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Selected principals' perceptions of the importance of the National Policy Board for Educational Administration's initially recommended foundational areas of learning for principal education

Hussey, Anthony Thomas, Ed.D.

East Tennessee State University, 1991

NOTE TO USERS

SELECTED PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF

THE NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION'S

INITIALLY RECOMMENDED FOUNDATIONAL AREAS OF LEARNING

FOR PRINCIPAL EDUCATION

A Dissertation

Presented to

the Faculty of the Department of

Educational Leadership and Policy Analysis

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Education Doctorate

by

Anthony Thomas Hussey

May, 1991

APPROVAL
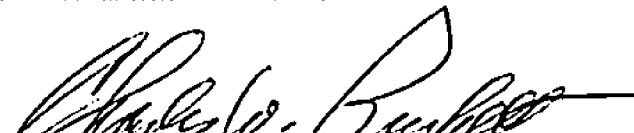
This is to certify that the Advanced Graduate Committee of

ANTHONY THOMAS HUSSEY

met on the

___TWENTY-FIFTH___ day of ___MARCH___, _1991_.

The committee read and examined his dissertation,
supervised his defense of it in an oral examination, and
decided to recommend that his study be submitted to the
Graduate Council and the Associate Vice-President for
Research and Dean of the Graduate School, in partial
fulfillment of the requirements for the degree Doctor of
Education in Educational Administration.

_____
Chairman, Advanced Graduate Committee

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Associate Vice-President for Research
and Dean of the Graduate School

Signed on behalf
of the Graduate
Council

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Abstract

SELECTED PRINCIPALS' PERCEPTIONS OF THE IMPORTANCE OF THE NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION'S INITIALLY RECOMMENDED FOUNDATIONAL AREAS OF LEARNING FOR PRINCIPAL EDUCATION

by

Anthony Thomas Hussey

This study was undertaken to determine selected principals' perceptions of the importance of the NPBEA's initially recommended seven foundational areas of learning and associated topics to be included in doctoral programs for preservice preparation of principals. A secondary purpose of the study was to determine the amount of coverage of the foundational areas and associated topics in the preparation programs of the selected principals.

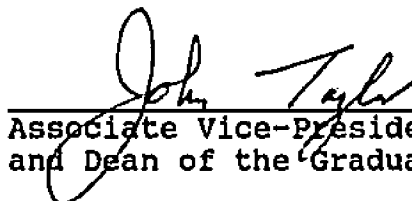National samples of U.S. public elementary and secondary school principals were surveyed over a 14 week period. Except for four topics, both groups of principals perceived the areas and topics to be important. Both groups perceived an additional eight topics to be less important than the other topics. There was no significant difference between the elementary and secondary school principals' perceptions of the importance of the areas and topics. Except for two areas and one topic, both groups of principals did not perceive the seven foundational areas and associated topics to have been covered in their preparation programs. Both groups perceived an additional seven topics to have been covered more than the other areas and topics. Generally, the principals perceived the areas and topics to be important, but a corresponding high degree of coverage for the areas and topics in the principals' preparation programs had not been perceived.

Conclusions of the study indicated the NPBEA had correctly identified a large number of topics that practicing principals perceive to be important and that should be included in one core curriculum for preparation of principals. Additionally, more detailed investigations should be completed to determine why principals perceive the topics concerned with demographic changes, organizational theory, and research to be of lower importance than the other NPBEA topics. In support of claims in the literature, preparation programs of both elementary and secondary school principals are not relevant and are inadequate in many instances because the programs do not cover to the required degree the NPBEA's foundational areas and associated topics that the principals perceive to be important.

INSTITUTIONAL REVIEW BOARD

This is to certify that the following study has been filed and approved by the Institutional Review Board of East Tennessee State University.

Title of Grant or Project: <u>Selected Principals' Perception of the Importance of the National Policy Board for Educational Administration's Initially Recommended Foundational Areas of Learning for Principal Education</u>

Principal Investigator: <u>Anthony T. Hussey</u>

Department: <u>Educational Leadership and Policy Analysis</u>

Date Submitted: <u>November 1989</u>

Institutional Review Board Approval: _____
                                        Anthony J. DeLucia, Ph.D.
                                        Chairman, IRB

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CHAPTER 1

INTRODUCTION

Major reform of educational administrator preparation
programs has been called for by representatives, at the
highest level, of both educators and practitioners of
educational administration. The National Commission on
Excellence in Educational Administration (NCEEA), sponsored
by the University Council for Educational Administration
(UCEA) and comprised of leaders within and outside the
education profession, has recommended significant changes in
the preparation of educational administrators that vary
markedly from previous thought and practice (Griffiths,
Stout, & Forsyth, 1988).

One of the NCEEA's recommendations was for the major
professional organizations for school administrators to
establish a National Policy Board on Educational
Administration (NPBEA). This Board, which consists of
representatives from 10 member professional organizations of
practitioners, faculty members, and policy makers in the
field of educational administration, was officially created
on January 20, 1988. The NPBEA (1989, p. 5) has specified a
nine item agenda for improving the preparation of school
administrators. The Board noted that their proposals "will
necessitate changes in current administrator preparation
programs that will not always be easy and that may result in

the elimination of some programs that do not meet the standards" (p. 25).

Numerous recent reports have recommended changes in the preparation of educational administrators. In developing the agenda for reform the NPBEA (1989, p. 32) used the following reform reports to guide the Board's efforts:

American Association of Colleges for Teacher Education, School Leadership Preparation: A Preface for Action (1988),

American Association of School Administrators, Skills for Successful School Leaders (1985),

National Commission on Excellence in Educational Administration, Leaders for America's Schools (1988),

National Association of Elementary School Principals, Principals for 21st Century Schools (1989),

National Association of Secondary School Principals, Organizing for Learning: Toward the 21st Century (1989), and

National Governors Association, Time for Results (1986).

The NCEEA (Griffiths, Stout, & Forsyth, 1988, p. xiv) sought information, advice, and assistance from approximately 1,300 people (i.e., consisting of legislators, chief state school officers, school board members; practicing school teachers, administrators, and professors; and graduate students). Even with all this data, however, a formal research study to determine the educational administration profession's views of the NCEEA report

recommendations has not been completed. Similarly, the profession's views of the NPBEA proposals have not been determined formally.

In order to rectify this situation, the current study was undertaken to evaluate a revised core curriculum for educational administrator preparation programs. Also, the evaluation of the proposed, revised core curriculum was to be validated using a formal research study methodology.

With regard to curriculum changes, in analyzing modern criticisms of public school administrators, Griffiths, Stout, and Forsyth (1988, p. 285), stated that these criticisms have originated from the mood of dissatisfaction with public schooling in general. This mood gathered momentum in the current decade due to such reports as A Nation At Risk (National Commission on Excellence in Education, 1983) and Time for Results (National Governors' Association, 1986). Specifically, Griffiths, Stout, and Forsyth stated:

> The criticisms have had two foci. First has been the criticism that educational administrators are simply not as competent as administrators in other fields. The second is that school administrator behaviors have not kept up with changing public expectations of the purpose of schools and for administrator behavior. (p. 285)

Although there was little substantial research

concerned with evaluating the effectiveness of graduate
administrator training programs, there was considerable
information concerned with school administrator complaints
of these programs including their lack of usefulness, and,
in some cases, their dysfunctional nature (Pitner, 1988,
p. 376). Murphy and Hallinger (1987) also reported that
"Surveys continue to reveal that practicing school
administrators judge university training programs to be only
'intermittently useful'" (p. 255). Pepper (1988, p. 360),
in referencing the work of Pitner (1982), and Peterson and
Finn (1985) concluded that graduate level school
administrator education had little correspondence to school
administration as practiced by school principals and
superintendents. Furthermore, McCarthy, Kuh, Newell, and
Iacona (1988, p. 170) determined that educational
administration faculty members rarely incorporated recent
administrative experience in their teaching.

In reference to the second focus of criticism (i.e.,
school administrator behaviors have not kept up with
changing public expectations), information seemed to be
growing that indicated school administrators were a key
factor in school change and improvement. Murphy and
Hallinger (1987) noted that:

> Support for this position is derived from five related
> literature sources: school change; school improvement;
> staff development; the administrator as instructional

leader; and school and district effectiveness. Common to all this literature is a sense of the power of the administrator as a significant force for improvement in organizational conditions and processes and student outcomes. (p. 248)

Also, Murphy and Hallinger (1987, p. xiii) concluded that new approaches to administrative training were available that in part address the new, desired aspects of school administrators acting as school change and improvement agents. Regrettably, only 2 of the 11 training models included in their work were university-based.

This lack of graduate training to reliably provide school principals with the knowledge and skills to enhance school quality and to act as instructional leaders was corroborated by Peterson and Finn (1988). They stated that these shortcomings of conventional graduate programs originated because the programs:

> ...commonly emphasize building management rather than instructional leadership, paying far closer attention to such subjects as school law and school finance... than to understanding what makes good teaching, what constitutes an outstanding history textbook, or how to determine whether a youngster is learning up to the level of this ability. (pp. 95-96)

In summary, there appeared to be a demonstrated need to make training programs more useful and applicable in the

work environment. Additionally, revisions to training programs must ensure graduates can perform effectively as school change and improvement agents. Furthermore, proposed changes in training program curriculum should be validated by both practitioners and educators through formal research study methodology.

The Problem

Statement of the Problem

Over the last few years university-based educational administrator training programs have been accused of producing school administrators that are not skilled in the practices of the job and in the abilities to respond to the clamor for revolutionary educational reform in schools. Consequently, the NPBEA, in concert with the accusation, initially recommended seven foundational areas of learning and associated topics be included in every doctoral program for preservice preparation of principals. The appropriateness of these areas and associated topics have not been confirmed formally by school principals. Thus, a need existed to use conventional research methodology to ascertain the importance school principals attached to these areas and topics in addressing current school requirements.

Purpose of the Study

The primary purpose of the study was to determine selected principals' perceptions of the importance of the

NPBEA's initially recommended seven foundational areas of learning and associated topics to be included in doctoral programs for preservice preparation of principals.

A secondary purpose of the study was to determine the amount of coverage of the areas of learning and associated topics in the preparation programs of the selected principals. A related purpose was to discover if there was any relationship between the perceived importance of and the coverage of the areas of learning and associated topics.

Significance of the Study

Griffiths, Stout, and Forsyth (1988) and the NPBEA (1989) expressed the nationwide concern for the improvement of principal preparation programs, but the professoriat, in general, has not been inclined to develop a new, responsive preparation program curriculum. Additionally, there appeared to be a lack of information to substantiate the involvement of educational administrators in the development and operation of preparation programs though many current reformists emphasize such involvement.

An important aspect of this study was, therefore, to evaluate the NPBEA's seven foundational areas of learning and associated topics using school principals' perceptions of the importance of them. Additionally, information concerning the coverage of these areas of learning and associated topics in the preparation programs of the principals could assist in substantiating the need for

change in these programs. Of primary significance was the fact that the results of this study could provide crucial information to the educational administration professoriat across the nation to develop new, responsive principal preparation programs.

Definition of Terms

For the purpose of this study the following definitions of certain terms have been formulated.

Core Curriculum

The NPBEA's initially recommended seven foundational areas of learning and associated topics (NPBEA, 1989, pp. 19-21). The foundational areas include:

1. Societal and cultural influences on schooling.
2. Teaching and learning processes and school improvement.
3. Organizational theory.
4. Research and evaluation skills.
5. Leadership and management processes and functions.
6. Policy studies and politics of education.
7. Moral and ethical dimensions of schooling.

Elementary School

A U.S. public school that offered combinations of classes within the range kindergarten through ninth grade. The combinations (Market Data Retrieval, 1990, pp. 7-11) include:

PK,K
K-3
4-6
K-4,5
K-6
K-8
5-6,8
7-9

Secondary School

A U.S. public school that offered combinations of classes within the range seventh grade through twelfth grade. The combinations (Market Data Retrieval, 1990, p. 15) include:

7-12
9-12
10-12
K-12

Limitations

The following limitations were imposed on the study:

1. The data collection process was restricted to the period October 3, 1990 to January 14, 1991 and to a maximum of two follow-up questionnaire mailings for the principals that did not respond to the first mailing of questionnaires.

2. The study was limited to entries for elementary and secondary U.S. public school principals in the Market Data Retrieval database (Market Data Retrieval, 1990, p. 2).

3. The above organization provided randomized samples

of the desired categories of principal entries for the study and, thereby imposed an additional limitation on the study.

4. Although the NPBEA developed many more interrelated recommendations concerning the overall preparation of educational administrators, this study was restricted to only the initially recommended seven foundational areas of learning and associated topics that were considered the core curriculum of the preparation program.

5. The NPBEA core curriculum recommendations were developed for improving the preparation of elementary school, secondary school, and school district administrators but this study was restricted to the perceptions of these recommendations by only elementary and secondary school principals.

6. The demographic data used in the study were limited to those items selected for the current study based on review of similar studies and the literature.

7. The study was limited to the collection of principals' perceptions by the use of a mailed questionnaire.

8. Although the non-respondents were determined to be similar to the respondents, the response rates from the two groups of principals were less than desired.

