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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE HIGH SCHOOL PRINCIPALSHIP: PERCEPTIONS OF HIGH SCHOOL TEACHERS IN THE GREATER METROPOLITAN OKLAHOMA CITY AREA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

JAMES FRANK ROBINSON

Norman, Oklahoma

1975

THE HIGH SCHOOL PRINCIPALSHIP: PERCEPTIONS OF HIGH SCHOOL TEACHERS IN THE GREATER METROPOLITAN OKLAHOMA CITY AREA

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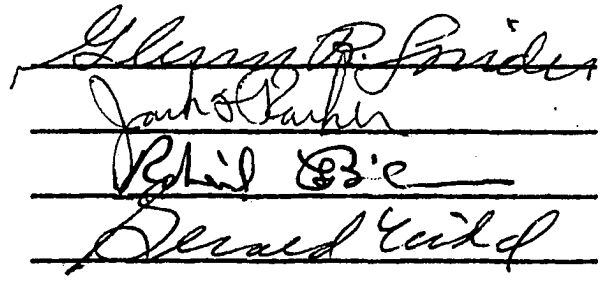

DISSERTATION COMMITTEE

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THE HIGH SCHOOL PRINCIPALSHIP: PERCEPTIONS OF HIGH SCHOOL TEACHERS IN THE GREATER METROPOLITAN OKLAHOMA CITY AREA

CHAPTER I

INTRODUCTION

American educational institutions are experiencing phenomenal change, and the high school principalship is no exception. It is predictable that this rate of change will accelerate over the next decade. Herein lies a challenge, for if the principal's status is to be commensurate with his ever-more-demanding tasks, updated criteria will be needed to insure that his modern role will be more precisely defined.

The high school principal has always occupied one of the major pressure points in education. Inherent in his job is the necessity to represent a broad front of diverse constituencies--students, teachers, parents, the community, the board of education, and the superintendent. All these groups have sharply varying perceptions of what the principal's role should be, looking to him with conflicting expectations and demands.

The high school principal has assumed a multitude of roles and responsibilities within the context of educational systems. The complexity of his position is now generally recognized. Much of the research during the past decade has been concerned with an analysis of

the tasks assigned to the school principal, and perceptions of his role by other professional educators.

There is often notable lack of agreement among principals, teachers, and non-educators regarding the characteristics of the high school principalship. A study made by Buffington and Medsker[1] prompted the following report:

> The teachers viewed the principal's most important job as that of providing leadership for teachers. The parents placed major emphasis on the principal and the responsibility to develop effective relationships with parent groups and the community. The teachers viewed such relationships as important but ranked them third in importance among the principal's responsibilities. Both the parents and teachers ranked the principal's work with, and service to, children as second in importance among his responsibilities, but the elements of such work and service were stated somewhat differently by the two groups. The parents made little reference to the principal's relationships with teachers, and neither group said anything about his relationships with the superintendent, and, finally, neither group placed any emphasis on the principal's responsibilities in the supervision of instruction or in curriculum development.

Gaut[2] found the following in a related study: (1) Teachers and principals were in greater agreement in their perceptions of the principal's role in discharging the tasks investigated than is commonly believed. (2) Principals and teachers did not communicate systematically or effectively in the development and evaluation of the instructional programs. (3) Conditions should be created for the effective involvement of teachers in the decision-making process on policies which affect teacher welfare, pupils, and curriculum.

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[1]Reed Buffington and Leland Medsker, "Teachers and Parents Describe the Effective Principal's Behavior," Administrator's Notebook, Vol. IV (September, 1955), p. 3.

[2]Robert N. Gaut, "Teacher-Principal Assessment of Principal Performance in Selected Secondary Schools of Oklahoma," Unpublished doctoral dissertation, University of Oklahoma, Norman, 1969, p. 3.

Saxbe[1] identified an inclusive list of expectations teachers had of their principals:

1. Consistent clearly formed policies.
2. Efficient handling of administrative details, leaving time for help and supervision.
3. An aura of confidence and courage.
4. Consultation with staff in planning programs.
5. Accurate interpretation of views, both up and down, between teachers and central administration.
6. The ability to evaluate and rate teachers without "threat."
7. A deep understanding of the needs of children.
8. Ample help for the beginning teacher.
9. Recognition of teacher achievements.
10. Delegated authority commensurate with the execution of assigned responsibility.
11. Tolerance, kindness and respect for the individual.
12. Ready availability for conferences.
13. Support or backing of teachers in their dealings with pupils and parents.
14. Provision for relief from routine, clerical duties.
15. Firm but constructive control of the faculty resulting in adherence to regulations.
16. Intelligent use of faculty meetings.
17. Special provisions for atypical children.
18. Skill and calmness in dealing with irate parents.
19. Correct social distance--impersonal but friendly relationship to staff.
20. A high degree of skill in human relations.
21. Fair and impartial allocation of rights and duties.
22. Facilitation of instruction--provision of materials, supplies, auxiliary services, etc.

One of the most important single aspects of the high school principalship is human relations. The successful administrator must first understand and relate well to others.

This, of course, is not an original concept. Hemphill, Griffiths, and Fredericksen[2] made a detailed study of the personal characteristics of the school principal. Their findings place the

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[1]Richard D. Saxe, Perspectives on the Changing Role of the Principal (Toledo, Ohio: University of Toledo, 1968), p. 86.

[2]J. K. Hemphill, D. E. Griffiths, and N. Fredericksen, Administrative Performance and Personality (New York: Teachers College Press, Columbia University, 1962), p. 339.

strongest possible emphasis upon the desirability and importance of skills in human relations. From a more recent study by Gross and Herriott[1], "a high degree of interpersonal skills" emerged as a major characteristic of the effective principal.

Another important facet related to the high school principalship is the effectiveness of teachers, which is largely dependent upon the satisfactions derived from the job. The principal has an important need to meet or approach the role expectations held by the teachers. Chase[2] found close positive relationships between (1) teachers' ratings of principals and the degree to which their role expectations were met, and (2) teachers' job satisfaction and their ratings of principals.

Wayson[3] discovered a strong correlation between the manner in which the principals met teachers' expectations and their decision to leave or remain in their positions. The implication is that much organizational conflict is traceable to the principal's failure to meet the role expectations held by his teachers. It is probable that the principal fails in this respect not so much through disinterest or unwillingness to meet these expectations as from simply not knowing what it is that teachers expect.

Descriptions of the principal's leadership role have shifted emphasis from a theory of personality traits of the individual to theory which now evaluates shared leadership. Evidence of changed relationships

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[1]Neal Gross and Robert Herriott, Staff Leadership in Public Schools (New York: Wiley Press, 1965), p. 87.

[2]Francis S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, Vol. I (April, 1953), p. 6.

[3]William W. Wayson, "Sources of Teacher Satisfaction in Slum Schools," Administrator's Notebook, Vol. IV (May, 1966), p. 12.

between teachers and principals are considered relevant to the means by which policies are formulated and implemented in many areas of school operation.

Much of the literature now emphasizes the value of democratic administration and of all affected by decisions to be involved in the decision-making process. The importance of democratic leadership in the role of the high school principalship is stressed throughout the literature describing the elements of this position. Many principals have clearly manifested an identity within the spectrum of leadership definition. As Corbally[1] stated: "Principalship and Leadership" are synonymous in education.

Like many words, the term "leadership" suggests a behavior pattern. For a high school principal in American schools, the values of democracy with many inherent complexities accent the difficulty of comprehending this position. Many investigations by students of school administration have contributed to better understanding of this role. As Thomas[2] suggested: "Investigations of the principalship have changed direction from studies of the principal as an individual to a current trend which is concerned with his leadership in the development of quality relationships among people."

There is little doubt that much of the frustration and conflict to be found in the schools is due in large measure to variances in role

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[1]John R. Corbally, T. Jensen, and Frederick Staub, Educational Administration: The Secondary School (Boston: Allyn and Bacon, Inc., 1965), p. 138.

[2]Hobart F. Thomas, "Sensitivity Training and the Educator," Bulletin of the National Association of Secondary School Principals, Vol. 51 (November, 1967), p. 88.

expectations which individuals hold for themselves and for persons who occupy either different or like positions.

A principal will view his own behavior in terms of the expectations he personally holds for his position. The probability that he may be the only person who holds such expectations may or may not deny the importance to the principal of having what he does and why he does it accurately perceived and accepted by those around him. Nor does the phenomena of individual perception render hopeless effort to explore the principalship in search of basic areas of competence (roles) which can be universally understood and supported.

Since teachers work so closely with principals, it appears that they, as well as other administrators, should be concerned with, and are capable of making a critical analysis of the leadership roles of the high school principalship. With the current forces impinging upon the principalship, perhaps, there has never been a greater need for basic agreement as to what the principalship ought to be--and; is the principal really in a key leadership role?

There have been several studies concerned with personality traits, leadership responsibilities, analyses of the tasks assigned to the principal, and perceptions of his role by other professional administrators, teachers, and parents. However, these studies have not focused upon, or dealt with the stresses and pressures that emerge from new types of employer-employee relationships. There are sharp changes emerging from teacher unionism and professional negotiations. Principals are currently separating themselves from teacher organizations with hopes of enhancing their status, welfare, and their continued potential to render maximal service and leadership to their students and schools.

Oklahoma secondary school principals have discontinued their membership in the Oklahoma Education Association. An "umbrella" organization has been formed, namely, The Cooperative Council of Oklahoma School Administration, which consists of secondary principals and superintendents.

This separation has primarily resulted from the unification requirements of OEA and the trend of NEA in becoming more of a teacher oriented organization in its activities and support. Obviously, this estrangement of principals from teacher organizations will have some impact upon the leadership role of the high school principalship. This study will be an extension of the research providing new insights into the high school principalship as a professional leadership position in the immediate future.

Need for the Study

Probably one of the greatest needs in the field of education is a definition of the high school principal's role that is both adequate to meet the pressures and demands of the time, and viable in terms of universal acceptance and understanding. While many job descriptions have been developed in local situations, these have frequently taken the form of lists of duties and responsibilities with only limited concern for the larger areas of competence under which these could and should be subsumed.

Consequently, many high school principals operate from day to day on a wide variety of assumptions. Sometimes they resort to practices calculated to meet their responsibilities, prescribed or not, without carefully determining whether or not these are consistent with accepted theory. Obviously, many principals lack a clear understanding

of the larger goals and specific roles of the principalship in an era of swift and dynamic change.

New societal forces are changing the roles that the principal traditionally has played and are making obsolete many of the ground rules within which he traditionally operated. In certain respects, this makes his job more difficult, but, at the same time, it is clear that new opportunities for growth and leadership are being presented. In short, the way is open for an altered, vigorous principalship to emerge, a principalship that will differ markedly from its predecessor.

Finally, the recognition of the need for wholesome working relationships among all groups in society is especially pronounced in recent years. Thus, it is imperative that working relationships in the educational enterprise undergo continuous examination. Present operational practices of secondary schools indicate that the role of schools in implementing and preserving the democratic processes require them to be operated in the democratic tradition. Snider[1] pointed out that many educational leaders who believe in democratic values and leadership, and who possess the courage and perception to identify situations in which specific action should be taken to implement purpose do not do so. They simply lack confidence in their ability to create conditions which will contribute toward the resolution of such controversy.

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[1]Glenn R. Snider, "Educational Leadership: An Analysis," The Bulletin of the National Association of Secondary School Principals, Vol. 56 (April, 1965), p. 81.

Statement of the Problem

The problem of this study was to determine the perceptions of high school teachers regarding the high school principalship as a professional position. More specifically, this study should provide answers to the following questions: (1) Do high school teachers perceive the high school principalship as a unique and different position from that of the superintendent and other members of the central administration? (2) Do high school teachers have common perceptions of the high school principalship with regard to leadership behaviors, practices, functions, tasks, and competencies? (3) To what degree has teacher militancy, and the movement of teachers toward professional negotiations influenced present teacher perceptions of the high school principalship?

Hypotheses to be Tested

Hypothesis 1: There is no significant difference between teacher perceptions of the principalship in a large urban school district with professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations.

Hypothesis 2: There is no significant difference between teacher perceptions of the principalship in school districts where professional negotiations exist and teacher perceptions in school districts without professional negotiations.

Hypothesis 3: There is no significant difference in teacher perceptions of the high school principalship with regard to the sex of teachers.

Hypothesis 4: There is no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers.

Definition of Terms

1. High School Principalship - The chief educational leadership and administrative position in a high school. The principalship encompasses the sum total of all the functions, duties, and responsibilities of the high school principal.
2. Metropolitan School District - Refers to the Oklahoma City Public School System, which consists of numerous high schools which are a part of that system.
3. Suburban School District - The independent school districts located in small suburban towns and cities adjacent to Oklahoma City.
4. Greater Metropolitan Oklahoma City Area - Includes Oklahoma City and the suburban towns and cities in the immediate vicinity.
5. Perception - The mental process which gives particular meaning and provides for an understanding or judgement of a phenomena, usually resulting from observation and discrimination.
6. Leadership - The process of influencing the activities of an organized group in the task of goal setting and goal achievement. Leadership is defined in terms of the discharge of functions, performance of tasks, and the possession of special competencies.
7. Professional Negotiations - A set of procedures and policies written and officially adopted by the local staff organization and the school board, which provides an orderly method for the school board and staff organizations to negotiate on matters of mutual concern, to reach agreement on these matters, and to establish educational channels for mediation and appeal in the event of impasse.

8. High School - The term will be used to indicate a division of the public schools consisting of grades nine through twelve, or grades ten through twelve, or grades eleven through twelve.
9. Public School - A school organized under a school district of the state, supported by tax revenues, administered by public officials and open to all students.
10. Central Administration - For purposes of this study, this term refers to the members of the school system officially charged with the function of directing and controlling activities of the school system; superintendents, assistant superintendents, and directors.

Delimitations of the Study

The study was delimited to teachers in nineteen high schools in the Greater Metropolitan Oklahoma City Area. Nine high schools in the Oklahoma City Public School District and ten high schools in suburban school districts in the area were used.

The sample for analysis was limited to current high school teachers who have had at least one year's teaching experience. Questionnaires were administered during the Winter of 1975.

Design of the Study

The descriptive survey method of investigation was employed in the study. The data collection instrument was constructed in the form of a questionnaire, The instrument used to acquire the desired information was constructed by the investigator since no suitable instrument was found to acquire the information. The results of the instrument were used to compare teachers' perceptions and to determine significant differences between selected groups of teachers.

