

1990

An analysis of Virginia public school principals' perceptions of their roles

Howard Thomas Gillette III
College of William & Mary - School of Education

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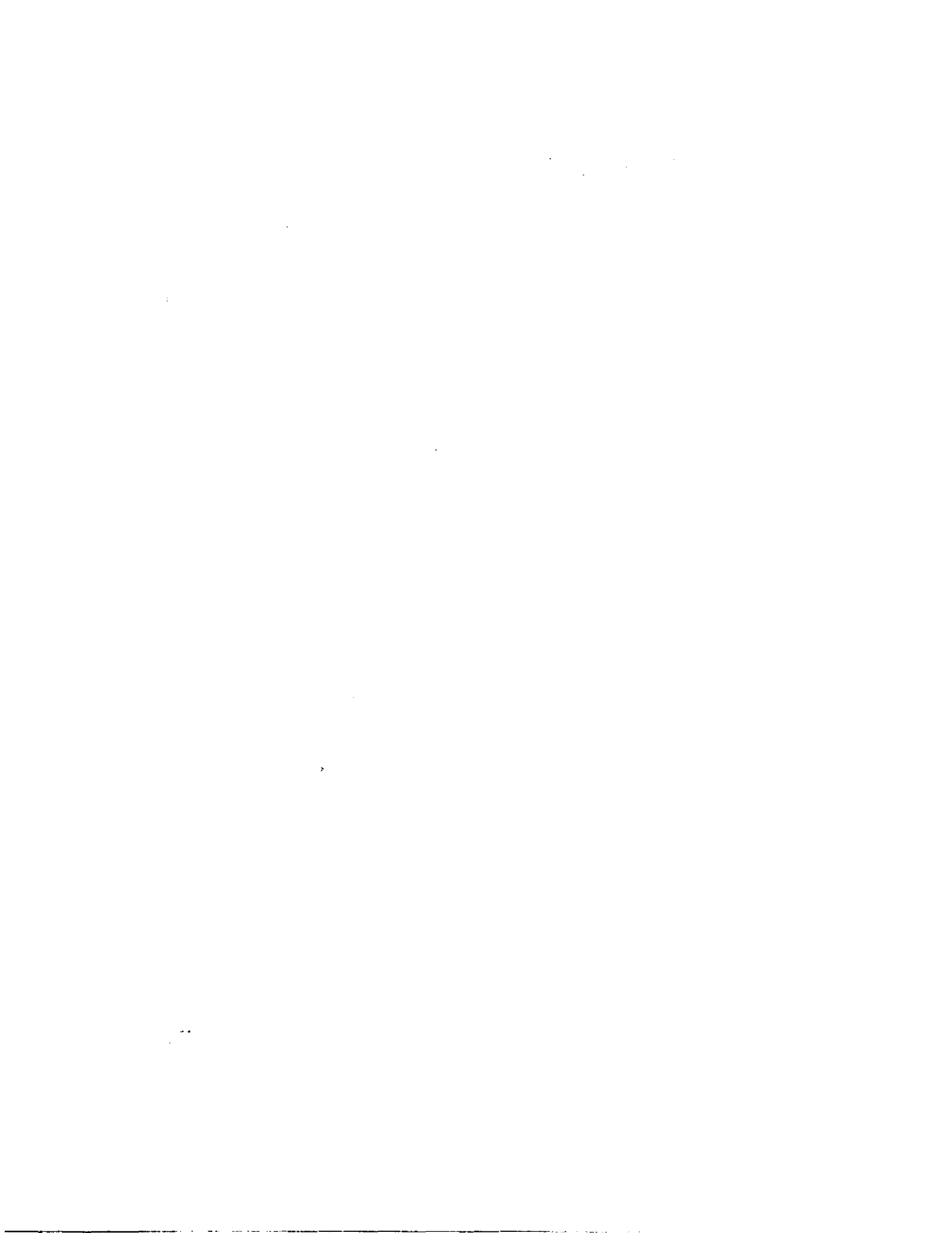
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Gillette, Howard Thomas, III, Ed.D.

The College of William and Mary, 1990

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**AN ANALYSIS OF VIRGINIA PUBLIC SCHOOL
PRINCIPALS' PERCEPTIONS OF THEIR ROLES**

**A Dissertation
Presented to
The Faculty of the School of Education
The College of William and Mary in Virginia**

**In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Education**

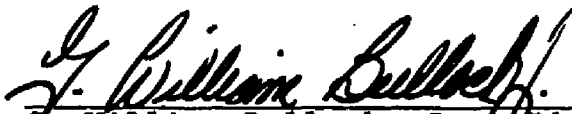
**by
Howard T. Gillette, III
February 1990**


AN ANALYSIS OF VIRGINIA PUBLIC SCHOOL
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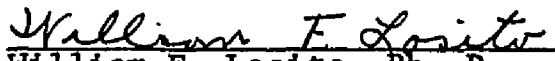
by

Howard T. Gillette, III

Approved February 1990 by


G. William Bullock, Jr., Ed. D.
Chair of Doctoral Committee


Robert J. Hannay, Ph. D.


William F. Losito, Ph. D.

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AN ANALYSIS OF VIRGINIA PUBLIC SCHOOL
PRINCIPALS' PERCEPTIONS OF THEIR ROLES

The purpose of the study was to analyze the role perceptions of the school principal in Virginia. Information was gathered to identify principals according to such demographic and situational variables as sex, age, race, marital status, educational preparation, type of school assignment, school size, and years of administrative experience. Collected data was analyzed to determine if principals' perceptions of their roles differ significantly because of differences in sex, age, race, level of school organization (elementary, middle level, and senior high), and location of the principal's school (suburban, urban, and rural).

The subjects were Virginia public school principals. A 90-item questionnaire was used to collect data associated with the behaviors of principals. The interrelationships among the variables were measured by use of multiple analysis of variance techniques.

There were no statistically significant differences in respondents' perceptions of their roles with regard to sex, age, race, level of school organization, and school location. Principals indicated that they viewed the role of principal in much the same way. All groups considered all

areas of the principal's behavior to be of greater than average importance.

Principals confirmed the ambiguous and interpersonal nature of their job by rating behaviors associated with school-community relations, student services, personnel administration, and curriculum and instruction as of better than average importance. Agreement among the groups of principals in their rankings of the various areas of administrative behavior supports the hypotheses that most principals hold similar perceptions of the job. Age, sex, race, school organization, and school location do not significantly influence these perceptions.

HOWARD THOMAS GILLETTE, III

SCHOOL OF EDUCATION

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

**AN ANALYSIS OF VIRGINIA PUBLIC SCHOOL
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Chapter I

Introduction

Public education is at the center of many social and political discussions of the 1980's. The increasing school-drop out rate, a noted rise in criminal activity in urban schools, higher rates of unemployment, and continuing illiteracy are just a few of the issues which have fueled the emotions of the general public and caused leaders in the educational and political arenas to react. Legislation accompanied by outlays of funding in support of local, state, and national programs have emerged as a result of widespread public support.

Public concern over social and economic ills is coupled with a general feeling that the public schools share major responsibility. Teachers and principals are probably expected to lead the fight to eradicate unemployment, crime, and national illiteracy. To meet the public call for overall improvement in schools, educators must determine what it is that everyone expects of the schools.

A central figure in the local effort to improve the educational process is the school principal. According to Keefe (1986), "the building principal is the single most important influence on the performance of a given school" (p. 31). The individual in the principalship role will take the lead if public perceptions are to undergo real change for the better.

Campbell, Corbally, and Ramseyer (1966) asserted that as leaders principals can cause people to act by operating as change agents and facilitators of organizational goals. In order to do this, they must realize all accompanying role expectations and be willing to adapt personally and professionally in carrying out the required tasks. Lamb and Thomas (1984) supported this stance by describing the principal as a "minister who acts to counsel, motivate, listen to, nurture, enhance, criticize constructively, sympathize, and support." They added that the principal serves best by "encouraging talent and expecting quality from others in all that is done" (p. 21).

Within the context of the principalship, perception of the job is of major importance. The role incumbent cannot act properly without a clear mental picture of what the principalship entails. Professional success depends upon the identification and acceptance of the task and its implementation. In support of these views, Giammatteo and Giammatteo (1981) found that leaders build and maintain the group, get the job done, help the group feel comfortable and at ease, help to set and clearly define goals and objectives, and cooperatively work toward those objectives. Steers and Porter (1975) echoed this view in their explanation of expectancy-valence theory. The authors identified three important aspects of individual performance in an organization: (a) one must want to perform; (b) one

must have the capabilities to perform; and (c) one must understand the requirements of the job.

The contemporary principalship is a highly ambiguous role. The job itself tends to be defined by incumbents in terms of their administrative behavior instead of instructional functions. Traditional conceptions of the principal as change agent or instructional leader conflict with the increasing pressure to maintain the status quo.

The principal is portrayed in the literature as an instructional leader, but recent studies have begun to suggest other role activities such as business manager, public relations agent, or personnel specialist. Also attention has been given to organizational and environmental conditions which shape the principal's work and level of performance.

The various school constituencies expect much from the school principal. Parents may desire an individual who provides a safe environment for their children and a positive atmosphere which is student centered. Teachers may want the principal to be an instructionally oriented leader who actively supports the teaching and learning processes. The superintendent and school board may require the principal to perform as a manager who keeps accurate records and refers few problems to them for resolution. These and other general expectations of the principal will vary due to differences in student population, school size, and the

social and economic character of the community. The philosophy, training, professional experience, and personality of the principal will also influence the expectations deemed necessary for the job. Therefore, the external expectations of others and the personal expectations of the principal combine to make the principalship a very complex role, indeed.

In sum, the literature shows there is no universally accepted role for all principals in all school situations. Yet, it is reasonable to assume that persons performing in the principalship possess measurable perceptions of the role. And those perceptions, when quantified, will show little differences.

Statement of the Problem

The purpose of this study was to identify school principals in Virginia according to various demographic and situational variables and then to determine if the perceptions principals hold for the principalship role differ significantly. The following questions were researched:

1. What is the perceptual profile of the public school principal in Virginia by sex, age, race, marital status, educational preparation, type of school assignment, school size, and years of administrative experience?

2. Do public school principals in Virginia differ in perceptual profile by their sex, age, race, school location, and type of school assignment?

This study was based upon the following assumptions:

1. The principalship role is highly ambiguous. Current research and theory support the contention that role expectations and prescriptions are determined by the situation, the members within an organization, and the role incumbent.

2. Individuals currently performing in the principalship role possess measurable perceptions of the role.

3. Data collected by the questionnaire will reveal the role perceptions of public school principals from the various organizational levels of assignment.

Statement of Hypotheses

For the purpose of this study, the following null-hypotheses were tested:

Hypothesis 1: Elementary, middle, and senior high school principals' perceptions of the role of principal do not differ significantly.

Hypothesis 2: Principals' perceptions of the role of principal are not differentiated significantly by sex, age, and race.

Hypothesis 3: Suburban, urban, and rural principals' perceptions of the role of principal do not differ significantly.

It has been conventional in behavior research work to use the .05 and .01 levels of significance to reject the null-hypotheses. However, some researchers support lower levels of significance as acceptable (Popham and Sirotnik, 1973, p. 50). The confidence level employed in this study was .10.

Significance of the Study

This study will provide interested parties with up-to-date information about Virginia's principals. It furnishes a profile of public school principals. The study may contribute to the development of a commonly accepted listing of significant roles and characteristics positively correlated with school principals at different organizational levels.

The results will offer better understanding of the principalship for all persons concerned about the public schools. The data could form the basis of inservice training for regional assessment centers which prepare potential administrators or assist current principals.

Limitations of the Study

The study has the following limitations:

1. The primary limitation of the study is geographical, in that the study is restricted to school systems in Virginia.
2. Collection of the data by questionnaire alone (rather than by additional or alternative means as interviews and observations) may restrict the quality and quantity of the data collected.
3. The respondents' honesty in replying and their understanding of the instrument cannot be documented.
4. The returned opinion surveys may not adequately represent the population of the study as the sample was self-selected rather than being a true probability sample. The likelihood of this is slight, however, considering the number of responses.
5. Data exist which support the validity and reliability of the questionnaire used in this study. Caution should be exercised by any researcher planning to use the instrument, however, as some of the items on the instrument may be vague or ambiguous.

Definition of Terms

The following terms are used throughout the study and remain constant.

Principal. The "individual charged with the responsibility for administration and/or leadership activities in an individual school building in which a group of teachers collectively and individually implement a

curriculum by means of various forms of instruction" (Bankston, 1986, p. 13).

Administration. The coordination of all the goal-oriented activity within an organization which is necessary for its survival (Griffiths, 1959, p. 199).

Leadership. The influence which causes people to act toward the achievement of definite goals and objectives.

Role. The actual, as well as expected, interaction of an individual within an organization.

Role Perceptions. Individual interpretation of those mental guidelines which relate to the expected performance and attitudes which the actor should display in a social position (Bullock and Conrad, 1981, p. 126).

Elementary School. The organization of grades kindergarten through six.

Junior High/Middle School. Any combination of grades in which the highest grade is eight or nine.

Senior High School. Any combination of grades where the lowest grade level is eight and the highest grade level is 12.

Organization of the Study

In Chapter II a review of the literature deals with a theoretical framework of role theory, concepts and studies of administrative behavior, and factors affecting administrative behavior. Chapter III presents the design of the study including an explanation of the survey instrument,

"The Principalship." Chapter IV presents an analysis of the data. Chapter V provides a summary, conclusions, discussion, and recommendations for future research.

Chapter II

Review of Related Literature

Related literature and research were reviewed to support the theoretical bases for the study and to provide further insight into the problem. The literature was organized from three perspectives. First, the authoritative material on role theory was arranged in order to provide a theoretical framework. Second, literature was presented which relates to the numerous concepts of administrative behavior. Third, relevant literature was included which identified those factors which influence administrative behavior.

Role Theory

Social systems theory furnishes the conceptual and theoretical foundation of this study because of its relevance to the problems related to organizational roles and the behavior of role incumbents. The research and theory pertaining to human behavior are in their infancy. Nearly all the information available has arisen from several disciplines since the 1920's and 1930's. The central theme relating to studies of human behavior is that of role concepts as "the major means for linking individual and organizational behavior to the sociological, psychological, and anthropological perspectives" (Biddle, 1979; p. ix). Since then many sociologists have presented their ideas about the "why" and "how" of human behavior.

Most researchers and theorists agree that role theory is unclear and indistinct. This is due possibly to the variability of the human personality and the way one may perform in the environment. Also, the individual's past experience, present ideals and desired outcomes play a major role in the process. Human behavior is a complex subject of study because of the vast number of variables which can influence an individual in a given situation. Researchers, therefore, often differ in their operational definitions and explanations of role theory. According to Biddle (1979), the idea of role concepts included analysis of consensus, conformity, role conflict, empathy, and the accuracy of social perception. He asserted:

For some, role theory is integral to functionalism in society, for others it is an expression of the symbolic interactionist perspective, or of cognitive social psychology and proponents and critics have alternatively praised and damned theory without being aware that they were often talking about quite different things (p. ix).

For Biddle, role theory is "a science which deals with the study of behaviors that are characteristic of persons within contexts and with various processes that presumably produce, explain, or are affected by those behaviors" (p. 4). Davis claimed that "role is the dynamic aspect of status" (Loomis and Loomis, 1965, p. 131). Newcomb (1966)

theorized that what a person does to create and maintain a relationship with others is one's role. The term role is meaningless if the individual is not trying, nor expected to try, to carry out the requirements of personal status (Loomis and Loomis, 1965, p. 131). Where the Loomises focused on individual awareness and consciousness in a social role, Sargent argued that "people are not conscious of the way their behavior is patterned and delimited within particular social situations. Life situations are well-defined and understood and our behavior within them is performed without reflection or conscious decision" (Shaftel and Shaftel, 1967, p. 115). Another approach was taken by Olsen (1968). He hypothesized that roles are major parts of social organizations and cannot exist apart from the social order and culture. For Olsen, roles were small subunits because individuals enact roles and thus become involved in social ordering. It is the person's interaction and not the individual which is the subunit of the organization. Although Handy (1976) was less definitive concerning role theory, he argued that it has a central core of meaning which views roles as being associated with positions in society and involved in interactions. Support for Handy's concept was found in Parson's lengthy definition of role theory:

The position that a particular actor occupies in a social system is his status; in a structured or

patterned system of parts it is his part which also is an object of orientation for other actors in a given social system. When he acts in his status he is said to be acting out a role. A particular role is organized about expectations in relation to a particular interaction context, that is integrated with a particular set of value-standards which govern interaction with one or more alters in the appropriate complementary roles (Loomis and Loomis, 1965, p. 388).

In sum, a review of the above definitions or remarks identified several common "threads" of thought which the experts stated or implied. Biddle built a theme of status and process. Davis centered upon status while Parsons mentioned the importance of status and interaction but placed primary emphasis upon expectations. It is evident that key words or ideas brought all the quoted authors fairly close together. Their concepts may have been written differently, but their theories were somewhat similar. The similarities in thought may have been the result of formal research or informal observation in the sociological field. One argument in support was given in Biddle's (1979) Role Theory. Biddle maintained that there are five underlying propositions of role theory on which most theorists agree. His propositions in no order of importance were the following:

1. Some behaviors are patterned and are characteristic of persons within texts.

2. Roles are often associated with sets of persons who share a common identity.

3. Persons are often aware of roles and, to some extent, roles are governed by the fact of their awareness.

4. Roles persist, in part, because of their consequences (functions) and because they are often imbedded within larger social systems.