Assumptions

The following assumptions were made relative to the study:

1. Other aspects of the NPBEA recommendations did not influence the principals' responses of this study.

2. The survey samples provided by Market Data Retrieval were representative of the target population of the study.

3. The study will be of use to universities developing principal preparation doctoral programs.

4. The study will be of use to the NPBEA and principal professional organizations in future review of their core curriculum recommendations.

Research Objectives and Null Hypotheses

The following research objectives and null hypotheses were formulated. Where appropriate a null hypothesis was used to address a particular research objective. Using null hypotheses provided improved statistical accuracy as Best (1981) stated:

Rejecting a null or negative hypothesis provides a stronger test of logic. Evidence that is inconsistent with a particular negative hypothesis provides a stronger basis for its rejection. (p. 270)

Research Objective 1

1. To determine if the seven foundational areas of

learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to be important by elementary school principals.

Research Objective 2

2. To determine if the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to be important by secondary school principals.

Research Objective 3

3. To determine if there was a significant difference between elementary and secondary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator.

H_o3. There will be no difference between elementary and secondary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator.

Research Objective 4

4. To determine if the seven foundational areas of learning and associated topics, as initially recommended by

the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to have been covered in elementary school principals' educational administrator preparation programs.

Research Objective 5

5. To determine if the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to have been covered in secondary school principals' educational administrator preparation programs.

Research Objective 6

6. To determine if there was a relationship between the elementary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, and the elementary school principals' perceptions of the coverage of these areas and associated topics in their educational administrator preparation programs.

H_o6. There will be no relationship between the elementary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator,

and the elementary school principals' perceptions of the
coverage of these areas of learning and associated topics in
their educational administrator preparation programs.

Research Objective 7

7. To determine if there was a relationship between the
secondary school principals' perceptions of the importance
of the seven foundational areas of learning and associated
topics, as initially recommended by the NPBEA for doctoral
programs for preparation of the educational administrator,
and the secondary school principals' perceptions of the
coverage of these areas of learning and associated topics in
their educational administrator preparation programs.

H_o7. There will be no relationship between the
secondary school principals' perceptions of the importance
of the seven foundational areas of learning and associated
topics, as initially recommended by the NPBEA for doctoral
programs for preparation of the educational administrator,
and the secondary school principals' perceptions of the
coverage of these areas of learning and associated topics in
their educational administrator preparation programs.

Procedures

The following procedures were utilized in the
development of this study:

1. A review of current literature was conducted.

2. A preliminary survey instrument (i.e., the

questionnaire) was developed and pilot tested.

3. The final questionnaire was developed from the preliminary survey instrument and the results of the pilot study.

4. The questionnaire was administered to the sample of principals over approximately a 14 week period.

5. Data from the questionnaires were entered into the computer system and the statistical calculations were completed.

6. Null hypotheses were tested and the results of the study were compiled.

7. Findings and conclusions for the study were developed from the compiled results.

8. The study was concluded with recommendations for the future.

Organization of the Study

Chapter 1 includes an introduction to the study, the problem to be investigated, the purpose of the study, the need for and significance of the study, the significant terms used, the limitations and assumptions associated with the study, the research questions and the associated hypotheses to be tested, the procedures for the study, and the organization of the study.

Chapter 2 contains a review of the literature and research related to the study.

Chapter 3 consists of descriptions of the methods and

procedures used in conducting the study.

Chapter 4 is comprised of the data and the findings of the study.

Chapter 5 contains a summary of the findings, the conclusions, and recommendations for the future.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

This section of the study provides a review of selected literature that are significantly related to the problem which is being addressed.

First, this chapter outlines a historical perspective concerning the educational reform movement with particular emphasis on educational administrator preparation reform. This report leads into the need for a preparation program core curriculum and the development of a process to validate the relevancy of such a common core of knowledge. Review of similar studies of principals' perceptions is provided to assist in developing a validation process.

Historical Perspective

Introduction

This section reviews the education crisis of approximately the last decade from an educational administration outlook. The impact of school administrators on school quality and effectiveness is reviewed briefly. The adequacy of current preparation programs for the educational administrator in generating effective school administrators is addressed. Calls for national reform of these preparation programs to produce more effective school

principals are outlined. The section closes with a summary of the results of this part of the review of literature.

Education Crisis

Just over ten years ago, March (1978, p. 218) referred to a new crisis in education. The crisis had resulted from the discontentment of large numbers of people believing too much money was being spent badly on education and educators in an era of declining traditional functions of education. Although March (1978, p. 219) viewed changing education by changing educational administration with skepticism, he did review how changing the selection, training, and control of educational administrators might make education better.

Boyd (1982) continued the theme of an education crisis and offered a new political economy approach to educational administration scholars to assist in resolving major education problems. Continuation of the educational crisis theme was attributed to Boyd's (1982) statement that:

American public schools are facing difficult times. Declining enrollments and test scores, soaring costs, and disappointment over the schools' performance in the reform efforts of the past two decades have combined to erode public support for public schools. (p. 111)

In a review of the evolution of educational administration practice during the period 1959-1981, Hess' (1983) conclusions were similar to Boyd's statements. Hess (1983, p. 223) concluded that correct educational leadership

behavior had to be much more political and advocative. Also, he stated that "In two short decades, school administrators came to be perceived as the leadership of a structure in decline" (p. 242).

Education Reform

The evolving educational crisis gave impetus to the clamor for education reform. A major thrust of the reform movement was the demand for reform in the preparation of K-12 classroom teachers (Nunnery, 1982, p. 44). A special issue of the Phi Delta Kappan (Teacher Education: Time for Reform, 1989) and the Holmes group Report (Tomorrow's Teachers, 1986) are examples of reform reports of this movement.

These reform efforts concentrated on teacher education and little attention was paid to reform of educational administrator preparation (Nunnery 1982, p. 44; Association for Supervision and Curriculum Development, 1989, p. 3; Peterson and Finn, 1985, p. 42). Mann (1985) verified this lack of attention to school administration when he commented that of the State educational reforms enacted, 158 and 132 were directed at teachers and students respectively and only 19 were concerned with school administrators.

Impact of Effective Administrators

More recently, a new education reform movement has emerged to address educational administrator preparation,

especially with regard to preservice training of school principals. The thrust of this reform movement has emerged in recognition of the fact that principals can make a difference in the achievements of schools. Wolcott (1973) in noting that principals can be also leaders stated that:

> Yet there is no question that some principals exhibit
> more capacity for leadership in the job than others.
> They create a sense of purpose among a majority of
> those with whom they interact. They seem able to
> capitalize on the potential of the institution while
> others are rendered helpless by it's limitations.
> (p. 325)

Hughes and Ubben (1980, p. 3) stated that the secondary school principal's job was essential to the success of the school system and that it was one of the most important in the school system. Two years later Nunnery (1982) provided additional support when he stated that "a persisting axiom in educational circles is that the quality of the administrative staff is also key to the success of an educational organization (e.g., the principal is the educational leader of a school)" (p. 44).

In his review of research on school administrators for the period 1967-1980, Bridges (1982, p. 21) noted that organizational maintenance was more likely to be studied than organizational achievement. He referred to organizational maintenance as "the extent to which the work

force remains intact as a group and may be gauged in terms of morale, cooperation among group members in working with one another, and indices of job satisfaction" (p. 21). Bridges (1982, p. 22) further noted that there was a need to investigate the relationship between ratings of principal effectiveness and the impact of principals on organizational achievement and maintenance.

Also in 1982, Pitner (1982, p. 10), in her review of the state of the art of school administrator training, stated that there was not much conclusive evidence concerning the relationship between administrator training, work, and effectiveness. She did, however, report that several studies indicated that the principal's administrative behavior did have an impact on teacher morale and productivity (Pitner, 1982, p. 6). Additionally, in regard to principals as instructional leaders, Pitner (1982) stated that "Numerous studies stress that effective administrators are instructional leaders who direct the activities of a group toward goal attainment" (p. 9). In summarizing that certain administrative behaviors did appear to be related to student achievement, Pitner (1982, p. 9) noted that most of the associated research had been carried out at the elementary school level.

The Southern Regional Education Board (SREB) (1983a, p. 20) reported that principals can make a difference and the principal more than any other single factor can

influence the success or failure of a public school. In recognition of the importance of this statement, the SREB (1983b) published a special report summarizing key issues in the selection and preparation of principals. This report further emphasized the importance of the principal in a schools success by stating:

> Successful schools--schools where effective learning takes place--are generally characterized by strong principals, according to recent research. The school principal appears to be in a unique position in determining the success of the school. No matter what facet of the school is being discussed, the principal and his or her influence on the implementation of a program, or in setting the tone of the school, is consistently heard from parents, teachers, school counselors, and other administrators. (p. 1)

Morris, Crowson, Porter-Gehrie, and Hurwitz (1984, p. 239) also stated that recent evidence had empirically established the fact that the administrator could make a difference in school operations.

Instructional Leadership

To make a significant impact on the previously referenced education crisis, school administrators should make a difference and facilitate improvements in student achievement through being effective instructional leaders. With regard to effective schools and instructional

leadership Champagne, Morgan, Rawlings, and Gwany (1984)
stated:

> Extensive research has clearly shown that effective
> schools or school systems do not spontaneously come
> into being. Rather, they are brought into being by
> effective leadership. This leadership is characterized
> by a strong focus on the product of education--
> learning--and especially on how learning can be
> developed and enhanced for both students and school
> personnel. A school or school system is judged
> "effective" when it produces learning. (p. 2)

The National Association of Elementary School
Principals (1986, Foreword) similarly supported this
emphasis on capable and effective education leaders to
develop quality schools (i.e., a major characteristic being
schools whose students, teachers and parents share a
determination to constantly seek improvement). The NAESP
(1986) stated that "The principal's highest priority,
according to NAESP, must be instructional leadership"
(p. 9). Beck's (1987) survey of 1,000 elementary, junior
high/middle school, and high school principals in Texas
added further support that instructional leadership was very
important. In his study, Beck (1987, p. 13) reported that
the responding principals rated instructional leadership as
the most important of 10 responsibilities perceived as
related to principal success.

There appeared to be indications that principals can make a difference in the success of a school. The question then to be addressed is how adequate are principal preparation programs?

Adequacy of Educational Administrator Preparation Programs

Educational administrator preparation has been historically housed in university graduate programs (Miklos, 1983, p. 155; Cooper and Boyd, 1988, p. 3). Cunningham and Nystrand (1969, p. 6) reported that departments of educational administration had been slow to change their preparation programs resulting in a lack of program relevance for urban school administrators. With regard to preparing elementary school principals Wolcott (1973, p. 329) believed preparation programs were not appropriate because they trained people for the superintendency or central office jobs.

Noting that programs in the past three decades had experienced changes in the program knowledge base, instructional methods, and application of concepts to the practice of administration, Miklos (1983, p. 153) stated that the fundamental issues and problems were still present and that they required renewed attention. Pitner (1982) took a more aggressive position and concluded that improvement in school administrator training was "sorely needed" (p. 52) based on a review of studies on administrator training and the observations of scholars and

practitioners. Nunnery (1982) also addressed the concerns
of practitioners and of university control of preparation
programs when he stated:

> There appears to be a growing concern among local
> school district practitioners and state education
> agency leaders about the validity, as applied to
> educational administration preparation, of many of the
> graduate education traditions and, much more
> significantly, a sincere conviction that much of the
> substance of the academic preparation is not relevant.
> There is some evidence that persons having such beliefs
> are seeking an alternative to the effective control of
> educational administrator preparation by academicians.
> (p. 45)

Peterson and Finn (1985) elaborated on the inadequacy
of preparation programs. They reported that surveys of
practicing school administrators revealed that "most judge
their university training to have been easy, boring, and
only intermittently useful to them in their work" (p. 49).
Peterson and Finn (1985, p. 60) stated that the timing was
appropriate for increasing standards and making bold changes
in school administrator training.

The National Association of Secondary School Principals
(NASSP) (1985) and the National Association of Elementary
School Principals (NAESP) (1986) recognized the need for
improvement in principal preparation programs. The NASSP

proposed that excellent academic and performance based components should be included in preparation programs. This professional principal organization (NASSP, 1985, p. 4) emphasized the fact that classroom conceptual learning must be directly related to professional practice requirements. Similarly, the NAESP reported the lack of practical application of the classroom knowledge base (NAESP, 1986, p. 3). To improve the preparation of K-8 principals, the NAESP (1986) proposed that preparation programs provide the abilities and skills to address the needed proficiencies identified by the NAESP.

Both organizations called for national effort to improve preparation programs (NASSP, 1985, p. 31; NAESP, 1986, p. 2). Peterson and Finn (1985) eloquently expressed the need for a national focus and stimulus to lead educational administrator preparation reform when they wrote:

> It may well be that piecemeal reform is simply inadequate to the task of overhauling the training, licensure, and professional standards of school administrators. It may also be that the profession lacks the fortitude or the perspective for a thoroughgoing, self-induced overhaul. Perhaps governors, business leaders, and blue ribbon commissions will need to bring school administrators under the kind of intense scrutiny that they have

applied to school teaching. (p. 62)

Educational Administrator Preparation Reform

The national focus for the educational administrator
preparation reform movement was initiated by the University
Council for Educational Administration (UCEA). The UCEA is
a nonprofit corporation whose membership consists of 49
major universities in the United States and Canada. Thirty
school districts are affiliated with the organization.