The study was designed to determine how high school teachers perceive the high school principalship, which is the dependent variable of the study. The teachers' perceptions were analyzed according to certain independent variables, which are the influences of professional negotiations, sex of teachers, urban-suburban teachers, and length of teacher service on their perceptions of the principalship. Because it is a comparative, ex post facto study, the questionnaire was administered only once to the teachers in the sample.

Procedures for Collecting Data

The study involved an adequate sample of high school teachers from nineteen high schools in the Greater Metropolitan Oklahoma City Area. A roster of teachers from each school included in the study was secured from the building principals. A sample of teachers was drawn independently and at random for each school population using a table of random numbers. The stratified random selection method insured that the sample of teachers drawn would be representative of the population considering each school used in the study, the sex of teachers, and total years of teaching experience.

A questionnaire was sent to the teachers selected to participate in the study. A letter of introduction and explanation was included with the questionnaire. A self-addressed stamped envelop was enclosed for the participants to return the questionnaire to the researcher. A follow-up letter was sent to the schools of the teachers selected to participate. This letter expressed appreciation to the teachers who had previously responded and requested the participation of those who had not responded.

Treatment of Data

The items in the survey instrument were categorized into the following dependent variables, that is, subtests; Curriculum and Instruction, General Program Leadership, Community Relations, Teacher Relationships, and Student Relationships. Each item in the questionnaire consisted of five possible responses.

The T-Test was used to determine whether a significant difference existed between the responses of teachers who worked in urban and suburban school districts with professional negotiations. A T-Test was also used to determine whether significant differences existed between male and female teachers' responses and between negotiating and non-negotiating teacher responses in each of the five subtests and the total test scores. The T-Test is a preferred test to use when comparing two groups of subjects when the test yields interval data.[1]

The One-Way Analysis of Variance (ANOVA) was used to determine whether significant differences existed between the teachers' responses in the four experience levels. The One-Way Analysis of Variance (ANOVA) was used as a result of its appropriateness when significant differences are to be determined between three or more groups when interval test data are obtained.[2]

Significance of the Study

This study should provide valuable information for school board members, superintendents, and central office administrators as they

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[1]Robert G. Steel, Principles and Procedures of Statistics (New York: McGraw-Hill Company, 1960), p. 57.

[2]Ibid., p. 99.

attempt to provide educational leadership through their local school district high school principals. Secondly, it may be noted that the current year follows a gradual separation of principals from other professional organizations. It is hoped that this study will provide needed information for principals as a basis for assessing the leadership provided from the position they hold. Finally, it is hoped that the study will serve as a basis for teachers and administrators to continue to take a critical look at the current forces, practices, and developments that may impinge upon the high school principalship.

Organization of the Study

The study consists of five chapters. Chapter I includes the statement of the problem, the major divisions describing the study, its need and treatment of the data. Chapter II consists of a review of related literature which is pertinent to the study. Chapter III includes the design of the study and a description of the procedures involved. The presentation and analysis of the data is devoted the Chapter IV. The final chapter contains a summary of the study, conclusions based on the findings of the study, and implications for further research.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

High school principals are finding it more difficult to define their roles and to defend their existence. The various segments of the school community--the school board, the superintendent, the parents, the teachers, the non-professional staff, and all people who live in the school community--have different and often diverse ideas of the primary role of the principal. To each group, the principal should be something different and his effectiveness in the eyes of different groups is evaluated by how well he does the things that these groups consider important.

For the purpose of this investigation, the review of literature centered around two specific questions:

1. What are the leadership behaviors, practices, functions, tasks, and competencies, which are essential to the effective high school principalship?
2. What has been the effect of teacher militancy, and the movement of teachers toward professional negotiations, upon the high school principalship?

What are the Leadership Behaviors, Practices, Functions, Tasks, and Competencies which are Essential to the Effective High School Principalship?

The principal finds himself in a unique position because of the uniqueness of his role in the school function. Principals usually rise through the ranks from a successful series of other jobs such as teaching, in some cases coaching, counseling, and department chairman. They assume the mantle of authority and leadership while desperately trying not to lose the respect of those same teachers whom they must lead.

With regard to the priorities of the high school principalship, Afton[1] maintained that no standard priority list would be the same for each school community. Priorities are predicated on such things as geographical location of the school district, ethnic patterns, income levels, educational levels, general value systems, and the size of the school. Other contributing factors in establishing the principal's role could be determined by school traditions, the superintendent's and board's biases and priorities, staff and student expectations, and, most important, the principal's own philosophy on what education should be.

Linder and Gunn[2] emphasized that, in better organized school systems, more authority is being extended the secondary principal

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[1]Alex Afton, "Perceptions of the Principal's Role," Bulletin of the National Association of Secondary School Principals, Vol. 58 (September, 1974), p. 72.

[2]Ivan H. Linder, and Henry M. Gunn, Secondary School Administration: Problems and Practices, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), p. 20.

for operating his own school in order to define and sharpen his sense of responsibility for the whole program. Even with such a trend, there is increased need for a working definition of the functions of the secondary school principal. Such a definition should clearly distinguish those duties for which the principal is completely responsible, from those he should share with his superiors on the one hand, and with his staff and the school patrons, on the other.

The office principal, one who spends an inordinate amount of time handling matters that come across his desk, may become a competent manager at the expense of according his leadership duties only marginal attention. The success of the principal as a school leader is likely to revolve on his cultivating certain attitudes toward the wider implications of his job, and toward his associates.

The following list of principal's attitudes and working qualities were presented in the discussion by Linder and Gunn.[1]

The Principal--

Has an Abiding Faith in Youth
Recognizes the Importance and Difficulties of Good Teaching
Is Friendly and Considerate of Hig Staff Members
Is a Learner on His Job
Possesses Initiative and Good Judgement
Learns to Meet, Sometimes to Tolerate, Criticism

In its 1973 Teacher Opinion Poll, the Research Division of the National Education Association[2] asked a representative nationwide

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[1] Ibid., p. 25.

[2] National Education Association, Research Division, "Teachers Opinion Poll--Teachers and Their Principals," Todays Education, Vol. 63 (January, 1974), p. 19.

sample of public school teachers several questions regarding principals and the principalship. Slightly less than half of the teachers indicated that the principal should function primarily as a head teacher or group leader for the teachers in his school. Thirty-one percent thought the principal should be a middle-management executive carrying out the policies and directives of the central office. Twenty-one percent thought he should be the autonomous director of his school.

McAllister[1] conducted a study to determine if leadership roles were perceived in the same way by teachers, school administrators, and school board members. He found that teachers and administrators agreed upon the type person they wanted to furnish leadership for a school in which they were associated. The corresponding data from the ratings made by board members indicated that board members as a group did not agree on the type of leadership role that they believed was best for schools.

Nance[2] investigated the community and educational leadership roles of school superintendents and senior high school principals as perceived by themselves and power figures in selected communities in Oklahoma. The following conclusions were reported:

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[1]Vernon McAllister, "A Study of Leadership Role Percepts as Viewed by Teachers, School Administrators, and School Board Members," Unpublished doctoral dissertation, University of Oklahoma, 1965.

[2]Jack L. Nance, "A Study of the Leadership Role of the Superintendent and High School Principal within Selected Communities of Oklahoma," Unpublished doctoral dissertation, University of Oklahoma, 1965.

> The inefficient role of the principals in describing school needs to the people of the various communities was probably due to the insistence of superintendents and school board members that the protrayal of these needs was almost the sole responsibility of the chief administrator.
>
> The communities received much less leadership in community affairs from school administrators than the community leaders expected.
>
> The failure of principals to assume a leadership role in community affairs apparently reflected the attitude of the superintendent.

Jenkins encouraged principals to return to their original role as master teachers. He stated:

> The notion of the principal as an administrative specialist who busies himself with bus schedules, budgets, and public relations is not at all consistent with the historical model of the principalship in American education, or for that matter, with the European archetype where the headmaster was considered the master teacher. As the idea of a headmaster infiltrated American education, the term was altered to mean "principal teacher". Since the term's inception, its meaning has gradually drifted to the point that principal no longer even connotes "master teacher" to most people.[1]

Any history of education explains that the position of principal evolved from the idea that in a small school one teacher should be responsible for supervising the other teachers in an endeavor to improve instruction. The principal teacher was selected because of his recognized ability to teach.

As secondary schools in particular grew in size, and as the public schools took on the characteristics of industrialized society, the role of the principal teacher became more highly specialized.[2]

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[1]John M. Jenkins, "The Principal: Still the Principal Teacher," Bulletin of the National Association of Secondary School Principals, Vol. 56 (February, 1972), p. 31.

[2]Ibid.

What began as an adjective to describe the best teacher in the school depreciated to a noun denoting an individual who did less and less of what he was originally chosen to do.

Despite the watering-down process, the principalship took on prominence in the professional hierarchy and in the community as well. The principal was looked upon as a person of wisdom within a school building, and as an individual to whom the teachers could look for support and leadership. This position of importance in the school remains today even though the present ethos of change and inquiry has prompted a questioning of the absolute authority of any public official.

Implicit in the ability and willingness to work with teachers in a variety of ways is a whole host of human relations skills. Any good principal is in all likelihood an expert in human relations. His ability to work with teachers enhances the probability that teaching and learning will come under the spotlight of careful analysis. If teachers are led to believe that they are rewarded in the school for producing right answers only, they are not likely to take risks. Consequently, the result is not creative teaching or improved student learning.[1]

The principal should work daily to provide an environment which makes it possible for teachers to feel safe to venture, to try out, and to admit their shortcomings. By admitting his own shortcomings and by enlisting the faculty and students in the decision-

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[1]Ibid., p. 35.

making process of the school, he can begin to discard the traditional ways principals have related to others involved in public education.

Moser[1] points out that the basic dimensions of the principalship have not changed, but changing times, mounting pressures, sharper expectations, and in some cases the very struggle for survival, have resulted in significant new demands. The dimensions of the job or the processes engaged in by the principal as he carries out his work have not changed over time--only the means have changed. The basic dimensions of the principalship involve planning, allocating, stimulating, coordinating, and evaluating.

The following are definitions of the old and new dimensions, which are one and the same:

> Planning is the forecasting function, the process by which the administrator looks ahead, plans the work, and works the plan.
>
> Allocating is the continuous and continuing process of distributing intelligently scarce means to a multiplicity of ends.
>
> Stimulating is the cheerleading function, the motivation activity, and the means by which the leader convinces the organizational members to get with it.
>
> Coordinating is the process by which the segments of the organization are synchronized; the school must be like a symphony, organized anarchy is a misnomer.
>
> Evaluating is the process of determining whether or not we are getting anywhere, whether or not means are utilized in the direction of ends.[2]

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[1]Robert P. Moser, "Today's Principalship: New Dimensions/New Demands," North Central Quarterly, Vol. 49 (Fall, 1974), p. 294.

[2]Ibid., p. 295.

It has been very well established that secondary education has entered a new era, the predominant characteristic of which is demand for change. From all sides, principals are bombarded with the deafening demand that requires planning ahead and placing renewed emphasis upon goals.

Consistent with many other writers, Moser held the point of view that one of the most significant tasks of the principal is the clarification of purposes of secondary education. The principal must have the image of goal setter, of tester of unproven hypotheses, an analyzer of ambiguity, with a deep commitment to relevancy.[1]

The high school principal, obviously, is expected to have unlimited amounts of time to devote to a multiplicity of problems. It is crucial that the principal insist upon making an appropriate distribution of his own time. He must set some priorities, analyze how his time is spent, and readjust continuously his own schedule and the work of his associates so that significant high priority concerns get appropriate attention.

Of equal importance, the principal must be a stimulator of improvement and change, the conscience of the school in a genuine quest for quality, encourage thoughtful inquiry and debate, and be a deterrent against bandwagonism. It will be incumbent upon the principal to listen to faculty and to the superintendent and his

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[1] Ibid.

staff in determining how he will behave. It will also be his prerogative and obligation, however, to communicate his expectations to his staff and his subordinates.

As our society becomes more complex and fragmented by specialization, one of the crucial tasks of the high school principal is to maintain balance and weld the many aspects of the process into a coordinated whole. The principal must be the one person who is qualified by his knowledge and experience to determine the unique mix of personalities, skills, materials, and programs that are needed in the school. As a strategist the principal takes the discrete human and material components of a school and its community and both rationally and artfully combines them to build a functioning unit.[1]

Finally, the current demands concerning evaluation are merely renewed demands that a better job be done in relating input to output. Unquestionably, our times demand that principals play a leading role in helping to determine goals. As these goals are set, it is the responsibility of the principal to provide the leadership in establishing adequate means to evaluate the educational program with regard to outcomes.

Stanavage[2] asserted that the phrase "instruction leader" is rapidly taking its place among the writers and practitioners in the

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[1] Ibid., p. 296.

[2] John A. Stanavage, "Educational Leader: An Authentic Role," Bulletin of the National Association of Secondary School Principals, Vol. 51 (November, 1967), p. 3.

profession of secondary school principalship. Even more, there is a challenge and a promise in the term that can bring the high school principal to his rightful estate in that realignment of educational forces currently in the making. There is an authentic role to be found there. For the secondary school principal must be the instructional leader in the schools of tomorrow, or he will be nothing.

Garrison[1] suggested in a recent study that several different kinds of leadership are essential to the effective functioning of the school. Certain types of leader behavior on the part of the principal can encourage change, and at the same time provide an opportunity for effective administration. In order for the principal to be effective, he must balance the needs of the organization with those of the teachers within his faculty.

The principal's task is to work with teachers on the nuclear concerns of the entire school, to address himself to the quality of the education being experienced by each individual student. The vistas of the principal will be solely educational; his strengths will lie wholly in the area of instruction and curriculum; his efforts will be devoted exclusively to improving the teaching-learning confrontation within the school.[2]

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[1]Joe Mac Garrison, "The Leader Behavior of Oklahoma Secondary School Principals," Unpublished doctoral dissertation, Norman: University of Oklahoma, 1966.

[2]Stanavage, op. cit., p. 5.

Stanavage lists the following tasks and assignments of the secondary principal--qua educational leader:[1]

1. The principal will spend much of his time on the improvement of instruction. This will mean observing teachers in action, conferring with teachers in depth, getting to know the strengths and weaknesses of individual teachers, building on their potencies and neutralizing their inadequacies.