5. Persons must be taught roles and may find either joy or sorrow in the performance thereof (p. 8).

From Biddle's list, one may glean the key elements of role expectations and role enactment. Each of these factors possesses its own unique characteristics, but they are highly dependent upon one another for successful operation. For example, positions carry prescriptions and expectations which must be acted out.

Olsen (1968) considered social position as a location within a social structure which has related roles that the holder of the position is expected to enact. The position may exist without someone occupying it and it is more institutionalized than the concept of "role," therefore, causing "position" to be governed by a wider range of norms. The Loomises (1965) viewed status or position as culturally defined in terms of rights and obligations which are known and enforced as interaction occurs between role incumbents.

Newcomb, Turner, and Converse (1966) regarded position as relative in that it has meaning only in relation to other positions. For these and previously mentioned authors, social position must exist in a social structure; it requires certain duties; and, it relies upon relationships. It is these "givens" that cause people to comment that "the role makes the man" because individual social position whether gained through achievement or inheritance forces one to act according to the norms accepted for the position by society.

Individuals are assigned to positions either by chance (birth, age, sex) or through personal achievement (election to office, job promotion). Others may also acquire positions because of choice. The attitudes and perceptions of the individual, those to which one relates, and unrelated others influence the delegation of positions.

Numbers and varieties of positions differ from culture to culture. Primitive societies have a simple structure for social statuses and positions. Modern societies, however, have very intricate systems of positions. Some positions common to all societies are

1. Age-sex: at least seven of these are apparently identified by all societies--infant, boy, girl, young man, young woman, old man, old woman.

2. Occupational: for some individuals, at least, in every society.

3. Prestige: some sort of ranking, such as chief or slave, in a hierarchy of prestige.

4. Family, clan or household group: for example, a member of the John Smith family.

5. Association groups: membership in interest groups, cliques, and so on, established on the basis of congeniality and/or common interests (Newcomb, Turner, and Converse, 1966, p. 326).

Role prescriptions are closely tied to social positions because they are normative descriptions of ways of carrying out the functions for which positions exist. Shafstel and Shafstel (1967) had a similar definition except they considered prescriptions and expectations as the same. They wrote, "each person adapts to the role prescription in his own way. Accordingly, we must take account of these personal influences as well as the regularities of role expectations in understanding the social behavior of individuals" (p. 114). The key to understanding role prescriptions is that they provide normative guidelines for action but are influenced by the role incumbent's choices. According to Newcomb, et al. (1966):

Whether the actor conforms to the prescription or violates it, he will in any case adapt to the prescription in his own way, as dictated by some compromise between what is desirable and what is possible. Thus the actual behavior of the

occupant of a position will not correspond exactly to the role prescription, because it will be affected by other influences, too (p. 327).

Role expectation is probably the broadest, most encompassing component of role theory. Role theory is motivational, value-oriented, cognitive, and evaluative. Roles are defined in terms of role expectations, the normative rights and duties which define within limits what a role incumbent should or should not do under various circumstances while fulfilling a particular role within an organization (Getzels, Lipham, and Campbell, 1968, p. 155). This concept of role relates to the behavior of the role incumbent in interrelationship with other roles. From an organizational viewpoint, role expectations function mainly as behavioral directives in that they prescribe behavior which will result in effective goal attainment (Guba and Bidwell, 1957). Specific role expectations are provided in a job description. According to Craig (1983):

A job description which is both comprehensive and explicit can serve the dual purpose of defining the expected behavior of the role incumbent for referent groups and defining the expected behavior for the role incumbent himself. It is possible that such a clear description of tasks to be performed would reduce the conflicting expectations held for a particular role incumbent

by referent groups with whom he interacts in performing his role (p. 12).

Olsen (1968) wrote that cognitive expectations are those known or perceived actions or attitudes that are ordered or forbidden for persons enacting a role. He identified three types of expectations. Cultural expectations are the social norms or rules that apply specifically to the role. Situational expectations are held by the other people, or role partners, with whom the role incumbent enacts in a given situation. Finally, personal expectations are those which the actor holds for himself in the particular role. These are learned or borrowed (p. 107).

Biddle (1979) classified expectations as either overt or covert statements which express a reaction about a trait of one or more persons. For Biddle, expectations involve the use of symbols, concern human beings, reference human characteristics, and assert or evaluate them. Parsons related role expectations to the motivational structures of the individual personality and the value-patterns of the culture. Therefore, expectations tell a person what one should and should not do in a role. Expectations must be expressed in overt patterns of action or interaction. The role acting which results is a creative process in which existing expectations are often changed and new ones established. Expectations stand as an established guide for

action but they can never specify actions for every contingency. Expectations bring out individual and group motivators; thus, conformity, reward, sanctions (good or bad), ambiguity, incompatibility, and conflict come into play. If expectations are closely followed in action, then individual or societal goals can be satisfied. However, the lack of clarity in expectations may lead to stress, strain, or worse. The negative aspects of role expectations are controlled or decreased as role actors realize the role and its requirements, then call upon individual experiences, values, and goals in carrying out proper social interaction with others.

Role enactment occurs when the incumbent accepts the position, knows its accompanying prescriptions and expectations, then acts. Enactment exists when one actually performs the role whereas the other elements (position, prescription, and expectation) are predominantly mental exercises. Olsen (1968) defined three distinct forms of role enactment. He called "role acting" the basic process of assuming a social role, accepting its expectations, and shaping individual actions in terms of it. The actor fulfills a social role in interaction with others. "Role playing" is not for "real." It occurs when children play or adults pretend to assume roles they do not normally hold. This type of role enactment may be legitimate or false. "Role taking" is a mental activity whereby one temporarily

assumes the role of another in order to understand and predict personal attitudes and actions. The possession of empathetic skill is a valuable asset in social interaction (p. 109).

Enactment is the final stage of the role process. When successfully exercised it gives the social role stability and continuity. More importantly, adequate enactment of roles contributes to the satisfaction of individual and group goals and tasks.

Social scientists argue that role theory is helpful in understanding organizational behavior since organizations are comprised of individuals interacting certain roles. Handy (1976) suggested that role theory provides "a way of linking theories about individuals to theories about organizations" (p. 53). Bullock and Conrad (1981) offered some implications of role theory for school administrators:

1. The maintenance of an organization is dependent upon the completion of group tasks. Thus, administrators should be concerned with effective role enactment.

2. Clear role expectations and self-role congruence contribute to effective role enactment. Administrators should be sensitive to the ambiguity in role expectations and attempt to clarify expectations for subordinates and ensure that the role incumbent has a clear understanding of the role.

3. Administrators may help provide effective role enactment if they consider role and personality in placing individuals in certain organizational positions. Organizational needs should also be considered when administrators redefine roles.

4. Administrators need to acknowledge that role conflict is inevitable within the organization. They "must continually define and interpret roles in order to deal effectively with role conflicts, as well as with underlying issues that these conflicts may bring into the open" (p. 147-149).

Role theory emphasizes how a particular role is defined and explains the specific characteristics of the definition. Such a theoretical base is imperative to this study as it provides the foundation for administrative and leadership behavior in the educational setting.

Administrative Behavior

The principalship is a part of a larger whole. The community in which the principal works has a major influence upon role behavior. The school has certain role structures and expectations within which the principal is expected to act. Pine and Boy (1979) maintained that administrators must form an explicit framework for administration which enables them to visualize a definite rationale for their numerous daily encounters. Armed with a set of theoretical concepts, the principal can operationalize the

administrative process and can learn to function with ease and coherence in a variety of situations. A theory also enables the actor to react and respond with a degree of consistency. Pine and Boy noted that "the more administrators attempt to implement theory, the more they become aware of the consequences between theory and practice, and, hence, greater the degree of professionalism in what they do" (p. 36). Administrative behavior that is anchored in theoretical foundation provides the practitioner with both a rationale and methodology in professional interactions. Mazzarella (1985) added to the necessity for a theoretical approach. She focused on cultural linkages which, as defined, are the collectively accepted meanings, beliefs, and values in a school. Her argument centered upon the various techniques the principal employs to identify the content of culture then acts to influence it. Perrin (1986) touched upon the relevance of leadership theory by stressing the need for a philosophy which states clearly what the school should produce then defines strategies for attaining those goals. He stated that a philosophy which does not explain the purpose and provide the means of an operation is improper (p. 67). Blumberg and Greenfield supported Perrin's view in The Effective Principal. They claimed that the eagerness of a principal to make the school over in one's own image, being "proactive" and quick to assume

initiative in leading the school, and focusing on specific goals as qualities that produce success for principals.

From these perspectives, it is evident that successful behaviors manifested by the principal as a change agent are dependent upon a common vision that fosters a commitment to theory which is based upon the setting of attainable goals accompanied by specific behaviors. Fundamentally, the effect a principal has on a school is a direct result of individual behavior.

Since the role of principal is not well defined, it is difficult to develop every function into a comprehensive job description. Therefore, each principal must tailor the role to meet the goals perceived as important for the school. Gross and Herriott (1965) concluded that there is a positive relationship between the leadership of the principal and school morale, teacher performance, and student learning. DeBevoise (1982) supported the literature related to successful schools which focuses upon the importance of the principalship role in maintaining order, acting as a change agent, setting clear objectives, conveying high expectations for student achievement, offering support and guidance to teachers, providing public rewards and incentives, and spending time in classrooms (p. 31). Brookover and Lazotte stated in their Michigan findings:

In the improving schools, the principal is more likely to be an instructional leader, is more of a

disciplinarian, and perhaps most of all, assumes responsibility for the evaluation of the achievement of basic objectives. Principals in declining schools appear to be permissive and to emphasize informal and collegial relationships with the teachers. They stress public relations and place less emphasis upon providing students with basic education (McCurdy, 1983, p. 9).

Recent research has focused on specific behaviors of principals. Dempsey's dissertation (1972) dealt with teacher perceptions of the effectiveness of elementary school principals in Virginia. Administrative role behavior with respect to personal motivation was addressed in Lewis' Power Motivation of High School and Elementary School Principals in Virginia (1979). McCurdy's (1983) findings divulged significant differences in the ranking of ten common administrative behavior areas which related to actual and ideal activities. The differences were more varied when the behaviors were acted out in the elementary versus secondary setting. Elementary principals ranked teacher evaluation and morale building as low actual and ideal role behaviors, while secondary principals ranked the same role behaviors as the second most important actual and ideal activities.

Instead of providing elaborate explanations of the principalship role and its associated behaviors, Brubaker

and Simon (1987) named and described five major roles of principals: professional and scientific manager, curriculum leader, principal teacher, general manager, and administrator and instructional leader. They asserted that all practitioners fit one of these models and that no one model is better or worse than the others. The principal adapts to the model that best suits individual philosophy, personality, and school culture.

In a 1978 study of school structure, Abramowitz focused on variations in the principalship role. She mentioned one type of role as that of "manager" where one enforces school rules and manages day-to-day operations. In the "colleague" role the principal works with teachers on instruction, involves others in decisions, and supports the autonomy of teachers. As "ambassador" the principal relates personally with parents, students, and community. Abramowitz's final role type is the "principal activity" which is a combining of the first three roles. She contends that the role used in a given situation is contingent upon the principal's authority--does the principal have significant discretion to run the school.

Morris, Crowson, Hurwitz, and Porter-Gehrie (1981) reflected a general consensus among researchers in concluding that the work day of principals is full of a variety of events, each requiring differing degrees of time and expertise. Wolcott's (1973) results indicated the

principalship is characterized by an endless series of face-to-face interpersonal encounters and that the role of principal is highly personal and problem-centered. Morris et al. (1981) studied sixteen urban principals and determined that a great deal of personal discretion exists in decision making and other aspects of the principalship. This confirmed the results of earlier studies which described the highly ambiguous and interpersonal nature of the job. The authors observed principals exercising discretion in (a) monitoring what was happening throughout the school; (b) protecting the school system from the uncertainties of an unpredictable clientele; (c) adapting organizational policies to school needs; (d) realizing personal goals; (e) acquiring power relative to the larger system; (f) adapting to the reward system of the district; and (g) protecting the school from interference in its instructional endeavor (p. 689-692).

Campbell, Corbally, and Nystrand (1983) commented that the following categories represent the functions most often recommended for principals:

1. School-community relationships
2. Curriculum and instruction
3. Pupil personnel
4. Staff personnel
5. Physical facilities
6. Finance and business management

Lipham (1974) grouped the tasks of principals into functional categories that are similar to those listed by Campbell, Corbally, and Nystrand (1983):

1. Instructional program
2. Staff personnel services
3. Student personnel services
4. Financial-physical resources
5. School-community relationships

Using more specific terms, Kellams (1979) described the role of principal:

teacher, instructional leader, democratic leader, statesman, manager, group dynamics leader, philosopher, superman, disciplinarian, public relator, good communicator, politician, technician, decision maker, curriculum designer, data processor, facilitator, human relator, conceptualizer, stimulator, bargainer, legal expert, systems analyzer, drug expert, racial integrator, and change agent (pp. 88-92).

While the writers agreed essentially upon the specific functions of the principalship role, the issue became clouded when attention was drawn to expectations for the role. The researchers conflict in their opinions of expected principalship behaviors and the leadership role in the categories of curriculum and instruction and general administration. The area of most disagreement seemed to be

the perceived role of the principal as instructional leader in the school. Blumberg and Greenfield (1980) supported this notion in their observation:

Principals are captives of their environments and the job is defined by principals in terms of administrative behavior rather than instructional and the traditional idea of the principal operating as instructional leader is constantly in conflict with the pressure to be a manager (Greenfield, 1982, p. 15).

Robert C. Howe, principal of North Kansas City High School, argued in a 1983 speech during the National School Board's conference:

In the areas of curriculum and instruction your principal needs help. Principals like to think of themselves as instructional leaders. However, I fear that the development of curriculum and the improvement of instruction may not be the strongest suit of many principals. The myriad of management details that accompany building administration claims a vast amount of the principal's time. We're constantly putting out brushfires around the schoolhouse, and it is difficult to set aside those things and think about the most important reason we're in the schoolhouse--a child's basic education (p. 8).

Gersten (1982) indicated that filling the role of instructional leader may be the most difficult task a principal faces. He listed major causes of this difficulty as lack of training for the instructional leadership responsibilities, lack of support from superiors and subordinates, and time constraints. Roe and Drake concurred:

It is virtually impossible to assume that the principal can be a real instructional leader and at the same time be held strictly accountable under number one priority for the general operational management detail required by the central office. It is time for reassessment of the principal's role. When this reassessment is achieved, organizational changes can be made so that both proper management and instructional leadership function in harmony (p. 15).

The results of numerous studies support the assertion that principals are actively involved in non-instructional activities of an administrative and managerial nature and spend less time with instructional matters. In his case studies of Chicago principals, Van Cleve Morris discovered that elementary principals devote only 9 percent of their work day to classroom visitation. The secondary principals devote only 7 percent (McCurdy, 1985, p. 14).

Krajewski's (1977) survey of 552 Texas principals and 554 teachers led him to conclude that respondents regarded the principalship role as instructional supervisor as mildly important. On a scale of 1-10 (1 being the highest) principals ranked the role of instructional supervisor as the top priority, yet they ranked it fifth in relation to real behavior. Teachers perceived the ideal role of instructional leader as third highest priority but saw it as next to last in actual behavior.

Results of a 1980 national survey indicated that 40 percent of an elementary principal's time involved office responsibilities. In reporting the study results, Howell stated:

Today's principals are not, and cannot be, instructional leaders in the conventional sense. Perhaps tighter budgets or the flood of paperwork is increasing their secretarial chores. It appears evident, however, that the bonds attaching principals to the office are growing stronger and stronger (p. 333).

Firestone and Herriott (1982) suggested that inherent differences between levels give elementary principals more opportunity to be instructional leaders. Unique secondary characteristics (larger staff size, instructional departmentalization, and diverse goals) prevent or modify the instructional leadership role of secondary principals.

Therefore, instructional leaders at different levels have different tasks to perform. Due to these constraining characteristics the secondary principal may rely on facilitative leadership, which does not require frequent communication. The secondary principal may rely upon leadership from other personnel or external resources to stimulate instructional improvement. Examples of facilitative leadership include resource allocation and teacher assignment to courses (Guzzetti and Martin, 1984, p. 1).

Conclusions from a two-year study by Little and Bird (1984) indicated that effective instructional leadership by school principals exists but that such leadership is rare. Blank (1986) examined the extent of variation in leadership behavior and activities among urban high school principals. Blank measured three instructional roles and three administrative roles performed by principals. His generalizations indicated that secondary principals do exert significant influence in instructional matters, although the evidence is not supported statistically. Erlandson (1980) tested the administrative impact on classroom activities in four Houston, Texas high schools. His results were inconclusive. A comparative analysis of the instructional leadership behavior exhibited by elementary and secondary principals conducted by Guzzetti and Martin (1984) indicated a slight impact on instruction by building principals. The

authors concluded there is no significant difference between principals at the elementary, middle, and high school levels in performance of instructional and fiscal matters.