The UCEA sponsored and supported a National Commission
on Excellence in Educational Administration (NCEEA). The
Commission was comprised of representatives within and
outside the education profession (Griffiths, Stout, &
Forsyth, 1988, p. ix). The Commission undertook the task of
developing recommendations for reform in education
administration. Such reform was needed to address society's
call for education changes that translated into "a
revolution in the way schools are organized, in the quality
of those who teach, in the expectations for every child who
enters the education system, and in regard given education
by all of society" (Griffiths, Stout, & Forsyth, 1988,
p. xiii). The Commission's report (Griffiths, Stout, &
Forsyth, 1988, p. xiv) called for a revised nationwide
comprehension of future educational leadership requirements.
The report outlined the Commission's vision of school
leadership and the associated recommendations concerning:

1. What public schools should do.

2. What professional organizations should do.

3. What universities should do.

4. What State policy makers should do.

5. What federal policy makers should do.

6. What the private sector should do.

In the detailed recommendations, the NCEEA report proposed the establishment of a National Policy Board on Educational Administration (Griffiths, Stout, & Forsyth, 1988, p. 14). Such a Board (National Policy Board on Educational Administration, 1989, p. 31) was officially formed on January 20, 1988. The Board consisted of representatives of the following 10 member organizations:

1. American Association of Colleges for Teacher Education

2. American Association of School Administrators

3. Association for Supervision and Curriculum Development

4. Association of School Business Officials

5. Council of Chief State School Officers

6. National Association of Elementary School Principals

7. National Association of Secondary School Principals

8. National Council of Professors of Educational Administration

9. National School Boards Association

10. University Council for Educational Administration

The charter for the National Policy Board on Educational Administration (NPBEA, 1989) outlined three purposes as follows:

(1) To develop, disseminate, and implement professional models for the preparation of educational leaders;

(2) To increase the recruitment and placement of women and minorities in positions of educational leadership; and

(3) To establish a national certifying board for educational administrators. (p. 31)

In accordance with it's charter the NPBEA published a nine item agenda for reform in the preparation of educational administrators (NPBEA, 1989). The report containing the agenda further supported this study's previously mentioned relationship between effective leadership and school success. The report (NPBEA, 1989, p. 9) stated that within the past decade educational reform reports consistently inferred that effective leaders were required to have excellent schools. Furthermore, school improvement research emphasized the relationship between effective administrators and positive school climates.

Addressing the current state of educational administrator preparation programs, the report (NPBEA, 1989) stated:

Over the past quarter century pre-service preparation

programs for educational administration have
proliferated, but their quality has deteriorated. In
a variety of ways, these programs are failing their
candidates; ultimately, they are failing our nation's
school children.... The model that the field accepts
for certification and licensure is recognizable more by
its weaknesses than by its strengths, weaknesses so
pervasive they are treated as inevitable
characteristics of the field. (p. 9)

This severe criticism set the scene for the NPBEA's
review of the characteristics of the general administrator
preparation program and development of the resultant reform
agenda. The nine agenda items were organized into three
groups of needed change that addressed people, programs, and
assessments. Although four of the agenda items were
concerned with programs, only the item addressing the
elements of the curriculum was to be investigated in this
study.

The NPBEA reform document (NPBEA, 1989, p. 32) reported
that six recent reform reports dealing with educational
administration had acted as source documents for the Board's
efforts. One of these reform reports, the NCEEA's Leaders
for America's Schools (Griffiths, Stout, & Forsyth, 1988)
has been reviewed previously in this chapter. The remaining
five reports were reviewed for their comments on educational
administrator preparation reform as they related to the

topic of this study. <u>Skills for Successful School Leaders</u> (Hoyle, English, & Steffy, 1985) was the reform report of the American Association of School Administrators (AASA). This report emphasized the importance of and described in detail the application of the common set of competencies and skills that should be included in all administrator preparation and training programs.

The reform report of the National Governors Association was <u>Time for Results: The Governors' 1991 Report on Education</u> (National Governors' Association, 1986). This report examined seven critical problem areas in American education and prescribed recommendations to address the problems. The problem area of Leadership and Management resulted in the following recommendation that directly related to this study:

> Match the content of the State-approved educational administration programs to the training needed by effective school principals. (p. 58)

<u>School Leadership Preparation: A Preface for Action</u> (Shibles, 1988) was the reform report of the American Association of Colleges for Teacher Education (AACTE). This report proposed recommendations for restructuring preparation programs. Of particular relevance to this study were the recommendations concerning program content and structure. These recommendations alluded to core requirements and curriculum topics.

The reform report of the National Association of Secondary School Principals (NASSP) was Organizing for Learning: Toward the 21st Century (Walberg & Lane, 1989). This report provided an outline of the major current proposals for improving schooling through the visions of school organizations of 12 contributing authors. The report did not address educational administrator preparation per se but it did have implications for the operations of the principalship.

Principals for 21st Century Schools (NAESP, 1989) was the reform report of the National Association of Elementary School Principals.

Summary

The previously presented review of literature noted that initially the education crisis was not addressed from the point of view of improving the preparation of school administrators. As information became available that demonstrated school principals could make a difference in the quality and effectiveness of schools, educational reform included attention to the way these administrators were prepared. Such attention agreed with the long-term complaints of school principals that preparation programs were not relevant and were not of much assistance in producing successful administrators. This had resulted in a number of national reports that provided proposals to improve educational administrator preparation programs. Of

significance was the recent formation of the NPBEA and the publication of its agenda for reform of educational administrator preparation programs.

Core Curriculum Validation

Introduction

This section of the chapter reviews the need for a core curriculum that provided a common core of knowledge to improve educational administrator preparation programs. The validation of the core curriculum is addressed together with the use of school principals in the validation process. Studies similar to this type of study are reviewed and appropriate variables to be used in this study are selected. The section ends with a summary of the results of this part of the review of literature.

Need for a Common Core of Knowledge

Griffiths, Stout, and Forsyth (1988, p. 249) summarized the work of Norton and Levan by stating that a coherent core of study across university doctoral educational administration programs was lacking. Mayer (1988, p. 30) similarly concluded that there was no consensus among universities about a specific educational administration curriculum sequence.

Previously, Nunnery (1982) had reported the major problem with the knowledge base of preparation programs when he stated:

The variance in informed opinion about what educational administrators need to know, the different preparation program practices, and the apparent incongruities between preparation and what practitioners are spending much of their time doing, call attention to a major inadequacy in the knowledge base for educational administration. (p. 48)

The knowledge base guiding administrative training was described by Murphy and Hallinger (1987) as "inadequate and inappropriate" (p. 253). They called for a stronger knowledge base including, as Silver (1987, p. 68) alluded to, a professional knowledge base as in the professions of law and medicine.

The lack of a common core of knowledge for educational administrator preparation programs and lack of relevancy of such programs (NPBEA, 1989, p. 11) have stimulated the clamor for drastic improvements in preparation programs. Indeed, studies (National Education Association 1968, p. 28; Pharis and Zakariya, 1979, p. 29) have shown that elementary school principals overwhelmingly do not regard their college training as being of great value to them.

Recognizing the drawbacks of preparation programs, the NASSP (1985), in referring to two earlier NASSP studies, stated that "Both surveys document that preparation programs are essentially diverse collections of formal courses that, taken together, do not reveal consistent purposes or a

systematic design" (p. 2). Silver (1982, p. 54)
correspondingly noted that during recent years many changes
in preparation programs, emphasizing competencies, were
superficial. Silver gave an example of "modifying program
goal statements and course descriptions without altering
program or course contents or strategies" (p. 54) to
demonstrate superficiality of changes.

The lack of coordination and meaningful changes in
preparation programs resulted in the NPBEA (1989, p. 19)
recommendation that a common core of knowledge be provided
in administrator preparation programs. The NPBEA (1989)
common core of knowledge was comprised of seven foundational
areas of learning and associated topics as follows:

> First, the core must examine the societal and cultural
> factors that influence education, so that
> administrators emerge with an understanding of the
> environment in which they will function. Preparation
> programs must discuss demographic changes relating to
> race, sex, family income; they must address the impact
> of home and family on teaching and learning. Programs
> must teach administrators how to deal effectively with
> students from diverse backgrounds and how to use
> multicultural situations to enrich the educational
> experience. Prospective administrators must become
> familiar with the resources available through other
> social service and community agencies and understand

how such agencies relate to schools. In addition, administrators must learn how to assess the potential impact of administrative decisions upon children, families, teachers, and the community.

Second, preparation programs must never lose sight of the core function of the school: teaching and learning. Prospective administrators must gain a thorough understanding of the instructional and learning processes at the school building level. All programs should instill in their graduate students a broad knowledge of the research base in teaching and learning, an understanding of factors affecting school change and school improvement, and the ability to translate this knowledge into a vision of instructional excellence behind which the school system can rally.

Third, educational administrators should know the rich theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations. Clearly the ambiguities of organizations cannot be eliminated, but they can be made more understandable and less threatening by providing administrators with basic concepts and analyses of organizational life. This body of knowledge is a powerful tool for observing, interpreting, changing and guiding educational

practice. Such knowledge is rooted in a comprehensive study of organizational theory from traditional perspectives and from such contemporary alternative views as critical and feminist theory.

Fourth, research and evaluation skills should focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner. Inquiry techniques from sociology and social psychology seem especially relevant to these ends. Evaluation methodology should emphasize the assessment of program and organizational outcomes. All students should be introduced to techniques of policy analysis. Every student should be functionally literate in basic qualitative and quantitative design. Improvement in personal practice demands that the practitioner be able to examine formally and informally what is occurring in her/his environment.

Fifth, preparation programs must transmit knowledge of basic leadership and management processes and functions. Students must master such functional skills as resource allocation, scheduling, planning, and computer applications; and such process skills as working with groups, managing conflict, and building coalitions. Administrators need to do as well as to know. One might expect these topics to be well-

represented in the curriculum, but they are not. A wide gap exists between what is taught and what practitioners say they need. Consequently, these courses should be developed in close consultation with colleagues in the field.

Sixth, preparation programs should include content about policy studies and the politics of education. Prospective administrators need to be introduced to the legislative process, how decisions are negotiated locally, within state policy guidelines, and in relation to national educational emphases. They need to understand the influence of community power structures; the local electoral process; how boards of education function; how the school interacts with community pressures and needs; who is best and least well served and why; how teachers, schools as units, the district, and the community interact to create a local school organization.

Finally, the program must address what is right to do as well as the right way to do it. Students should be pushed to examine their own belief systems, their reasons for wanting to be administrators, their images of the mission of schooling as a social process. The curriculum should be designed to provide frameworks and tools to assist students in assessing the moral and ethical implications of administrative decisions in

schools. They must come to understand the concept of public trust and to realize how values affect behaviors and outcomes. (pp. 20-21)

This core of knowledge was published in May, 1989, and a formal research study to verify the relevancy of the proposed core of knowledge has not been completed. The University Council for Educational Administration has endorsed the seven foundational areas of learning (UCEA, 1989).

Since the original development of this study, the NPBEA (1990, p. 3) has revised the initially recommended seven foundational areas of learning in the common core of knowledge to be a knowledge base with eight dimensions. A new itemization of topics to be included in the eight dimensions has not been published. Due to the facts that the newly proposed eight dimensions had similar wording to the original seven foundational areas and a new list of topics was not available, the current study used the original foundational areas and associated topics.

Validation of the Core Curriculum

Comments have emerged concerning the NPBEA curriculum proposals. In reviewing a meeting of 100 educators and policymakers to review the NPBEA report, Bradley (1989, p. 8) stated that some attendees believed broader comment and discussions on the recommendations were needed. With regard to implementing the proposed plan of reform, she reported

broad participant support for "Establishing task forces to define further the proposed curriculum for school administrators ..." (p. 8). Hawley (1989, p. 8) was more critical of the report. He believed the NPBEA recommendations in general ignored the real problems of school administrator preparation. With regard to the curriculum, he noted that the Board had "opted for breadth rather than depth" (p. 11) and that how learning occurs should be emphasized rather than what should be learned. The fact that the NPBEA has revised the original seven foundational areas of learning to be eight dimensions of a newly proposed knowledge base further attested to the need for additional review of any proposed curriculum.

As described previously, dissatisfaction with principal preparation programs has been widespread. Thus, investigation of the principals' perceptions of the coverage of the proposed core curriculum in the preparation programs of the principals could provide information to corroborate that current programs are inadequate.

McCarthy, Kuh, Newell, and Iacona's (1988, p. 170) study of the total educational administration faculty member population indicated that the professoriat in general was complacent about the problems in educational administrator preparation programs and the quality of these programs. Thus, due to anticipated professoriat apathy towards the NPBEA recommendations and emerging comments concerning the

appropriateness of the curriculum recommendations, the current study was undertaken to investigate the relevancy of the NPBEA originally proposed core of knowledge.