2. The principal will become directly involved with the instructional needs of individual students as he observes them daily in the classroom and the general school milieu.

3. Responsibility for the development of program will devolve directly on the shoulders of the principal. This will entail an inordinate expenditure of time in meetings, committee sessions, and school and district curriculum councils.

4. Corresponding to this personal effort to stay on the crest of the new developments in education, the principal will undertake to keep all members of the staff professionally piqued, alert, and informed. He will endorse and stimulate their desires to attend conferences, and encourage participation in in-service programs and advanced study.

5. The principal will give much attention to developing and enhancing a multifaceted staff within the school. Recruitment and the responsibility for replacement will be central to his duties.

6. The principal who visualized his position as one of leadership will have to stand forth as the spokesman for the school. His will be the job of reporting its accomplishments, and placing its needs before the broad school community.

7. It will be the principal's task to make certain the school philosophy coheres with the major aspirations of the district itself. He will keep the philosophy in the forefront of all staff counsels, so individual teachers, entire departments, and the plenary staff will conduct their thinking and questing and decision-making within a common framework.

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[1] Ibid., p. 8.

8. The principal must establish his independence from the leading strings of the central office and integrate the school more fully into the larger efforts of the district.

9. Lastly, the principal will have to sustain the morale of the staff. It may well be that the most difficult task the principal shoulders as educational leader is making certain the staff never abandons its search for improvements.

In a similar discussion of the principal as an instructional leader, Wilson[1] summarized the instructional leader's tasks as:

(1) having commitments
(2) developing an open attitude, susceptible to change, not only for himself, but for all those with whom he will become involved
(3) acquiring sensitivity to timing and knowing when motions can be made in the direction of his commitments
(4) recognizing that others see differing images of him, that the reality of his job is action, which breeds further action

Roe and Drake[2] analyzed the job of the principal and found that it is possible to divide it into two broad categories: the administrative-managerial emphasis and the educational leadership emphasis with all sorts of gradations in between.

The Administrative-Managerial Emphasis is characterized by placing primary responsibility upon those tasks which have to do with the smooth operation of the school. It deals with instruction as well as the resources to back up instruction. However, it limits itself to overseeing and supervising the programs and teaching processes required by the central office.

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[1]Webster D. Wilson, "Leadership, a Commitment to Action," Bulletin of the National Association of Secondary School Principals, Vol. 51 (November, 1967), p. 35.

[2]William H. Roe, and Thelbert L. Drake, The Principalship. (New York: MacMillan Co., 1974), p. 13.

Major duties involved with this emphasis are:

a. Maintaining adequate school records of all types
b. Preparing reports for the central office and other agencies
c. Budget development and budget control
d. Personnel administration
e. Student discipline
f. Scheduling and maintaining a schedule
g. Administrating supplies and equipment
h. Pupil accounting
i. Monitoring programs and instructional processes prescribed by the central office.[1]

The Educational and Instructional Leadership Emphasis is concerned with (1) changing the behavior of those involved in teaching-learning acts aimed toward achieving the goals of the school, and (2) building a cohesive social system within a school which "pulls together" to achieve the school's goals.

The functions or duties of the principal with this emphasis are:

a. Stimulate and motivate staff to maximum performance.
b. Develop with the staff a realistic and objective system of accountability for learning (as contrasted to merely monitoring programs and instructional processes in input terms as prescribed by the central office).
c. Develop cooperatively operable assessment procedures for on-going programs to identify and suggest alternatives for improving weak areas.
d. Work with staff in developing and implementing the evaluation of the staff.
e. Work with staff in formulating plans for evaluating and reporting student progress.
f. Provide channels for involvement of the community in the operation of the school.
g. Encourage continuous study of curricular and instructional innovations.

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[1] Ibid.

h. Provide leadership to students in helping them to develop a meaningful but responsible student government.
i. Establish a professional learning resources center and expedite its use.[1]

It should be noted that this "job" as defined is not prescriptive in the sense that the principal is administering functions as identified by the central administration. Rather, it is the responsibility of the principal to develop an environment which will release the talents of the teachers themselves, stimulating them to work together in establishing the best possible type of learning situations. It is a position which concerns itself with purposes as well as processes, with development as well as implementation, with initiating new ideas and approaches as well as monitoring the effectiveness of existing systems. It also means that students, parents, and community people are heavily involved in the processes and feel an important part of the system which is committed to learning.[2]

Fiorello[3] expressed a concern that some principals might be fearful of the idea of involving students, teachers, and the community in the processes of the school's educational program. He stated:

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[1] Ibid., p. 14.

[2] Ibid.

[3] Anthony Fiorello, "Leadership Concepts for Principals," Education Digest, Vol. 39 (February, 1974), p. 38.

> Such a view may be threatening to a principal who sees the practice as intolerably competitive; however, shared leadership affords him opportunities to capitalize on each faculty member's special skills. It makes the principal a more effective leader.

Roe and Drake support this primise with the following statement:

> To perform as a principal with the ever-upward glance without seeing, or choosing to ignore, the needs of staff and students is seriously to limit or negate effective educational leadership. Most assuredly it will hinder creating and maintaining an environment for growth.[1]

Corbally[2] emphasized that instructional leadership is one area in which the high school principal must demonstrate competence. Both the school and the community have positive expectations regarding the role to be played by the leader. The office of the principal carries with it a certain prestige and status in the school community. The role of the principal also has many commitments to action. There are discipline policies, athletics, co-curriculum activities, conferences, role of substitute teachers, scheduling, office business routines, and a host of other duties and responsibilities within the school for which the principal is expected to provide leadership.

There are also demands upon the principal's time and energy from the community. He is expected to be a community leader and participate in and give leadership to worthwhile community efforts.

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[1]Roe and Drake, op. cit., p. 72.

[2]Corbally, op. cit., p. 92.

The truth is that many principals are so bogged down with demands from within and without the school that little time remains for the important task of instructional leadership.[1]

Corbally concluded:

> The primacy of instructional leadership is indisputable, particularly in situations where there are competing demands on the principal's time and the content to be included in the secondary curriculum, and emerging concepts of the purposes and objectives of education.
>
> The principal is the key person in instructional leadership. He needs a thorough understanding and appreciation of his job, so that he can use his unique opportunity to effect growth and improvement.
>
> The relationship of instructional leadership to the other task areas, such as staff personnel, pupil personnel, management, and public relations, is easy to see. The principal's tasks, in all areas, should be directed toward good instruction. The final definition and implementation of quality educational provisions rest with the local communities under the leadership of competent instructional leaders.[2]

Jacobson, Logsdon, and Wiegman[3] took a very similar position on the matter. They asserted that the principal is confronted with a variety of tasks. Managing a school is time-consuming and demanding. Many of the tasks are routine, while others require planning and expertise. Changed societal conditions have resulted in conditions that make the task more difficult. In spite of all this, still and always, the principal's most important task is the improvement of instruction. They further contended:

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[1] Ibid.

[2] Ibid., p. 127.

[3] Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (New Jersey: Prentice-Hall, Inc., 1973), p. 135.

> It does seem that the high school principal is unable to devote enough time to matters that concern instruction. Principals should not be indicted for this omission. He is very often hampered in his duties by the nature of the organization, by an excess of clerical duties, and by the lack of assistants. It is the responsibility of the principal to request changes that will give him more time for consideration of instructional needs.[1]

Melton[2], in a report on the principalship, emphasized that the principal is an "educational administrator", with all that the term implies. His major responsibility should be--in cooperation with his staff--to direct, guide, and coordinate the total educational program within the school.

His cardinal function is the "improvement of instruction," which will enhance the learning experiences of his students. The principal, then, is first and foremost an instructional leader. All his other activities must directly support this central function, or else he jeopardizes his "raison d'entre."

This instructional responsibility means stressing the effectiveness of the school's teaching-learning process rather than simply increasing the efficiency of its administration.

As educational leader, the principal:

> keeps instruction and learning foremost in his own planning, making certain that they are central to all school deliberations.

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[1] Ibid., p. 136.

[2] George D. Melton, "Job Specifications for Principals," National Association of Secondary School Principals, 1970, p. 2.

> adapts the school's program and procedures to the requirements of the individual student. He is also sensitive to the needs of the individual teacher and he sees that human values are not slighted for instructional convenience.
>
> helps to establish and clarify both short and long range goals for his school, and makes sure that they are both educationally sound and administratively feasible.
>
> encourages his staff to suggest new ideas and to try new ways of doing things. He, therefore, acts as a catalyst for innovative thinking and action on the part of others in the school.
>
> does not hesitate to suggest his own ideas for program, curriculum, and organization.
>
> accepts accountability for the over-all effectiveness of the school. He touches both edges of the sword of leadership: authority and responsibility.
>
> fosters sound interpersonal relationships among the students, the teachers, and the administration.[1]

Afton[2] pointed out that, too often the principal's true role of being an educational leader is not connected with him. As an educational leader, the principal should be given the responsibility, with his staff, for developing the curriculum that is in his building. His staff should look to him to provide the enthusiastic spark that helps the teachers enjoy teaching and the students' learning.

The principal, as an educational leader, should be able to evaluate teachers' performance and be able to constructively

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[1] Ibid., p. 2.

[2] Afton, op. cit., p. 74.

criticize techniques and methods; to perceive any deficiencies in his educational program and devise means to rectify these deficiencies; to be able to defend his educational program in writing and in speech to the patrons of the school community; to be able to build a sensible budget for the educational program in his building.

Roe and Drake[1] made an interesting point with regard to credibility as it relates to the leadership role of principals. They stated:

> If the principal attempts to lead in the improvement of instruction, yet has little or no highly developed area of expertise of his own, he may find himself in a weak position. This is not to say that the principal must be an expert in science, mathematics, English, and music to exert leadership in these areas. But instructional skills or highly developed expertise in some educational task will add to his leadership credibility. Credibility is one of the essential ingredients in leadership.

The effective educational leader cannot rely solely on his hierarchial status nor upon management skills. He will need to develop a leadership base upon his recognized knowledge and performance in those areas in which he proposes to lead.

Obviously, the old patterns of principal behavior will not be sufficient to meet the new opportunities for leadership. No longer can the principal pass off well-done, efficiently organized "administrivia" as evidence of his role being competently fulfilled. This is not to say that the details are unimportant. To ignore them would be to undermine many of the other gains hoped for by the

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[1] Roe and Drake, op. cit., p. 75.

leader. The administrative details must be ordered in a hierarchy of importance and alternatives must be sought to get them done well, but not that the doing replaces the more important matters facing the principal.[1]

Panush and Kelley[2] warned that the principal's concentration on modes of behavior that may have been successful yesterday can leave the principal in the position of being reactive. They contended:

> The principal of now and of the future must be increasingly willing to prepare for wise and critical participation in a society characterized by conflict and chronic change. This is the pro-active role.[3]

The principal of today and tomorrow finds himself in a continuously changing environment. To accept the idea of administering a school solely based upon the directives in the board policy, the memoranda from the superintendent, and the behaviors of principals of the past is to cast oneself into a reactive role. The person in such a role finds adversary relationships developing or reinforced, finds himself defending his behavior to those who expect him to lead, and finds his role seriously questioned. He may find himself trying to catch up instead of leading.

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[1] Ibid., p. 68.

[2] L. Panush and E. A. Kelley, "The High School Principal: Pro-Active or Reactive Roles," Phi Delta Kappan, Vol. 52 (October, 1970), p. 90.

[3] Ibid., p. 91.

In a discussion of the principal as an educational leader, Melton points out that the principal must be a skillful supervisor of instruction.[1] Supervision, however, is a far more complex function than the simple observation of teachers. It entails organizing and developing the teaching staff into a coherent unit committed to creating the best possible situation for the students.

Among the many aspects of this supervisory role; the following were listed:

> Building a competent, balanced, professionally-alert staff through sound selection, thorough orientation, and continuing in-service activities.
>
> Supervising individual teachers to assist them in their self-improvement efforts.
>
> Evaluating teacher performance on the basis of cooperatively-determined objectives and criteria.
>
> Nurturing potential staff leadership by providing opportunities for professional growth.[2]

Husarik[3] indicated that the distrust of the principal as a supervisor can be partially minimized by employing humanistic supervisory qualities. Today's teachers are well trained, articulate, and strongly committed to quality education. Strangely enough, far too many administrators still act as though teachers cannot think, initiate ideas, or be an important component in the improvement of instruction.

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[1]Melton, op. cit., p. 3.

[2]Ibid.

[3]Ernest Husarik, and Robert J. Wynknoop, "A Principal's Dilemma: Can Supervising Be Collegial?" Bulletin of the National Association of Secondary School Principals, Vol. 386 (December, 1974), p. 13.

Writers not directly involved with educational administration view supervision as a process that assists teachers in improving the instructional program. If the principal is to be efficient in the improvement of the instructional program, then he must have an understanding of the teacher and the teacher's role, and be effective with his interpersonal relationships with teachers. However, one of the major problems of principal supervision is the impossibility of the principals being experts in all curriculum areas. The principal cannot make all the decisions; he must have others, both individuals and groups to participate in the supervisory process.

Further, it was concluded:

> The principal has the responsibility for organizing and operating a given school building. The principal who can relate easily to his staff and has had adequate teaching experience stands a better than ever chance of not alienating his staff while performing his supervisory role. However, the principal who is abrasive, insensitivie to human responses, human actions, and remains self-centered will most assuredly lose his staff and find the supervisory role unmanageable.[1]

Finally, the principal's leadership role is essential in effecting meaningful change in education. After reviewing the traditional behavioral approaches to management, Bockman emphasized that attitude is the key word.[2] She contended:

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[1]Ibid., p. 16.

[2]Valerie M. Bockman, "The Principal as Manager of Change," Bulletin of the National Association of Secondary School Principals, Vol. 55 (October, 1971), p. 25.

> In the face of crisis, every member of the educational system should examine his own basic philosophy of human relations and strive imaginatively to find some small step he can take toward a solution. Rather than passively temporize with the attitude that "reform is for others;" he must take an active role, one which declares that "the buck stops here."
>
> The role of the principal is uniquely suited to buck-stopping action. Because he has direct contact with all levels of the education hierarchy as it now stands--students, teachers, and district administrators--his influence is strong and pervasive. His leadership, touching all parts of the system as it does, becomes a potential starting point for his personal contribution to reform and survival.[1]

In a study by Garrison[2], it was concluded that the principal must be regarded as a key figure in the process of change. Teachers seem to be aware of this finding and view the principalship as a position which should be charged with the responsibility for initiating change when it is needed.

