the request I would certainly appreciate it.

Thank you.

Sincerely,

James D. Branscum

College of Education
Instructional Science Department

Brigham Young University

September 17, 1979

James D. Branscum
Director of Business and Finance
Eastern Oaklahoma State College
Wilburton, Oaklahoma 74578

Dear Mr. Branscum,

I appreciate your interest in the Quadrant Assessment Model methodology and computer program. You are free to use the methodology for purposes of your dissertation and have my permission to use it as you will for that purpose. Hopefully, the model will serve you as capably as it has myself and others.

Sincerely,

Larrie E. Gale
Associate Professor

LG/DZ

College of Education
Instructional Science Department

Brigham Young University

September 17, 1979

James D. Branscum
Director of Business and Finance
Eastern Oaklahoma State College
Wilburton, Oaklahoma 74578

Dear Mr. Branscum,

Enclosed you will find the invoices for the computer time, I-O costs, paper/forms, key-punching and verification. The two invoices total $184.21, however, because there was a thirty day lag between the time that I was billed for key-punching and when I received the bill for computer time, I also owe a 1.5% interest charge on the $108.75 portion of the bill. This brings the total cost for data processing to $185.84.

I was able to find a somewhat dated address (February 6, 1974) for Charles Deros and have enclosed that for your information.

Dr. Charles Deros
92 Nollwood Road
Rocky Hill, Connecticut 06067

I hope that the data and the logic of the model will serve you well. If it is possible, I would appreciate receiving a copy of your dissertation to add to my growing list of studies that have used the model.

Sincerely yours,

Larrie Gale
Associate Professor

LG/DZ

This letter serves as a request for you to serve as a member of a panel of judges in an effort to find if the survey, Areas of Competence and Competency Statements for the Principalship, relates positively to the Professional Position Statement of Oklahoma Association of Secondary School Principals, revised 1979.

Please read over the enclosed survey and respond yes or no to each item, as to whether or not, it relates positively to the philosophy of the Professional Position Statement. A space is provided at the left of each item for your response.

This request is being made in connection with a doctoral thesis as partial requirement for the degree of Doctorate of Education. Your cooperation is greatly appreciated.

Please return survey, after completion, in return envelope.

Thank you.

Sincerely,

James D. Branscum

BIBLIOGRAPHY

Alfonso, Robert J., Firth Gerald R., and Neville, Richard F. Instructional Supervision, A Behavior System. Boston: Allyn and Bacon, Inc., 1975.

American Association of School Administrators. Profiles of the Administrative team. Washington, D.C. 1971.

Alcorn, Marvin D., and Linley, James M., Editors. Issues in Curriculum Development. New York: World Book Co., 1959.

Baughman, Dale M., Anderson Wendell G., Smith Mark, and Wiltse Earle W. Administration and Supervision of the Modern Secondary School. West Nyack, N.Y.: Parker Publishing Company, Inc., 1969.

Bell, Terrel H. A Performance Accountability System for School Administrators. West Nyack, N.Y.: Parker Publishing Company Inc., 1974.

Cardoli, Carl I., Hack Walter G., Ray John R., and Stollar, Dewey H. School Business Administration. Atlantic Ave., Boston Mass: Allyn and Bacon, Inc., 1975.

Charters W.W., and Waples, Douglas. The Commonwealth Teacher-Traini Study. Chicago: University of Chicago Press, 1929.

Corbally, John E. Jr., Jensen T.J., and Staub, Frederick. Educational Administration: The Secondary School. Boston: Allyn and Bacon, Inc., 1961.

Cronbach, Lee J., inconsultation with: Hilgard, Earnest R., and Spalding, Willard R. Educational Psychology. New York and Burlingame: Harcourt, Brace and World, Inc., 1962.

Culbertson Jack A., Henson, Curtis, and Morrison, Ruel, editors. Performance Objectives for School Principals, Concepts and Instruments. Berkeley, California: McCutchan Publishing Corporation, 1974.

Downie, M.N. and Heath, R.W.. Basic Statistical Methods, 4th editio New York, Evanston, San Francisco, and London: Harper and Row, pub., 1974.

Etzioni, Amitai. Modern Organizations. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1964.

Fayol, Henry. Elements of Management. General and Industrial Management. London: Sir Isacc Pitman and Sons, 1949.