Use of Practitioners in the Validation Process

Practicing principals' perceptions of the proposed core of knowledge were determined to be beneficial in the investigation. In the past, principals usually have not been consulted and herein may lie the problem of preparation programs. As Daresh (1988) noted:

...in most cases, the content of university management courses is based almost exclusively on the choices made by university faculty. The self interests of the academic community, therefore, are not only primarily served, they are virtually the only priorities addressed. Rarely are clients (past, present, or future) consulted regarding the nature of what is to be taught through the medium of university courses. There is no attempt here to suggest that professors should make their curricular choices only through a consensus process. Rather, a value expressed here is that, at least to some extent, dialogue between practitioners and academics might yield some important insights into the ideal content to be included as part of academic preparation. (p. 20)

The NASSP (1985, p. 11) stated that increasing the competence of principals was the primary goal of educational

administrator training. This organization in defining competence noted that "Competence can be measured only through an accumulation of evidence, over time, that an individual is able to apply knowledge and perform certain functions and skills in ways which are, more often than not, perceived positively by both the individual and his (or her) audiences." (p. 11). This position inherently implied that principals, and their audiences, determined their level of competency and, therefore, the effectiveness of training programs. A resultant implication was that principals must be involved in evaluating training programs. The involvement of principals in program evaluation was shared by Hoyle, English, and Steffy (1985, p. 248), and Gousha, Jones, and LoPresti (1986, p. 20). If principals can evaluate preparation training programs, because of their knowledge of competency requirements, one would assume that they could assist in determining the content and methods of training programs.

Many years earlier, Cunningham and Nystrand (1969, p. 7) reported that educational administrator preparation programs were lacking relevancy to the work place. In their terms, relevancy of preparation was measured by "the extent that the body of knowledge, attitudes, and skills which it [the program] conveys are helpful to its recipients in practicing field situations" (p. 7). They (1969, p. 12) stated that relevant programs could be developed through

partnerships between school systems and university educational administration departments. Some years later the Committee for the Advancement of School Administration (1979) was more specific when it stated "Training institutions should involve [educational] administrators in the design, development, operation and evaluation of the academic program..." (p. 6). More recently the NCEEA (Griffiths, Stout, & Forsyth, 1988, p. 18) stated in it's recommendations that the professoriat should work jointly with educational administrators in developing new administrator preparation curricula. To assist in the development of a validation process, other similar studies of principals' perceptions were reviewed as follows.

Similar Studies

Hyland (1985) completed a doctoral dissertation by surveying 47 elementary school administrators, in the Roman Catholic Diocese of Madison, Wisconsin, who had participated in the /I/D/E/A/ Principals' Inservice Program. The study was designed to determine if participation in the program would result in professional growth for the individual and would have a positive effect upon the school community. Although four trained program facilitators and two central office personnel were interviewed also as part of the study, their involvement in the study was not included in this review.

The dependent variables for the study included

collegial support, professional development, school
improvement, and continuous improvement. The independent
variable was the /I/D/E/A/ Principals' Inservice Program.
The total population of 47 principals was organized into
four geographical groups with further group breakdown by sex
and religious affiliation or not. A table depicting a
summary of grade structure and associated enrollment ranges
for the principals' schools was provided.

A 3-part instrument was designed to be administered to
all 47 principals. The instrument was a combination of the
Likert-type attitude scale (i.e., a total of 60 questions),
a semantic differential (i.e., a total of 10 items), and
summary unstructured responses (i.e., 5 questions with one
containing an additional structured response with 6 items).
The 5-point Likert-type scale provided responses ranging
from strongly agree to strongly disagree. The questionnaire
was designed to obtain the principal's perceptions of
program participation and the principal's resultant
professional development plan and school improvement
project.

A second questionnaire was used to survey a random
sample of 25% of the participants from each collegial group
to obtain perceptions of group behavior and practices. A
5-point Likert-type attitude scale (i.e., with response
ranges of strongly agree to strongly disagree) for 10 items
and a scale measuring frequency of occurrence for 30 items

were used to collect the perceptions. Also, two summary
unstructured responses were used to collect principal
comments about the program facilitator and group activities.
The random sample was selected by a professional colleague
of Hyland's but details of the selection process were not
provided.

Content validity was established for the instruments by
pilot-testing them with two administrators and three faculty
members in Hyland's university education department.
Additionally, diocesan officials were sent copies of the
questionnaires for critique.

The Director of Schools for the Diocese of Madison sent
a letter to each principal announcing and endorsing the
study. Hyland subsequently met with the diocesan principals
as a group and distributed the first questionnaire. She met
later with each group sample to distribute the second
questionnaire.

Data analysis was completed by calculating the mean and
standard deviation (SD) for the various Likert-type
responses and the semantic differential responses. An
arbitrary SD > 1 was selected as indication of a lack of
principal consensus on a questionnaire item. The
principals' top five recommendations concerning program
content and revision were listed in order of frequency and
number of respondents. Although a questionnaire response
rate was not stated, this researcher assumed that due to the

small numbers involved and the association of the researcher with the survey individuals, a 100% response rate was obtained.

Sharp (1983) surveyed 12 elementary school principals from an urban school district in Southwestern Ohio, in a doctoral investigation of a principal's professional support group and the effects of the support group on the principal's instrumental, supportive, and participatory leader behaviors. The principals used in the study were volunteers who had not participated previously in a support group. Data for the study was gathered by interviews, observations, document analysis, and "Do's and Don'ts" and Principal Behavior Description questionnaires. The demographic characteristics of the principals obtained by interviews were the number of years as a principal, sex, type of school (i.e., grade range, traditional or alternative, and suburban or inner city), and school enrollment. A table was provided that reported the demographic data for each principal.

The Do's and Don'ts questionnaire consisted of two groups of 17 items. The first group of items was designed to measure the principal's perception of group members' expectations for his/her behavior on items relating to openness and trust. The second group of items was developed to measure an individuals actual behavior in the group on the same items. The total of 34 items used a Likert-type

scale as follows to measure the number of times a particular
do and don't item would be undertaken:

A	B	C	D	E
Never	Now and Then	Sometimes	Often	Always
0%	25%	50%	75%	100%

The means of items 1 through 4 and items 5 through 8
were added to the scores of items nine, ten, and eleven.
The mean of the total of these five scores provided the
measurement of openness. The mean of the total value of
item 12 through 17 provided the measure of trust. The
questionnaire was completed by the principals before and
after participating in the support group activity sessions.
The t-test statistical calculation was used to determine if
there was any significant difference between the pre and
post mean scores of group openness and group trust.

The questionnaire was adapted from a similar instrument
used in a previous doctoral dissertation. Sharp (1983) did
outline the process to address the validity and reliability
of the instrument.

The Principal Behavior Description questionnaire was
used to survey individuals who had significant interactions
and relationships with the principals. Due to the fact that
this instrument and survey process was not addressing
principal perceptions the instrument was not included in
this review.

Newkirk-Moore (1985) completed a doctoral dissertation

that investigated the importance of professional
competencies for elementary principals in Tennessee as
perceived by educational practitioners and policy makers.
The target populations for the study were elementary school
(i.e., not defined) principals, superintendents, and
chairpersons of the boards of education in the State of
Tennessee. Only the survey of elementary school principals
was reviewed for the current study. The target population
of principals was stated as 1,038 and a random sample (i.e.,
the selection process was not described) of 285 principals
was surveyed (i.e., 27% of the population). The sample size
was calculated using Hanskins method with a 5% probability
of error.

The 16-page survey instrument contained approximately
two pages of directions, two pages of demographic data
items, ten pages for the 39 competencies, and two pages to
address the principal's perception of the five most critical
and the five least critical competencies in the role of the
elementary school principal. The demographic data items
consisted of position (i.e., principal, superintendent, or
chairperson), population of school district, type of school
district, location of district, years of administrative
experience, number of years as a principal, highest academic
degree and date earned, major field of highest degree
earned, institution of higher education from which highest
degree was earned, sex, and type of community.

The competencies used in the study were those contained
in the PEEL (i.e., Performance Evaluation of the Educational
Leader as developed by Dr. Howard J. Demeke of Arizona State
University in 1972) definition of administrative competence.
The 39 competency statements in the PEEL definition were
divided into seven major areas of administrative competence.
For each competency statement a number of descriptive
behavioral statements (i.e., a total of 221) were provided
that specifically defined the expectations of the
administrators role performance for that competency area.
The reliability and validity of the PEEL definition was
established by prior doctoral research using a national
sample of school administrators.

The level of importance attached to each competency
statement was recorded using a 5-point Likert scale as
follows:

1	2	3	4	5
Very				Very
low				high
importance				importance

Three separate solicitations over a three month period
were used to obtain 193 returned questionnaires. Of this
total, 191 questionnaires were usable that represented a
response rate of 67.36%. Newkirk-Moore provided a table
that showed the returned and not usable numbers and
cumulative percentages of questionnaires by each of the

solicitation dates.

A multivariate analysis of variance (MANOVA) procedure was performed on the responses to the first and third solicitations. This analysis was performed to determine if there was a difference between the two sets of responses. The third solicitation was considered to represent the responses from principals who did not respond. Using a significance level of .05 the MANOVA procedure failed to show a significant difference between the first and third sets of responses. Thus, the assumption was made that all of the elementary school respondents were representative of the total population.

Mean scores and standard deviations were calculated for each of the 39 competency statements and the seven areas of administrative competence. A one-way analysis of variance was used to determine if position could be considered a significant factor in the ratings assigned to the competency statements. A multivariate analysis procedure was used to identify differences in responses due to demographic variables. The demographic variables investigated were average daily attendance, legal classification of the school district, geographic region of the school district in Tennessee, and administrative experience. A multivariate procedure also was used to determine if certain factors characterizing the educational background of responding principals significantly affected their responses. The

variables used were highest academic degree earned, year highest academic degree was earned, major field of study of highest academic degree, and institution of higher education attended. Tables were provided showing the frequencies of the most critical and least critical competencies selected by the principals. The presentation and analysis of data chapter ended with frequency distribution tables showing the number of responding principals by average daily attendance of school district, legal classification of school district, type of population served by school district, region of Tennessee, years of experience, highest academic degree earned, year highest degree earned, major field of study, and institution of higher education attended.

Four Texas A&M University doctoral students completed dissertations that investigated the perceptions of various groups of educational administrators concerning the relevancy of the competencies and related skills of the guidelines for the preparation of school and administrators (Hoyle, English, & Steffy, 1985). Edgell (1983), McClellan (1984), and Voelter (1985) surveyed educational administration professors, public school superintendents, and junior/community college administrators, respectively. Senior high school principals were surveyed by Fluth (1986) and it was this study that was reviewed in detail. All four research studies were similar due to the fact that they used basically the same questionnaire. The only difference

between the four instruments used was the demographic data specified at the beginning of the questionnaire.

Fluth's (1986) questionnaire collected the demographic data that consisted of highest degree attained and the number of teachers and students in each principal's assigned school. A question at the end of the instrument requested the percentage (i.e., 10 answers ranging from 10% to 100%) of the stated competencies and skills that were addressed in the college or university administrator preparation program undertaken by the principal. The remaining 50 items on the questionnaire addressed the competencies and related skills. A 5-point Likert scale, as follows, was used to collect the principals' perceptions of the importance of the competencies and skills.

1. Of critical importance, must be done.

2. Very important.

3. Of moderate importance.

4. Of little importance.

5. Of no importance.

A preliminary questionnaire was reviewed by 18 Texas A&M University mid-management interns. Fifteen responses were received from the interns. Validity of the questionnaire competency and skill items was addressed through the results obtained in the three dissertations mentioned above and through the development of the items by the American Association of School Administrators (AASA).

Specifically, draft AASA Guidelines were submitted for reactions and suggestions to the Committee for the Advancement of School Administrators (CASA), the Higher Education Advisory Committee (HEAC), and many educational leaders in the American Education Research Association (AERA) and the National Conference of Professors of Educational Administration (NCPEA). With regard to reliability, the Statistical Analysis System (SAS) produced a Cronbach's coefficient alpha of .9593 for the senior high school principals' responses.

The population for the study was the members of the National Association for Secondary School Principals (NASSP) national marketing sample. A random sampling of 356 members were selected by computer. The NASSP sample was exclusively of senior high school principals (i.e., a school encompassing grades nine and/or above).

Each member of the sample was mailed a questionnaire, an explanatory cover letter, and a stamped return addressed envelope. The return envelope was internally numbered to facilitate follow-up of the non-respondents. Two follow-up mailings were completed to encourage non-respondents to reply. The data collection process lasted 11 weeks. A table showing the distribution of returned questionnaires was provided as shown in Table 1.

Using the returned and usable number of 271 and the sample size of 356, a return percentage of 76.2% was

Table 1

Distribution of Returned Questionnaires in

Fluth's Study.

Original number of questionnaires mailed out   356

Returned and usable   271

Returned incomplete   2

Arrived too late to use   2

Moved, left no address   1

    Total Returned   276

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calculated for the study. In addition, Fluth (1986) stated "If the reasons for unusability are excluded, the total sample becomes 276 and the percentage of usable returns was 77.6%" (p. 39).

Due to the limited number of respondents in each of the questionnaire's 10 categories for the number of teachers, the responses were reorganized from 10 to 4 categories. For the same reason, the number of students categories was reduced from 15 categories on the questionnaire to three categories.

For each of the competencies and skills, the principals' mean scores, the mean score standard deviation, and z score were calculated. Due to the fact that there were no mean scores of 3.0 or above, the study concluded

that the competencies and skills were perceived as important by the senior high school principals. Also, a series of one-way analyses of variance were computed to determine the effects of number of teachers, number of students, and highest college or university degree obtained on the principals' responses. For those competencies and skills that had responses that were statistically significant, the Scheffe test was performed to identify which sub-groups were significantly different from each other.