To further emphasize this point, Hughes and Ubben[3] maintained that it would appear, if the development of change agency in education is desired, and if it can be recognized that it is the individual organization that must be dealt with rather than individual persons, the administrative head of that organization represents the appropriate beginning point. If the focus is on individual schools rather than entire systems, the principal would appear to be in a key role.

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[1] Ibid.

[2] Garrison, op. cit., p. 11.

[3] Larry W. Hughes, and Gerald Ubben, "New Leadership for the Secondary School," Bulletin of the National Association of Secondary School Principals, Vol, 54 (September, 1970), p. 62.

Even though the importance of administrative leadership in bringing about change is generally accepted, a large majority of educational leaders continue to carry out "only" those tasks which relate to efficiently and effectively maintaining the existing system. What is more frightening, however, is the fact that the vast majority of young entry-level administrators do not appear to be performing any differently from their predecessors.[1]

What has been the Effect of Teacher Militancy, and the Movement of Teachers Toward Professional Negotiations, Upon the High School Principalship?

One of the most severe problems besetting high school principals is the growing militancy of teachers and of teacher organizations. Dealing with militant teacher groups who demand a role in decision-making has pressed a whole new set of problems upon the principalship.

English and Zaharis[2] made the observation that during the early 60's urban teachers rebelled against arbitrary rules and regulations set forth by boards of education and administrators. Large numbers deserted their professional organizations and affiliated under the banner of the American Federation of Teachers. Representatives of both teacher organizations began to go to the bargaining table to negotiate increased salaries, reduced class size,

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[1] Ibid.

[2] Fenwick English and James Zaharis, "Crisis in Middle Management," Bulletin of the National Association of Secondary School Principals, Vol. 363 (April, 1972), p. 1.

and specifications of conditions under which classrooms could be visited for job evaluation.

In suburban and rural localities, however, unionization was not widely achieved and teachers had to rely on benevelent boards of education for improvements in their working conditions.

In the same vein, Jacobson, Logsdon, and Wiegman stated the following:

> Almost everyone is aware of the increasing militancy among the teachers about salaries, working conditions, and sometimes even about the school calendar. Much of this militancy springs from many teachers' belief that the school board and the superintendent have treated them in a high-handed fashion, telling them to "Take it or leave it." Consequently, many have organized, and in some cases become affiliated with the American Federation of Labor and the Congress for Industrial Organizations. There are now several hundred school districts in nearly all parts of the country where there have been strikes mainly over salary conditions, but also over other conditions of work.[1]

The corollary of teacher power is the impending change in the roles of administrators. Their traditional jurisdictions, which already are being undermined by the growing influence of the Federal Government and of local militant groups, are being challenged by the demands of teachers as well.

Carlton and Goodwin[2] in a study at Ohio State University, which included nearly 2,000 teachers and 28 high schools over a

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[1]Jacobson, Logsdon, and Wiegman, op. cit., p. 24.

[2]Patrick Carlton, and Harold Goodwin, The Collective Dilemma: Negotiations in Education. Worthington, Ohio: Charles Jones Publishing Co., 1969, p. 240.

five-state area, found that the most frequent staff conflicts in the public schools were concerned with authority problems between teachers and administrators. What seemed to be most significant about teacher militancy was that they are demanding a greater role in the decision-making process.

As collective bargaining continues to become adopted as the chief strategy for organizational conflict and resource resolution, the middle administrative position has become even more submerged and compartmentalized, with principals forced into the "management" camp by boards and superintendents or by teacher groups who have pushed them out with no choice but to form their own unions or organizations.

Significant in this connection, English and Zaharis[1] noted that it is becoming increasingly difficult for a principal to exert the influence of the unique personal qualities that in the past could shape a school and leave a mark on the community. In some areas, collective bargaining strategy has reduced the principalship to the level of shop foreman. His leadership options have been limited to how much energy he wants to expend in enforcing the rules of the superintendency, or new agreements made between the board and the union.

In a study of principals in secondary schools throughout the United States, Brandstetter[2] reported principals perceived the

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[1]English and Zaharis, op. cit., p. 2.

[2]John W. Brandstetter, "An Investigation of the Effect of Professional Negotiations on Management Functions of the Secondary School Principal," Unpublished doctoral dissertation, University of Houston, 1970.

negotiated agreements have curtailed their supervisory authority in several functional areas. These areas included teacher transfer, teacher evaluation, assignment of daily schedules, teaching load, faculty meetings, level and subject of program, extra-curricular sponsorships, extra duties, teacher committees, and coverage of classes of absent teachers. Brandstetter asserted that the restrictions imposed on principals by negotiations were greater than those imposed in regular policies of the board in districts without negotiation.

In an article in Phi Delta Kappan, Wildman and Perry[1] commented that it was the school principal who stood to lose freedom when negotiations included certain areas of administrative discretion. They referred especially to bargaining on matters of class size; the extent to which seniority is to be used as a criterion for assignment to classes, promotions, and transfers; transfer policies in general; the distribution of teaching and non-teaching assignments; the collection of textbook materials; and the length of the teaching day.

Epstein[2] made an interesting observation noting that one of the sharp changes emerging from teacher unionism is the view of teachers and other employees that the principal is a direct agent of

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[1]Wesley Wildman, and Charles Perry, "Group Conflict and School Organization," Phi Delta Kappan, Vol. 67 (January, 1966), p. 250.

[2]Benjamin Epstein, An Organized Force for Leadership. National Association of Secondary School Principals, Washington, D. C., 1974, p. 2.

the adversary, namely, the school board. This view has been reinforced in school districts where strikes or other strong job actions were undertaken by employee organizations to achieve their ends. At such time principals have been expected by their superintendents and boards to keep schools open, to maintain the functioning of all services, and to keep business going on as usual.

In some communities with strong employee organizations, many principals have been forced to realize that they are no longer regarded as cooperative leaders of a mutual educational endeavor, but rather as agents and executives of the adversary ruling establishment. The principal's directives are to be carried out only to, and no more than, the extent required by contract. Oftentimes, the school staff feels that the principal will be expected to act as management in any showdown between them and the board.

If a principal is to carry out his administrative responsibilities, if he is to organize and coordinate all school activities, and if he is to be responsible for deploying the school staff to educate students most effectively, he must have reasonable authority to make and implement decisions.

Epstein summarized the premise that many restrictions exist upon the needed authority of principals. He stated:

> Few would deny that the scope of everyday responsibilities has increased tremendously within the past few years. Although one might expect the necessary authority to have been maintained or extended to permit fulfillment of greater performance expectations, the very opposite has occurred.

> Written agreements; negotiated by school boards with teachers and other employees contain a plethrora of provisions that many times restrict and reduce the principal's prerogatives. This results from negotiations in which principals neither participate nor are consulted--that are based on the expediencies of reaching settlements rather than the protection of educational effectiveness.[1]

Obviously, teacher unionization has multiplied the demands made upon the principal's time. A very common outgrowth of the negotiations between teachers and school boards is an increase in the duties and responsibilities of principals--which, in effect, constitute clearout changes in their working conditions. What makes such changes singularly unhappy is that, much more frequently than not, the increases in the principal's work load are the result of imposition rather than consultation and negotiation.[2]

Similarly, Perry and Wildman[3] concluded a survey of collective activity in education by noting that school administrators will have increasing, rather than decreasing, numbers of responsibilities vis-a-vis collective behavior and that the ultimate impact of collective activities on school systems is not know. Watson[4] pointed out that the coming of collective bargaining does not mean

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[1] Ibid., p. 4.

[2] Ibid., p. 5.

[3] Charles A. Perry, and Wesley Wildman. "A Survey of Collective Activity Among Public School Teachers," Educational Administration Quarterly, Vol. 2 (Spring, 1966), p. 137.

[4] Bernard C. Watson, "The Principal: Forgotten Man in Negotiations," Administrators Notebook, Vol. 15 (October, 1966), p. 8.

that the management function is any less significant or vital to the organization. It does, however, raise the question of who will have the crucial function of adapting the school organization to the new relationships which bargaining brings. "For the principal, this dictates asking himself how he can adjust his role in order that he may maintain effective avenues for the exercise of professional and administrative leadership."

Several writers have expressed different attitudes with regard to the impact of professional negotiations upon the high school principalship. Roe and Drake took the following positions:

> The increasing activity of professional-union organizations acting on behalf of teachers can be viewed as an opportunity to exert leadership. Such activity can be viewed as discomforting for the principal who sees his role as one of maintaining a well-oiled organizational machine. On the other hand, the possibility of concentrating the efforts of a group of well-educated persons toward solving many of the complex problems facing education today cannot be ignored as an opportunity.[1]

Potts[2] in a study of the relationship of professional negotiations to the administrative tasks of high school principals found that no significant interaction existed between the condition of employment and task performance categories. Thus, it appears that negotiations have not deminished the responsibilities of principals but, indeed, have given them broader responsibilities in school districts.

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[1]Roe and Drake, op. cit., p. 67.

[2]Vernon R. Potts, "A Study of the Relationship of Professional Negotiations to the Administrative Tasks Performed by High School Principals in Michigan," Unpublished doctoral dissertation, Michigan State University, 1970.

Donovan[1] maintained that negotiations have changed the professional status of the individual school principal. His decisions must now be made after consultation with the staff. He personal assignments and his school programming must be made in full recognition of the provisions of a contract. This requires the principal to plan more carefully and to take into consideration the ideas and feelings of the staff before coming to a conclusion. Unfortunately, some principals begin to look upon themselves as simply clerks in charge of contracts and plans. This is not the case. New conditions do require, though, a different sense of proportion in the running of the school and make it necessary for a principal to realize that he is but one of a number of people interested in school problems and in the search for solutions to these problems. A competent, strong, well-informed principal does not find difficulty in this role.

McCumsey[2] investigated 100 principals and 300 teachers in secondary schools in the North Central Association. Half of each population operated in districts under collectively negotiated contracts. There was no conclusive evidence that professional negotiations had any significant effect on the decision-making functions of the principal in the internal management of the school.

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[1]Bernard E. Conovan, "Negotiations: Ten Years Later," Bulletin of the National Association of Secondary School Principals, Vol. 55 (December, 1971), p. 44.

[2]Norman L. McCumsey, "The Effects of Professional Negotiations on Secondary School Principal's Decision-Making Functions," Unpublished doctoral dissertation, Colorado State College, 1967.

However, principals and teachers in schools involved in negotiations agreements tended to make more decisions exclusive of central office involvement than did teachers and principals in districts not involved in negotiations agreements.

A similar conclusion was reached by Guilii[1]. He studied two public school districts, one had a written agreement with a teacher organization and one did not. No real differences were found among perceptions of principals and teachers both within and between these groupings in the degree and method of teacher involvement or expectations in decision making.

Butkiewicz[2] conducted a study of public secondary school principals and found that professional negotiations between teachers and boards of education have forced the principals to adopt a shared decision-making manner of administering the schools. Principals perceived the greatest role changes to occur in two basic functions; personnel management and instructional leadership. In the latter case professional negotiations were seen as a strengthening agent since they dispelled many fears expressed by writers.

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[1]Oswald J. Guilii, "A Study of Selected Effects of Collective Negotiations with Teacher Organizations on the Decision-Making Role of the Principal." Unpublished Ed.D. Dissertation, Temple University, 1972.

[2]Chester A. Butkiewicz, "A Study of the Effects of Professional Negotiations on the Role of Selected Secondary School Principals in Maryland," Unpublished doctoral dissertation, George Washington University, 1973.

One fear found to be without merit was that the principals would suffer role depreciation to that of the keeper of the keys and procurer of supplies. The principals perceive the least change in the function associated with plant management.

Love[1] indicated that collective negotiations were much more important in deciding personnel policies than educational policies. Where educational policies were negotiated, the problem almost always concerned the level of educational services provided by the school system. It appeared that in the implementation of the policies the work load of the principal would be more structured as they proceeded to carry out the negotiated contract.

Along the same lines, Smith[2] found principals expressing concern about several task areas, such as determining class size, making student transfers from one class to another and disciplining students. The consensus of principals was that these were not appropriate items for bargaining table struggles, but should be discussed and determined through professional study and evaluation and, if abuse occurs, through grievance procedures.

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[1]Thomas M. Love, "The Impact of Teacher-Negotiations on School System Decision-Making," Unpublished doctoral dissertation, University of Wisconsin, 1968.

[2]Stanley S. Smith, "Some Effects of Collective Negotiations on Principal-Staff Relationships as Perceived by Secondary Principals in Illinois," Unpublished doctoral dissertation, University of Illinois, 1970.

Carlton and Goodwin[1] arrived at several tentative conclusions which seem defensible concerning the impact of teacher collective activity on the principalship. They are as follows:

(1) Provisions must be made for genuine, legitimate participation of principals in the collective negotiations process.

(2) There will be an intensification of collective activity in education involving a large number of power groups which reflects the increase in specialization of work activity within school systems.

(3) The tension that currently exists between bureaucratic and/or legalistic authority and cooperative of professional authority will be sustained and increased.

(4) Preparation programs for administrators posts in education, especially the principalship and superintendency level positions, will need to include substantial work in superior-subordinate relationships in complex social organizations.

(5) An assessment needs to be made of which administrative skills, conceptual, human, or technical, have the highest pay-off for the school principal.

(6) Considerable research is in order on the impact of collective action on the school organization itself, its productivity, and the relationships among those who hold occupational membership there.

(7) Another conclusion which may seem to conflict with the results of teacher militancy are leading to positive educational improvements in many school districts.

(8) We need to understand as a professional group, what collective negotiation means for recruiting new persons into the principalship.

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[1]Carlton and Goodwin, op. cit., p. 265.

Donovan[1] pointed out the fact that school administrators have been placed in a different professional status through the negotiation process, which has caused another realignment. Many school administrators themselves have organized into negotiating groups. This means that instead of being arms of the superintendent of schools or the board of education in the carrying out of educational policy, they lead an organized group concerned with the particular interests of that group and are, in a sense, adversaries of the superintendent and board of education. This complicates the position of superintendent of schools, because he now must deal with two organized groups that do not necessarily hold the same point of view on educational matters. The principal, like the superintendent, is no longer the sole professional leader for his school but must recognize that the teachers look to their elected organization person within the school as their spokesman. Leadership is still within the realm of the school principal if he has the capability and temperament for it.