The reviewed studies concentrated on the perceptual and actual roles of the principal in the area of instruction. Their varied results support the concept that the role of principal is ambiguous and there is no ideal or right prescription for administrative behavior in the instructional leadership realm.

Variables Related to Administrative Behavior

Many variables affect the behavior of building principals. Individual beliefs and values, community philosophy, school board policy, and staff diversification are just a few of the forces causing principals to act. For the purposes of this study, the literature related to the personal traits and characteristics of principals and differences in school organization and location will be scrutinized.

Personal Traits of Principals

An effective administrator is committed to the philosophy of the school and possesses the vision and energy to make it work. The key words--commitment, vision, and energy--are central elements of personal traits of the principal. Lamb and Thomas (1984) listed commitment as the first of six necessary attributes of principals (pp. 22-23). McCurdy (1983) mentioned commitment to quality and

commitment to the staff and school as two essential personal traits of effective principals (p. 21). McCleary and Thomson (1979) stated that numerous leadership demands are placed on the principalship. Principals are expected to possess good mental attitudes, be physically fit, and exhibit commitment to the job. Stogdill (1948) profiled the successful leader as an individual possessing a strong sense of responsibility, vigor, and persistence in the pursuit of goals; originality in problem-solving; and self-confidence (Morphet, Johns, Reller, 1974, p. 130).

Gorton and McIntyre (1976), in their national study of the principalship, asserted that principals have as one of their strongest assets "an ability to work with different kinds of people having various needs, interests, and expectations." The researchers added:

They seem to understand people, know how to motivate them, and how to deal effectively with their problems. It is primarily this factor, rather than a technical expertise, that caused the "significant others" to perceive these principals as accessible and effective administrators (p. 28).

Conklyn (1976) concluded that personal motivation is an important factor in determining the job definition for principals. She specifically identified career goals and reward structures as internal factors which powerfully

influence the role perceptions of principals (p. 19). McCurdy (1983) concurred with Greenfield's research which concluded that administrative work and style are shaped more by individual basic personality structure and previous experiences than by variables such as education, years in the profession or type, size, and location of the school (p. 17).

Some authors do not support the previously mentioned findings. DeBevoise (1982) argued that personal traits give few clues to the ability to lead. He contends that age, training, and personality types of principals do not relate significantly to their job behaviors (p. 7). Other authors state that leadership style is determined more by the expectations of organizational membership and the requirements of the situation than by the personal traits of the leader. This is illustrated by reference to a study by Berman (1982) which focused upon the actual behaviors of male and female principals. She suggested that the task performance of a principal seems to be influenced more by the nature of the job than by the sex of the principal. However, she noted some behavioral differences between male and female principals. Female principals had:

1. a higher percentage of contacts initiated by others;
2. shorter desk work sessions during the school day

and more time spent in this activity during after-school hours;

3. a higher percentage of total contacts with superiors;
4. longer average durations for scheduled meetings, phone calls, and unscheduled meetings; and
5. cooperative planning more often taking place during scheduled meetings (p. 62).

DeBovoise (1982) argued there is evidence that the gender of the principal may have an effect on leadership style.

Salley, McPherson, and Baehr (1979) conducted a study of 619 principals which viewed the principalship as an occupation, attempted to identify the job dimensions, and integrate those with the characteristics of the principal, the school, and the community served. They indicated that personal characteristics of the principal produce the fewest differentiations. However, there were some differentiations based on race and sex that should not be ignored.

The authors supported personality, gender, age, and experience as factors which contribute to the perceived role and actual job behaviors of principals. Discussion remains open as to the degree of impact these variables have upon the role.

School Organization and Size

The existing literature gave much attention to the variable of school organization as an influence on the administrative role. School organization relates to whether the school is an elementary, junior high/middle school, or senior high. Staffing, departmentalization, size, and curriculum complexity fall under the heading of school organization.

The authors suggested that elementary and secondary schools are different in several aspects. Firestone and Herriott (1982) supported this stance. They insisted that the elementary schools feel a stronger sense of purpose and place greater emphasis on basic skills instruction. They also contended that high school structure is so different from elementary due to the departmentalization of instruction. Teacher specialization and staff size also contribute to structural looseness being accentuated at the secondary level thus creating the major factor which sets the two apart (p. 10). Yukl wrote in a study for NIE:

The delegation of responsibility by principals for administrative function should be greater for larger schools than for smaller ones since the administrative workload increases with size. Also, problems with faculty and other staff members are likely to be handled in a more formalized, less personal manner in large schools

where principals have less time to spend on an individual basis. And, since there is more role specialization and complexity of operations in high schools than in elementary schools, more coordination and planning are probably needed (McCurdy, 1983, p. 46).

Little and Bird (1984) asserted that "sheer size, curriculum complexity and diversity of interests make a comparable set of role performances of secondary and elementary principals problematic" (p. 5).

Mazzarella (1985) clarified the issue by maintaining that secondary principals interact more with administrative staff, spend more time in staffing activities, decision making and fiscal matters, and manage relations with more external entities than elementary principals. She added that "secondary principals have more duties connected to extracurricular activities, more interruptions, and more correspondence to handle than do elementary principals while the latter spend more time with superiors and parents" (p. 2).

The literature clearly differentiates between elementary and secondary schools. It also identifies those traits which create a contrast between the two organizational levels thus calling for differing types or styles of administrative behavior. Although organizational levels may warrant differing job prescriptions for

principals, size and location of the school may be more dynamic factors of influence. McCurdy (1983) maintained there is no question that school size and location influence what the principal does more than whether the school is an elementary, junior high/middle school or high school (p. 117).

School Location and Setting

The setting or location of a school influences the role perceptions and actual behaviors of the principal. Observers may differ on the degree of impact but there appears to be general agreement that these additional factors have affected the principalship role: (a) collective bargaining, (b) student and parent activism, (c) increased involvement of the courts and legislatures in school business, (d) societal expectations of the school's mission, and (e) the increased size and complexity of schools and school districts (Bankston, 1983, pp. 37-38).

Crowson and Porter-Gehrie (1980) observed 10 urban principals and identified 16 specific coping strategies used to deal with problems of inadequate time, enrollment decline, challenges to authority, diverse community and parent expectations, and conflicting role expectations. Their results were not definitive in terms of identifying the antecedents and consequences of various strategies, but did describe the coping behavior of principals in great detail. Concerning their study, Popperhagen, Mingus, and

Rogers (1980) wrote that all principals perceived themselves competent in administrative tasks. However, suburban principals interacted more with the central office and enjoyed more autonomy than urban principals. Urban principals worked similar hours and were uniformly satisfied with their situation unlike suburban principals who varied significantly in level of hours worked and job satisfaction (p. 69). Huling-Austin, Stiegelbauer, and Muscella (1985) surveyed the numerous roles of principals in high schools across the country. The sample included urban, mid-size city, suburban and rural districts. Differences among roles and frequency of enactment were found in six major categories: vision and goal setting, structuring the school as a workplace, managing change, collaborating and delegating, decision making, and guiding and supporting staff. Wohl's (1976) findings supported the idea that leadership expectations differ in schools due to their culture and mission. This was noted in numerous works. Blank (1986) wrote:

It is noteworthy that principals of schools with a high proportion of low-income students tend to be strong leaders in instructional innovation. This finding may be showing the effects of greater attention to academic improvement in urban high schools serving predominantly poor students (p. 17).

A conclusion in a dissertation written by Cusack (1982) comparing stress levels between elementary and secondary principals in Virginia revealed that elementary principals in schools with high minority enrollment associated higher levels of stress in the area of administrative responsibility than did secondary principals with similar student enrollments. Etheridge's profile of the senior high school principalship in Virginia (1981) focused upon the relationships between ages, years of experience, levels of formal education completed, sizes of schools administered and the perceptions principals had of six variables-- administrative roadblocks, ratings of job characteristics, utility of preparation coursework, ratings of educational tasks, beliefs about broad educational tasks, and allocations of time for a typical work week. Other studies addressed declining enrollments, challenges to authority, diverse community and parent expectations and conflicting role expectations as issues of importance for principals. Studies focused on administrative planning, school management, extracurricular activities, and student behavior were also reviewed.

Summary

There is general agreement among the authors that role perceptions and expectations originate from a broad theory base which provides the incumbent with a foundation from which to act. The philosophy and personality of the

incumbent combine with other factors to form perceptions. The research is clear that much ambiguity exists regarding the role of school principals. However, there is little agreement as to which factors exert the greatest influence upon the principal. The authors acknowledge that the personal traits of the individual principal influence job performance. However, most of the research reviewed places greater emphasis upon the school's organization, size, location, and citizenry as the major shapers of principalship behavior. From this perspective, the literature gives mixed support for the hypothesis stated in this study.

Chapter III

Methodology

Background

A large body of literature reveals a profusion of information dealing with the various aspects of the principalship role. Existing material on the subject fails to resolve the differences in diverse opinions concerning issues related to the behaviors of principals. Since there are no generally accepted or agreed upon role expectations for principals, one approach to clarify or lessen the ambiguity surrounding the role is to question those in the principalship about their perceptions of the job. Specific statements which focus upon the perceived level of significant importance attributed to various administrative behaviors will typify the questioning procedure.

A comprehensive study of Alabama principals by Bankston (1986) was found appropriate for partial replication by the present study. The methodology and procedure found in Bankston's study were adapted for use (see Appendix A).

Subjects

The data for this study were gathered from principals in elementary, middle, and high schools in Virginia. Vocational, technical, career centers, community education centers, alternative, combined, and special education centers were excluded from the study.

Sampling Procedure

The population sample was drawn from the returned mailed questionnaires. Questionnaires were sent to 1,642 Virginia school principals. At the time of the mailing, there were 1,114 elementary schools, 250 middle level schools, and 278 senior high schools.

In order to draw a sample which would be representative of the total population all schools were contacted for a response. A stratified random sample of 700 principals was ascertained as an adequate representation of elementary, middle, and senior high levels. Each sampling (elementary, middle, and high school) was equal to its percentage of the total population. Elementary schools made up 68% of the total, therefore, 476 elementary principals were selected to comprise the sample to be tested. The middle level principals chosen for data analysis totaled 105 (15% of the population) and 119 senior high principals (17%) made up the remainder of the test sample. The large stratified sample allowed for better representation of smaller groups whose responses directly relate to the hypotheses. For example, approximately 5% of senior high principals are female. This group may have been missed entirely or poorly represented by a simple random selection process. Also, the large sample allowed for greater statistical degrees of freedom thus leading to richer data from which to draw conclusions.

The following procedures were used to draw the statistical sample:

1. All public school principals in Virginia were mailed a questionnaire with an explanatory cover letter (see Appendix B and Appendix C).

2. All returned questionnaires were separated by organizational level of the respondent's school. The returns totaled 975 of the 1,642 surveys mailed (14 were incomplete or unusable).

3. Each grouping of returned surveys was placed in a separate box.

4. Samples to be tested were randomly drawn from each group. In the sample of 700, 476 surveys were drawn from the usable elementary school total of 629, 105 samples were selected from the usable junior high/middle school total of 159, and 119 samples were taken from the usable senior high total of 173.

5. A sample of 30 surveys was drawn randomly from those not chosen for the statistical analysis. The sample of 20 elementary, five middle level, and five senior high respondents was used to test instrument reliability.

Instrumentation

The research instrument was designed in 1981 by Jerald D. Richmond for use in Building-level Leadership in the Urban School System. Richmond developed the instrument and field tested it for content and validity utilizing a jury of

practitioners. Principals were asked to support or eliminate items related to administrative principles and practices and those characteristics of principals which seemed pertinent for inclusion in the instrument. Only items deemed relevant to the perceptions of principals were retained for use in the questionnaire.

Reliability was determined by the comparison of scaled responses from six inner city principals who field tested the final instrument. Their responses per item were evaluated for similarity or likeness by a group of experts who judged the instrument to be highly reliable.

Bankston used Richmond's instrument in her study. She computed statistical correlations on each of the factors or areas of administrative behavior to determine reliability. The resulting coefficients ranged from .59 to .91 with an overall Cronbach's Alpha of .91.

The present researcher made minor changes in the wording of some statements in the original instrument. Richmond authorized the minor changes (Appendix A). Although the alterations did not greatly affect the character or content of the instrument, tests of reliability were calculated.

Instrument reliability was tested by random selection of 30 samples from the 261 returned questionnaires not used to test the hypotheses. Correlation coefficients were calculated on the responses for each item under the

categories of school program, management, climate, and personnel administration. The analysis was not carried further to other categories because the values found in the correlation coefficient matrixes of the above mentioned categories were consistently low indicating that the instrument questions conveyed the same meaning for the investigator and the respondents. The small standard deviations in the item responses indicate that the items appeared to hold the same meaning for the respondents. These data are shown in Tables 1-4.

According to Galfo (1983), reliability is not dependent upon validity; therefore, the separate tests of reliability support the consistency of the instrument as a measuring device. However, validity is limited by reliability. Satisfactory coefficients of reliability allow for instrument validity. Given the fact that this instrument was field tested for content validity by Richmond and that it yielded acceptable reliability coefficients when tested by Bankston and the present researcher, it can be assumed that it measures what it is supposed to measure, ie. it is valid.

The instrument contained 90 items and took approximately 20 minutes for the respondent to complete. There were four sections included in the survey form. The first contained demographic data; the second included nine role areas; the third related to personal attributes, and

Table 1

Test for Reliability - School ProgramMeans and Standard Deviations

Variable	Mean	St. Dev.	Cases
1	4.533333	.7302968	30
2	4.666667	.7111591	30
3	4.2	.8051558	30
4	3.2	.8051558	30
5	4.6	.6214553	30
6	4.633333	.7183953	30
7	4.233333	.727932	30
8	4.1	.7119667	30
9	4.466667	.7302968	30
10	4.433333	.6789106	30
11	4.6	.5632418	30
12	3.733333	.9071871	30
13	3.9	.8448628	30

Matrix of Correlation Coefficients

Variable	1	2	3	4	5
1	1.000	0.421	0.516	0.281	0.106
2	0.421	1.000	0.422	0.602	0.234
3	0.516	0.422	1.000	0.521	-0.179
4	0.281	0.602	0.521	1.000	0.165
5	0.106	0.234	-0.179	0.165	1.000
6	-0.074	0.292	-0.107	0.131	0.433
7	0.342	0.222	0.153	0.094	0.518
8	0.292	0.204	0.144	0.385	0.249
9	0.293	0.642	0.305	0.481	0.046
10	0.422	0.167	-0.038	0.214	0.262
11	0.453	0.430	0.259	0.182	0.118
12	0.326	-0.036	0.028	0.217	0.416
13	0.425	0.057	-0.122	-0.020	0.578

(table continues)

Matrix of Correlation Coefficients

Variable	6	7	8	9	10
1	-0.074	0.342	0.292	0.293	0.422
2	0.292	0.222	0.204	0.642	0.167
3	-0.107	0.153	0.144	0.305	-0.038
4	0.131	0.094	0.385	0.481	0.214
5	0.433	0.518	0.249	0.046	0.262
6	1.000	0.301	0.276	0.074	0.054
7	0.301	1.000	0.220	-0.017	-0.002
8	0.276	0.220	1.000	-0.027	0.121
9	0.074	-0.017	-0.027	1.000	0.552
10	0.054	-0.002	0.121	0.552	1.000
11	0.136	0.320	0.189	0.386	0.379
12	0.162	0.254	0.416	0.194	0.530
13	0.051	0.488	0.247	0.246	0.619

Matrix of Correlation Coefficients

Variable	11	12	13
1	0.453	0.326	0.425
2	0.430	-0.036	0.057
3	0.259	0.028	-0.122
4	0.182	0.217	-0.020
5	0.118	0.416	0.578
6	0.136	0.162	0.051
7	0.320	0.254	0.488
8	0.189	0.416	0.247
9	0.386	0.194	0.246
10	0.379	0.530	0.619
11	1.000	0.256	0.420
12	0.256	1.000	0.639
13	0.420	0.639	1.000

Table 2

Test For Reliability - ManagementMeans and Standard Deviations

Variable	Mean	St. Dev.	Cases
1	4.466667	.7760792	30
2	4.066667	.8683448	30
3	4.6	.5632418	30
4	4.4	.6746646	30
5	4.6	.5632417	30
6	4.533333	.6288104	30
7	4.233333	.8583598	30
8	4.333334	.7111591	30
9	4.5	.6822882	30
10	4.733333	.6396839	30
11	4.766667	.4301831	30
12	4.533333	.6288102	30

Matrix of Correlation Coefficients

Variable	1	2	3	4
1	1.000	0.259	-0.032	0.290
2	0.259	1.000	0.338	0.188
3	-0.032	0.338	1.000	0.436
4	0.290	0.188	0.436	1.000
5	0.600	0.197	0.348	0.526
6	0.603	0.375	0.136	0.293
7	0.245	0.580	0.200	0.429
8	0.208	0.689	0.517	0.359
9	0.456	0.000	-0.090	-0.000
10	0.190	0.219	0.364	0.415
11	0.337	0.597	0.171	0.214
12	0.038	0.248	-0.058	0.293

(table continues)