Beck (1987) surveyed elementary school, junior high/middle school, and high school principals in Texas to investigate the source and level of expertise of their knowledge and leadership skills. Of particular interest to this researcher was one of the four research questions that addressed the principal's perceived level of satisfaction in their university educational administration program.

A stratified random sample procedure was used to ensure appropriate proportions of the different types of principals that represented the total population of principals in Texas. The sampling procedure was not explained. The stratified random sample of 1000 principals (i.e., 600 elementary school principals, 174 junior high/middle school principals, and 226 high school principals) represented 17% of the 5,892 total number of principals in the State.

To answer the four research questions, a 53-item questionnaire was developed. A panel of experts including

practicing principals and educational administration faculty members (i.e., the numbers of each were not provided) was used to review the preliminary instrument. This instrument was revised and validated before mailing the questionnaires to the principals. The validation process was not explained.

An overall rate of return of 65% was achieved based on the return of 650 questionnaires usable for analysis. The rate of return was 63% (i.e., 378 of 600) for elementary school principals, 71% (i.e., 123 of 174) for junior high/middle school principals, and 65% (148 of 226) for high school principals.

The questionnaires collected data for independent variables that included campus enrollment, district enrollment, respondents' age, years of experience in the current position, total years of experience, and sex. To determine the career path of principals an additional eight questions were included on the instrument. Six questions were specified that addressed the principals' perceptions of the importance of selected sources to their success. Also, further questions (i.e., these questions were not shown in the ERIC document reviewed by this researcher) were asked to analyze the principals' perceptions of their levels of expertise and preparedness with respect to selected job responsibilities. The principals were asked to rate the six questions concerning the selected sources of success by

entering a number on the questionnaire. The rating scale provided was a 5-point Likert scale as follows:

5. Extremely important.

4. Important.

3. Unsure.

2. Unimportant.

1. Extremely unimportant.

This researcher assumed the questions at the end of the questionnaire (i.e., those not shown in the ERIC document) also were rated using a 5-point Likert scale similar to the one above.

Frequency distribution tables for all of the responses were provided on the six independent variables mentioned previously. A table was given concerning the principals' perceptions of the importance of the six selected sources to their perceived success as a principal. For each source the mean and median of all of the principals' responses were calculated. The table of the selected source data was organized by the magnitude of means of the sources. The table is shown for information purposes as shown in Table 2.

Another table was provided that outlined the principals' perceived importance of selected job responsibilities to principal success, level of expertise, and level of preparedness provided by educational administration program. Means were calculated again for all of the responses. This table is shown in Table 3 for

Table 2

Beck's Study of Principals' Perceptions of the Importance
of Selected Sources to Their Perceived Success as a
Principal.

Rank	Source	Mean	Median
1	On-the-job experience	4.62	5.00
2	Common sense	4.56	5.00
3	Workshops/In-Service	3.71	4.00
4	Modeling after other administrators	3.65	4.00
5	University educational administration		
	program	3.61	4.00
6	Experience gained outside education	3.47	4.00

information purposes. The Spearman rho rank difference
correlation was calculated to determine the relationship
between the three rankings shown in Table 3.

The study also investigated relationships between
demographic variables (i.e., the six independent variables
mentioned earlier in this section, the organizational level
variable, and three variables concerned with certification)
and the principals' perceived level of preparation received
in their university educational administration program in
each of the ten selected job responsibilities.

The instrument ended with two open-ended questions

Table 3

Beck's Study of Principals' Perceived Importance of
Selected Responsibilities to Principal Success, Level of
Expertise, and Level of Preparedness Provided by
Educational Administration Program

Responsibility	Importance to success (Mean)	Level of expertise (Mean)	Adequacy of program (Mean)
Instructional leadership	4.68	4.09	3.17
Campus leadership	4.66	4.33	3.17
Interpersonal relations	4.62	4.30	2.97
Student management	4.41	4.31	2.76
Public relations	4.34	4.06	3.06
Teacher evaluation	4.30	4.07	2.31
Staff development	4.13	3.64	2.75
Curriculum development	3.99	3.60	2.99
Physical plant management	3.87	3.76	2.72
Budget and finance	3.73	3.52	2.79

concerned with what the principal thought was the most
satisfying and most dissatisfying about his/her current job
as a principal. Responses were tallied based on the content
of responses. A table was provided that showed the number
and percentages of responses for each of the most satisfying

and most dissatisfying items by type of school.

A review of the studies described above and reports of other similar studies (e.g., Mayer, 1988) indicated that survey instruments vary from 34 questions to 75 questions and could be up to 16 pages long. The scale used to measure the principals' perceptions was predominantly a 5-point Likert scale. Different forms of the scale were utilized.

Validation of the instrument was accomplished usually through review by a selected group of individuals related to the type of study or through reference to prior use of the instrument. Pilot studies did not appear to be employed.

Most studies tended to use a localized target population and associated random sample. Various sample percentages and sampling methods were employed in the studies. Response rates ranged from 63% to 100%. The latter response rate was obtained for studies that surveyed a specific small number of principals. Most studies did not report the length of time to complete the data collection process. Of those that did, the maximum length of time was three months.

The items of demographic data collected in the studies differed both in quantity and the items themselves. Demographic items commonly gathered were the principals' age, sex, and some form of years of experience, and the school's number of teachers and enrollment figures. Generally, frequency distribution tables for the demographic

data provided profiles of the respondents' and their perceptions. Data analysis was accomplished predominantly through the calculation of the mean and standard deviation of the responses and the use of various parametric tests of significance and measures of relationship.

Consideration of the demographic data collected in the reviewed studies provided information to assist in determining data variables to be gathered for this study.

Variables

Due to the fact that the NPBEA (1989, p. 5) curriculum recommendations were directed at improving the preparation of elementary and secondary school leaders, a fundamental aspect of the current study was to analyze principals' perceptions by the school type of the principals. The roles of the two types of principals have developed traditionally different operational functions. For example, secondary school principals have tended to be more concerned with student interaction and administrative considerations. Whereas, elementary school principals have been more oriented to parental and curriculum concerns. These differing roles could impact the perceptual responses of the two types of principals. Thus, responses were investigated by whether the respondent was an elementary school principal or a secondary school principal.

In addition, five demographic data items were selected for the current study. The items were number of teachers in

the principal's school; the principal's sex, age, total
years of principal experience; and the completion year of
preservice principal preparation program. Due to the large
number of items concerning the foundational areas of
learning and associated topics, the number of demographic
data items was kept to a minimum. The demographic data
items selected were regarded as the more important
descriptors to provide a profile of the responding
principals based on the review of related literature.

The use of the sex variable was determined to be
important because the administrator role appeared to be
interpreted differently between male and female principals
(Pitner, 1982, p. 14). Shakeshaft (1988) noted differences
between male and female school administrators that had a
bearing on administrator preparation programs:

> Research on women administrators uncovers differences
> between the ways men and women approach the tasks of
> administration. These differences have implications
> for administrative training programs, which were
> developed by men primarily for men. (p. 403)

Beck (1987, p. 36) found that gender was the variable
that produced a greater number and larger significant
differences in his analysis of principals' perceptions than
the other variables he used. Bridges' (1982, p. 18) review
of research on the school administrator concluded that sex
was one of the most frequently used characteristics that

provided a major focal point for investigations. He suggested that use of the sex variable was warranted if it was "treated in a theoretically rich fashion as Kanter has done in her book, Men and Women of the Corporation" (p. 26).

Pharis and Zakariya's (1979, p. xiii) study, for the National Association of Elementary School Principals (NAESP), of the elementary school principalship in 1978, reported that only a few status questions were common to their study and similar reports in 1928, 1948, 1958, and 1968. Sex, age, and years of experience were stated as being included in the few status questions. This researcher concluded that these variables must be regarded as important by the NAESP for the Association to include them in the Association's major study every ten years. From a more global perspective, in a investigation of 500 members of the Secondary Heads (i.e., principals) Association in the United Kingdom, Jones (1987, p. 71) found that there were differences in perceptions of training needs based on the sex and age of the Head and the size of the school. Jones (1987, p. 226) also collected the Head's number of years of experience but this was not used in a specific investigation as were the other previously mentioned variables.

Bridges (1982, p. 18) concluded that job-related experience was a common characteristic investigated in trait studies. Daresh (1988, p. 12) outlined specific needs of beginning administrators and the resultant implication for

preparation programs. He stated that "In short, enough is known about the problems faced by newcomers to the field of administration that certain steps may be followed in the improvement of administrator preparation programs for the future" (p. 13). Pharis and Zakariya (1979, p. 27) stated that principals with less than five years experience regarded graduate coursework twice as important as principals with more experience.

Pharis and Zakariya (1979, p. 30) also reported that fewer principals (i.e., 25.8%) of larger schools (i.e., 1,000 or more enrollment) valued graduate education as compared to 42.9% of principals of smaller schools (i.e., 100 or less enrollment). Although this researcher believed the size of the principal's school was a demographic item that should be collected, the student enrollment variable was not used. Instead the number of teachers in the principal's school was employed as a measure of school size. The number of teachers was chosen because this investigator thought that this number would be more readily available to the principal than the daily variation in the number of students. Thus, completion of this study's questionnaire would be facilitated.

Summary

There was a demonstrated need for a more relevant common core of knowledge for educational administrator preparation programs. The NPBEA has recommended such a

knowledge base but it's relevancy to the workplace has not

been established by formal research methodology. Validation

of this workplace relevancy should be undertaken and school

principals should be used in the validation process.

Similar studies of principals' perceptions were reviewed to

provide information in developing a validation process.

This action assisted in selecting the variables to be used

in this study.

Summary

This chapter provided a review of selected literature

that was related to the problem being addressed by this

study.

The review developed a rationale for the need for and

use of principals in a validation process to determine the

relevancy of the NPBEA initially proposed core curriculum

for doctoral programs for preparation of the educational

administrator. The NPBEA core curriculum had been

necessitated due to principal complaints of the inadequacy

of educational administrator preparation programs. Also,

the review connected the requirement for new preparation

programs (i.e., including a revised core curriculum) to the

development of effective educational administrators to

assist in addressing the ongoing education crisis. Similar

studies to this study were reviewed to provide information

to aid in developing a process to evaluate principals'

perceptions of the NPBEA initially proposed core curriculum.

The next chapter outlines the methods and procedures used in this study's process to collect and analyze the principal perception data.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The primary purpose of the study was to determine
selected principals' perceptions of the importance of the
seven foundational areas of learning and associated topics
for doctoral programs for preparation of the educational
administrator as initially recommended by the National
Policy Board for Educational Administration (NPBEA).
Additionally, the study was designed to determine the amount
of coverage of these areas of learning and associated topics
the principals had received in their educational
administrator preparation programs. Furthermore, a
determination was made concerning the relationship between
the principals' perceptions of the importance and coverage
of the areas of learning and associated topics.

The method used to obtain the perceptions of the
principals entailed the use of a questionnaire that was
completed by each responding principal. The procedures for
the development and use of the questionnaire and for the
processing of the returned questionnaire data are described
in the following sections of this chapter. These sections
are (a) research design, (b) population, (c) sample and
sampling method, (d) questionnaire development and pilot
study, (e) questionnaire validity and reliability, (f) data

collection procedures, and (g) data analysis.

Research Design

This study involved descriptive research. This type of research was described by Best (1981) as follows:

Descriptive research describes what is. It involves the description, recording, analysis, and interpretation of conditions that exist. It involves some type of comparison or contrast and attempts to discover relationships between existing nonmanipulated variables. (p. 25)

In this instance the study was designed to discover the elementary and secondary school principals' perceptions of the importance of the NPBEA's initially recommended seven foundational areas of learning and associated topics.

Borg and Gall (1983, p. 354) stated that descriptive data were frequently collected using survey methods. For this study a questionnaire was used to survey principals and collect descriptive data concerning them, their perceptions, and their schools. The collected data used to develop a respondent profile consisted of: the number of teachers in the principal's school; the principal's sex, age, and total years of principal experience; and the completion year of preservice principal preparation program.

The independent variable used in the statistical calculations was the principals' school type. The dependent variables for the study were the elementary and secondary

school principals' perceptions of the importance of the NPBEA's initially recommended areas of learning and associated topics; and their perceptions of the coverage of these areas and associated topics in their programs for educational administrator preparation.

For feasibility purposes random samples of principals of U.S. public elementary and secondary schools that were included in the Market Data Retrieval Database (Market Data Retrieval, 1990, p. 2) were used. The Market Data Retrieval organization was suggested as a source to obtain mailing labels for school principals by the Executive Director of the National Association of Elementary School Principals (S. G. Sava, personal communication, August 6, 1990). The random samples were to provide the ability to use inferential statistics and draw conclusions about the characteristics of the total population of Market Data Retrieval principals from the sample statistics (Hinkle, Wiersma, and Jurs, 1988, p. 149).

The statistical techniques used to describe the data, test the hypotheses, and determine the relationships between the nonmanipulated variables included; the development of frequency distributions; calculation of medians; and usage of the z-test for difference between proportions and Goodman and Kruskal's gamma that provides a measure of association.