Summary

The review of literature revolved around two questions: (1) What are the leadership behaviors, practices, functions, tasks, and competencies which are essential to the effective high school principalship? (2) What has been the effect of teacher militancy, and the

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[1]Donovan, op. cit., p. 46.

movement of teachers toward professional negotiations, upon the high school principalship?

In response to the first question, it was concluded that the high school principalship is a professional leadership position. The major function of the high school principal is to exert educational leadership to improve the quality of education for all students within the school. He must be viewed by the community, by his faculty, and by the students as being primarily accountable for achieving this function. Similarly, the high school principal is charged with the major responsibility to assist the staff to perceive and clarify educational goals and objectives; to chart new roads to excellence.

Much of the current literature emphasizes the need for principals to be competent in the area of human relations, and effective with his interpersonal relationships with teachers and students. He must assume a leadership role in developing an environment which will release the talents of teachers, stimulating them to work together in establishing the best educational program and learning situation possible. The principal who puts into practice the idea of "shared leadership," which is characterized by the involvement of teachers, students and the community, affords himself a strong base for the enhancement of his effectiveness as an educational leader.

The leadership requirements of the high school principalship give evidence that principals must abdicate the position of middle-

management. In carrying out the duties and functions of this professional leadership position, principals must disclaim that they are there simply to mediate the mandates and the injunctions of the superintendent and other central office administrators to the teachers in the school.

Neither the principal's thinking nor his actions should be subordinated to top management in the remote central office. His fundamental responsibility should not be to sustain organizational orthodoxy within the district, but to ensure that the fruitful processes of education in the school move forward.

In response to the second question, it was concluded that teacher militancy marks a move toward a change in the authority structure in today's schools, as well as giving rise to complex issues impinging upon the role of the high school principal. Seemingly, the most significant aspect of teacher militancy appears to be that teachers are demanding a greater role in the decision-making process.

The current literature does not reflect a consensus of opinion as to what has been the impact of teacher militancy, and the movement of teachers toward professional negotiations, upon the high school principalship. Those who indicate that these current trends may have a negative impact feel that it would be difficult for principals to supervise the instructional process in individual schools and that the search for power among teachers is an attempt to usurp the prerogatives of the school principals, the individual legally responsible for the educational program.

On the other hand, a few principals, as well as other authorities in the field of educational administration, proposed that contracts developed by negotiation would actually expand the leadership role of the principal and allow them to routinize many details that had previously been handled by the more time-consuming method of individual considerations. Principals' attention could be focused on more important concerns of educational leadership, such as community involvement in the development of educational programs and the fostering of cooperative methods of attacking educational problems in the school. Obviously, this group expressed a considerable faith in the professional integrity and general competency of teachers.

Finally, the review of the literature left little or no doubt that the professional status which teachers are demanding is in many crucial respects incompatible with traditional principles of administration. Centralized authority and system-wide uniformity are difficult to reconcile with decentralized decision-making, which is the central component of professional behavior today for the principalship position.

CHAPTER III

DESIGN AND METHODOLOGY

Design of the Study

This study was designed to investigate the perceptions of high school teachers regarding the high school principalship as a professional position. It was believed that a study of this nature would provide valuable information for high school principals, school board members, superintendents, and central office administrators as they attempt to provide educational leadership in public high schools.

One major consideration regarding the design of the study was to use a population consisting of classroom teachers. This decision was made primarily for three reasons: (1) Teachers work more closely with high school principals than most other groups involved in public education. (2) Teachers are capable of providing valuable perceptions with regard to the professional leadership responsibilities of the high school principalship. (3) The content of professional negotiations is directly related to teacher-principal roles and relationships.

The study was designed to be a descriptive study, utilizing a questionnaire which was administered to teachers. The questionnaire,

which was the dependent variable, measured the teachers' perceptions of the high school principalship as related to the following major areas of the high school principal's responsibilities: Curriculum and Instruction; General Program Leadership; Community Relationships; Teacher Relationships; and Student Relationships. The independent variables included in the design for comparing the responses of teachers were negotiating - non-negotiating school districts, negotiating urban - negotiating suburban school districts, sex of teachers, and total years of teaching experience.

The present study was an ex post facto, causal comparative study in which certain independent variables effects on the teachers' perceptions were analyzed. If significant differences were found between independent variable groups, it was assumed that these differences were caused, in part, by the independent variable under study.

Obviously, some external limitation would need to be placed on the population used in the study. The writer was concerned with investigating the perceptions of teachers in the Greater Metropolitan Oklahoma City Area. As a result, the population was limited to teachers in the nine high schools in the Oklahoma City Public School District, and teachers in ten high schools in suburban school districts. The high schools were used in the study only as a means to identify the population of high school teachers in the Greater Metropolitan Oklahoma City Area. Consequently, no individual school comparisons or results were used as a part of the study.

The study was further limited to include only those teachers who had one year or more total teaching experience. Teachers with at least one year's experience have had the opportunity to experience the "teaching act," observe and participate in a school setting, and formalize perceptions of a teacher's role. Teaching experience provides a valuable criteria for teachers in determining and perceiving the relationships between the role of the teacher, board of education, superintendent and central office administrators, the community, the needs of students, and the leadership responsibilities of the high school principal.

The Population and Sample

Teachers in nineteen high schools in the Greater Metropolitan Oklahoma City Area were included in the study. Nine of the schools were located in the Oklahoma City Public School District, and ten schools were located in suburban school districts adjacent to Oklahoma City. They were designated and listed as schools: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, and S. A total of 1,227 teachers with one or more years' teaching experience were employed in these schools at the time this study was conducted.

Schools A, B, C, D, E, F, G, H, and I were located in the Oklahoma City Public School District and schools J, K, L, M, N, O, P, Q, R, and S were located in suburban school districts adjacent to Oklahoma City. Teachers in schools A through P worked in school districts with formalized professional negotiations. No formal

professional negotiation was practiced in school districts where schools Q, R, and S were located.

The actual sample size was determined by a formula developed by Taro Yamane.[1] The sample size formula takes into consideration such factors as population size, confidence level, and amount of reliability accepted in the responses. Following is the formula used to determine the sample size:

$$n = \frac{N}{1 + Ne^2}$$

Using this formula, it was determined that a sample size of 309 was needed from the population of 1,227 teachers. This sample size represented approximately 25 percent of the total population. Subsequently, a 25 percent sample of teachers was drawn independently and at random from each individual school population. A table of random digits developed by Fisher and Yates[2] was utilized in the sample selection.

A total of 309 teachers comprised the random stratified sample selected for the survey; however, 225 questionnaires were returned and used in the study. This represented 73 percent of the actual sample size needed. Of the 225 participants in the

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[1]Taro Yamane. Statistics: An Introductory Analysis. (New York: Harper and Row, 1964), p. 549.

[2]Ronald A. Fisher and Frank Yates, Statistical Tables for Biological, Agricultural and Medical Research. (New York: Hafner Publishing Company, Inc., 1953), pp. 114-119.

study, 43.6 percent worked in urban school districts with professional negotiations and 41.7 percent worked in suburban school districts with professional negotiations. Approximately 85 percent worked in school districts with professional negotiations and 15 percent worked in school districts without professional negotiations. With regard to the sex of the teachers in the sample, 63.1 percent were female and 36.9 percent were male. Approximately 30 percent of the subjects had from 1 to 5 total years teaching experience, 23 percent 6 to 10, 17 percent 11 to 15, and 30 percent 16 or more. Table I illustrates the sample composition by school:

TABLE I

SAMPLE COMPOSITION BY SCHOOL

School	Total Number of Teachers with One or More Years' Experience	25 Percent of the Teachers in Each School	Number of Questionnaires Used in the Study
A	42	11	9
B	48	12	5
C	82	21	12
D	58	15	8
E	55	14	10
F	94	23	16
G	42	11	7
H	96	24	24
I	61	15	7
J	74	19	16
K	66	17	13
L	40	10	8
M	59	15	13
N	97	24	19
O	41	10	7
P	120	29	18
Q	82	20	14
R	40	10	10
S	30	9	9
TOTALS	1,227	309	225

The Instrument

The literature pertaining to the high school principalship failed to reveal an adequate instrument designed to analyze the attitudes and opinions of high school teachers regarding the high school principalship as a professional position. Therefore, it became necessary to develop a tool for this purpose. Four major contributive sources were used in this endeavor, which provided the basic frame of reference for the development of the Teacher Perceptions of the High School Principalship Instrument. They were as follows:

Guidelines for Evaluation: The School Principalship--Seven Areas of Competence[1]

A Position Paper: The Secondary School Principalship[2]

A Guide for Improving Teacher Education in Human Rights[3]

The Washington Principal Evaluation Inventory[4]

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[1]Howard J. Demeke, Guidelines for Evaluation: The School Principalship--Seven Areas of Competence. (Tempe, Arizona: Arizona State University, 1971).

[2]Oklahoma Association of Secondary School Principals, A Position Paper; The Secondary School Principalship. (Oklahoma City, Oklahoma, May, 1969).

[3]Phi Delta Kappa Teacher Education Project on Human Rights, A Guide for Improving Teacher Education in Human Rights. (Norman, Oklahoma: Southwest Center for Human Relations Studies, 1972).

[4]Richard L. Andrews, The Washington Principal Evaluation Inventory. (Seattle: Bureau of School Service and Research, University of Washington, 1970).

The 69 items included in the instrument were constructed around the following major areas of the high school principal's responsibilities, which became the dependent variables:

Curriculum and Instruction

General Program Leadership

Community Relationships

Teacher Relationships

Student Relationships[1]

Following in Table 2 are item numbers of the statements which were designed to analyze teacher perceptions in the five major areas of the high school principal's responsibilities as incorporated in the Teacher Perceptions of the High School Principalship Instrument:

TABLE 2

ITEM NUMBERS OF THE MAJOR AREAS OF THE HIGH SCHOOL PRINCIPAL'S RESPONSIBILITIES IN THE SURVEY INSTRUMENT

Major Area	Item Number
Curriculum and Instruction	1 2 3 4 5 6 7 8
General Program Leadership	9 10 11 12 13 14 15 16 17 18 19 20 21
Community Relationships	22 23 24 25 26 27 28
Teacher Relationships	29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55
Student Relationships	56 57 58 59 60 61 62 63 64 65 66 67 68 69

[1]Demeke, op. cit., pp. 21-26.

The Likert method of summated ratings as described by Shaw[1] was the fundamental technique utilized in constructing the instrument. Approximately 70 percent of the items were positive with regard to the high school principalship, and approximately 30 percent were negative in the manner presented.

The instrument was designed to provide specific data which were employed to categorize the respondents for later analysis. The data were as follows: (1) urban-suburban negotiating teachers (2) non-negotiating teachers (3) male-female (4) number years teaching experience; 1 to 5 years, 6 to 10 years, 11 to 15 years, and 16 or more years.

The subjects were requested not to sign their names and were assured that their responses would be anonymous and confidential. This was done in order to minimize any possible fear of subjects to participate and to encourage honesty in responses.

The subjects were asked to respond to each item on a continuum: strongly agree, generally agree, undecided, generally disagree, strongly disagree. Weights were assigned the response alternatives from 5 (strongly agree) to 1 (strongly disagree). Weights for negative items were reversed and the sum of the weighted alternatives represented the respondent's score on the survey instrument. The highest score possible on the instrument was 345, and the lowest 69.

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[1]Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes. (New York: McGraw-Hill, Inc., 1967) pp. 15-24.

Table 3 gives the positive, undecided, and negative response ranges for each subscale of the test and the total test. They were established to facilitate interpretation of the test results for each group included in the study. Twenty-five percent of the score ranges fall in each of the positive and negative ranges, and fifty percent fall in the middle response group, that is, undecided.

TABLE 3

POSITIVE, UNDECIDED, AND NEGATIVE RESPONSE RANGES FOR EACH SUBSCALE AND TOTAL TEST

Subscales	Number of Items	Response Ranges		
		Positive	Undecided	Negative
Each Item		4.0 - 5.0	2.1 - 3.9	1.0 - 2.0
Curriculum and Instruction	8	32 - 40	16.1 - 31.9	8 - 16
General Program Leadership	13	52 - 65	26.1 - 51.9	13 - 26
Community Relationships	7	28 - 35	14.1 - 27.9	7 - 14
Teacher Relationships	27	108 - 135	54.1 - 107.9	27 - 54
Student Relationships	14	56 - 70	28.1 - 55.9	14 - 28
TOTAL TEST	69	276 - 345	138.1 - 275.9	69 - 138

Definition of Positive Score Ranges as Related to the Survey Instrument

Scores in the Positive Range and high scores in the Undecided Range on the total test were interpreted to mean that the respondents perceived the high school principalship as a unique and different leadership position from that of the superintendent and other central office administrators. The principal is primarily responsible for the total educational program of the school, as well as, creating a healthy and stimulating climate in the school within which superior education will be possible. These scores indicate perceptions of the high school principalship characterized by a deep concern for human rights as a basis for behavior and decision-making. And, finally, that the principalship should be characterized by the concepts of involvement and shared-leadership in the decision-making process.

Scores in the Positive Range and high scores in the Undecided Range on the subscales of the survey instrument were interpreted as follows:

1. Curriculum and Instruction - The principal should assume the primary leadership role in providing systematic effective supervision in the improvement and evaluation of curriculum and instruction.
2. General Program Leadership - The principal should assume the primary responsibility of providing leadership and giving cohesive direction for the total educational program of the school.

3. Community Relationships - The principal should accept the primary leadership and liaison roles in participating with school staff, central office administrators, and members of the community in the honest and accurate interpretation of the needs and achievements of the school.
4. Teacher Relationships - The principal should assume the primary responsibility for stimulating involvement and enthusiasm for goal identification and attainment, stimulating the development of attitudes aimed at the elimination of discrimination, facilitating effective working relationships, and creating conditions within which the best contributions of the staff can be made.
5. Student Relationships - The principal should have a deep commitment to the achieving of equality of educational opportunity and creating conditions in the school which will permit all students to gain equal access to the school programs which will meet their needs.

Validity

After numerous revisions, the statements were submitted to a panel of ten competent judges in an effort to achieve content validity for the instrument. The selection criteria for the judges were based on previous or present experience in Secondary Education and administration, and demonstrated competence relative to the high school principalship. (See Appendix B)

Prospective judges were contacted by mail (See Appendix C) requesting their consent to serve on the validating panel to judge the applicability of the statements in determining teacher perceptions of the high school principalship. The judges consented to serve on the panel and rendered constructive criticism regarding the statements contained in the instrument.