Matrix of Correlation Coefficients

Variable	5	6	7	8
1	0.600	0.603	0.245	0.208
2	0.197	0.375	0.580	0.689
3	0.348	0.136	0.200	0.517
4	0.526	0.293	0.429	0.359
5	1.000	0.526	0.414	0.430
6	0.526	1.000	0.592	0.360
7	0.414	0.592	1.000	0.772
8	0.430	0.360	0.772	1.000
9	0.359	0.321	-0.088	0.071
10	0.555	0.194	0.431	0.430
11	0.455	0.476	0.619	0.488
12	0.039	0.215	0.528	0.360

Variable	9	10	11	12
1	0.456	0.190	0.337	0.038
2	0.000	0.219	0.597	0.248
3	-0.090	0.364	0.171	-0.058
4	-0.000	0.415	0.214	0.293
5	0.359	0.555	0.455	0.039
6	0.321	0.194	0.476	0.215
7	-0.088	0.431	0.619	0.528
8	0.071	0.430	0.488	0.360
9	1.000	-0.079	0.059	0.080
10	-0.079	1.000	0.643	0.023
11	0.059	0.643	1.000	0.221
12	0.080	0.023	0.221	1.000

Table 3
Test for Reliability - Climate
Means and Standard Deviations

Variable	Mean	St. Dev.	Cases
1	4.633333	.5560535	30
2	4.5	.7768194	30
3	4.9	.3051286	30
4	4.833334	.379049	30
5	4.733333	.4497764	30
6	4.566667	.504007	30

Matrix of Correlation Coefficients

Variable	1	2	3	4	5	6
1	1.000	0.758	0.183	0.354	0.423	0.398
2	0.758	1.000	-0.073	0.410	0.197	0.220
3	0.183	-0.073	1.000	0.149	0.302	0.157
4	0.354	0.410	0.149	1.000	0.539	0.331
5	0.423	0.197	0.302	0.539	1.000	0.537
6	0.398	0.220	0.157	0.331	0.537	1.000

Table 4

Test for Reliability - Personnel AdministrationMeans and Standard Deviations

Variable	Mean	St. Dev.	Cases
1	4.4	.770132	30
2	4.566667	.5683208	30
3	3.8	.8866832	30
4	4.7	.5349831	30
5	4.733333	.5208305	30
6	4.233333	.8172002	30
7	4.066667	.8276819	30
8	4.666667	.5466723	30

Matrix of Correlation Coefficients

Variable	1	2	3	4
1	1.000	0.331	0.121	0.218
2	0.331	1.000	0.575	0.238
3	0.121	0.575	1.000	0.160
4	0.218	0.238	0.160	1.000
5	-0.241	0.412	0.553	0.446
6	-0.099	0.448	0.495	0.245
7	0.444	0.283	0.583	0.202
8	0.246	0.518	0.569	0.354

Variable	5	6	7	8
1	-0.241	-0.099	0.444	0.246
2	0.412	0.448	0.283	0.518
3	0.553	0.495	0.583	0.569
4	0.446	0.245	0.202	0.354
5	1.000	0.637	0.443	0.525
6	0.637	1.000	0.537	0.489
7	0.443	0.537	1.000	0.660
8	0.525	0.489	0.660	1.000

the fourth allowed respondents to add personal comments.

The scale for recording responses was the following:

- 1 = no significance - do not agree
- 2 = of limited significance - agree with reservations
- 3 = significant, and an essential for adequate performance - agree
- 4 = of greater than average significance - agree with emphasis
- 5 = highly significant, a critical area - strongly agree.

A copy of the instrument may be found in Appendix B of this study.

Method of Analysis

Due to the data collected, the variables, and the purpose of the study, the procedure deemed most appropriate for the treatment was the analysis of variance.

The ANOVA technique was used to examine the relationships among and between the groups and then carried out the correct tests of significance. Significant differences existed if $p < .10$.

Chapter IV

Analysis of Findings

The purpose of this study was to examine and compare the role perceptions of the school principal in Virginia. In this chapter the participants will be profiled, the testing of the hypotheses will be reported, and the findings and data presented.

The Respondents

A questionnaire was mailed to 1,642 Virginia public school principals. Usable returns were received from 961 for a return rate of 58.53%. The respondents included 629 elementary school principals, 159 middle school principals, and 173 senior high school principals. A testing sample of 700 was selected by a stratified random selection process. Data analysis was performed on 476 elementary principals' responses, 105 middle level principals' responses, and 119 senior high principals' responses. These data are presented in Table 5.

The Survey Instrument

The instrument contained 91 items. The first ten questions contributed data which aided the construction of a profile of Virginia public school principals, and the remaining 81 items were used to ascertain:

1. If the perceptions of principals regarding their role differ according to the level of school which

- the principal administers, ie., elementary school, middle level school, senior high school,
2. If the perceptions of principals regarding their role differ due to differences in their sex, age, or race,
 3. If the perceptions of principals regarding their role differ according to the location of the principals' school, ie., suburban, urban, rural.

Table 5

Organizational Level of Participants, Percent of Returns, and Sample Tested

Organizational Level	Surveys Mailed	Usable Surveys Returned	Percent of Returns	Sample Tested
Elementary	1,114	629	56.46	476
Middle level	250	159	63.60	105
Senior high	278	173	62.23	119
TOTAL	1,642	961	58.53	700

General Findings

Personal and situational data which describe the 700 respondents are presented in Table 6. The data revealed that public school principals in Virginia generally are white, male, age 40-59, and married. A large majority (98.7%) hold at least a master's degree while nearly a

quarter of the respondents hold an advance certificate or doctoral degree. Virginia public school principals are experienced. The majority (68.7%) have been principals for 6 or more years. Generally Virginia principals administer programs in schools in which the average student enrollment is fewer than 799.

Table 6

Respondents: Personal and Situational Variables

Personal and Situational Variables	Number	Percent
Sex		
Male	521	74.4
Female	179	25.6
Total	700	100.0
Race		
Black	101	14.4
White	586	83.7
Other	13	1.9
Total	700	100.0
Age		
20-29	0	0.0
30-39	108	15.4
40-49	363	51.9
50-59	204	29.1
60-above	25	3.6
Total	700	100.0
Marital Status		
Married	624	89.1
Divorced	45	6.4
Single	27	3.9
Widowed	4	0.6
Total	700	100.0

(table continues)

Respondents: Personal and Situational Variables

Personal and Situational Variables	Number	Percent
Educational Preparation		
BS/BA	9	1.3
MA/MS/M.ED.	530	75.7
ED.S. or 6th Year Certificate	72	10.3
ED.D./Ph.D.	89	12.7
Total	700	100.0
Current Position		
Elementary School	476	68.0
Middle Level School	105	15.0
Senior High School	119	17.0
Total	700	100.0
Total Years as Principal		
First year	49	7.0
02-05	170	24.3
06-10	127	18.1
11-15	132	18.9
16 or more	222	31.7
Total	700	100.0
Current Position		
First year	98	14.0
02-05	307	43.9
06-10	140	20.0
11-15	84	12.0
16 or more	71	10.1
Total	700	100.0
School Enrollment		
Less than 100	7	1.0
101-499	319	45.6
500-799	224	32.0
800-999	71	10.1
1,000 or more	79	11.3
Total	700	100.0
Location		
Suburban	259	37.0
Urban	131	18.7
Rural	310	44.3
Total	700	100.0

Since the purpose of this study was to determine whether statistically significant differences existed among the identified groups, the data were analyzed through the SPSS/PC computer program. Five independent variables were chosen for the study. The first independent variable was the organizational level of the school. Sub-classifications were elementary, middle, and senior high. The second independent variable was sex, described as male and female. The third independent variable was age. It was divided into five sub-classes, ie. 20-29 years old, 30-39 years old, 40-49 years old, 50-59 years old, and 60 years old and older. The fourth independent variable was race. It was described as black, white, and other. The fifth independent variable was the location of the principals' schools. This variable included the sub-classes of suburban, urban, and rural. The dependent variables were the 10 categories or areas of principalship behavior which make up sections II and III of the questionnaire. Those variables were the following:

- A. School Program - 13 items
- B. Management - 12 items
- C. Climate - 6 items
- D. Personnel Administration - 8 items
- E. Student Affairs - 5 items
- F. Professional Development - 10 items
- G. Self-Development - 5 items

H. School-Community Relations - 5 items

I. The School and the Law - 5 items

J. Personal Attributes - 11 items

An analysis of variance was figured in order to determine if any differences in perceptions of the dependent variables could be identified for the sub-classifications of the independent variables. The results of all possible combinations are presented in Tables 7-11.

Significant differences at the $p = .10$ level would exist for the sub-classifications in these tables for all values of .10 or less. For example, for the independent variable "school assignment," the dependent variable "school program has an F-value of 0.55 and $p = .59$. This means that there is no difference in the perceptions of school programs by elementary, middle level, and senior high school principals. Tables 7-11 show that the null hypotheses of no differences in perception of the dependent variables for the sub-classifications of sex, race, age, level of assignment, and location of the school are accepted with no more than a 10% chance of risking a Type II error.

Since the collected data did not provide enough evidence to reject the stated hypotheses, it seemed appropriate to examine the importance of each factor as it related to each study hypothesis. A detailed description of each factor follows.

Table 7

Analysis of Variance Between the Dependent Variables and the
Independent Variable of Level of School Assignment

Dependent Variables	Approx. F	Signif. Level
School Program	0.55	.59
Management	0.58	.58
Climate	1.08	.36
Personnel Administration	1.42	.26
Student Affairs	0.34	.72
Professional Development	2.29	.12
Self-Development	0.51	.61
School-Community Relations	1.07	.36
School and the Law	0.94	.60
Personal Attributes	0.64	.54

Table 8

Analysis of Variance Between the Dependent Variables and the
Independent Variable of Sex

Dependent Variables	Approx. F	Signif. Level
School Program	0.06	.81
Management	0.27	.61
Climate	0.10	.90
Personnel Administration	0.12	.73
Student Affairs	0.60	.55
Professional Development	0.00	.95
Self-Development	0.13	.72
School-Community Relations	0.23	.64
School and the Law	0.49	.50
Personal Attributes	0.03	.86

Table 9

Analysis of Variance Between the Dependent Variables and the
Independent Variable of Age

Dependent Variables	Approx. F	Signif. Level
School Program	0.48	.63
Management	0.16	.85
Climate	1.01	.38
Personnel Administration	0.70	.51
Student Affairs	0.38	.69
Professional Development	1.82	.18
Self-Development	1.53	.23
School-Community Relations	0.47	.64
School and the Law	0.07	.93
Personal Attributes	0.74	.51

Table 10

Analysis of Variance Between the Dependent Variables and the
Independent Variable of Race

Dependent Variables	Approx. F	Signif. Level
School Program	0.21	.65
Management	0.79	.62
Climate	0.61	.55
Personnel Administration	2.44	.12
Student Affairs	1.08	.31
Professional Development	0.73	.56
Self-Development	1.64	.21
School-Community Relations	0.12	.73
School and the Law	2.22	.14
Personal Attributes	2.39	.13

Table 11

Analysis of Variance Between the Dependent Variables and the
Independent Variable of School Location

Dependent Variables	Approx. F	Signif. Level
School Program	1.35	.28
Management	0.46	.64
Climate	0.56	.59
Personnel Administration	0.38	.70
Student Affairs	0.44	.65
Professional Development	0.31	.74
Self-Development	1.85	.18
School-Community Relations	0.49	.62
School and the Law	0.17	.84
Personal Attributes	0.48	.63

The relative level of importance of the 10 factors was estimated from the mean responses to each factor. The means for the factors were calculated from ratings assigned by the respondents in the study using the following Likert scale:

- 1 = no significance - do not agree
- 2 = of limited significance - agree with reservations
- 3 = significant, and an essential for adequate performance - agree
- 4 = of greater than average significance - agree with emphasis
- 5 = highly significant, a critical area - strongly agree

The responses of the principals to Factor A, School Programs, are presented in Table 12. This factor generally included items related to curriculum and instruction. The questionnaire items with the highest loadings were principal actively leads in curriculum development, principal understands characteristics of youth, and the school offers programs for special student needs (see Appendix D for a complete listing of items for Factor A). The mean for all principals was 4.20 which placed this factor at a greater than average level of importance. The mean responses for principals by level were elementary, 4.20; middle, 4.25; and senior high, 4.16. The mean responses by age were 30-39 years, 4.16; 40-49 years, 4.16; 50-59 years, 4.27; and 60 years and older, 4.20. The mean response for males on this

factor was 4.15 and females recorded a mean of 4.33. The mean response of blacks was 4.37 and that of whites, 4.17. The mean responses of principals by location were suburban, 4.25; urban, 4.30; and rural, 4.11.

Table 12

Mean Responses of Principals to Factor A: School Program

	Number	Mean
Organizational level		
Elementary	476	4.20
Middle	105	4.25
Senior high	119	4.16
Age		
30-39	108	4.16
40-49	363	4.16
50-59	204	4.27
60+	25	4.20
Sex		
Male	521	4.15
Female	179	4.33
Race		
Black	101	4.37
White	586	4.17
Location		
Suburban	259	4.25
Urban	131	4.30
Rural	310	4.11

The responses of the principals to Factor B, Management, are presented in Table 13. This factor generally included items related to the principals' knowledge, understanding, and application of principles

of learning. The items with the highest loadings were administrators are visible and accessible, and the principal effectively schedules teacher and student time in curriculum matters (see Appendix D for a complete listing for Factor B). The mean for all principals was 4.39 which placed this factor at a greater than average level of importance. The mean responses for principals by level were elementary, 4.37; middle, 4.45; and senior high, 4.35. The mean responses by age were 30-39 years, 4.38; 40-49 years, 4.36; 50-59 years, 4.42; and 60 years and older, 4.36. The mean response for males on this factor was 4.35 and females recorded a mean response of 4.45. The mean response of blacks was 4.47 and that of whites, 4.35. The mean responses of principals by location were suburban, 4.42; urban, 4.14; and rural, 4.30.

The responses of the principals to Factor C, Climate, are presented in Table 14. This factor included questionnaire items related to fostering a climate and environment conducive to school pride. All the items included in this factor had high mean values (see Appendix D for a complete listing of items for Factor C). The mean response for all principals was 4.68 which placed this factor near the critical level of importance. The mean responses for principals by level were elementary, 4.69; middle, 4.72; and senior high, 4.63. The mean responses by age were 30-39 years, 4.69; 40-49 years, 4.67; 50-59 years,

Table 13

Mean Responses of Principals to Factor B: Management

	Number	Mean
Organizational level		
Elementary	476	4.37
Middle	105	4.45
Senior high	119	4.35
Age		
30-39	108	4.38
40-49	363	4.36
50-59	204	4.42
60+	25	4.36
Sex		
Male	521	4.35
Female	179	4.45
Race		
Black	101	4.47
White	586	4.35
Location		
Suburban	259	4.42
Urban	131	4.14
Rural	310	4.30

4.70; and 60 years and older, 4.68. The mean response for males on this factor was 4.65 and females recorded a mean of 4.78. The mean response of blacks was 4.73 and that of whites, 4.68. The mean responses of principals by location were suburban, 4.73; urban, 4.72; and rural, 4.63.

Table 14

Mean Responses of Principals to Factor C: Climate

	Number	Mean
Organizational level		
Elementary	476	4.69
Middle	105	4.72
Senior high	119	4.63
Age		
30-39	108	4.69
40-49	363	4.67
50-59	204	4.70
60+	25	4.68
Sex		
Male	521	4.65
Female	179	4.78
Race		
Black	101	4.73
White	586	4.68
Location		
Suburban	259	4.73
Urban	131	4.72
Rural	310	4.63

The responses of the principals to Factor D, Personnel Administration, are presented in Table 15. This factor included items which related to establishment of clear personnel policies, recruitment, selection, and promotion of teachers. The items in this factor with the highest means related to open, two-way communication and "team" membership and conduct (see Appendix D for a complete listing of items for Factor D). The mean response for all principals was 4.35 which placed this factor at the better than average

level of importance. The mean responses for principals by level were elementary, 4.30; middle, 4.42; and senior high, 4.32. The mean responses by age were 30-39 years, 4.33; 40-49 years, 4.29; 50-59 years, 4.36; and 60 years and older, 4.33. The mean response of males on this factor was 4.28 and females recorded a mean of 4.42. The mean responses of blacks was 4.40 and that of whites, 4.30. The mean

Table 15

Mean Responses of Principals to Factor D: PersonnelAdministration

	Number	Mean
Organization level		
Elementary	476	4.30
Middle	105	4.42
Senior high	119	4.32
Age		
30-39	108	4.33
40-49	363	4.29
50-59	204	4.36
60+	25	4.33
Sex		
Male	521	4.28
Female	179	4.42
Race		
Black	101	4.40
White	586	4.30
Location		
Suburban	259	4.35
Urban	131	4.38
Rural	310	4.26

responses of principals by location were suburban, 4.35; urban, 4.38; and rural, 4.26.

The responses of the principals to Factor E, Student Affairs, are presented in Table 16. This factor included items which relate to the principals' awareness of student needs, student activities and student behavior. The item in this factor with the highest mean response related to the principals' sensitivity to student needs (see Appendix D for a complete listing of items for Factor E). The mean response for all principals was 4.46 which placed this factor at the better than average level of importance. The mean responses for principals by level were elementary, 4.42; middle, 4.52; senior high, 4.45. The mean responses by age were 30-39 years, 4.37; 40-49 years, 4.42; 50-59 years, 4.50; and 60 years and older, 4.43. The mean response of males on this factor was 4.40 and females recorded a mean of 4.53. The mean response of blacks was 4.63 and that of whites, 4.41. The mean responses of principals by location were suburban, 4.47; urban, 4.53; and rural, 4.37.