Population

The target population or universe (Borg & Gall, 1983,

p. 241) for the study was all public school principals of U.S. secondary schools and elementary schools who were included in Market Data Retrieval's Database (Market Data Retrieval, 1990, p. 2). Market Data Retrieval (1990) is a company that specializes in maintaining a database that:

> ... is the most complete and detailed source of marketing information for educational institutions and personnel. This superior database is the result of years of extensive research and compilation that is unmatched ... (p. 2)

Market Data Retrieval (1990, cover) guarantees satisfaction of its services by providing a 30c refund for any piece of undeliverable mail from the database address file. Additionally, Market Data Retrieval offers to pay $100 to an individual who finds any public school building that is not in the database. This guarantee covers over 2.5 million records. The author in cooperation with a Market Data Retrieval account executive defined an elementary school and secondary school as outlined on pages 8 and 9.

The data for each principal consisted of only the name and mailing address of the principal's school. Thus, the sampling frame for the study was the school name and mailing address for all principals of U.S. public secondary schools and elementary schools in the Market Data Retrieval Database.

The target population consisted of 16,457 secondary

school principals and 60,883 elementary school principals. These numbers of principals were provided by Market Data Retrieval when the sample mailing addresses were obtained.

Sample and Sampling Method

Hinkle, Wiersma, and Jurs (1988) stated that:

In many research situations, it is not feasible to involve or measure all members of a population. So a subset of the population, called a sample, is selected, and only the members of the sample are included in the research study. (p. 17)

For this study the time and expense to investigate the entire populations of U.S. public secondary schools and elementary schools would have been excessive. Therefore, a sample of elementary and secondary school principals in the Market Data Retrieval Database was selected from the target population.

Market Data Retrieval offered a service that provided a randomly selected sample of principal addresses from this organization's database. For this study a request was made of Market Data Retrieval to provide a randomly selected list of 675 U.S. public elementary school and 675 U.S. public secondary school principal mailing addresses.

In addition, Market Data Retrieval was asked to provide the total number of principals in the respective populations. Knowing the actual size of the two populations provided the ability to calculate appropriate sample sizes

$$\text{Secondary School Principal Respondent Sample Size} = \frac{N\ (p\ q)}{(N-1)\ D + (p\ q)}$$

$$= \frac{16,457\ (0.5 \times 0.5)}{(16,457 - 1)\ \frac{(0.05)^2}{4} + (0.5 \times 0.5)}$$

$$= \underline{391}\ \text{(rounded up)}.$$

$$\text{Elementary School Principal Respondent Sample Size} = \frac{N\ (p\ q)}{(N-1)\ D + (p\ q)}$$

$$= \frac{60,883\ (0.5 \times 0.5)}{(60,883 - 1)\ \frac{(0.05)^2}{4} + (0.5 \times 0.5)}$$

$$= \underline{397}\ \text{(rounded up)}.$$

An intention of this study was to obtain a 60% response rate in the survey process. Thus, using a mailing size of 675 and a response rate of 60%, the respondent sample size was anticipated to be 405 for both groups of principals. Such a response sample size would provide the ability to make inferences about the total population of principals from the sample responses (i.e., 405 responses would have exceeded the 391 and 397 calculated numbers of responses needed for secondary and elementary school principals respectively).

Questionnaire Development and Pilot Study

A questionnaire was developed to collect the data for the study. The questionnaire is shown in Appendix A. Seventy-three questions were contained in two sections of the questionnaire. These sections were:

1. Demographic data.

2. Program core requirements.

The demographic data section consisted of five questions that required the responding principal to either write a number or select an answer from a multiple choice list. These five questions were developed to provide a profile of the respondents to the survey process.

The first question concerning the number of teachers in the principal's school was asked to provide an indication of the size of the school. Questions two, three, four, and five relating to the principal's sex, age, total years of principal experience, and completion year of the preservice principal preparation program were used to provide a personal profile.

The second section of the questionnaire listed the originally proposed seven foundational areas of learning and their associated topics. Although the NPBEA (1990, p.3) has revised the original seven areas in the common core of knowledge, a new itemization of topics to be included in the newly proposed knowledge base (i.e., that has eight dimensions) has not been published. The current study used

the original areas and topics because the proposed eight dimensions had similar wording to the original areas and a new itemization of topics was not available. The areas and topics were extracted virtually verbatim from the NPBEA initial recommendations (NPBEA, 1989, pp. 19-21). Question 6 through question 73 inclusive were used to itemize the areas and topics. A 5-point Likert scale was used for the responding principal to record his/her response regarding the importance of each area and topic. The scale used was as follows:

5. Of very high importance.

4. High importance.

3. Of moderate importance.

2. Low importance.

1. Of no importance (None).

Also, another 5-point Likert scale was used for the respondent to record the amount of coverage of each area and topic in the respondent's preparation program. The scale used was as follows:

5. Very high coverage.

4. High coverage.

3. Moderate coverage.

2. Low coverage.

1. No coverage (None).

These questions were fundamental to the study and were needed to address all of the research questions. The

questionnaire concluded with a statement of appreciation thanking the responding principal for his/her assistance in the study.

The questionnaire contained a total of 73 questions. Noting that lengthy questionnaires take an unfavorably long time to fill out, Best (1981) stated that:

The unfavorable reaction is intensified when the questionnaire is long, the subject of trivial importance, the items vaguely worded, and the form poorly organized. The unfavorable characteristics of so many questionnaires help to explain why so small a proportion of mailed questionnaires are returned.

(p. 168)

Due to the number of areas and topics in the proposed core curriculum, the length of the questionnaire could not be reduced. Close attention was paid to avoid vague wording and to organize and format the questionnaire in the best manner possible in an attempt to increase the response rate.

An instruction sheet (i.e., see Appendix B) was developed to accompany the questionnaire. The instructions described how the respondent was to record his/her perceptions of the importance and coverage of core foundational area and topic items. The instruction sheet ended with an invitation to the respondent to provide any comments concerning the program core requirements on the reverse side of the instruction sheet and return it with the

completed questionnaire. This invitation was to provide the ability to collect additional information of the principals' perceptions of the recommended core curriculum that might not be otherwise obtained from the completed questionnaire.

The prospectus and questionnaire were reviewed by 19 doctoral students as part of a doctoral seminar in the Department of Educational Leadership and Policy Analysis at East Tennessee State University (ETSU). Based upon the comments received during this initial review of the questionnaire and the study's prospectus a preliminary questionnaire was finalized. The preliminary questionnaire was used in a pilot study conducted to further refine the questionnaire. The principals used in the pilot study consisted of 5 secondary and 14 elementary school principals who were members of the ETSU Danforth Steering Committee and principals who had been selected by this committee to be mentor principals in the University's Danforth Principal Training Program. The selection of these groups of principals was based on the fact that they were regarded as being generally representative of the target population and that they would honestly and critically review the survey process and associated materials.

A cover letter (i.e., see Appendix C) was developed for the University's Danforth Program Coordinator to solicit pilot study assistance from the selected principals. An opinionnaire (i.e., see Appendix D) was created to collect

the pilot study principals' comments on the proposed survey process. Each individual was also asked to provide comments concerning the effectiveness of the proposed cover letter and the understandability, ease of use, and the aesthetic format of the questionnaire. Each individual was also asked to record the time taken to complete the questionnaire. The pilot study principals were invited to provide on the reverse side of the opinionnaire form any other comments concerning the survey documents and the survey process in general.

Four of the five secondary school principals and 8 of the 14 elementary school principals responded in the pilot study. The mean time to complete the questionnaire by the pilot study respondents was approximately 25 minutes. The final version of the questionnaire (i.e., see Appendix A) was developed from the preliminary questionnaire and incorporation of the comments received from the pilot study.

The data obtained from the pilot study's questionnaires were entered into the computer. The relevant statistical calculations were performed on the computer. The results obtained from the computer were used to address the research questions.

Questionnaire Validity and Reliability

Although a common definition of validity is the extent that a test measures what it professes to measures, Borg and Gall (1983) stated "The prospective test user should ask not

'Is this test valid?' but 'Is this test valid for the purposes to which I wish to put it?'" (p. 275). They continued that standards for validity are required, and they outlined four types of test validity for determining the overall validity of a test. In this instance, the term "test" and "questionnaire" are synonymous.

The first of the four types of test validity was content validity. For this study the foundational area of learning and associated topic questionnaire items were extracted virtually verbatim from the NPBEA recommendation document (NPBEA, 1989, pp. 19-21). These derived questionnaire items thereby assured content validity. The other three types of test validity were not relevant because the NPBEA recommendations were new and the questionnaire was designed to collect only principals' perceptions.

Borg and Gall (1983) defined reliability of a test as "the level of internal consistency or stability of the measuring device over time." (p. 281) Also, they outlined a number of approaches to determining the reliability of the measuring device. For this questionnaire and study Cronbach's coefficient alpha (Borg & Gall, 1983, p. 285) was the approach that was appropriate. This decision was based on the fact that alternate forms of the questionnaire were not available, the questionnaire was not split into two equivalent parts, and the questionnaire used a 5-point Likert scale.

Using the computer system and the SPSS/PC+ software, Cronbach's coefficient alpha was calculated for the principals' responses for the pilot study. Cronbach's coefficient alpha was calculated for both the importance responses and the coverage responses for the group of topics within each foundational area. The results of these calculations are presented in Table 4.

Table 4 indicated that all of the topics within their respective foundational areas were positively correlated and that each foundational area scale was reliable. The importance responses did not result in such high values for Cronbach's coefficient alpha as was obtained for coverage responses. These differences could indicate that the principals had first-hand knowledge to rate the coverage of the topics in their respective principal preparation programs but they were less consistent in determining the importance of the topics in principal preparation programs. Alpha varied from a low of .7224 for Foundational Area IV to a high of .9248 for Foundational Area VII. Because the topics were taken directly from the NPBEA recommendations, changes to the topics were not attempted in order to increase Cronbach's coefficient alpha.

Data Collection Procedures

Each principal in the secondary and elementary school samples was mailed a questionnaire together with a cover letter and a stamped return addressed envelope. The

Table 4

<u>Cronbach's Coefficient Alpha for Importance and Coverage</u>
<u>Responses for the Topics in Each Foundational Area (Pilot</u>
<u>Study)</u>.

Foundational area	Alpha for importance responses	Alpha for coverage responses
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	.8092	.9867
II. Core function of the school: teaching and learning.	.7925	.9074
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	.8715	.9204
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	.7224	.9677
V. Basic leadership and management processes and functions.	.7654	.9623
VI. Policy studies and the politics of education.	.9002	.9725
VII. What is right to do as well as the right way to do it.	.9248	.9771

secondary school principal questionnaire was printed on green paper and the elementary school questionnaire was printed on blue paper to indicate whether it was from a secondary or elementary school principal. The mailed questionnaire also was identified by a unique number assigned to the principal's school. A master list of the secondary and elementary sample schools and the associated unique school identification numbers were retained. The school identification numbering scheme was used to identify questionnaires that were returned and to aid in determining those principals who should be contacted on subsequent occasions. The cover letter that accompanied the questionnaire is shown in Appendix E.

The first questionnaire packet was mailed on October 3, 1990. Principals who did not return the questionnaire by October 31, 1990 were mailed a second packet of questionnaire materials. A different cover letter was used for the second mailing. This second cover letter is shown in Appendix F.

Principals who did not return the second questionnaire by November 29, 1990 were mailed a third and final set of materials. A different cover letter (i.e., see Appendix G) was used that stressed the need for participation.

The first set of materials was mailed on October 3, 1990 and the last questionnaire to be used in the study was received on January 14, 1991. Thus, the data collection

process took approximately 14 weeks. Table 5 provides an analysis, by type of school principal, of the returned and usable questionnaires obtained during the data collection process.

Table 5

Numbers of Returned and Usable Questionnaires by Type of Principal

Return and use categories	No. of questionnaires	
	Secondary school principal	Elementary school principal
Original number mailed	675	675
Returned and usable	328	280
Returned not usable	11	11
Arrived too late to use	2	1
Total Returned	341	292
Used Percentage	49	41
Response Percentage	51	43

The questionnaire "Used percentage" was calculated by expressing the "Returned and usable" number of questionnaires as a percentage of the "Original number [of questionnaires] mailed." The questionnaire "Response

percentage" was calculated by expressing the "Total Returned" number of questionnaires as a percentage of the "Original number [of questionnaires] mailed." The secondary school principals' questionnaire response rate was greater than the response rate for elementary school principals. Similarly, the secondary school principals' questionnaire used percentage rate was greater than that for elementary school principals.

Data Analysis

Computer Systems

Data entry and some of the statistical calculations for the study were performed on an IBM PS/2 Model 50 computer system. The statistical and information analysis software system used to complete these calculations was SPSS/PC+ V 3.1 (i.e., version 3.1). Other statistical calculations were performed on a DEC VAX 8530 computer system using the CCALC software package.

Nonparametric Tests

Nonparametric tests were selected to perform the statistical calculations because such tests were more appropriate for the type of data collected in this study. The data consisted of respondents selecting rankings or ordinal values from two 5-point Likert scales, shown as follows:

Importance	Coverage
5. Of very high importance.	5. Very high coverage.
4. High importance.	4. High coverage.
3. Of moderate importance.	3. Moderate coverage.
2. Low importance.	2. Low coverage.
1. Of no importance (None).	1. No coverage (None).