In an effort to further strengthen the content validity, the instrument was administered to 34 teachers from the target population to ascertain teacher comprehension and the degree of ambiguity of the items. The responses of the teachers and judges resulted in test item revisions and lended a greater degree of face validity to the instrument.

Reliability

To establish the internal consistency reliability of the total instrument and of each subscale, Hoyt[1] reliabilities were calculated. This technique was selected because a five-point Likert-type scale was used rather than a simple correct-incorrect response format. The method employs analysis of variance techniques to the estimation of reliability. Originally, the method was an attempt to provide an alternate to split-half techniques with a single administering of a test.

The Hoyt formula results are equivalent to Kuder-Richardson (20) when used with right-wrong scoring keys. KR-20 is a version of

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[1]C. Hoyt, "Test Reliability Estimated by Analysis of Variance," Psychometrika, Vol. 6 (June, 1941), pp. 153-160.

coefficient alpha which in turn is based on internal consistency estimation of reliability from either covariance terms or item-intercorrelations. Hoyt's method divides the total variance of a respondent x item matrix into sum of squares individuals, sum of squares items, and sum of squares residual.[1] The formula for reliability is as follows:

$$r_{xx} = \frac{\text{MS ind} - \text{MS res}}{\text{MS ind}}$$

High reliability in this case is obtained when the respondents' total scores have good dispersion relative to the residual component which is the remainder left from the total sum of squares after SS individuals and SS items are subtracted. High reliability would be obtained when the items were intercorrelated and, again, discriminating among respondents.

Table 4 gives the Hoyt reliability correlations for the total instrument and for each subscale.

Procedure of the Study

The principal of each school was contacted by the investigator to request permission to use a sample of teachers on his staff to participate in the study. A letter was sent to each principal (See Appendix C) which included an explanation of the study, purposes, and procedures of the study. A copy of the instrument to be used was enclosed.

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[1] Ibid.

TABLE 4

RELIABILITY CORRELATIONS FOR THE SURVEY INSTRUMENT

Subscales	r_{xx}
Curriculum and Instruction	.56
General Program Leadership	.63
Community Relationships	.55
Teacher Relationships	.68
Student Relationships	.61
TOTAL INSTRUMENT	.70

A roster of classroom teachers was secured from each building principal. The principals were asked to exclude all teachers who had no teaching experience prior to the current school year.

A questionnaire was sent to the teachers selected to participate in the study. A letter of introduction, explanation, and instructions, was included with the questionnaire. (See Appendix C). A self-addressed stamped envelop was included for the participant to return the questionnaire to the researcher

After the researcher had received the major portion of the questionnaires needed for the study, a follow-up letter was sent to each school (See Appendix C). This letter expressed appreciation to the teachers who had responded and requested the participation on the part of the teachers who had not returned the questionnaire.

The principals were asked to place this letter on the teachers' bulletin board and/or read it in a general faculty meeting.

Statistical Procedures

A T-Test[1] was used to determine if there were significant differences between the negotiating urban and negotiating suburban teachers related to the subscales of the survey instrument. The T-Test for independent samples was also used to test for significant differences between male and female teachers' responses and between negotiating and non-negotiating teachers' responses to each subscale and the total test.

The One-Way Analysis of Variance[2] (ANOVA) was required to determine significant differences which might exist between teachers in the four experience levels. A one-way ANOVA was required for each subscale and for the total test results.

The alpha level for all interpretations was $\alpha = .05$. Because null hypotheses were used, all results were compared with the two-tailed test criteria ($\alpha = .05$) in the *t* and F tables.

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[1]Robert G. Steel, Principles and Procedures of Statistics (New York: McGraw-Hill Company, 1960), p. 57.

[2]Ibid., p. 99.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

This study was designed to determine the perceptions of high school teachers regarding the high school principalship as a professional position. The major purpose of this chapter was to present, analyze and interpret the data derived from the survey instrument. Tables were employed to report what the data essentially stated. Their purpose was to provide clarification and statistical evidence for the discussion.

Utilizing the procedures described in Chapters I and III, information relative to perceptions of the high school principalship was collected from teachers in the Greater Metropolitan Oklahoma City Area. These data were tabulated to test the following hypothesis:

1. There is no significant difference between teacher perceptions of the principalship in a large urban school district with professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations.
2. There is no significant difference between teacher perceptions of the principalship in school districts where professional negotiations exist and teacher perceptions in school districts without professional negotiations.

3. There is no significant difference in teacher perceptions of the high school principalship with regard to the sex of teachers.
4. There is no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers.

In analyzing the results of the T-Tests and the One-Way Analysis of Variance (ANOVA), the mean scores were calculated for each group compared on the subscales: Curriculum and Instruction; General Program Leadership; Community Relationships; Teacher Relationships; Student Relationships; and the total test. Twenty-five percent of the score ranges fell in each of the positive and negative ranges, and fifty percent fell in the middle response group, that is, undecided (See Table 3). Following in Table 5 are the highest and lowest ungrouped individual scores on each of the subscales and the total survey instrument.

The highest possible score on the Teacher Perceptions of the Principalship Instrument was 345; the highest individual score recorded for a respondent was 311. The lowest score recorded for a respondent was 211. The lowest score possible was 69.

T-Tests Between Negotiating Urban and Negotiating Suburban Teachers' Responses to the Survey Instrument

The results of the independent sample T-Tests between the responses of teachers who work in negotiating urban and negotiating

TABLE 5

HIGHEST AND LOWEST UNGROUPED INDIVIDUAL SCORES, MEANS, AND STANDARD DEVIATIONS ON THE PERCEPTIONS OF THE PRINCIPALSHIP INSTRUMENT

Subscales	Possible Score Ranges	Highest Score Recorded	Lowest Score Recorded	Mean	Standard Deviation
Curriculum and Instruction	8 - 40	40	25	31.9	3.1
General Program Leadership	13 - 65	61	43	51.5	4.1
Community Relationships	7 - 35	33	21	27.6	2.8
Teacher Relationships	27 - 135	120	83	104.4	7.9
Student Relationships	14 - 70	67	40	49.8	5.0

suburban school districts are reported in Table 6. As indicated in the table, no significant differences were found between the two groups on any of the subscales or the total test.

Since the results of the T-Tests indicated that urban negotiating and suburban negotiating teachers were in agreement in their perceptions of the high school principalship; it became necessary to accept H_o1: That there was no significant difference between teacher perceptions of the principalship in a large urban school district with professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations.

The responses of both groups on all of the subscales were generally in the positive ranges. That is, on four of the subscales; General Program Leadership; Community Relationships; Teacher Relationships; and Student Relationships; all group means were within high scores in the Undecided Range. High scores in the Undecided Range were considered to be positive. It was noted that the mean score of 32.35 for suburban negotiating teachers on the Curriculum and Instruction subscale was actually within the Positive Range (See Table 3).

The total mean score for the urban negotiating teachers was 267.00, and 267.49 for the suburban negotiating teachers. The positive mean scores of the two groups indicated that they perceived the high school principalship as a professional leadership position in which the principal has the primary responsibility for the total educational program of the school.

TABLE 6

RESULTS OF THE T-TESTS BETWEEN NEGOGIATING URBAN AND SUBURBAN TEACHERS' RESPONSES TO THE SURVEY INSTRUMENT

Subscales	Negotiating Urban $\bar{X}$	Negotiating Urban S.D.	Negotiating Suburban $\bar{X}$	Negotiating Suburban S.D.	T-Ratio	Level of Significance
Curriculum and Instruction	31.65	3.40	32.35	2.91	1.522	N.S. *
General Program Leadership	51.47	4.75	51.79	4.13	0.501	N.S.
Community Relationships	27.46	2.38	27.60	3.87	0.304	N.S.
Teacher Relationships	105.28	8.40	105.15	7.11	0.116	N.S.
Student Relationships	51.37	5.60	50.76	4.80	0.815	N.S.
TOTAL TEST	267.00	18.47	267.49	16.10	0.197	N.S.

* N.S. indicates no significant differences at the $\alpha = .05$ level.
$.05\ t_{(60)} = 1.98$

T-Tests Between Negotiating and Non-Negotiating Teachers' Responses To The Survey Instrument

The results of the t-tests between negotiating teachers and non-negotiating teachers are illustrated in Table 7. The data therein indicated no significant differences between the responses of negotiating and non-negotiating teachers. Therefore, it was appropriate to accept $H_0 2$: That there was no significant difference between teacher perceptions of the principalship in school districts where professional negotiations exist and teacher perceptions in school districts without professional negotiations.

A somewhat interesting result emerged, which was; the mean score of the negotiating group of teachers was numerically higher than that of the non-negotiating teacher group. In fact, the negotiating group's responses on the Curriculum and Instruction subscale yielded a mean which fell in the positive range of scores. The group mean for the negotiating teachers was 266.71, and the mean score recorded for the non-negotiating teachers was 262.82. Even though the mean score of 262.82 was considered to be a positive response, it was the lowest total mean score of all the groups compared in the study.

The implication was that teachers who work in school districts with professional negotiations were more positive toward the professional leadership position of the high school principal than non-negotiating teachers, however, the t-test did not support this implication. The results of the t-test indicated that both groups

TABLE 7

RESULTS OF THE T-TESTS BETWEEN NEGOTIATING AND NON-NEGOTIATING TEACHERS' RESPONSES TO THE SURVEY INSTRUMENT

Subscales	Negotiating $\bar{X}$	Negotiating S.D.	Non-Negotiating $\bar{X}$	Non-Negotiating S.D.	T-Ratio	Level of Significance
Curriculum and Instruction	32.06	3.16	31.64	2.52	0.688	N.S.
General Program Leadership	51.21	4.14	50.24	2.90	1.237	N.S.
Community Relationships	27.57	2.95	27.67	2.59	0.172	N.S.
Teacher Relationships	105.39	8.12	102.79	6.62	1.650	N.S.
Student Relationships	50.79	5.16	50.47	5.37	0.303	N.S.
TOTAL TEST	266.71	18.89	262.82	14.68	1.070	N.S.

$.05\ t_{(30)} = 2.04$

generally agreed in their perceptions; with the mean score of each group recorded in the positive range of scores.

It was somewhat surprising to find that the mean score of the negotiating teachers on the Teacher Relationships subscale revealed a more positive perception of the leadership role of the principal in this area of responsibility than the non-negotiating teachers. In addition, the mean score of the negotiating teachers on this subscale was 105.39, and 102.79 for the non-negotiating teachers, which represented a greater mean difference than any of the other four subscales. But, the t-ratio of 1.650 on the Teacher Relationships subscale was not adequate to report a significant difference between the two groups in their perceptions since a t-ratio of 2.04 at the .05 level was required.

T-Tests Between Male and Female Teachers' Responses To The Survey Instrument

Table 8 shows that no significant differences were found between the male and female teachers' perceptions of the high school principalship on any of the subscales or the total test. Only on the Community Relationships subscale did the t-ratio of 1.292 even approach the t-ratio of 2.02 needed for significance at the .05 level, but, t = 1.292 was too small to indicate a significant difference in the responses of the two groups. Therefore, H_o3: That there was no significant difference between teacher perceptions of the principalship with regard to the sex of teachers was accepted as stated.

TABLE 8

RESULTS OF THE T-TESTS BETWEEN MALE AND FEMALE TEACHERS' RESPONSES TO THE SURVEY INSTRUMENT

Subscales	Male X	Male S.D.	Female X	Female S.D.	T-Ratio	Level of Significance
Curriculum and Instruction	31.77	3.30	32.25	3.06	0.735	N.S.
General Program Leadership	51.16	3.67	51.23	4.61	0.791	N.S.
Community Relationships	27.08	2.79	27.88	3.11	1.292	N.S.
Teacher Relationships	106.34	8.23	104.78	8.01	0.930	N.S.
Student Relationships	50.30	5.26	51.10	5.05	0.753	N.S.
TOTAL TEST	267.70	20.13	266.10	17.65	0.414	N.S.

$.05\ t_{(40)} = 2.02$

The mean responses of both male and female teachers were within the higher scores of the Undecided Range when interpreted in Table 3. The responses of both groups in each of the subscales and the total test represented a high degree of agreement between the groups on their perceptions of the high school principalship. Yet, interestingly enough, it was noted that the total score mean of the male teachers, 267.70, was slightly higher than that of the female teachers, which was 266.10. In fact, the total mean score of 267.70 by male teachers on the survey instrument was the highest score of all the groups compared in the study. But, the t-tests between male and female teachers on the survey instrument yielded a t-ratio of 0.414 which was inadequate when compared to the t-ratio of 2.02 required for significance at the .05 level.

One-Way Analysis of Variance Between Experience Levels of Teachers on the Survey Instrument

Each respondent's score on each subscale and the total test was tabulated and grouped according to various teaching experience levels. The experience levels used were as follows: one through five years; six through ten years; eleven through fifteen years; and sixteen or more years. The mean scores for each group are shown in Table 9.

The mean score for each of the four experience level groups was recorded within the extreme high scores of the Undecided Range (See Table 3). These mean scores were interpreted to mean positive

TABLE 9

MEAN SCORES FOR THE GROUPS USED IN THE ANALYSIS OF VARIANCE BY EXPERIENCE LEVELS

Subscales	Experience Levels 1-5 yrs.	6-10 yrs.	11-15 yrs.	16 or more yrs.	Total
	Mean Scores				
Curriculum and Instruction	31.7	32.5	32.3	31.6	31.9
General Program Leadership	50.8	51.9	51.4	52.0	51.5
Community Relationships	27.9	27.3	27.0	28.0	27.6
Teacher Relationships	103.3	105.1	105.2	104.5	104.4
Student Relationships	51.8	52.6	49.3	49.9	49.8
TOTAL TEST	266.7	267.6	265.2	266.0	266.5

responses, since mean scores indicate that there are as many scores above the mean as there are scores below the mean.

The highest mean score, 267.6, was recorded for the group of teachers with six through ten years total teaching experience. The lowest mean score was 266.0, recorded for the group of teachers with sixteen or more years total teaching experience.