The response of the principals to Factor F, Professional Development, are presented in Table 17. This factor included items which reflected the principals' efforts to inform staff of local and national trends in education and to make the most of staff talent. The items

Table 16

Mean Responses of Principals to Factor E: StudentAffairs

	Number	Mean
Organizational level		
Elementary	476	4.42
Middle	105	4.52
Senior high	119	4.45
Age		
30-39	108	4.37
40-49	363	4.42
50-59	204	4.50
60+	25	4.43
Sex		
Male	521	4.40
Female	179	4.53
Race		
Black	101	4.63
White	586	4.41
Location		
Suburban	259	4.47
Urban	131	4.53
Rural	310	4.37

in this factor with the highest mean response related to the principals' awareness and utilization of staff expertise and the principals' encouragement by teachers to visit classrooms (see Appendix D for a complete listing of items for Factor F). The mean response for all principals was 4.11 which placed this factor at the better than average level of importance. The mean responses for principals by

level were elementary, 4.11; middle, 4.18; and senior high, 4.05. The mean responses by age were 30-39 years, 4.04; 40-49 years, 4.06; 50-59 years, 4.20; and 60 years and older, 4.19. The mean response of males on this factor was 4.05 and females recorded a mean of 4.25. The mean response of blacks was 4.32 and that of whites was 4.06. The mean

Table 17

Mean Responses of Principals to Factor F: Professional Development

	Number	Mean
Organization level		
Elementary	476	4.11
Middle	105	4.18
Senior high	119	4.05
Age		
30-39	108	4.04
40-49	363	4.06
50-59	204	4.20
60+	25	4.19
Sex		
Male	521	4.05
Female	179	4.25
Race		
Black	101	4.32
White	586	4.06
Location		
Suburban	259	4.13
Urban	131	4.25
Rural	310	4.02

responses of principals by location were suburban, 4.13; urban, 4.25; and rural, 4.02.

The responses of the principals to Factor G, Self-Development, are presented in Table 18. This factor included items which related to the principals' involvement in conferences, seminars, and other professional activities. The item in this factor with the highest mean related to the principals' participation in conferences, seminars, and course work (see Appendix D for a complete listing of items for Factor G). The mean response for all principals was 4.08 which placed this factor at the better than average level of importance. The mean responses for principals by level were elementary, 4.07; middle, 4.10; and senior high, 4.07. The mean responses by age were 30-39 years, 4.02; 40-49 years, 4.06; 50-59 years, 4.11; and 60 years and older, 4.22. The mean response of males on this factor was 4.05 and females recorded a mean of 4.15. The mean response of blacks was 4.32 and that of whites was 4.03. The mean responses of principals by location were suburban, 4.07; urban, 4.19; and rural, 4.03.

The responses of the principals to Factor H, School-Community Relations, are presented in Table 19. This factor included items related to specific and effective ways of communication between the school and its citizenry. The item in this factor with the highest mean related to the

Table 18

Mean Responses of Principals to Factor G: Self-
Development

	Number	Mean
Organization level		
Elementary	476	4.07
Middle	105	4.10
Senior high	119	4.07
Age		
30-39	108	4.02
40-49	363	4.06
50-59	204	4.11
60+	25	4.22
Sex		
Male	521	4.05
Female	179	4.15
Race		
Black	101	4.32
White	586	4.03
Location		
Suburban	259	4.07
Urban	131	4.19
Rural	310	4.03

principals' efforts to encourage visitors and make them feel welcome (see Appendix D for a complete listing of items for Factor H). The mean response for all principals was 4.20 which placed this factor at the better than average level of importance. The mean responses for principals by level were elementary, 4.22; middle, 4.24; and senior high, 4.13. The mean responses by age were 30-39 years, 4.13; 40-49 years, 4.15; 50-59 years, 4.31; and 60 years and older, 4.29. The

mean response of males on this factor was 4.17 and females recorded a mean of 4.29. The mean response of blacks was 4.43 and that of whites, 4.16. The mean responses of principals by location were suburban, 4.24; urban, 4.30; and rural, 4.12.

Table 19

Mean Responses of Principals to Factor H: School-
Community Relations

	Number	Mean
Organization level		
Elementary	476	4.22
Middle	105	4.24
Senior high	119	4.13
Age		
30-39	108	4.13
40-49	363	4.15
50-59	204	4.31
60+	25	4.29
Sex		
Male	521	4.17
Female	179	4.29
Race		
Black	101	4.43
White	586	4.16
Location		
Suburban	259	4.24
Urban	131	4.30
Rural	310	4.12

The responses of the principals to Factor I, The School and the Law, are presented in Table 20. This factor

included items related to state and local board policy, federal and state statutes, and state and federal funding formulas. The items in this factor with the highest mean related to the principals' knowledge of state law and an understanding of state and local policy and regulations (see Appendix D for a complete listing of items for Factor I). The mean response for all principals was 4.36 which placed this factor at the better than average level of importance. The main responses for principals by level were elementary, 4.34; middle, 4.37; and senior high, 4.38. The mean responses by age were 30-39 years, 4.29; 40-49 years, 4.30; 50-59 years, 4.44; and 60 years and older, 4.44. The mean response of males on this factor was 4.33 and females recorded a mean of 4.37. The mean response of blacks was 4.53 and that of whites, 4.31. The mean responses of principals by location were suburban, 4.30; urban, 4.39; and rural, 4.36.

The responses of the principals to Factor J, Personal Attributes, are presented in Table 21. This factor included items related to the principals' physical and mental stamina, social skills and overall behavior patterns. The items in this factor with the highest means related to the principals' support of students and staff, ethics, projection of a strong, positive image, and sense of perspective and direction (see Appendix D for a complete

listing of items for Factor J). The mean response for all principals was 4.63 which placed this factor near the

Table 20

Mean Responses of Principals to Factor I: The School and the Law

	Number	Mean
Organization level		
Elementary	476	4.34
Middle	105	4.37
Senior high	119	4.38
Age		
30-39	108	4.29
40-49	363	4.30
50-59	204	4.44
60+	25	4.44
Sex		
Male	521	4.33
Female	179	4.37
Race		
Black	101	4.53
White	586	4.31
Location		
Suburban	259	4.30
Urban	131	4.39
Rural	310	4.36

critical level of importance. The mean responses of principals by level were elementary, 4.60; middle, 4.64; and senior high, 4.64. The mean responses by age were 30-39 years, 4.62; 40-49 years, 4.59; 50-59 years, 4.65; and 60 years and older, 4.59. The main response of males on this

factor was 4.59 and females recorded a mean of 4.68. The mean response of blacks was 4.69 and that of whites, 4.60. The mean responses of principals by location were suburban, 4.62; urban, 4.68; and rural, 4.56.

Table 21

Mean Responses of Principals to Factor J: Personal Attributes.

	Number	Mean
Organization level		
Elementary	476	4.60
Middle	105	4.64
Senior high	119	4.64
Age		
30-39	108	4.62
40-49	363	4.59
50-59	204	4.65
60+	25	4.59
Sex		
Male	521	4.59
Female	179	4.68
Race		
Black	101	4.69
White	586	4.60
Location		
Suburban	259	4.62
Urban	131	4.68
Rural	310	4.56

The means and rankings of all the factors are presented in Tables 22-25. The data indicated that all principals, regardless of school organizational assignment, school

location, or the sex, age, and race of the individual, viewed the principalship role in much the same way. All the groups ranked "climate" as first or most important except senior high principals. Their mean response related to "climate" ranked second in importance (4.63). "Personal attributes" ranked first among senior high principals with a mean of 4.64. The factor of "personal attributes" ranked second in importance with all other categories of principals. The other eight factors achieved consistent rankings throughout by all groups of principals. "Student affairs" ranked either third or fourth among the groups. "Management" ranked either third, fourth, or fifth among the groups with the exception of urban principals who rated it tenth in importance. "The school and the law" ranked fourth, fifth, or sixth with all groups except principals aged 60 and older. They rated it third in importance. "Personnel administration" ranked fifth, sixth, or seventh among the groups of principals. "School-community relations" ranked either sixth, seventh, or eighth among the groups as did the factor of "school program." "Professional development" consistently ranked ninth or tenth in importance with one exception. Urban principals gave it a ranking of eighth. "Self-development" ranked ninth or tenth in importance among the principals with one exception. Principals aged 60 or older rated "self-development" eighth in importance. The variations in mean scores and rankings

of factors by the principals were slight even in the few stated exceptions in rankings by groups. The consistent rankings of the factors and the close mean scores associated with the responses of principals further support the lack of differences among the perceptions principals hold toward their role, thus giving support to the stated hypotheses.

The final section of the survey offered principals the opportunity to make written comments with regard to the study. Comments were received from 44 elementary principals, 11 middle level principals, and 5 senior high principals. All the comments were positive regarding the role of principal and provided worthwhile information and suggestions. The specific comments are listed in Appendix E.

TABLE 22

Means and Rankings of Factors by Principals, Level of School Assignment

Factors	All Principals N=700		Elementary Principals N=476		Middle Principals N=105		Senior Principals N=119	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Climate	4.68	1	4.69	1	4.72	1	4.63	2
Personal Attributes	4.63	2	4.60	2	4.64	2	4.64	1
Student Affairs	4.46	3	4.42	3	4.52	3	4.45	3
Management	4.39	4	4.37	4	4.45	4	4.35	5
The School and the Law	4.36	5	4.34	5	4.37	6	4.38	4
Personnel Administration	4.35	6	4.30	6	4.42	5	4.32	6
School-Community Relations	4.20	7	4.22	7	4.24	8	4.13	8
School Program	4.20	7	4.20	8	4.25	7	4.16	7
Professional Development	4.11	9	4.11	9	4.18	9	4.05	10
Self-Development	4.08	10	4.07	10	4.10	10	4.07	9

TABLE 23

Means and Rankings of Factors by Principals, Age

Factors	AGE							
	30-39		40-49		50-59		60+	
	N=108		N=363		N=204		N=25	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Climate	4.69	1	4.67	1	4.70	1	4.68	1
Personal Attributes	4.62	2	4.59	2	4.65	2	4.59	2
Student Affairs	4.37	4	4.42	3	4.50	3	4.43	4
Management	4.38	3	4.36	4	4.42	5	4.36	5
The School and the Law	4.29	6	4.30	5	4.44	4	4.44	3
Personnel Administration	4.33	5	4.29	6	4.36	6	4.33	6
School-Community Relations	4.13	8	4.15	8	4.31	7	4.29	7
School Program	4.16	7	4.16	7	4.27	8	4.20	8
Professional Development	4.04	9	4.06	9	4.20	9	4.19	10
Self-Development	4.02	10	4.06	9	4.11	10	4.22	9

TABLE 24

Means and Rankings of Factors by Principals, Sex and Race

Factors	SEX				RACE			
	Male N=521		Female N=179		Black N=101		White N=586	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Climate	4.65	1	4.78	1	4.73	1	4.68	1
Personal Attributes	4.59	2	4.68	2	4.69	2	4.60	2
Student Affairs	4.40	3	4.53	3	4.63	3	4.41	3
Management	4.35	4	4.45	4	4.47	5	4.35	4
The School and the Law	4.33	5	4.37	6	4.53	4	4.31	5
Personnel Administration	4.28	6	4.42	5	4.40	7	4.30	6
School-Community Relations	4.17	7	4.29	8	4.43	6	4.16	8
School Program	4.15	8	4.33	7	4.37	8	4.17	7
Professional Development	4.05	9	4.25	9	4.32	9	4.06	9
Self-Development	4.05	9	4.15	10	4.32	9	4.03	10

TABLE 25

Means and Rankings of Factors by Principals, School Location

Factors	SCHOOL LOCATION					
	Suburban N=259		Urban N=131		Rural N=310	
	Mean	Rank	Mean	Rank	Mean	Rank
Climate	4.73	1	4.72	1	4.63	1
Personal Attributes	4.62	2	4.68	2	4.56	2
Student Affairs	4.47	3	4.53	3	4.37	3
Management	4.42	4	4.14	10	4.30	5
The School and the Law	4.30	6	4.39	4	4.36	4
Personnel Administration	4.35	5	4.38	5	4.26	6
School-Community Relations	4.24	8	4.30	6	4.12	7
School Program	4.25	7	4.30	6	4.11	8
Professional Development	4.13	9	4.25	8	4.02	10
Self-Development	4.07	10	4.19	9	4.03	9

Chapter V

Summary, Conclusions, and Recommendations

The statement of the problem, a review of selected literature, an explanation of methods and procedures, and an analysis of the findings were presented in the first four chapters. In this chapter, a summary of the study and the findings are presented. Discussion is drawn from the findings and recommendations for further study are offered.

Summary

The purpose of the study was to examine and compare the role perceptions of the school principal in Virginia. Data were collected to provide a profile of principals according to such demographic and situational variables as sex, age, race, marital status, educational preparation, type of school assignment, school size, and years of administrative experience. The study also sought to determine if perceptions principals hold differ due to personal traits and other variables which affect individual behavior. Specifically, answers to the following questions were sought:

1. What is the perceptual profile of the public school principal in Virginia as evidenced by demographic and situational variables?
2. Do public school principals in Virginia differ in their perceptions as to their sex, age, race, school location, and type of school assignment?

Related literature and research was surveyed to support the theoretical bases for the study and to provide further insight into the problem. Selected literature was reviewed from three perspectives. First, the literature on role theory was reviewed in order to provide a theoretical framework. Second, material was studied which related to the numerous concepts of administrative behavior. Third, relevant literature which identified factors which influence administrative behavior was inspected.

The following null-hypotheses were tested at the $p < .10$ level:

Hypothesis 1: Elementary, junior high/middle level, and senior high principals do not significantly perceive the role of principal differently.

Hypothesis 2: There is no significant difference between principals' perceptions of their role and their sex, age, or race.

Hypothesis 3: Principals of schools located in the suburban, urban, and rural areas of the state do not significantly perceive the role of principal differently.

To determine the perceptions of the role of the principal, public school principals (1,642) in Virginia were asked to complete a questionnaire. Data were analyzed from a stratified, random sample of 700 taken from the total of

surveys returned. The questionnaire gathered personal situational data about the respondents and focused upon ten areas of principals' behavior. The specific areas under scrutiny were: school program, management, climate, personnel administration, student affairs, professional development, self-improvement, school-community relations, the school and the law, and personal attributes. Interrelationships among the dependent and independent variables were measured by use of analyses of variance techniques.

Findings

The findings allow for the following general conclusions:

1. The demographic data, Table 6, indicated that Virginia public school principals were generally white males, aged 40-59 years old, married, and well-experienced in the principalship.
2. The first null-hypothesis that there are no significant differences among elementary, middle level, and senior high principals in their perceptions of the role of the principal was accepted at the $p < .10$ level. Item analysis revealed that the three groups' mean responses to the 80 questionnaire items varied only slightly. The computed probabilities and approximate F-values support the lack of significant differences in the perceptions of respondents.

3. The second hypothesis that there is no significant difference between perceptions principals hold of their role and their age, sex, or race was accepted at the $p < .10$ level. The computed probabilities and approximate F-values support acceptance of the hypothesis because the evidence was insufficient to reject it.

4. The third hypothesis that principals of schools located in suburban, urban, and rural areas do not differ significantly in their perceptions of the role of principal was accepted at the $p < .10$ level. The computed probabilities and approximate F-values support acceptance of the hypothesis because the evidence to reject was insufficient.

The data reported in Tables 12-21 indicated that principals assigned a high level of importance to the ten factors which related to role responsibilities of the principal. The data shown in Table 22 disclosed that principals viewed the role of principal in much the same way. Principals ranked the ten role factors, in order of importance or significance, as follows:

1. Climate
2. Personal Attributes
3. Student Affairs
4. Management
5. The School and the Law
6. Personnel Administration

7. School-Community Relations
8. School Program
9. Professional Development
10. Self-Development

A comparison of the mean scores for each of the role factors indicated that principals did not differ significantly in their perceptions of the principalship role. In every case, the respondents indicated that each factor was considered important or significant for adequate performance in the role of principal.

The 60 written comments reported in Section IV of the questionnaire supply additional support to the collected data. The individual comments offered by the respondents were generally positive about the role of the principal. Some presented a general, philosophical point of view while others addressed specifics related to day-to-day operations and activities. All the comments were a contributing factor toward meaningful completion of this study. The individual comments are located in Appendix E.

Discussion

The major finding of this study is that Virginia public school principals perceive their roles in much the same way. Their perceptions of the administrative role do not differ significantly because of individual differences in sex, race, age, level of school organization, and school location.

In comparing this study to other research, similarities and differences were noted. This study supported the findings of Morris, et. al. (1981) and Wolcott (1973) in that it confirmed through principals the ambiguous and interpersonal nature of their job. It concurred also with several earlier mentioned studies that stressed school-community relations, student services, personnel administration, and curriculum and instruction as vital functions within the principals' behavioral framework.