According to Borge and Gall (1983) the Likert-type scale was effective in measuring attitudes and was better than many other types of scales. The authors reported on one voting behavior study that compared five types of scales with the result that "The Likert scale was superior to all other scale types; it yielded a mean correlation of .54 with the objective indices of voting behavior" (p. 342).

The use of nonparametric tests was more fitting than classical parametric tests when ranked data were used as stated by Marascuilo and McSweeney (1977):

> While this discussion has centered upon nonparametric and distribution-free methods as possible replacements for classical or parametric tests, it should not be assumed that this is their sole justification for existence. Many of the tests presented in the following chapters are not substitutes for any other tests, but are actually the optimum tests for the hypotheses they test... (p. 6).

Norusis (1988, p. B-177), Borg and Gall (1983, p. 599), Hays (1988, p. 814), and Hinkle, Wiersman, and Jurs (1988,

p. 550) similarly specified that nonparametric tests be used with ordinal data. These authors did write, however, that different nonparametric tests should be used in different circumstances.

For research objective 1 a frequency distribution and the associated median of the elementary school principals' importance responses were calculated for each of the seven foundational areas of learning and associated topics. The percentages were also calculated for elementary school principals that provided a response of 5 or 4 (i.e., Of very high importance or High importance respectively) or that provided a response of 3, 2, or 1 (i.e., Of moderate importance, Low importance, or Of no importance). A total of 68 sets of calculations were performed (i.e., one set for each area and associated topics). This research objective was investigated by establishing that the area or topic was regarded as important if 51% or greater of the elementary school principals regarded the area or topic as "Of very high importance" or "High importance". Mohamed (1983, p. 8) used a similar approach to determine if vocational administrator competencies were essential. The competencies were essential if at least 51% of the respondents rated a competency as either "Essential" or "Very important" on a 5-point Likert scale.

The median and frequency distribution were calculated to provide a description of the sample responses (Borg and

Gall, 1983, pp. 363-365). The mean was not calculated and was not used in this study because as Champion (1981) stated "The mean or arithmetic average assumes at least an interval-level scale underlying the variable measured" (p. 70). For this study the principal's response (i.e., the variable measured) was obtained using a Likert 5-point ordinal or ranked scale. The median was appropriate when using data measured on an ordinal scale (Champion, 1981, p. 64).

Research objective 2 was treated in a similar manner to that of research objective 1. For this research objective, secondary school principal importance responses were used in place of elementary school principal responses in the previously outlined statistical calculations for research objective 1.

Research objective 3 was addressed by using a z-test for differences between proportions of some nominal dichotomous characteristic for two independent samples (Champion, 1981, p. 227; Hinkle, Wiersman, and Jurs, 1988, p. 267). This test was selected because the z-test assumptions of "(1) nominal-level data that are amenable to categorization, (2) independent samples, and (3) sample size of N + N > 30" (Champion, 1981, p. 230) were satisfied. In this study, as both Norusis (1988, p. B-102) and Champion (1981, p. 24) stated, it was appropriate for a nominal-level statistical measure to use ordinal data. A total of

68 z-test calculations (i.e., one calculation for each foundational area of learning and associated topics) were performed using CCALC software and calculated results derived by the SPSS/PC+ software from the principal responses.

The SPSS/PC+ software derived results for the number of cases and associated percentages (i.e., proportions) for each combination of values of the two variables for each area and for associated topics using the CROSSTABS feature (Norusis, 1988, p. B-93) of the SPSS/PC+ software. The first variable "Principal" was divided into elementary school principal and secondary school principal. The second variable "Significantly Important" was divided into the two categories of "Yes" (i.e., principal responses of 5--Of very high importance and 4--High importance) and "No" (i.e., principal responses of 3--Of moderate importance, 2--Low importance, and 1--Of no importance).

The formula (Champion, 1981, pp. 227-228) used to calculate the z-test results was as follows:

$$z = \frac{p_1 - p_2}{\sqrt{\dfrac{p_1 q_1}{N_1} + \dfrac{p_2 q_2}{N_2}}}$$

Where: p_1 and p_2 = proportion of "Yes" responses for the groups of elementary

school principals and secondary school
principals respectively,

$$q_1 = 1 - p_1,$$

$$q_2 = 1 - p_2,$$

N_1 = number of elementary school
  principal respondents, and

N_2 = number of secondary school
  principal respondents.

The null hypothesis for research question 3 then was
tested using a level of significance of .05 for a two-tailed
test for each of the 68 z-test results.

For research question 4 a frequency distribution and
the associated median of the elementary school principal
coverage responses were calculated for each of the seven
areas of learning and associated topics. Also the
percentages were calculated of elementary school principals
that provided a response of 5 or 4 (i.e., very high coverage
or high coverage respectively) or that provided a response
of 3, 2, or 1 (i.e., Moderate coverage, Low coverage, or No
coverage respectively). A total of 68 sets of calculations
were performed (i.e., one set for each area and associated
topic). This research objective was investigated by
establishing that the area or topic was regarded as being
covered if 51% or greater of the elementary school
principals regarded the area or topic as being of "Very high
coverage" or "High coverage".

Research objective 5 was treated in a similar manner as that for research objective 4. For this research objective, secondary school principal coverage responses were used in place of elementary school principal responses in the previously outlined statistical calculations for research objective 4.

Research objective 6 was addressed by using the Goodman and Kruskal's Gamma measure of association test for ordered contingency tables (Marascuilo & McSweeney, 1977, p. 466; Champion, 1988, p. 329). This test was selected because the test's assumptions of randomness and two variables measured according to an ordinal scale (Champion, 1988, p. 330) were satisfied. Champion (1988) further stated of the test "In fact, of all measures available for two ordinal variable associations, Costner (1965) recommends gamma" (p. 330).

A total of 68 gamma calculations were performed using the SPSS/PC+ software (Norusis, 1988, p. B-103). One calculation was performed for each of the seven foundational areas of learning and associated topics. The variables used for each calculation were the elementary school principal importance and coverage responses. In addition 68 z-test calculations (i.e., one calculation for each foundational area of learning and associated topics) were performed using CCALC software and calculated results derived from the SPSS/PC+ software. The CROSSTABS matrix of responses was entered into the VAX 8530 computer system and the CCALC

software recalculated gamma and calculated the z-test results. The CCALC gamma results were verified against the SPSS/PC+ gamma results to ensure the CROSSTABS data had been entered accurately. The formula (Champion, 1981, p. 331) used to calculate the z-test results was as follows:

$$z = (\gamma) \quad \frac{f_a - f_i}{N\ (1 - \gamma^2)}$$

Where: γ = gamma,

f_a = frequency of agreements,

f_i = frequency of inversions,

N = total number of responses.

The null hypothesis for research objective 6 then was tested using a level of significance of .05 for a two-tailed test for each of the 68 z-test results.

Research objective 7 was addressed in a similar manner as for research objective 6. For research objective 7 secondary school principal importance and coverage responses were used in place of elementary school principal corresponding responses in the previously outlined calculations for research objective 6.

CHAPTER 4

PRESENTATION OF DATA AND ANALYSIS OF FINDINGS

Introduction

The primary purpose of this study was to determine
selected principals' perceptions of the importance of the
NPBEA's initially recommended seven foundational areas of
learning and associated topics to be included in principal
preservice preparation doctoral programs. A secondary
purpose of the study was to determine the amount of coverage
of the areas of learning and associated topics in the
educational administrator preparation programs of the
selected principals. A related purpose was to discover if
there was any relationship between the perceived importance
of and the coverage of the areas of learning and associated
topics.

The primary independent variable used in the study was
the type of school the principal administered (i.e.,
elementary or secondary school). The responses to the
survey instrument were compiled by the principal's school
type, and investigations were completed to determine if
there were significant differences between responses from
elementary and secondary school principals. Additionally,
five demographic data items were compiled for both types of
school principal. These items were the number of teachers
in the principal's school; the principal's sex, age, total

years of principal experience; and the year of completion of the principal's preparation program. The compiled data items provided a profile for each type of responding principal. These respondent demographic data were compared to corresponding national demographic data.

This chapter includes general information concerning: the responses to the survey; comparisons of respondent demographic data to national demographic data; reiteration of the research objectives and when appropriate restatement of the research hypotheses in the null hypothesis format; the report of the results; and the analyses of the findings relative to the survey responses, the demographic data comparisons, and the research objectives.

Presentation of Data

Survey Responses

Of the 675 questionnaires mailed to each group of principals, 51% (n = 341) of the secondary school principals and 43% (n = 292) of the elementary school principals responded. The percentages of these responses used for data compilation and analysis were 49% (n = 328) for secondary school principals and 41% (n = 280) for elementary school principals. Other than the responses that were received too late to be included in the study, the unusable responses generally were in the form of a returned blank questionnaire with a comment. The reasons for a lack of response

included:

1. District approval needed.

2. No time.

3. Chose not to participate.

4. Questionnaire too long and/or too detailed.

5. Currently no principal and/or only a
   supervising/head teacher.

6. Lack of training/certification.

7. Lack of understanding of the questionnaire.

8. Lost in mail.

The response rates of 51% and 43% from secondary and elementary school principals respectively did not compare favorably to the higher response rates obtained in similar studies outlined in Chapter 2. There were, however, some marked differences between this study and those reviewed. This study used a national sample of principals whereas all of the other studies except one used a specific more local survey population and sample. Similarly, many of the studies used a very small sample size and/or used direct contact with the principals surveyed. One study did use a specialized target group consisting of a national marketing sample of National Association of Secondary School Principals (NASSP) senior high schools. In this instance, 356 questionnaires were mailed and 271 usable responses were received. In many of the above studies information concerning support for the studies by related organizations

was provided to the individuals surveyed. The current study did not have any endorsements from related organizations. The primary reason was that the National Policy Board for Educational Administration (NPBEA) was in the process of reviewing its proposed core curriculum.

Another distinguishing factor that could have had a negative impact on the response rate was the length and associated complexity of the current study's questionnaire. In the studies reviewed earlier the survey instruments were a great deal shorter (i.e., ranging from approximately 34 items to 75 items). The survey of NASSP senior high school principals contained 60 items as compared to the current study's 136 items for the proposed core curriculum's seven foundational areas and associated topics. The length of the current study's questionnaire probably accounted for many of the unusable responses as reflected in the comments returned with the blank questionnaires. Because the response rates (i.e., 51% and 43%, respectively) were lower than was anticipated (i.e., 60%), the respondent sample sizes were lower than was desired (i.e., 328 secondary school principal responses received as compared to 391 desired responses and 280 elementary school principal responses received as compared to 397 desired).

In some instances responses were not obtained for the five demographic data items. Table 6 reports the lack of responses from the two types of principals for the

demographic data items.

Table 6

Numbers of Missing Demographic Data Items by Type of Principal

| Demographic data item | No. of missing responses | |
	Secondary school principal	Elementary school principal
Year completed preservice principal preparation program	17	7
School's number of teachers	5	6
Sex	2	4
Age	1	2
Total years of principal experience	2	1

The lack of demographic data items appeared to conform to a similar pattern for both groups of principals. This pattern was indicated in Table 6 by listing the highest number of missing data items first and then listing the other missing data items in descending order.

The demographic data item "Year completed preservice principal preparation program" had the highest number of missing responses. The "Age" and "Total Years of Principal

Experience" demographic data items had the lowest number of missing responses.

Generally the demographic data item was left blank. The four missing responses for the sex of elementary school principals were attributed to the fact that the respondent assumed this question applied to the teachers in the school and a break-down of the sex of the teachers was provided. Some comments were provided with a few of the missing responses for the year of preparation program completion. The respondents replied that this item did not apply to them primarily because a program was not completed.

In other instances, some principals did not respond to a particular foundational area and/or topic. This lack of responses is shown later in the chapter in the various reports of findings for each appropriate foundational area and associated topics. Primarily, responses were lacking for first, second, or third foundational areas.

A few other principals failed to complete pages 2, 3, and/or page 4 of the questionnaire. Five (i.e., three elementary school and two secondary school) questionnaires only had importance responses while the coverage responses were left blank. The remaining lack of responses was for a particular topic and/or a small group of related topics. Usually principals wrote a question mark at the side of the topic or group of topics.

Demographic Data

Table 7 through Table 15 report the compiled demographic data for the responding principals. In addition, corresponding results of the National Center for Educational Information (NCEI) national study of U.S. school administrators (Feistritzer, 1988) are included in these demographic data tables.

The NCEI study's results were provided to determine if the non-responding principals in the current study were different from the responding principals (Borg and Gall, 1983, p. 434). In referencing non-respondent bias in surveys, Fink and Kosecoff (1985) stated that researchers should:

> Prove that the loss of data from non-respondents does not harm or bias the survey's findings. You might do this by showing that no obvious differences exist among respondents and non-respondents in such factors as age, education, experience, income, and so on. (p. 63)

The NCEI data (Feistritzer, 1988, p. 3) presented a clear profile of current elementary and secondary schools' principals in the United States. Thus, the NCEI data provided the appropriate demographic data item profiles for the non-respondents in this study.