Getzels, Jacob W., Lipham, James M., and Campbell, R.F.. Educationa Administration as a Social Process. New York, Evanston, and London: Harper and Row., 1968.

Haimann, Theo and Hilgert, Raymond L.. Supervision: Concepts and Practices of Management. Cincinnati, Ohio: South-Western Pub. Co., 1972.

Halpin, Andrew W.. Theory and Research in Administration. New York The MacMillan Co., 1967.

Harris, Ben M. Supervisory Behavior in Education. Englewoods Cliff New Jersey: Prentice-Hall Inc., 1963.

Hathaway Dale E., Beegle, Allan J., and Bryant, K.W.. People of Rural America. Washington D.C.: U.S. Government Printing Office, 1968.

Hencley, Stephen P., editor. The Internship in Administrative Preparation. Columbus, Ohio: The University Council for Educational Administration and Washington D.C.: The Committee for the Advancement of School Administration, 1963.

Jacobson, Paul B., Logsdon, James D., and Wiegmen, Robert R. The Principalship: New Perspectives. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1973.

Johns, Roe L. and Morphet, Edgar L.. The Economics and Financing of Education, A systems Approach, 2nd edition. Englewood Cliff New Jersey: Prentice-Hall Inc., 1969.

Knezevich, Stephen J. Administration of Public Education, 2nd editi New York, Evanston, and London: Harper and Row, Pub., 1969.

Menacker, Julius and Pollack, Erwin, editors. Emerging Educational Issues (conflicts and contrast). Boston: Little, Brown and Company, Inc., 1974.

Selltiz, Clair, Wrightman, Lawrence S. and Cook, Stuart W. in collaboration with: Balch, George I., Hofstetter, Richard and Bickman, Leonard. Research Methods in Social Relations. New York.

Sher, Jonathan P., Tompkins, Rachel B.. Economy, Efficiency, and The Myths of Rural School and District Consolidation. Washington D.C.: National Institute of Education, U.S. Department of Health, Education and Welfare, July, 1976.

Sher, Jonathn P., editor. Education in Rural America: A Reassessme of Wisdom. Boulder, Colorado: Westview Press, 1977.

Thayer, V.T.. The Role of the School in American Society. New York and Toronto: Dodd, Mead and Company, 1960.

ARTICLES

Brandewie, T., and Trump, J.L. "The Preparation and Development of Secondary School Administrators". NASSP, V 56 (March, 1972) p. 39.

Getzels, Jacob W. and Guba, Egon G. "Social Behavior and the Administrative Process". School Review V 65 (winter 1957).

Griffiths, Daniel E. "Administrative Theory and Change in Organizations". Miles, Matthew, editor. New York: Teachers College Press, 1964, p. 425-436.

Kearny, James. "The Principal: Teacher of Teachers". NASSP, V 61, (Feb, 1977), p. 1-6.

McCleary, L.E., Brown T.C. and Gale, L.E., "Assessing Competency Needs in Administration". (unpublished paper) Department of Educational Administration, University of Utah.

McPherson, B., Salley, C. and Baehr, M., researchers. "Consortium for Educational Leadership". Education U.S.A. Vol 18 (March, 1976), p. 161.

Ornstein, A.C. "The Politics of Accountability", The Clearing House, XLIX (September, 1975), p. 5-10.

Thompson, Scott D. "Secondary School Administration Today". The North Central Association Quarterly, XLVII (Winter, 1973), p. 265-269.

Texas State Board of Education. "Revised Standards for Teacher Education", June, 1972.

The Secondary School Principalship, statement of phiosophy, revised, 1979, OASSP.

Whaling, Terry. "Managing the School System: A Performance Improvement Approach", NASSP, LVI (November, 1972), p. 32-39.

THESES

Deros, Charles Louis. "A study of Competencies required by Connecticut High School Principals and those within the school system who influence his Role". Doctoral Thesis. Connecticut: Universityof Connecticut, 1975.

Gale, Larrie E. "Competence Required for Principalship: A Methodology Applied to the Rural Bolivia Setting". Doctor's theses. Salt Lake City: University of Utah, 1973.

Van Otten, Kenneth and Cook, Hasley. "A Study of the Prime Competencies Required to Perform the Tasks of the Secondary School Principalship". Doctors Thesis. University of Utah. 1972, Abstract: Dissertation abstract 33a, 6002, 1972.