The findings of this study which rank the school program (curriculum and instruction) as seventh in importance among the behavioral factors give support to earlier studies. Krajewski's (1977) study of Texas principals and teachers, for example, concluded that both groups rate the principal's function as instructional leader of mild importance. Krajewski's respondents rated instruction as fifth in a priority listing of the principal's expected behaviors. Studies by Howell (1981), Gersten (1982), Roe and Drake (1980), and Blumberg and Greenfield (1980) reported that principals give importance to the function of instructional leadership; but, all concluded for various reasons that principals do not adequately fulfill the expected role.

The area of least agreement deals with the principal's personal traits. This study rated "personal traits" second overall as a significant factor of principalship behavior.

Conklyn (1976) wrote that individual motivation is a major determinant in one's personal job description. Thomas (1984), McCurdy (1983), and McCleary and Thomson (1977) concur as to the major influence individual personality has upon the job performance. In contrast, DeBevoise (1982) and Salley, et. al. (1979) found that personal traits of the individual holding the position of principal have little influence upon job-related behaviors. Salley, et. al. (1979) reported that variables relating to type and size of school and not the personal characteristics of the principal accounted for differences in the ways principals described their jobs. Bankston (1983) did not support these findings and neither does the present study.

This study and Bankston's resulted in very similar findings. Bankston found no significant differences in the perceptions Alabama principals held of their role-related behaviors. She compared levels of organization (elementary, middle, and senior high) and location of the principal's school (north, south, east, and west regions) and found no significant differences in the perceptions principals held for their role behaviors. The present study found no significant differences among Virginia principals in their perceptions of the role of principal regardless of the level of an individual school, differences in age, sex, race of the principal, and the location of the school.

Recommendations

The conclusions of this study led to the following recommendations:

1. Another study could compare and contrast principals' perceptions of what those in the principalship should do to those actual behaviors they perform. This focus upon the theoretical or ideal as compared to the real aspects of the job could provide findings which local school boards could use for selection, recruitment, and in-service programs for school principals.

2. Similar or different data from this study could result from an assessment of the perceptions of teachers and parents with regard to what principals should do on the job. A survey of elementary, middle level, and senior high parents and teachers across Virginia could identify the expectations these groups hold for building level administrators. Information gathered from this study could aid local school boards in the selection, recruitment process of administrators and aid principals in the planning and implementation of individual school programs.

3. This study indicated that principals agree in their perceptions of the role of principal and that the various dimensions of the role as defined by the study are important. However, the study did not address the extent or degree of preparedness principals possess for each dimension of their role. A study to determine how well principals are

prepared to handle the different aspects of their role and how well they perform each could supply information for structuring graduate training programs at the colleges and universities and assist in the development of professional growth in-service activities for local and state-wide use.

4. The instrument used in the present study could be revised to make it a more powerful instrument for collecting data. The added strength of the questionnaire would probably allow future researchers to uncover more subtle relationships among the many variables which contribute to the perceptions administrators hold for their role behaviors.

Appendices

Appendix A
Letters of Permission

165 Anderson Ferry Rd., Apt. 82
Cincinnati, Ohio 45238
August 25, 1988

Mr. Howard T. Gillette
1704 Wampler Place
Chesapeake, VA 23321

Dear Mr. Gillette:

Yes, you may use the research instrument, titled "The Urban Principalship (1981)" which I developed and used in my doctoral dissertation at Miami University.

One other time, I gave permission for it to be used. That was at Auburn University, but I am unaware as to what the outcome was. If you would, I would appreciate a copy of the Abstract when your study is completed.

I wish you well.

Sincerely,


JERALD D. RICHMOND

August 29, 1988

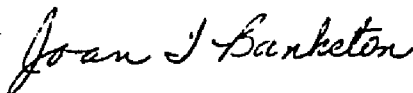
Mr. Howard T. Gillette
1704 Wampler Place
Chesapeake, Va. 23321

Dear Mr. Gillette:

This letter will confirm the telephone conversation earlier in which I granted permission for you to replicate parts of my dissertation titled An Examination And Comparison of Perceptions of The Principal As Perceived By Alabama Public School Principals in connection with research for the dissertation which you propose at the College of William and Mary in Virginia.

Best wishes in your research and your doctoral program. I shall be most interested in learning the results of your study.

Sincerely,



Joan T. Bankston

Jerald D. Richmond

165 Anderson Ferry Road, Apt. 82 / Cincinnati, Ohio 45238.

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January 1, 1989

Mr. Filleto,

Certainly, anything done by man can be improved, and that includes the research instrument which I developed. I would have my permission to use the revised version, and I am certain that be a profitable notation in the body of your study. May I suggest... check with someone to see if something like (rev. 1989) or you'd need to be back on the instrument.

These conditions to be given in formal as your work progresses. I have made members of my committee at Oxford aware of the idea of the instrument. They, also, are highly pleased.

Sincerely,
Jerald D. Richmond

Appendix B

The Principalship Questionnaire

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

102-113

U·M·I

Appendix C
Letter to Principals

February 13, 1989

Dear Principal:

In partial fulfillment of the requirements for an Ed. D. degree in Educational Administration from the College of William and Mary, I am conducting research on the role perceptions of principals. This study will examine and compare the perceptions of the role of the school principal in Virginia as viewed by principals. The study will seek to provide a profile of the principal in Virginia according to such demographic and situational variables as sex, race, age, marital status, educational preparation, level of assignment (elementary, junior high/middle or senior high), school size, and years of administrative experience. The study will also determine if principals' perceptions of role differ according to the organizational level of one's school, the school's geographic location, or the principals' age, sex, or race.

The instrument contains 91 items, and should take approximately 20 minutes for the respondents to complete. There are four sections included in the survey form. The first contains demographic data; the second includes nine role areas; the third relates to personal attributes, and the fourth allows for respondents to add personal comments.

Please respond as accurately as possible to every item. All answers will be stated in general terms. Confidentiality of respondents will be guaranteed.

If you wish to obtain a copy of the study results, please indicate on your answer sheet.

Thank you,

Howard T. Gillette
Howard T. Gillette
1704 Wampler Place
Chesapeake, VA 23321

Appendix D
Means of Factor Items

FACTOR A: SCHOOL PROGRAM

Item	Principals		
	Elementary	Middle Level	Senior High
01. The school program is closely related to and reflective of district and building philosophy and needs.	4.28	4.32	4.24
02. The principal plays a vital role as a leader in curriculum development and instructional improvement in the school.	4.54	4.54	4.49
03. Teachers are actively involved in curriculum development.	4.09	4.09	4.05
04. Students, parents, and representatives of the total community are involved in curriculum development where appropriate.	3.42	3.52	3.30
05. The principal possesses a basic understanding of the characteristics of youth and how they develop.	4.57	4.71	4.63
06. The principal has a basic understanding of leading theories of learning and curriculum design.	4.33	4.38	4.26

FACTOR A: SCHOOL PROGRAM

Item	Principals		
	Elementary	Middle Level	Senior High
07. The principal possesses a thorough knowledge of the total instructional program offered in the building.	4.53	4.49	4.44
08. The total community is viewed as a vital resource for education.	4.09	4.00	4.01
09. The school program emphasizes basic skills and requires performance criteria.	4.47	4.50	4.31
10. The school offers programs for special needs, ranging from the academically gifted and the culturally rich to the handicapped and the culturally deprived.	4.44	4.46	4.39
11. The principal understands district-wide articulation of the instructional program.	4.30	4.43	4.28
12. Attendance and behavior problems have curriculum and community causes and solutions.	3.77	3.99	3.83
13. The principal has an understanding of historical and contemporary purposes of education at various levels.	3.73	3.83	3.87

FACTOR A: SCHOOL PROGRAM

Item	Age			
	30-39	40-49	50-59	60+
01. The school program is closely related to and reflective of district and building philosophy and needs.	4.23	4.25	4.39	4.20
02. The principal plays a vital role as a leader in curriculum development and instructional improvement in the school.	4.56	4.55	4.49	4.33
03. Teachers are actively involved in curriculum development.	4.05	4.10	4.09	3.95
04. Students, parents, and representatives of the total community are involved in curriculum development where appropriate.	3.40	3.35	3.55	3.50
05. The principal possesses a basic understanding of the characteristics of youth and how they develop.	4.60	4.57	4.63	4.62
06. The principal has a basic understanding of leading theories of learning and curriculum design.	4.35	4.30	4.33	4.29
07. The principal possesses a thorough knowledge of the total instructional program offered in the building.	4.48	4.47	4.57	4.41

FACTOR A: SCHOOL PROGRAM

Item	Age			
	30-39	40-49	50-59	60+
08. The total community is viewed as a vital resource for education.	3.98	4.01	4.17	4.12
09. The school program emphasizes basic skills and requires performance criteria.	4.32	4.42	4.56	4.50
10. The school offers programs for special needs, ranging from the academically gifted and the culturally rich to the handicapped and the culturally deprived.	4.40	4.36	4.57	4.54
11. The principal understands district-wide articulation of the instructional program.	4.23	4.29	4.36	4.45
12. Attendance and behavior problems have curriculum and community causes and solutions.	3.81	3.77	3.87	3.82
13. The principal has an understanding of historical and contemporary purposes of education at various levels.	3.68	3.68	3.92	3.91

FACTOR A: SCHOOL PROGRAM

Item	Sex		Race	
	Male	Female	Black	White
01. The school program is closely related to and reflective of district and building philosophy and needs.	4.24	4.40	4.42	4.26
02. The principal plays a vital role as a leader in curriculum development and instructional improvement in the school.	4.47	4.69	4.63	4.51
03. Teachers are actively involved in curriculum development.	4.03	4.24	4.11	4.08
04. Students, parents, and representatives of the total community are involved in curriculum development where appropriate.	3.34	3.68	3.66	3.38
05. The principal possesses a basic understanding of the characteristics of youth and how they develop.	4.56	4.70	4.69	4.58
06. The principal has a basic understanding of leading theories of learning and curriculum design.	4.25	4.52	4.52	4.28
07. The principal possesses a thorough knowledge of the total instructional program offered in the building.	4.43	4.71	4.60	4.49

FACTOR A: SCHOOL PROGRAM

Item	Sex		Race	
	Male	Female	Black	White
08. The total community is viewed as a vital resource for education.	4.01	4.18	4.23	4.02
09. The school program emphasizes basic skills and requires performance criteria.	4.42	4.52	4.60	4.42
10. The school offers programs for special needs, ranging from the academically gifted and the culturally rich to the handicapped and the culturally deprived.	4.41	4.52	4.54	4.42
11. The principal understands district-wide articulation of the instructional program.	4.25	4.49	4.52	4.28
12. Attendance and behavior problems have curriculum and community causes and solutions.	3.78	3.88	4.02	3.77
13. The principal has an understanding of historical and contemporary purposes of education at various levels.	3.76	3.76	4.22	3.68

FACTOR A: SCHOOL PROGRAM

Item	Location		
	Sub-urban	Urban	Rural
01. The school program is closely related to and reflective of district and building philosophy and needs.	4.40	4.33	4.16
02. The principal plays a vital role as a leader in curriculum development and instructional improvement in the school.	4.59	4.53	4.47
03. Teachers are actively involved in curriculum development.	4.09	4.16	4.04
04. Students, parents, and representatives of the total community are involved in curriculum development where appropriate.	3.47	3.47	3.37
05. The principal possesses a basic understanding of the characteristics of youth and how they develop.	4.67	4.66	4.50
06. The principal has a basic understanding of leading theories of learning and curriculum design.	4.37	4.47	4.21

FACTOR A: SCHOOL PROGRAM

Item	Location		
	Sub-urban	Urban	Rural
07. The principal possesses a thorough knowledge of the total instructional program offered in the building.	4.56	4.55	4.43
08. The total community is viewed as a vital resource for education.	4.12	4.14	3.96
09. The school program emphasizes basic skills and requires performance criteria.	4.46	4.52	4.41
10. The school offers programs for special needs, ranging from the academically gifted and the culturally rich to the handicapped and the culturally deprived.	4.56	4.60	4.27
11. The principal understands district-wide articulation of the instructional program.	4.43	4.48	4.14
12. Attendance and behavior problems have curriculum and community causes and solutions.	3.77	3.99	3.76
13. The principal has an understanding of historical and contemporary purposes of education at various levels.	3.70	4.03	3.70

FACTOR B: MANAGEMENT

Item	Principals		
	Elementary	Middle Level	Senior High
The principal . . .			
01. makes effective use of the physical plant to implement curriculum and is knowledgeable in its maintenance and operation.	4.26	4.34	4.28
02. understands new technology and applies it to the attainment of school goals and objectives.	3.94	4.09	3.97
03. puts faith and trust in all personnel through effective delegation of authority and assignment of responsibility.	4.29	4.31	4.39
04. demonstrates organizational skills through effective time and task management.	4.35	4.39	4.25
05. effectively schedules teacher and student time to accomplish curriculum goals and instructional objectives.	4.47	4.49	4.50
06. understands basic administrative and leadership behavior theory and uses this knowledge for effective school leadership.	4.36	4.54	4.38

FACTOR B: MANAGEMENT

Item	Principals		
	Elementary	Middle Level	Senior High
The principal . . .			
07. develops strategies and techniques for crises management and emergencies.	4.18	4.42	4.24
08. understands and applies effective techniques to set goals, implement programs, and evaluate outcomes.	4.25	4.38	4.18
09. selects, motivates, develops, and retains competent office help.	4.42	4.40	4.22
10. maintains high visibility among the students.	4.67	4.74	4.52
11. is accessible to the faculty and staff.	4.77	4.73	4.73
12. effectively manages, controls, and deals with change.	4.49	4.58	4.51

FACTOR B: MANAGEMENT

Item	Age			
	30-39	40-49	50-59	60+
The principal . . .				
01. makes effective use of the physical plant to implement curriculum and is knowledgeable in its maintenance and operation.	4.17	4.25	4.37	4.45
02. understands new technology and applies it to the attainment of school goals and objectives.	4.04	3.95	3.98	3.83
03. puts faith and trust in all personnel through effective delegation of authority and assignment of responsibility.	4.17	4.29	4.43	4.33
04. demonstrates organizational skills through effective time and task management.	4.34	4.33	4.35	4.33
05. effectively schedules teacher and student time to accomplish curriculum goals and instructional objectives.	4.54	4.44	4.51	4.54
06. understands basic administrative and leadership behavior theory and uses this knowledge for effective school leadership.	4.36	4.37	4.45	4.33

FACTOR B: MANAGEMENT

Item	Age			
	30-39	40-49	50-59	60+
07. develops strategies and techniques for crises management and emergencies.	4.27	4.18	4.29	4.29
08. understands and applies effective techniques to set goals, implement programs, and evaluate outcomes.	4.39	4.18	4.31	4.20
09. selects, motivates, develops, and retains competent office help.	4.34	4.38	4.43	4.29
10. maintains high visibility among the students.	4.68	4.63	4.68	4.58
11. is accessible to the faculty and staff.	4.71	4.75	4.76	4.70
12. effectively manages, controls, and deals with change.	4.52	4.51	4.49	4.41

FACTOR B: MANAGEMENT

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
01. makes effective use of the physical plant to implement curriculum and is knowledgeable in its maintenance and operation.	4.30	4.22	4.41	4.26
02. understands new technology and applies it to the attainment of school goals and objectives.	3.96	4.01	4.04	3.96
03. puts faith and trust in all personnel through effective delegation of authority and assignment of responsibility.	4.31	4.32	4.33	4.32
04. demonstrates organizational skills through effective time and task management.	4.28	4.49	4.39	4.33
05. effectively schedules teacher and student time to accomplish curriculum goals and instructional objectives.	4.44	4.58	4.55	4.36
06. understands basic administrative and leadership behavior theory and uses this knowledge for effective school leadership.	4.35	4.50	4.62	4.35

FACTOR B: MANAGEMENT

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
07. develops strategies and techniques for crises management and emergencies..	4.19	4.33	4.39	4.20
08. understands and applies effective techniques to set goals, implement programs, and evaluate outcomes.	4.18	4.44	4.47	4.21
09. selects, motivates, develops, and retains competent office help.	4.38	4.40	4.43	4.37
10. maintains high visibility among the students.	4.64	4.69	4.76	4.63
11. is accessible to the faculty and staff.	4.73	4.80	4.78	4.74
12. effectively manages, controls, and deals with change.	4.47	4.59	4.61	4.48

FACTOR B: MANAGEMENT

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
01. makes effective use of the physical plant to implement curriculum and is knowledgeable in its maintenance and operation.	4.23	4.43	4.25
02. understands new technology and applies it to the attainment of school goals and objectives.	4.00	4.03	3.92
03. puts faith and trust in all personnel through effective delegation of authority and assignment of responsibility.	4.39	4.29	4.25
04. demonstrates organizational skills through effective time and task management.	4.43	4.36	4.24
05. effectively schedules teacher and student time to accomplish curriculum goals and instructional objectives.	4.51	4.60	4.40
06. understands basic administrative and leadership behavior theory and uses this knowledge for effective school leadership.	4.46	4.50	4.28

FACTOR B: MANAGEMENT

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
07. develops strategies and techniques for crises management and emergencies.	4.29	4.31	4.14
08. understands and applies effective techniques to set goals, implement programs, and evaluate outcomes.	4.34	4.42	4.10
09. selects, motivates, develops, and retains competent office help.	4.42	4.41	4.34
10. maintains high visibility among the students.	4.65	4.76	4.60
11. is accessible to the faculty and staff.	4.78	4.78	4.70
12. effectively manages, controls, and deals with change.	4.58	4.61	4.40