Tables 10-15 show the results of the One-Way Analysis of Variance between the four teaching experience levels on each subscale of the survey instrument and the total test. An F-Ratio value of 2.68

TABLE 10

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE CURRICULUM AND INSTRUCTION SUBSCALE

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	35.36	3	11.78	0.93	N.S.
Within	2786.7	221	12.60		
Total	2822.1	224			

$.05\ F_{(3,120)} = 2.68$

TABLE 11

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE GENERAL PROGRAM LEADERSHIP SUBSCALE

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	55.8	3	18.56	1.11	N.S.
Within	3762	221	16.61		
Total	3728	224			

TABLE 12

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE COMMUNITY RELATIONSHIPS SUBSCALE

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	37.3	3	12.56	1.65	N.S.
Within	1676.9	221	7.58		
Total	1714.6	224			

TABLE 13

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE TEACHER RELATIONSHIPS SUBSCALE

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	130.7	3	43.6	0.44	N.S.
Within	21,669	221	98.0		
Total	21,800	224			

TABLE 14

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE STUDENT RELATIONSHIPS SUBSCALE

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	663	3	221	1.50	N.S.
Within	32,549	221	147.3		
Total	33,212	224			

TABLE 15

ONE-WAY ANALYSIS OF VARIANCE BETWEEN THE EXPERIENCE LEVELS OF TEACHERS ON THE TOTAL SCORES OF THE SURVEY INSTRUMENT

Source of Variance	S.S.	df	M.S.	F-Ratio	Level of Significance
Between	147	3	49.0	0.17	N.S.
Within	63,359	221	286.7		
Total	63,506				

or above was required for significance at the .05 level of confidence. With this requirement, there were no significant differences between the responses of the teachers in the four experience levels on the subscales or the total survey instrument. Therefore, H_o3 was accepted: There was no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers.

The One-Way Analysis of Variance between the four experience levels of teachers on the survey instrument clearly indicated that teachers in these groups were in agreement in their perceptions of the high school principalship. The mean score of 266.5 for the groups on the total test indicated that the teachers were positive in their perceptions of the principalship. The positive mean score by the groups showed that teachers perceived the high school principalship as a professional leadership position; that the principal should have the primary responsibility for leadership in the total educational program of the school; that the principal should be responsible for creating a healthy and stimulating climate in the school within which superior education will be possible; and that the principal should have a deep concern for human rights as a basis for behavior and decision-making, as he involves the students, faculty, and the community in the total educational processes.

The means for the groups of teachers in the four experience levels on the questionnaire subscales yielded some interesting

information upon inspection. Teachers with six through ten years teaching experience were more positive toward the principalship than any of the other groups on Curriculum and Instruction and Student Relationships; their mean scores were 32.5 and 52.6, respectively. Teachers with sixteen or more years of experience had the highest mean scores on General Program Leadership, 52.0, and Community Relationships, 28.0. The highest mean on the Teacher Relationships subscale was 105.2, recorded for teachers with eleven to fifteen years experience. Teachers with one through five years experience did not have a mean score on either subscale which was higher than the other experience level groups. But, none of the mean scores of the teachers in this experience level group were significantly different from the other groups.

It appeared from the data presented in Table 9 that teachers with six through ten years teaching experience were more positive in their perceptions of the high school principalship than teachers in the other experience level groups; however, the results of the One-Way Analysis of Variance did not support this observation. Conversely, the results indicated no significant differences between the experience levels of teachers on Curriculum and Instruction; no significant differences between experience levels on General Program Leadership; no significant differences between experience levels on Community Relationships; and none on Teacher or Student Relationships.

Effects of the Survey Responses on the Stated Hypotheses

On the basis of the information revealed in the statistical analysis, the following statements can be made:

1. There was no significant difference between the way urban negotiating teachers and suburban negotiating teachers perceived the high school principalship as shown with the T-Tests.
2. There was no significant difference between negotiating teachers and non-negotiating teachers' perceptions of the high school principalship.
3. There were no significant differences between male and female teachers' perceptions of the high school principalship.
4. There was no significant interaction between the different experience levels of teachers.

In accordance with the findings, it was necessary to respond to the null hypotheses in the following manner:

H_o1: There is no significant difference between teacher perceptions of the principalship in a large urban school district with professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations. Accepted.

H_o2: There is no significant difference between teacher perceptions of the principalship in school districts where

professional negotiations exist and teacher perceptions in school districts without professional negotiations. Accepted.

H_o3: There is no significant difference in teacher perceptions of the high school principalship with regard to the sex of teachers. Accepted.

H_o4: There is no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers. Accepted.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the major findings of the study, to state conclusions based on the findings presented in Chapter IV, and to suggest recommendations for further research.

Summary

The problem of the study was to determine the perceptions of high school teachers regarding the high school principalship as a professional position. More specifically, this study was concerned with providing answers to the following questions: (1) Do high school teachers perceive the high school principalship as a unique and different position from that of the superintendent and other members of the central administration? (2) Do high school teachers have common perceptions of the high school principalship with regard to leadership behaviors, practices, functions, tasks, and competencies? (3) To what degree has teacher militancy and the movement of teachers toward professional negotiations influenced present teacher perceptions of the high school principalship?

The study was designed to test the following hypotheses:

H_o1: There is no significant difference between teacher perceptions of the principalship in a large urban school district with

professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations.

H_o2: There is no significant difference between teacher perceptions of the principalship in school districts where professional negotiations exist and teacher perceptions in school districts without professional negotiations.

H_o3: There is no significant difference in teacher perceptions of the high school principalship with regard to the sex of teachers.

H_o4: There is no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers.

In order to test these propositions the following procedures were used in the study:

An examination of the related literature described in Chapter II, revealed the nature of the previous research done on the principalship. Since the literature failed to reveal an adequate instrument designed to analyze the attitudes and opinions of high school teachers regarding the high school principalship, it became necessary to develop a tool for this purpose. The following major contributive sources were used in this endeavor, which provided the basic frame of reference for the development of the Teacher Perceptions of the High School Principalship Instrument:

> Guidelines For Evaluation: The School Principalship -- Seven Areas of Competence[1]

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[1]Howard J. Demeke, Guidelines For Evaluation: The School Principalship--Seven Areas of Competence. (Tempe, Arizona: Arizona State University, 1971).

A Position Paper: The Secondary School Principalship[1]

A Guide For Improving Teacher Education in Human Rights[2]

The Washington Principal Evaluation Inventory[3]

The 69 items included in the instrument were constructed around the following major areas of a high school principal's responsibilities; Curriculum and Instruction, General Program Leadership, Community Relationships, Teacher Relationships, and Student Relationships.

The Likert method of summated ratings was the fundamental technique utilized in constructing the instrument. Approximately 70 percent of the statements were positive and 30 percent were negative in the manner presented.

The statements contained in the instrument were submitted to a panel of competent judges in an effort to achieve content validity. To further strengthen the validity, the instrument was administered to 34 teachers in the target area.

The Teacher Perceptions of the High School Principalship Instrument had an estimated reliability of .70, which was adequate for the purpose of this study.

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[1]Oklahoma Association of Secondary School Principals, A Position Paper: The Secondary School Principalship. (Oklahoma City, Oklahoma, May, 1969).

[2]Phi Delta Kappa Teacher Education Project on Human Rights, A Guide for Improving Teacher Education in Human Rights. (Norman, Oklahoma: Southwest Center for Human Relations Studies, 1972).

[3]Richard L. Andrews, The Washington Principal Evaluation Inventory. (Seattle: Bureau of School Service and Research, University of Washington, 1970.)

Teachers in nineteen high schools in the Greater Metropolitan Oklahoma City Area were included in the study. Teachers in the nine Oklahoma City high schools, and ten high schools in suburban districts adjacent to Oklahoma City were utilized. A stratified random sample was drawn from each school and 225 teachers with one full year or more total teaching experience were used as the total sample. Approximately 85 percent worked in school districts with professional negotiations and 15 percent were from school districts without professional negotiations. Approximately 63 percent were female and 37 percent male.

The principal of each school was contacted for permission to use a sample of teachers on his staff to participate in the study. Upon receiving the approval, a roster of classroom teachers was secured from each principal. The questionnaire was mailed to the teachers selected to participate in the study.

After the researcher had received 73 percent of the questionnaires mailed, the data was recorded and tabulated for statistical analysis.

Findings

Significant findings of the study were as follows:

H_o1: There is no significant difference between teacher perceptions of the principalship in a large urban school district with professional negotiations and the perceptions of teachers in suburban school districts with professional negotiations.

There were no significant differences found between urban negotiating and suburban negotiating teachers in their perceptions of the high school principalship. Findings indicated that both groups of teachers were positive in their attitudes and were in agreement in their perceptions of the high school principalship. The agreement in perceptions between the two groups of teachers was reflected in the positive responses on each of the major areas of the high school principal's responsibility; Curriculum and Instruction, General Program Leadership, Community Relationships, Teacher Relationships, and Student Relationships.

H_o2: There is no significant difference between teacher perceptions of the principalship in school districts where professional negotiations exist and teacher perceptions in school districts without professional negotiations.

There were no significant differences between negotiating teachers and non-negotiating teachers in their perceptions of the high school principalship. The perceptions of the negotiating and non-negotiating teachers were positive, and were in agreement on each of the major areas of the high school principal's responsibilities.

H_o3: There is no significant difference in teacher perceptions of the high school principalship with regard to the sex of teachers.

There were no significant differences between male and female perceptions of the high school principalship. Differences in the perceptions of the two groups of teachers were not significant

at the .05 level. Consequently, on each of the major areas of the high school principal's responsibility, male and female teachers agreed in their perceptions, and the responses of both groups were positive on each area.

H_o4: There is no significant difference in teacher perceptions of the high school principalship with regard to the total teaching experience of teachers.

The One-Way Analysis of Variance indicated that there were no significant differences between the responses of teachers in the different experience level groups on the survey instrument at the 0.5 level. The teachers in each of the experience level groups (one through five years, six through ten years, eleven through fifteen years, sixteen or more years) were in agreement in their perceptions on all areas of the high school principal's responsibility. Similarly, all four groups were positive in their perceptions and attitudes toward these areas of responsibility.

On the basis of the information revealed in the T-Tests and One-Way Analysis of Variance, the four hypotheses of this study were accepted as stated.

Other Findings

Male and female teachers both generally agreed that:

1. The principal should assume the primary responsibility for providing leadership and giving cohesive direction for the total program of the school.

2. The principal should assume the primary leadership role in initiating change and providing effective leadership in the improvement and evaluation of curriculum and instruction.

3. The principal should have a deep commitment to the achieving of equality of educational opportunity and creating conditions in the school which permit all students to gain equal access to the school programs which will meet their needs.

4. The principal should assume the primary responsibility for stimulating involvement and enthusiasm for goal identification and attainment; stimulating the development of attitudes aimed at the elimination of discrimination; facilitating effective working relationships; and creating conditions within which the best contributions of the staff can be made.

5. The principal should accept the primary leadership and liaison roles in participating with school staff, central office administrators, and members of the community in the honest and accurate interpretation of the needs and achievements of the school.

Conclusions

Several conclusions were derived from the major findings of this study. These conclusions were formed within the limitations of this investigation.

1. Since teachers perceived the high school principalship as a professional leadership position; unique and different from that of the superintendent and other members of the central

administration, and especially since professional principal organizations have taken this position also, it is imperative that boards of education and superintendents perceive the principalship in this manner, and not simply as a middle-management position.

2. Principals should assume responsibility for developing procedures and regulations which exemplify a commitment to the rights of both teachers and students.

3. Since teachers expect effective leadership from the principal, he should generally be more agressive in the initiation of activities and in the provision of direction in:

   a. Creating a healthy and stimulating climate in the school within which superior education will be possible.
   b. Initiating change and providing effective leadership in the improvement and evaluation of curriculum and instruction.
   c. Promoting the involvement of students, teachers, and the community in the decision-making process.

4. Since male and female teachers of all experience levels significantly agreed in their perceptions of the leadership behaviors, practices, functions, tasks, and competencies required of the high school principalship; principals should involve teachers in assessing the effectiveness of the leadership provided with regard to these matters.

5. Generally, conflict in the perceptions of the high school principal's role is associated with professional negotiations and teacher militancy; but, it was concluded from this study that negotiating and non-negotiating teachers were in general agreement in their perceptions of the high school principalship.

Recommendations

The following recommendations were presented as a result of the conclusions previously stated:

1. It is recommended that boards of education and superintendents involve teachers in the identification and clarification of the leadership roles and responsibilities of the high school principalship.

2. It is recommended that high school principals initiate patterns of decentralized decision-making in their schools, which is a critical component of professional behavior today for the principalship position.

3. It is recommended that principals in the Greater Metropolitan Oklahoma City Area assess the leadership provided from the position they hold. The current study and other related research should provide valuable information to be used as a basis for this assessment.

4. It is recommended that the professional preparation programs and inservice programs for future educational leaders and

practicing principals include extensive work in leadership training based on moral and ethical values of our democratic society.

5. It is recommended that local and state principal associations develop a position statement with regard to professional negotiations and the secondary school principalship.

6. It is recommended that a defensible instrument for evaluating leadership from the office of the principal be developed and utilized in high schools. Teachers should be involved in this evaluation process.

7. It is recommended that further study be made regarding the impact of growing teacher militancy upon the high school principalship.

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APPENDIXES

APPENDIX A

TEACHER PERCEPTIONS OF THE HIGH SCHOOL PRINCIPALSHIP INSTRUMENT

TEACHER PERCEPTIONS OF THE HIGH SCHOOL PRINCIPALSHIP

INSTRUCTIONS

Please respond to each of the items listed below. DO NOT sign your name on this paper.

FILL IN THE BLANKS

School_____City_____

CHECK THE FOLLOWING

Male_____Female_____

Number of Years Teaching Experience

_____(1-5) _____(6-10) _____(11-15) _____(16 or more)

The following are some statements concerning leadership behaviors, practices, functions, tasks, and competencies of the secondary school principalship. This instrument is not concerned with principal evaluation, therefore, please assume that you are about to begin work at a new or different school from that which you are presently employed. Your responses should represent your opinions with regard to what the high school principalship should be.

Please indicate your own opinion regarding the extent to which you agree or disagree with each statement by circling number 1 through 5 in the appropriate column following each statement.