FACTOR C: CLIMATE

Item	Principals		
	Elementary	Middle Level	Senior High
The principal . . .			
01. works at building unity of purpose and high morale among the school faculty and staff.	4.64	4.70	4.57
02. fosters a climate and an environment conducive to pride and school spirit on the part of the students.	4.58	4.74	4.55
03. treats a teacher like a professional person.	4.80	4.79	4.78
04. treats students with concern and respect.	4.83	4.80	4.79
05. is supportive of the faculty and staff and fosters interpersonal cooperation and support.	4.73	4.70	4.70
06. employs policies and procedures which promote self-direction and self-confidence on the part of the teacher and school staff.	4.53	4.57	4.41

FACTOR C: CLIMATE

Item	Age			
	30-39	40-49	50-59	60+
The principal . . .				
01. works at building unity of purpose and high morale among the school faculty and staff.	4.59	4.63	4.68	4.54
02. fosters a climate and an environment conducive to pride and school spirit on the part of the students.	4.56	4.59	4.64	4.66
03. treats a teacher like a professional person.	4.82	4.81	4.78	4.79
04. treats students with concern and respect.	4.86	4.81	4.81	4.79
05. is supportive of the faculty and staff and fosters interpersonal cooperation and support.	4.68	4.70	4.77	4.79
06. employs policies and procedures which promote self-direction and self-confidence on the part of the teacher and school staff.	4.60	4.49	4.54	4.50

FACTOR C: CLIMATE

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
01. works at building unity of purpose and high morale among the school faculty and staff.	4.61	4.72	4.73	4.62
02. fosters a climate and an environment conducive to pride and school spirit on the part of the students.	4.57	4.70	4.70	4.58
03. treats a teacher like a professional person.	4.77	4.89	4.78	4.81
04. treats students with concern and respect.	4.79	4.90	4.80	4.82
05. is supportive of the faculty and staff and fosters interpersonal cooperation and support.	4.68	4.83	4.78	4.71
06. employs policies and procedures which promote self-direction and self-confidence on the part of the teacher and school staff.	4.48	4.65	4.60	4.51

FACTOR C: CLIMATE

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
01. works at building unity of purpose and high morale among the school faculty and staff.	4.67	4.73	4.58
02. fosters a climate and an environment conducive to pride and school spirit on the part of the students.	4.67	4.63	4.53
03. treats a teacher like a professional person.	4.83	4.82	4.76
04. treats students with concern and respect.	4.84	4.85	4.78
05. is supportive of the faculty and staff and fosters interpersonal cooperation and support.	4.76	4.76	4.67
06. employs policies and procedures which promote self-direction and self-confidence on the part of the teacher and school staff.	4.59	4.52	4.46

FACTOR D: PERSONNEL ADMINISTRATION

Item	Principals		
	Elementary	Middle Level	Senior High
The principal . . .			
01. practices participatory decision-making based upon accepted theory.	4.17	4.26	4.18
02. maintains open and frequent two-way communication with the faculty and staff.	4.64	4.63	4.56
03. understands the world of "labor-politics" as it applies to schools today; master contracts, negotiations, grievance procedures, etc.	3.55	3.84	3.61
04. evaluates faculty and staff competency in an objective and positive manner, using generally-accepted techniques and criteria.	4.46	4.46	4.46
05. makes teaching assignments taking into account the variations in abilities, background, and experience level of teachers.	4.44	4.59	4.46
06. establishes clear and unambiguous personnel policies.	4.27	4.47	4.30
07. demonstrates expertise in the recruitment, selection, and promotion of teachers.	4.20	4.37	4.34

FACTOR D: PERSONNEL ADMINISTRATION

Principals			
Item	Elemen- tary	Middle Level	Senior High
The principal . . .			
08. is a contributing mem- ber of the school team and conducts self accordingly.	4.66	4.70	4.62

FACTOR D: PERSONNEL ADMINISTRATION

Item	Age			
	30-39	40-49	50-59	60+
The principal . . .				
01. practices participatory decision-making based upon accepted theory.	4.29	4.17	4.17	4.12
02. maintains open and frequent two-way communication with the faculty and staff.	4.63	4.60	4.65	4.66
03. understands the world of "labor-politics" as it applies to schools today; master contracts, negotiations, grievance procedures, etc.	3.63	3.52	3.71	3.70
04. evaluates faculty and staff competency in an objective and positive manner, using generally-accepted techniques and criteria.	4.40	4.40	4.57	4.37
05. makes teaching assignments taking into account the variations in abilities, background, and experience level of teachers.	4.50	4.44	4.49	4.41
06. establishes clear and unambiguous personnel policies.	4.21	4.28	4.43	4.54
07. demonstrates expertise in the recruitment, selection, and promotion of teachers.	4.30	4.27	4.21	4.20

FACTOR D: PERSONNEL ADMINISTRATION

Item	Age			
	30-39	40-49	50-59	60+
The principal . . .				
08. is a contributing member of the school team and conducts self accordingly.	4.71	4.63	4.67	4.62

FACTOR D: PERSONNEL ADMINISTRATION

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
01. practices participatory decision-making based upon accepted theory.	4.13	4.35	4.28	4.17
02. maintains open and frequent two-way communication with the faculty and staff.	4.59	4.71	4.65	4.62
03. understands the world of "labor-politics" as it applies to schools today; master contracts, negotiations, grievance procedures, etc.	3.57	3.66	3.86	3.55
04. evaluates faculty and staff competency in an objective and positive manner, using generally-accepted techniques and criteria.	4.38	4.65	4.52	4.44
05. makes teaching assignments taking into account the variations in abilities, background, and experience level of teachers.	4.46	4.48	4.55	4.45
06. establishes clear and unambiguous personnel policies.	4.29	4.40	4.41	4.30
07. demonstrates expertise in the recruitment, selection, and promotion of teachers.	4.23	4.33	4.31	4.25

FACTOR D: PERSONNEL ADMINISTRATION

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
08. is a contributing member of the school team and conducts self accordingly.	4.62	4.75	4.73	4.64

FACTOR D: PERSONNEL ADMINISTRATION

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
01. practices participatory decision-making based upon accepted theory.	4.25	4.23	4.12
02. maintains open and frequent two-way communication with the faculty and staff.	4.64	4.65	4.59
03. understands the world of "labor-politics" as it applies to schools today; master contracts, negotiations, grievance procedures, etc.	3.59	3.76	3.53
04. evaluates faculty and staff competency in an objective and positive manner, using generally-accepted techniques and criteria.	4.56	4.56	4.31
05. makes teaching assignments taking into account the variations in abilities, background, and experience level of teachers.	4.47	4.51	4.43
06. establishes clear and unambiguous personnel policies.	4.30	4.42	4.29
07. demonstrates expertise in the recruitment, selection, and promotion of teachers.	4.32	4.26	4.20

FACTOR D: PERSONNEL ADMINISTRATION

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
08. is a contributing member of the school team and conducts self accordingly.	4.70	4.67	4.61

FACTOR E: STUDENT AFFAIRS

Item	Principals		
	Elementary	Middle Level	Senior High
The principal . . .			
01. is aware of the characteristics and needs of the students.	4.52	4.66	4.49
02. plans for and implements sound methods for formal and informal communication with students.	4.25	4.31	4.27
03. understands the role, purpose, and organization of student activities as they relate to the life and objectives of the school and the life of the student.	4.14	4.38	4.37
04. shows sensitivity to student concerns and is aware of the need for dealing with students in positive ways.	4.66	4.65	4.63
05. knows various techniques for influencing student behavior and provides leadership in the development of standards for student behavior which conforms to realistic expectations.	4.51	4.60	4.47

FACTOR E: STUDENT AFFAIRS

Item	Age			
	30-39	40-49	50-59	60+
The principal . . .				
01. is aware of the characteristics and needs of the students.	4.51	4.51	4.59	4.50
02. plans for and implements sound methods for formal and informal communication with students.	4.14	4.24	4.35	4.41
03. understands the role, purpose, and organization of student activities as they relate to the life and objectives of the school and the life of the student.	4.09	4.19	4.32	4.33
04. shows sensitivity to student concerns and is aware of the need for dealing with students in positive ways.	4.63	4.64	4.69	4.62
05. knows various techniques for influencing student behavior and provides leadership in the development of standards for student behavior which conforms to realistic expectations.	4.48	4.53	4.55	4.29

FACTOR E: STUDENT AFFAIRS

Item	Sex		Race	
	Male	Female	Black	White
The principal . . .				
01. is aware of the characteristics and needs of the students.	4.49	4.66	4.65	4.52
02. plans for and implements sound methods for formal and informal communication with students.	4.23	4.34	4.52	4.22
03. understands the role, purpose, and organization of student activities as they relate to the life and objectives of the school and the life of the student.	4.18	4.32	4.51	4.17
04. shows sensitivity to student concerns and is aware of the need for dealing with students in positive ways.	4.62	4.74	4.76	4.64
05. knows various techniques for influencing student behavior and provides leadership in the development of standards for student behavior which conforms to realistic expectations.	4.49	4.61	4.71	4.49

FACTOR E: STUDENT AFFAIRS

Item	Location		
	Sub-urban	Urban	Rural
The principal . . .			
01. is aware of the characteristics and needs of the students.	4.60	4.61	4.45
02. plans for and implements sound methods for formal and informal communication with students.	4.25	4.32	4.24
03. understands the role, purpose, and organization of student activities as they relate to the life and objectives of the school and the life of the student.	4.22	4.34	4.16
04. shows sensitivity to student concerns and is aware of the need for dealing with students in positive ways.	4.71	4.74	4.57
05. knows various techniques for influencing student behavior and provides leadership in the development of standards for student behavior which conforms to realistic expectations.	4.57	4.66	4.42

FACTOR F: PROFESSIONAL DEVELOPMENT

Principals			
Item	Elemen- tary	Middle Level	Senior High
01. The principal is aware of the great variety of talent available in the faculty and staff and makes positive use of their expertise.	4.43	4.44	4.34
02. The principal is schooled in techniques for promoting inter-cultural understanding and uses this expertise to benefit the faculty and staff.	3.84	3.99	3.76
03. The school faculty and staff must be informed on national trends and issues affecting education and social conditions.	3.78	3.93	3.78
04. The school faculty and staff should be aided in the individual development of a positive self-image and an acceptance of self.	4.23	4.26	4.19
05. The principal actively fosters cooperation in educator preparation programs through formal and informal interaction with college and university personnel.	3.60	3.75	3.59

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Principals		
	Elementary	Middle Level	Senior High
06. The school meets its obligation to serve as a field laboratory in the preparation of future teachers and administrators.	3.82	3.93	3.86
07. The principal encourages and fosters supportive cooperation between district supervisory and resource personnel and the school faculty.	4.20	4.30	4.16
08. The principal encourages and facilitates inservice programs on timely and relevant topics.	4.28	4.38	4.09
09. The principal encourages the continuing educational, social, and personal advancement of the faculty and staff.	4.27	4.29	4.25
10. The principal regularly visits classrooms and encourages the teachers to invite him/her to do so.	4.61	4.55	4.45

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Age			
	30-39	40-49	50-59	60+
01. The principal is aware of the great variety of talent available in the faculty and staff and makes positive use of their expertise.	4.43	4.36	4.48	4.58
02. The principal is schooled in techniques for promoting intercultural understanding and uses this expertise to benefit the faculty and staff.	3.81	3.79	3.97	3.95
03. The school faculty and staff must be informed on national trends and issues affecting education and social conditions.	3.69	3.77	3.91	3.79
04. The school faculty and staff should be aided in the individual development of a positive self-image and an acceptance of self.	4.16	4.23	4.26	4.37
05. The principal actively fosters cooperation in educator preparation programs through formal and informal interaction with college and university personnel.	3.54	3.58	3.68	3.75

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Age			
	30-39	40-49	50-59	60+
06. The school meets its obligation to serve as a field laboratory in the preparation of future teachers and administrators.	3.62	3.81	3.95	4.04
07. The principal encourages and fosters supportive cooperation between district supervisory and resource personnel and the school faculty.	4.12	4.15	4.33	4.25
08. The principal encourages and facilitates inservice programs on timely and relevant topics.	4.20	4.20	4.38	4.33
09. The principal encourages the continuing educational, social, and personal advancement of the faculty and staff.	4.22	4.20	4.40	4.25
10. The principal regularly visits classrooms and encourages the teachers to invite him/her to do so.	4.62	4.51	4.62	4.62

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Sex		Race	
	Male	Female	Black	White
01. The principal is aware of the great variety of talent available in the faculty and staff and makes positive use of their expertise.	4.38	4.52	4.48	4.41
02. The principal is schooled in techniques for promoting intercultural understanding and uses this expertise to benefit the faculty and staff.	3.79	4.01	4.31	3.77
03. The school faculty and staff must be informed on national trends and issues affecting education and social conditions.	3.75	3.93	4.08	3.74
04. The school faculty and staff should be aided in the individual development of a positive self-image and an acceptance of self.	4.21	4.30	4.37	4.21
05. The principal actively fosters cooperation in educator preparation programs through formal and informal interaction with college and university personnel.	3.57	3.73	3.88	3.56

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Sex		Race	
	Male	Female	Black	White
06. The school meets its obligation to serve as a field laboratory in the preparation of future teachers and administrators.	3.79	3.93	4.11	3.78
07. The principal encourages and fosters supportive cooperation between district supervisory and resource personnel and the school faculty.	4.14	4.36	4.38	4.17
08. The principal encourages and facilitates inservice programs on timely and relevant topics.	4.18	4.48	4.43	4.23
09. The principal encourages the continuing educational, social, and personal advancement of the faculty and staff.	4.19	4.46	4.43	4.23
10. The principal regularly visits classrooms and encourages the teachers to invite him/her to do so.	4.48	4.81	4.71	4.54

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Location		
	Sub-urban	Urban	Rural
01. The principal is aware of the great variety of talent available in the faculty and staff and makes positive use of their expertise.	4.48	4.51	4.32
02. The principal is schooled in techniques for promoting intercultural understanding and uses this expertise to benefit the faculty and staff.	3.92	4.10	3.68
03. The school faculty and staff must be informed on national trends and issues affecting education and social conditions.	3.79	4.07	3.68
04. The school faculty and staff should be aided in the individual development of a positive self-image and an acceptance of self.	4.25	4.24	4.21
05. The principal actively fosters cooperation in educator preparation programs through formal and informal interaction with college and university personnel.	3.59	3.72	3.58

FACTOR F: PROFESSIONAL DEVELOPMENT

Item	Location		
	Sub-urban	Urban	Rural
06. The school meets its obligation to serve as a field laboratory in the preparation of future teachers and administrators.	3.86	4.12	3.68
07. The principal encourages and fosters supportive cooperation between district supervisory and resource personnel and the school faculty.	4.19	4.33	4.15
08. The principal encourages and facilitates inservice programs on timely and relevant topics.	4.27	4.44	4.16
09. The principal encourages the continuing educational, social, and personal advancement of the faculty and staff.	4.32	4.31	4.20
10. The principal regularly visits classrooms and encourages the teachers to invite him/her to do so.	4.59	4.65	4.50

FACTOR G: SELF-DEVELOPMENT

Item	Principals		
	Elementary	Middle Level	Senior High
01. The principal should participate regularly in such activities as graduate-level education, management seminars, workshops on specialized topics, and other professional activities.	4.30	4.32	4.27
02. The principal should regularly attend relevant conferences of local, state, and national principal's associations.	4.15	4.22	4.24
03. Building-level leadership is a satisfying and worthy career aspiration; professional growth for the principal should be concentrated at this level.	4.14	4.06	4.13
04. The principal should actively seek breadth and variety in out-of-school professional and social contacts and activities.	3.81	3.86	3.86
05. Extensive professional reading is one of the most effective means for principals to stay current and knowledgeable.	3.93	4.05	3.84

FACTOR G: SELF-DEVELOPMENT

Item	Age			
	30-39	40-49	50-59	60+
01. The principal should participate regularly in such activities as graduate-level education, management seminars, workshops on specialized topics, and other professional activities.	4.37	4.32	4.22	4.33
02. The principal should regularly attend relevant conferences of local, state, and national principal's associations.	4.16	4.16	4.22	4.25
03. Building-level leadership is a satisfying and worthy career aspiration; professional growth for the principal should be concentrated at this level.	4.00	4.14	4.14	4.20
04. The principal should actively seek breadth and variety in out-of-school professional and social contacts and activities.	3.68	3.80	3.93	4.00
05. Extensive professional reading is one of the most effective means for principals to stay current and knowledgeable.	3.89	3.86	4.05	4.34

FACTOR G: SELF-DEVELOPMENT

Item	Sex		Race	
	Male	Female	Black	White
01. The principal should participate regularly in such activities as graduate-level education, management seminars, workshops on specialized topics, and other professional activities.	4.22	4.51	4.46	4.27
02. The principal should regularly attend relevant conferences of local, state, and national principal's associations.	4.15	4.27	4.44	4.13
03. Building-level leadership is a satisfying and worthy career aspiration; professional growth for the principal should be concentrated at this level.	4.14	4.07	4.29	4.09
04. The principal should actively seek breadth and variety in out-of-school professional and social contacts and activities.	3.82	3.87	4.12	3.77
05. Extensive professional reading is one of the most effective means for principals to stay current and knowledgeable.	3.90	4.03	4.28	3.88

FACTOR G: SELF-DEVELOPMENT

Item	Location		
	Sub-urban	Urban	Rural
01. The principal should participate regularly in such activities as graduate-level education, management seminars, workshops on specialized topics, and other professional activities.	4.31	4.40	4.24
02. The principal should regularly attend relevant conferences of local, state, and national principal's associations.	4.13	4.32	4.16
03. Building-level leadership is a satisfying and worthy career aspiration; professional growth for the principal should be concentrated at this level.	4.13	4.23	4.08
04. The principal should actively seek breadth and variety in out-of-school professional and social contacts and activities.	3.87	3.92	3.76
05. Extensive professional reading is one of the most effective means for principals to stay current and knowledgeable.	3.90	4.10	3.90

FACTOR H: SCHOOL-COMMUNITY RELATIONS

Item	Principals		
	Elementary	Middle Level	Senior High
01. The principal actively involves the entire faculty and staff in the development and implementation of a communication program for their school.	4.26	4.20	4.01
02. The school employs specific and effective techniques for systematic two-way communication with the community.	4.24	4.25	4.08
03. The principal understands methods for identification of the internal and external "publics" which are important to the school coupled with the development of various techniques to communicate and interact with them.	4.08	4.13	4.10
04. The principal must have an understanding of how to work effectively with the various news media.	3.99	4.12	4.22
05. The school should actively encourage visitation and make visitors feel as welcome as possible.	4.53	4.49	4.24

FACTOR H: SCHOOL-COMMUNITY RELATIONS

Item	Age			
	30-39	40-49	50-59	60+
01. The principal actively involves the entire faculty and staff in the development and implementation of a communication program for their school.	4.11	4.14	4.34	4.17
02. The school employs specific and effective techniques for systematic two-way communication with the community.	4.16	4.16	4.31	4.13
03. The principal understands methods for identification of the internal and external "publics" which are important to the school coupled with the development of various techniques to communicate and interact with them.	4.05	4.02	4.20	4.18
04. The principal must have an understanding of how to work effectively with the various news media.	3.94	4.01	4.13	4.30
05. The school should actively encourage visitation and make visitors feel as welcome as possible.	4.40	4.42	4.55	4.69

FACTOR H: SCHOOL-COMMUNITY RELATIONS

Item	Sex		Race	
	Male	Female	Black	White
01. The principal actively involves the entire faculty and staff in the development and implementation of a communication program for their school.	4.15	4.32	4.40	4.16
02. The school employs specific and effective techniques for systematic two-way communication with the community.	4.15	4.36	4.45	4.16
03. The principal understands methods for identification of the internal and external "publics" which are important to the school coupled with the development of various techniques to communicate and interact with them.	4.06	4.16	4.36	4.04
04. The principal must have an understanding of how to work effectively with the various news media.	4.02	4.11	4.37	3.99
05. The school should actively encourage visitation and make visitors feel as welcome as possible.	4.46	4.48	4.57	4.44

FACTOR H: SCHOOL-COMMUNITY RELATIONS

Item	Location		
	Sub-urban	Urban	Rural
01. The principal actively involves the entire faculty and staff in the development and implementation of a communication program for their school.	4.27	4.28	4.09
02. The school employs specific and effective techniques for systematic two-way communication with the community.	4.34	4.28	4.05
03. The principal understands methods for identification of the internal and external "publics" which are important to the school coupled with the development of various techniques to communicate and interact with them.	4.18	4.20	3.96
04. The principal must have an understanding of how to work effectively with the various news media.	3.98	4.18	4.05
05. The school should actively encourage visitation and make visitors feel as welcome as possible.	4.43	4.57	4.44

FACTOR I: THE SCHOOL AND THE LAW

Item	Principals		
	Elementary	Middle Level	Senior High
01. The principal needs to be informed on state law as it affects his/her position, that of the teachers and other employees, and their relationship with students.	4.58	4.62	4.58
02. The principal needs to be informed on applicable federal statutes and regulations as they affect the school, its personnel, and the students.	4.39	4.35	4.39
03. State and local board of education policy, regulations, and standards must be thoroughly understood by the principal.	4.62	4.64	4.66
04. Regional accreditation standards, where applicable, are matters which must be of concern to the principal.	4.33	4.32	4.46
05. The principal needs a general knowledge of finance formulae-- federal, state, and local.	3.78	3.92	3.79

FACTOR I: THE SCHOOL AND THE LAW

Item	Age			
	30-39	40-49	50-59	60+
01. The principal needs to be informed on state law as it affects his/her position, that of the teachers and other employees, and their relationship with students.	4.53	4.55	4.65	4.62
02. The principal needs to be informed on applicable federal statutes and regulations as they affect the school, its personnel, and the students.	4.34	4.33	4.48	4.29
03. State and local board of education policy, regulations, and standards must be thoroughly understood by the principal.	4.59	4.60	4.70	4.62
04. Regional accreditation standards, where applicable, are matters which must be of concern to the principal.	4.36	4.30	4.40	4.54
05. The principal needs a general knowledge of finance formulae-- federal, state, and local.	3.64	3.72	3.97	4.12

FACTOR I: THE SCHOOL AND THE LAW

Item	Sex		Race	
	Male	Female	Black	White
01. The principal needs to be informed on state law as it affects his/her position, that of the teachers and other employees, and their relationship with students.	4.56	4.62	4.72	4.55
02. The principal needs to be informed on applicable federal statutes and regulations as they affect the school, its personnel, and the students.	4.35	4.43	4.54	4.35
03. State and local board of education policy, regulations, and standards must be thoroughly understood by the principal.	4.62	4.64	4.71	4.62
04. Regional accreditation standards, where applicable, are matters which must be of concern to the principal.	4.35	4.35	4.55	4.31
05. The principal needs a general knowledge of finance formulae-- federal, state, and local.	3.79	3.80	4.13	3.74

FACTOR I: THE SCHOOL AND THE LAW

Item	Location		
	Sub-urban	Urban	Rural
01. The principal needs to be informed on state law as it affects his/her position, that of the teachers and other employees, and their relationship with students.	4.52	4.65	4.59
02. The principal needs to be informed on applicable federal statutes and regulations as they affect the school, its personnel, and the students.	4.30	4.42	4.42
03. State and local board of education policy, regulations, and standards must be thoroughly understood by the principal.	4.63	4.66	4.61
04. Regional accreditation standards, where applicable, are matters which must be of concern to the principal.	4.27	4.48	4.36
05. The principal needs a general knowledge of finance formulae-- federal, state, and local.	3.78	3.74	3.83

FACTOR J: PERSONAL ATTRIBUTES

Item	Principals		
	Elementary	Middle Level	Senior High
01. Understanding, has a helping attitude.	4.64	4.65	4.62
02. Has physical and mental stamina.	4.61	4.76	4.68
03. Capable and worthy of serving as a role-model for the faculty and students.	4.67	4.68	4.72
04. Has a variety of legally and socially-acceptable background experiences.	4.05	4.14	4.17
05. Projects a strong and a positive personal and professional image.	4.69	4.71	4.75
06. Poised; socially adept.	4.38	4.45	4.42
07. Self-directive.	4.63	4.65	4.66
08. Objective.	4.63	4.62	4.66
09. Able to maintain a sense of perspective and direction.	4.69	4.71	4.71
10. Ethical.	4.78	4.82	4.85
11. Supportive of students and faculty.	4.80	4.82	4.78

FACTOR J: PERSONAL ATTRIBUTES

Item	Age			
	30-39	40-49	50-59	60+
01. Understanding, has a helping attitude.	4.65	4.61	4.69	4.70
02. Has physical and mental stamina.	4.63	4.61	4.69	4.66
03. Capable and worthy of serving as a role-model for the faculty and students.	4.64	4.64	4.74	4.66
04. Has a variety of legally and socially-acceptable background experiences.	4.14	4.02	4.12	4.20
05. Projects a strong and a positive personal and professional image.	4.70	4.67	4.72	4.66
06. Poised; socially adept.	4.41	4.39	4.42	4.33
07. Self-directive.	4.67	4.62	4.65	4.45
08. Objective.	4.68	4.60	4.67	4.50
09. Able to maintain a sense of perspective and direction.	4.72	4.66	4.72	4.70
10. Ethical.	4.81	4.76	4.85	4.87
11. Supportive of students and faculty.	4.79	4.78	4.85	4.75

FACTOR J: PERSONAL ATTRIBUTES

Item	Sex		Race	
	Male	Female	Black	White
01. Understanding, has a helping attitude.	4.66	4.60	4.65	4.64
02. Has physical and mental stamina.	4.60	4.75	4.74	4.63
03. Capable and worthy of serving as a role-model for the faculty and students.	4.63	4.79	4.76	4.66
04. Has a variety of legally and socially-acceptable background experiences.	4.06	4.13	4.23	4.05
05. Projects a strong and a positive personal and professional image.	4.66	4.75	4.73	4.68
06. Poised; socially adept.	4.37	4.47	4.50	4.38
07. Self-directive.	4.59	4.74	4.69	4.62
08. Objective.	4.60	4.73	4.67	4.62
09. Able to maintain a sense of perspective and direction.	4.65	4.80	4.74	4.68
10. Ethical.	4.76	4.89	4.79	4.80
11. Supportive of students and faculty.	4.78	4.84	4.78	4.80

FACTOR J: PERSONAL ATTRIBUTES

Item	Location		
	Sub-urban	Urban	Rural
01. Understanding, has a helping attitude.	4.66	4.64	4.63
02. Has physical and mental stamina.	4.69	4.76	4.54
03. Capable and worthy of serving as a role-model for the faculty and students.	4.69	4.76	4.61
04. Has a variety of legally and socially-acceptable background experiences.	4.02	4.14	4.09
05. Projects a strong and a positive personal and professional image.	4.71	4.82	4.61
06. Poised; socially adept.	4.38	4.53	4.36
07. Self-directive.	4.66	4.71	4.57
08. Objective.	4.68	4.66	4.58
09. Able to maintain a sense of perspective and direction.	4.73	4.74	4.64
10. Ethical.	4.83	4.85	4.74
11. Supportive of students and faculty.	4.79	4.83	4.78

Appendix E
Principals' Comments

PRINCIPALS' COMMENTS: ELEMENTARY

"The role of the principal is many faceted. Leadership can be established only through modeling of effective management of all areas."

"The principal should possess a good sense of humor."

"Humor should certainly be an item under Section III."

"It is my feeling that a school principal should be competent, fair and comfortable with himself. A self-actuated person attracts others to follow. One should not have to set goals that are related to image and perception. They will be part of a positive, self-actualized leader who is satisfied with being himself."

"A principal is no stronger than his weakest attribute."

"The principal must display a positive attitude toward students and teachers. The school with a positive climate will be well accepted by the community. The principal must also be a good salesperson. We must sell our ideas in order to maintain credibility."

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"Principal must have a sense of humor and genuinely enjoy interaction with people."

"We are in business. Visitors freely welcomed at anytime would get in the way of time on task. Not realistic. Treat them well, yes, but remember we have a very serious commitment to teaching children."

"The principal is all things to all people."

"I have been a principal for twenty years and the job demands have increased at an alarming rate. I can not comprehend what the job requirements will look like in 10-15 years. I love the job and have no desire to move into the central office. I do, however, wonder how it would be to work in one area or discipline rather than the range we work in."

"Difficult to distinguish perceptions of role as it is or as it should be."

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"Interesting to note if middle school or high school principals could delegate more due to more support staff than is available at elementary level."

"Needs to be an expert on working by the principle of selective neglect."

"Needs to understand that the only thing to be expected is the unexpected."

"Must be curriculum and instruction oriented."

"I like to be supportive of my staff and students but I find I can not always do so when a situation arises contrary to my beliefs."

"The ideal principal obviously needs to be a super-human individual with a 24-hour working day."

"I feel that my experience and training allows me to check all the 5's I have checked. The role of the principal is changing and it is necessary to feel that each area in this document is 'highly' significant!"

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"I feel that so many of the items are of high significance. Maybe this is why the principalship is becoming more stressful as the years go by."

"The principal should be able to walk on water."

"The principal remains THE key to the students' positive educational experience. The classroom, school, and community educational 'climate' is established as a result of the principals attitude toward the school's various 'publics.'"

"The principalship today is one in which almost every area is critical. You have to know what you are doing with and for staff, students and community."

"The building principal must have autonomy of position and never let it be taken away by external forces no matter how strong their influence may be."

"All the items in the survey seem highly significant. How could one disagree?"

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"All successful administrators have qualities that cannot be acquired from books on theories, strategies and trends. One of these is empathy."

"Variety of experiences may not be as important as 'legally' and 'socially acceptable.'"

"The trend toward making all schools 'alike' by boards of education and superintendents is, in my opinion, a quest for mediocracy. Historically, the really outstanding elementary and secondary schools in our country were due in large part to the leadership, personality, philosophy and perseverance of their leaders, the principals. Outstanding principals need more autonomy--not less."

"We are wonders, aren't we!"

"The statements in the survey are certainly pertinent and relative to questions and problems facing the school administrators of the 90's."

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"An elementary principal must wear many 'hats' and perform many duties."

"Actually, all 5's on each statement would be appropriate. But then perfect people are boring."

"It's hard to separate what we ought to do from the actual-- and to know how much we are physically limited in doing. We must constantly set priorities."

"Just need time to get into classrooms, but paper work required keeps us buried! I see no end to it!"

"Your survey has identified those skills, traits or needs of an effective elementary school principal. I found it difficult to discriminate between them. Most are critical."

"There is often a discrepancy between perception and reality. For effectiveness the gap should be narrowed."

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

"The principal must have a clear vision as to what the school is about and where the school is going."

"Superman would make a great principal."

"The increasing demands from the community, the profession, and within myself for excellence with diminishing support from certain parents whose children reflect a non-cooperative attitude are driving away those of us who always made excellence our goal."

"In a huge district many of the functions included are handled at a central level."

"Some of these perceptions increase or decrease in importance depending on the school district and area in which one works."

"The principal must have a sense of humor."

"Basically all areas of the principal's job should be highly significant in so far as possible in order to

PRINCIPALS' COMMENTS: ELEMENTARY (CONTINUED)

have the ideal situation, but it would be difficult to do in every situation."

"In other words, the principal needs to be able to walk on water."

"Super person--the principal. Its a fun job."

PRINCIPALS' COMMENTS: JUNIOR HIGH/MIDDLE SCHOOL

"I found almost every statement of greater than average significance for the very reason that an effective school should possess all or most of these statements."

"It was difficult to determine different levels of significance for the items because I think every statement contained an attribute, principle or practice important to administration."

"None of these statements have no significance. Most have high value. Very difficult to rate some higher than others."

"The principal should have a sense of humor."

"All areas mentioned in the instrument are very thorough and are needed."

"All we are expected to become is perfect! And, perhaps a workaholic?"

"The principal should be compensated for all the above stated skills and responsibilities. The principal

PRINCIPALS' COMMENTS: JUNIOR HIGH/MIDDLE SCHOOL
(CONTINUED)

should receive realistic support from central office,
support personnel, technology."

"The principal, or in some cases, an assistant must have all
these qualities to be totally effective."

"Principal, as a role model, must display a POSITIVE,
encouraging approach to management style with students,
faculty and parents."

"It appears everything is significant--kind of schizoid,
isn't it?"

"The principal is the leader in the school. Instruction in
the classroom is the first priority. This is a demanding
and rewarding career."

PRINCIPALS' COMMENTS: SENIOR HIGH

"Almost every area could be checked as highly significant as they are or can be vitally important. However, no principal that I've met or known is capable of 'doing it all.'"

"The principal should have the ability to be all things to all people at all times."

"Most all attributes identified in your instrument are critical and highly significant to effective leadership of principals."

"The principal has a tremendous job at this juncture of education. They are expected to be expert in many areas and highly vulnerable to criticism. There are many people not ready to accept the directions that principals must give. We do offend the community."

"The principal needs a sense of humor and is able to work effectively with school board, superintendent, and central office staff."

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office: An ethnography. New York: Holt, Rhinehart
and Winston, Inc.
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Englewood Cliffs: Prentice-Hall, Inc.

Vita

NAME OF AUTHOR: Howard T. Gillette, III

PLACE OF BIRTH: Norfolk, Virginia

DATE OF BIRTH: May 21, 1945

EDUCATION:

Elementary and secondary school in Portsmouth, Virginia

Bachelor of Arts Degree in History, 1968, Belmont Abbey
College

Master of Education Degree in Public School
Administration, 1976, University of Virginia

Certificate of Advanced Study in Educational
Administration, 1986, The College of William and Mary

PROFESSIONAL EXPERIENCE:

Elementary teacher, S. W. Snowden School, Aurora, North
Carolina, 1968-1969

Elementary teacher, Southeastern Elementary School,
Chesapeake, Virginia, 1969-1970

Junior high teacher, Deep Creek Junior High School,
Chesapeake, Virginia, 1970-1974

Senior high teacher, Deep Creek High School,
Chesapeake, Virginia, 1974-1975

Administrative Intern, University of
Virginia/Chesapeake Schools, 1975-1976

Assistant principal, Deep Creek High School,
Chesapeake, Virginia, 1976-1979

Principal, Western Branch Junior High School,
Chesapeake, Virginia, 1979-1984

Principal, Oscar F. Smith High School, Chesapeake,
Virginia, 1984