USE THIS CODE

		Strongly Agree	Generally Agree	Undecided	Generally Disagree	Strongly Disagree
Strongly Agree	(SA)					
Generally Agree	(GA)					
Undecided	(U)					
Generally Disagree	(GD)					
Strongly Disagree	(SD)					
		(SA)	(GA)	(U)	(GD)	(SD)
		5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Disagree Strongly (SD)
1. Should stimulate and encourage imaginative and innovative procedures in the school.	5	4	3	2	1
2. Should have chief leadership responsibility for instructional and curriculum improvement in the school	5	4	3	2	1
3. Should be primarily concerned with the security of his position when new ideas or activities are considered for implementation.	5	4	3	2	1
4. Should provide effective leadership in the evaluation of the school programs.	5	4	3	2	1
5. Should perceive the improvement of the total school program as only one of a principal's responsibilities.	5	4	3	2	1
6. Should rely upon the superintendent and his staff, and the school board for the initiation of change in the curriculum.	5	4	3	2	1
7. Should insist upon the initiation of those activities which he feels might lead to minimal difficulties for students and teachers.	5	4	3	2	1
8. Should facilitate implementation of curriculum experiences in accordance with acceptable principles of learning.	5	4	3	2	1
9. Should have a deep concern for human rights as a basis for behavior and decision-making.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
10. Should be responsible for creating a healthy and stimulating climate in the school within which superior education will be possible.	5	4	3	2	1
11. Should be held accountable for the part of the total program which clearly reflects his own philosophy.	5	4	3	2	1
12. Should be responsible for the establishment of an internal financial accounting system.	5	4	3	2	1
13. Should contribute to the identification and clarification of educational goals and objectives of the school.	5	4	3	2	1
14. Should be an active member of professional organizations serving the education profession.	5	4	3	2	1
15. Should contribute to the development of professional standards for the licensing of those who administer secondary schools.	5	4	3	2	1
16. Should assume responsibility for his own professional development.	5	4	3	2	1
17. Should develop and practice a philosophy which is critically and continually revised to meet the changing demands of education, needs of students and teachers.	5	4	3	2	1
18. Should assume the management responsibilities for the school plant, facilities and equipment.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
19. Should be responsible for the development and/or completion of reports, records, and written communications desired or required to facilitate the work of the school and school district.	5	4	3	2	1
20. Should establish an efficient communication network within the school.	5	4	3	2	1
21. Should be a middle management executive carrying out the policies of the superintendent and board of education.	5	4	3	2	1
22. Should maintain a school program consistent with the requirements and desires of the community which the school serves.	5	4	3	2	1
23. Should have the major responsibility for interpreting the school program and needs to the superintendent and board of education.	5	4	3	2	1
24. Should be competent in securing community understanding and support of the school program.	5	4	3	2	1
25. Should have a knowledge of community groups, organizations, and agencies.	5	4	3	2	1
26. Should encourage the use of human and material resources of the community to enrich the educational program.	5	4	3	2	1
27. Should demonstrate professional leadership in the community be interpreting honestly and accurately the real needs and accomplishments of the school.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
28. Should encourage staff participation in community activities.	5	4	3	2	1
29. Should be responsible for stimulating the professional growth and welfare of the professional staff.	5	4	3	2	1
30. Should facilitate staff involvement in program development.	5	4	3	2	1
31. Should require teachers to initiate all activities which he feels will improve instruction.	5	4	3	2	1
32. Should represent the interests of teachers in relationships with the superintendent and/or board of education.	5	4	3	2	1
33. Should be responsible for delegating administrative duties and leadership tasks to assistant principals.	5	4	3	2	1
34. Should define assignments and duties of specialized staff and clarify their supportive relationships with teachers.	5	4	3	2	1
35. Should keep informed of new developments in curriculum content, but depends on specialists-heads of departments and teachers for much leadership on curriculum matters.	5	4	3	2	1
36. Should organize a representative teachers' group to advise him and his administrative staff on ways to improve the educational program and staff relationships.	5	4	3	2	1
37. Should encourage faculty and staff to develop close relationships.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
38. Should stimulate enthusiasm for goal identification and achievement within the school.	5	4	3	2	1
39. Should provide resources which help teachers achieve identified goals.	5	4	3	2	1
40. Should always be supportive of teachers' actions regarding students.	5	4	3	2	1
41. Should have the responsibility to make recommendations regarding the appointment and promotion of professional and non-professional staff in the school.	5	4	3	2	1
42. Should encourage teachers to freely express opinions on school matters and policies without fear of hierarchical recrimination.	5	4	3	2	1
43. Should assume that the faculty will develop attitudes and behaviors aimed at the elimination of discrimination and prejudice toward all students.	5	4	3	2	1
44. Should facilitate the development of effective working relationships between teachers and specialized guidance and counseling personnel.	5	4	3	2	1
45. Should be responsible for the maintenance of acceptable moral standards on the part of teachers.	5	4	3	2	1
46. Should facilitate productive cooperation with consultants to improve curriculum and instruction.	5	4	3	2	1
47. Should have primary responsibility for recommending the dismissal of teachers when he determines that they are ineffective.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
48. Should encourage cooperative development of meaningful programs of inservice education for teachers and staff.	5	4	3	2	1
49. Should have the primary responsibility for enforcing teacher contracts.	5	4	3	2	1
50. Should function as a group leader among teachers, with his decisions always being final.	5	4	3	2	1
51. Should be responsible for the evaluation of faculty and staff competence.	5	4	3	2	1
52. Should assist the teaching staff in understanding and using pupil personnel records and data.	5	4	3	2	1
53. Should provide a means for teachers to gain knowledge concerning their legal roles and responsibilities.	5	4	3	2	1
54. Should be responsible for formulating workable procedures for determining staff needs and assignments.	5	4	3	2	1
55. Should develop an adequate procedure for teachers to appeal those decisions which directly affect them.	5	4	3	2	1
56. Should have the major responsibility for the educational progress and welfare of the students in the school.	5	4	3	2	1
57. Should be responsible for developing efficient procedures for the scheduling of students to classes.	5	4	3	2	1
58. Should maintain a school climate in which discipline is the top priority.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
59. Should develop formal procedures involving hearings and the right of appeal when alleged actions of students may lead to serious penalties.	5	4	3	2	1
60. Should provide opportunities for students to publicly express opinions on school matters and policies without fear of hierarchical recrimination.	5	4	3	2	1
61. Should create conditions in the school which will permit all students to gain equal access to school programs after the faculty has assessed their abilities.	5	4	3	2	1
62. Should have the exclusive responsibility for determining the school activity program.	5	4	3	2	1
63. Should apply knowledge of human growth and development in planning learning experiences and activities for students.	5	4	3	2	1
64. Should provide a school atmosphere in which students are free to petition and organize groups or associations within the school for lawful purposes.	5	4	3	2	1
65. Should provide opportunities for students to publicly express or hear opinions or views only on subjects which are not controversial in nature.	5	4	3	2	1
66. Should create the conditions which encourage effective participation on the part of students and staff in decision-making and in the development of policies and regulations affecting the school.	5	4	3	2	1

THE HIGH SCHOOL PRINCIPAL:	Strongly Agree (SA)	Generally Agree (GA)	Undecided (U)	Generally Disagree (GD)	Strongly Disagree (SD)
67. Should encourage positive self-concepts in both students and teachers.	5	4	3	2	1
68. Should determine appropriate dress for students and teachers which is consistent with community standards.	5	4	3	2	1
69. Should protect the right of privacy regarding students and teachers.	5	4	3	2	1

APPENDIX B

LIST OF JUDGES

Panel of Judges who assisted in the validation of the Teacher Perceptions of the High School Principalship Instrument.

Mr. Jim Johnson
Director of High Schools
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Mr. Donald Edwards
Principal
Millwood School District
Oklahoma City, Oklahoma

Dr. Melvin Todd
Director of Curriculum
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Harold Crain
Principal
Oklahoma City Public Schools

Mrs. Shirley Bensinger
Classroom Teacher
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Bill Lillard
Superintendent
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Joe Lawter
Professor Education
Northwestern State College
Alva, Oklahoma

Dr. Bob Holland
Professor of Education
Northeastern State College
Tahlequah, Oklahoma

Dr. Mack Wedel
Professor of Education
Central State University
Edmond, Oklahoma

Dr. Charles Galbraeth
Professor of Education
Northeastern State College
Tahlequah, Oklahoma

APPENDIX C

CORRESPONDENCE RELATING TO STUDY

1320 Northeast 54th Street
Oklahoma City, OK 73111
January 6, 1975

Dear_____

This is to request that you consent to serve as a judge in validating the enclosed proposed questionnaire for an investigation I am conducting as my doctoral thesis problem. The study is concerned with determining teacher perceptions of the secondary school principalship as a professional position.

The current literature pertaining to the secondary school principalship does not contain an adequate instrument to determine the perceptions of teachers with regard to the secondary school principalship as a professional position. Therefore, with the approval of my doctoral committee, an instrument has been developed which must be validated. A group of recognized authorities in Secondary Education and Administration has been identified to assist in this validation. Hopefully, you will agree to participate on this panel.

Your personal agreement or disagreement with the statements is not requested. What is desired is your judgement of the applicability of the statements in assessing teacher perceptions of the secondary school principalship.

Instructions for taking the instrument are given at the beginning of the questionnaire. Would you kindly return the instrument together with any suggestions for the improvement of the instrument as soon as possible. Please accept my thanks and appreciation for your valuable assistance.

Sincerely yours,

James Robinson

JR:fs
enc

1320 Northeast 54th Street
Oklahoma City, OK 73111
January 14, 1975

Dear_____

This letter is a follow-up to the conversation we had concerning my use of a sample of the teachers on your staff in my doctoral dissertation study.

The research is concerned with teacher perceptions of the secondary school principalship. The study is not designed to evaluate principals, rather, its purpose is to determine what teachers think the secondary school principalship as a professional position ought to be.

At this time, I would appreciate receiving a list of the names of the classroom teachers in your building. Would you please exclude all teachers who have no teaching experience prior to this school year.

This list will be used to randomly select approximately 25 percent of your teachers for participation in the study. Their responses to the questionnaire will be anonymous and confidential. The questionnaire will be mailed directly to the teachers selected.

A copy of the questionnaire is enclosed for your use. I will make the results available to you upon your request after the study is completed.

Your attention and response will be greatly appreciated.

Respectfully yours,

James Robinson

JR:fs
enc

1320 Northeast 54th Street
Oklahoma City, OK 73111
March 3, 1975

Dear_____

My name is James Robinson. I am currently engaged in a study leading to the doctoral degree at the University of Oklahoma.

Recently, I received approval from the principal of your school and eighteen other principals of high schools in the Metropolitan Oklahoma City Area, to randomly select and survey teacher opinions with regard to teacher perceptions of the secondary school principalship. Enclosed is a questionnaire relative to this study which I would like to ask that you please fill out and return to me in the enclosed envelope.

This instrument is not concerned with the evaluation of your principal. Rather, its purpose is to determine what teachers think the secondary school principalship as a professional position ought to be. May I please assure you that your responses will be anonymous and confidential

Your participation in this study is necessary to its successful completion. Please, therefore, accept my warmest thanks and sincerest appreciation for your assistance and response at your earliest convenience.

Respectfully yours,

James Robinson

JR:fs
Enc

1320 Northeast 54th Street
Oklahoma City, OK 73111
April 13, 1975

Dear Teachers:

This letter is written to express thanks and appreciation to those of you who participated in my current research involving Teacher Perceptions of the High School Principalship. Your response and return of the survey is most valuable and will make it possible for this study to be completed.

If you received a questionnaire and have not been able to respond, your response would be greatly appreciated.

Again, thank you.

Sincerely,

James Robinson

JR:lw

APPENDIX D

A POSITION PAPER

THE SECONDARY SCHOOL PRINCIPALSHIP

A Position Paper

THE SECONDARY SCHOOL PRINCIPALSHIP

Adopted May 3, 1969

by the

Oklahoma Association

of

Secondary School Principals

THE SECONDARY SCHOOL PRINCIPALSHIP

INTRODUCTION

Why is it necessary for professional school principals to describe the school principalship as a new kind of leadership position? What factors have evolved in education and in society which make necessary the development of a different description of this position? Should a new statement be developed of the position, consistent with present conditions, rather than to simply restate old positions based chiefly on socalled rights and responsibilities of school principals? It is not proper for professional secondary school principals to develop a philosophy of the secondary principalship rather than simply to accept the role which school superintendents, boards of education, classroom teachers, and the community assign to them?

These are questions which were considered by the Oklahoma Association of Secondary School Principals in developing this statement of the philosophy underlying the secondary school principalship as they foresee it in the years immediately ahead.

WE BELIEVE

Leader behavior in this democratic society should be based on the moral and political values which are the foundation of our democracy: 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 the application of reason by man as the best means for the resolution of his problems.

Resulting leadership must therefore respect human rights which stem from these values, such as freedom of speech and press and religion, the right of due process by law, the right of privacy, the right of dissent, and equality of opportunity for every individual in all aspects of society. Decision making involves values, and the principal and school should behave in a manner which reflects these values.

Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create in the school conditions which will permit all students to gain equal access to the school programs which will meet their needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.

To attain these goals, the principal must be professionally competent. Boards of education and superintendents of schools should provide him with the framework of careful adherence to the integrity and the human rights of both teachers and students.

The principal must have the opportunity to make recommendations regarding the appointment and promotion of professional and

non-professional staff in the school. He should be regarded by the central administration, the superintendent and the board of education as a major professional consultant on matters related to the school over which he has jurisdiction.

The principal should be provided with a professional administrative and supportive staff in sufficient quantity to permit him to exercise a genuine leadership role in the improvement of the quality of instruction.

No principal can provide effective leadership in a school unless he is able to develop rapport with the instructional staff. His basic concern should be conditions within which the best contributions of the staff can be made. Under these conditions, teachers must regard the principal as the school's educational leader who must administer general school district policies. The principal should encourage the instructional staff to become deeply involved in providing the leadership and contributions necessary for the development of a school program challenging and suitable for the students.

The principal has the responsibility of creating the conditions which encourage effective participation, not only of the faculty but also of students, in decision making and in the development of policies and regulations affecting the school. He must recognize the changing nature of the societal climate for children and youth and make adequate provision for deeper involvement of the faculty and students in the life of the school and in this decision-making process.

In the last analysis the principal is responsible for creating a healthy and stimulating climate in the school within which superior education will be possible. In turn, we believe that a principal has a right to expect the active continuing support of the superintendent and board of education as he discharges his responsibilities to the staff and to the students within the above framework.

Finally, the principal is responsible for interpreting honestly and clearly the accomplishments and needs of the school to the superintendents, the board of education and to the community which the school serves.