The NCEI report was used because as the report (Feistritzer, 1988) stated "Much data has been collected and analyzed about teachers in recent years, including NCEI's

1986 survey of public and private school teachers, but not much hard data has been collected about school administrators" (p. 1). This U.S. Department of Education sponsored study processed 1,349 responses from a total of 1,976 questionnaires mailed to U.S. public school principals. A 68% response rate was obtained for the study. The principals included in the NCEI study were selected through a systematic random sampling produced from a list of 76,000 public school principals compiled by Market Data Retrieval. For the current study the total population for both types of principals was 77,340 principals. The results of the NCEI study were not reported by principal type (i.e., elementary or secondary school principal) as would have been desired to compare to the current study's results. Thus, the current study's results by principal type were combined to provide comparative data to the NCEI study.

The numbers and percentages for male and female principals in general and for male and female principals by principal type for the current study are shown in Table 7. Additionally, the percentages for male and female principals in general for the NCEI study are shown in Table 7.

Secondary school principals were predominantly male (i.e., 87% male and 13% female) as were elementary school principals (i.e., 68% male and 32% female). The current study's sex breakdown of the responding principals was very similar to the sex breakdown for the NCEI study.

Table 7

Sex of Principals for the Current Study and the NCEI
Study

	Secondary school principal		Elementary school principal		Combined elementary and secondary school principals		Combined NCEI data
	No.	%	No.	%	No.	%	%
Male	283	87	188	68	471	78	76
Female	43	13	88	32	131	22	24
Total processed responses	326		276		602		
Missing responses	2		4		6		
Total returned questionnaires	328		280		608		

The numbers and percentages of principals in general
and of principals by principal type in various age ranges
for the current study are shown in Table 8. Additionally,
the percentages of principals in these age ranges for the
NCEI study are shown in Table 8. The age ranges shown were
the age ranges used in the NCEI study.

Table 8

Ages of Principals for the Current Study and the NCEI Study

	Secondary school principal		Elementary school principal		Combined school principals		Combined NCEI data
Age range	No.	%	No.	%	No.	%	%
<30	1	*	0	*	1	*	*
30-34	7	2	14	5	21	4	4
35-39	31	10	18	7	49	8	16
40-44	89	27	80	29	169	28	23
45-49	84	26	67	24	151	25	20
50-54	62	19	49	18	111	18	19
55-59	40	12	30	11	70	12	13
60-64	13	4	19	6	32	5	4
65+	0	0	1	*	1	*	1

Total processed responses	327		278		605		
Missing responses	1		2		3		
Total returned questionnaires	328		280		608		

* Less than 0.5%

The age distributions for secondary and elementary school principals in the current study were very similar. Few of the principals were under 35 years of age (n = 8 or 2% of secondary school principals and n = 14 or 5% of elementary school principals). For both types of principals the largest numbers of principals were in the 40 to 54 years of age range (n = 235 or 72% of secondary school principals and n = 196 or 71% of elementary school principals). In the age range of 55 to 65+, the two types of principals were again similar (n = 53 or 16% of secondary school principals and n = 49 or 17% of elementary school principals).

The age distributions for principals in general for the current study and the NCEI study were very similar. Few of the principals were under 35 years of age (i.e., 4% for the current study and 4% for the NCEI study). The largest numbers of principals were in the 40 to 54 years of age range (i.e., 71% for the current study and 72% for the NCEI study). In the age range of 55 to 65+, the two studies were again similar (i.e., 17% for the current study and 18% for the NCEI study).

The average ages for principals in general, and for secondary and elementary school principals for the current study, are shown in Table 9. Additionally, the average age for principals in general for the NCEI study is shown in Table 9.

Table 9

Average Age of Principals for the Current Study and for the
NCEI Study

		Combined	
Secondary school principal	Elementary school principal	elementary and secondary school principals	Combined NCEI data
46.9	47.0	47.0	46.6

The average ages for both types of principals for the
current study were almost identical. Similarly, the average
ages for principals in general for the current study and the
NCEI study were almost identical.

The numbers of elementary school and secondary school
principals with years of experience ranging from less than
one year of experience (i.e., 0) to 35 years of experience
for the current study are shown in Table 10. A detailed
breakdown of principals' years of experience was not
available in the report of the NCEI study.

The ranges of years of experience were very close
(i.e., 0 to 33 years for secondary school principals and
0 to 35 years for elementary school principals). For both
situations a majority of the principals had 10 years or
less of experience (n = 208 or 63.8% of secondary school
principals and n = 150 or 53.8% of elementary school

Table 10

Years of Principal Experience of Principals for the Current Study

Experience range (In yrs)	Secondary school principal	Elementary school principal
0-5	126	100
6-10	82	50
11-15	48	53
16-20	42	40
21-25	18	22
26-30	7	12
31-35	3	2
Total processed responses	326	279
Missing responses	2	1
Total questionnaires returned	328	280

principals). For both types of principals, very few had more than 20 years of experience (n = 28 or 8.6% of secondary school principals and n = 36 or 12.9% of elementary school principals).

The average years of principal experience for principals in general and for secondary school and elementary school principals for the current study are shown in Table 11. Additionally, the average years of principal

Table 11

Average (Avg.) Years of Principal Experience of Principals
for the Current Study and for the NCEI Study

	Secondary school principal	Elementary school principal	Combined elementary and secondary school principals	Combined NCEI data
Avg. years experience	9.5	10.7	10.1	14.0

experience for the NCEI study are shown in Table 11.

For the current study the average years of principal
experience for secondary school principals and secondary
school principals were close. There was a greater
difference between the average years of principal experience
for principals in general for the current study and for the
NCEI study.

The numbers of teachers in the schools of the
respondent principals for the current study are shown in
Table 12. Data from the NCEI study were not available.

A majority of both the elementary and secondary schools
had less than 50 teachers. The elementary schools had a
much greater number of schools with less than 50 teachers
(n = 239 or 87.2% of elementary schools and n = 186 or 57.6%
of secondary schools had less than 50 teachers). The number
of teachers in elementary schools did not exceed 100

Table 12

Numbers of Teachers in the Principals' Schools for the
Current Study

Teacher range	Secondary school principal	Elementary school principal
1-9	5	10
10-19	46	49
20-29	51	78
30-39	53	67
40-49	31	35
50-59	26	12
60-69	31	12
70-79	18	5
80-89	23	4
90-99	10	2
100-109	6	0
110-119	5	0
120-129	8	0
130-139	3	0
140-149	4	0
150-159	2	0
160-169	1	0
Total processed responses	323	274
Missing responses	5	6
Total returned questionnaires	328	280

teachers. There were 29 secondary schools that had in
excess of 100 teachers with the highest number being
recorded as 165 in a single secondary school.

The average numbers of teachers in secondary and
elementary schools for the current study are shown in Table
13. Corresponding data from the NCEI study were not
available.

Table 13

Average Number of Teachers in the Principals' Schools

Average number of teachers	
Secondary school principal	Elementary school principal
50.2	31.8

The average number of teachers in secondary schools
was much higher than the average number of teachers in
elementary schools.

The numbers of elementary school and secondary school
principals with completion year of principals' preservice
preparation programs ranging from 1956 to 1991 (i.e.,
anticipated completion year) for the current study are shown
in Table 14. Corresponding data from the NCEI study were
not available.

The ranges of completion year for the principals'

Table 14

Completion Years of Principals' Preservice Preparation
Program for the Current Study

Completion year range	Secondary school principal	Elementary school principal
1956-59	4	7
1960-64	7	15
1965-69	27	27
1970-74	59	53
1975-79	64	53
1980-84	87	56
1985-89	57	58
1990-91	5	4
Total processed responses	310	273
Missing responses	18	7
Total returned questionnaires	328	280

preservice preparation programs for both types of principals were virtually the same. The years ranged from 1956/57 to the present time.

Only a small number of principals had completed their preparation program prior to 1970 (n = 38 or 12.2% of secondary school principals and n = 49 or 18.0% of elementary school principals). During the period 1970-1979, inclusive n = 123 or 39.7% of secondary school principals, and n = 106 or 38.8% of elementary school

principals, had completed their preparation programs. From 1980 to the present time, n = 149 or 48.1% of secondary school principals, and n = 118 or 43.2% of elementary school principals, had completed their preparation programs.

The average completion years of the principals' preservice preparation programs for secondary school and elementary school principals for the current study are shown in Table 15. Corresponding data from the NCEI study were not available. The average completion years of secondary school and elementary school principals' preservice preparation programs were virtually the same.

Table 15

Average Completion Year of Principals' Preservice Preparation Programs for the Current Study

Average completion year of principals' preservice preparation program	
Secondary school principal	Elementary school principal
1978	1977

The demographic data items for both groups of principals in the current study were very similar except secondary school principals had more teachers in their

schools than did elementary school principals. The corresponding demographic data items for the respondent principals in the current study and the NCEI study were comparable. Because the NCEI study represented principals nationwide, the non-respondents in the current study were regarded to be demographically the same as the respondents.

Research Objectives and Null Hypotheses

Research Objective 1

Research objective 1 was to determine if the seven foundational areas of learning and associated topics, as initially recommended by the National Policy Board for Educational Administration (NPBEA) for doctoral programs for preparation of the educational administrator, were perceived to be important by elementary school principals.

Responses from the elementary school principals regarding the degree of importance for each of the foundational areas of learning and associated topics are shown in Table 16. The number and percentage of principals responding for each of the five degrees of importance for each area and topic were tabulated. The five degrees were:

5. Of very high importance.

4. High importance.

3. Of moderate importance.

2. Low importance.

1. Of no importance (None).

The median for all of the degrees of importance responses was calculated for each area and topic, and the medians are shown in Table 16. The numbers of missing principal responses for each area and topic are shown in the table. An asterisk is shown at the beginning of each area and topic if less than 51% of the elementary school principals perceived the area or topic to be "Of very high importance" or "High importance" (i.e., a response of 5 or 4). Two asterisks are shown at the beginning of each area and topic if 51% or more but less than 58% of the elementary school principals perceived the area or topic to be of very high or high importance.

Except for four topics, elementary school principals perceived all foundational areas of learning and associated topics to be important. An area or topic was regarded to be important if 51% or greater of the principals perceived the area or topic to be of very high or high importance (i.e., a response of 5 or 4).

The following four topics were not regarded as important by elementary school principals since less than 51% did not perceive them to be of very high or high importance (i.e., a response of 5 or 4).

1. Demographic changes relating to sex (i.e., only 42.0% of elementary school principals perceived this topic to be important).

2. Comprehensive study of organizational theory from

Table 16

Foundational Area and Associated Topics Importance Responses for Elementary School Principals

Foundational area/associated topic	5-Very high f	%	4-High f	%	3-Moderate f	%	2-Low f	%	1-None f	%	Median	Responses missing
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	81	37.7	91	42.3	42	19.5	1	0.5	0	0	4	65
** Demographic changes relating to race.	64	23.1	94	33.9	92	33.2	25	9.0	2	0.7	4	3
* Demographic changes relating to sex.	39	14.1	77	27.9	109	39.5	44	15.9	7	2.5	3	4
Demographic changes relating to family composition.	104	37.3	109	39.1	55	19.7	10	3.6	1	0.4	4	1
** Demographic changes relating to family income.	44	15.9	97	35.1	105	38.0	28	10.1	2	0.7	4	4
Impact of home and family on teaching.	169	60.8	79	28.4	27	9.7	3	1.1	0	0	5	2
Impact of home and family on learning.	186	66.9	74	26.6	18	6.5	0	0	0	0	5	2
Dealings with students from diverse backgrounds.	150	53.6	82	29.3	42	15.0	6	2.1	0	0	5	0
Multicultural situations to enrich the educational experience.	95	34.1	106	38.0	65	23.3	11	3.9	2	0.7	4	1
Resources available through other social service agencies.	105	37.6	104	37.3	55	19.7	13	4.7	2	0.7	4	1
Social service agency relations to schools.	82	29.5	127	45.7	55	19.8	11	4.0	3	1.1	4	2
Resources available through other community agencies.	78	27.9	119	42.5	65	23.2	15	5.4	3	1.1	4	0

(table continued)

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Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses missing
Community agency relations to schools.	78	27.9	122	43.6	67	23.9	10	3.6	3	1.1	4	0
Assessment of the potential impact of administrative decisions upon children.	160	57.1	93	33.2	22	7.9	3	1.1	2	0.7	5	0
Assessment of the potential impact of administrative decisions upon families.	83	29.7	124	44.4	62	22.2	8	2.9	2	0.7	4	1
Assessment of the potential impact of administrative decisions upon teachers.	159	57.0	103	36.9	16	5.7	0	0	1	0.4	5	1
Assessment of the potential impact of administrative decisions upon the community.	98	35.0	121	43.5	45	16.2	12	4.3	2	0.7	4	2
II. Core function of the school: teaching and learning.	200	80.3	44	17.7	4	1.6	0	0	1	0.4	5	31
Thorough understanding of the instructional process at the building level.	205	73.5	63	22.6	9	3.2	1	0.4	1	0.4	5	1
Thorough understanding of the learning process at the building level.	205	73.7	60	21.6	11	4.0	1	0.4	1	0.4	5	2
Broad knowledge of the research base in teaching.	126	45.2	112	40.1	36	12.9	4	1.4	1	0.4	4	1
Understanding of the research base in learning.	127	45.5	106	38.0	40	14.3	5	1.8	1	0.4	4	1
Understanding of factors affecting school change.	163	58.4	93	33.3	18	6.5	4	1.4	1	0.4	5	1
Understanding of factors affecting school improvement.	191	68.5	72	25.8	13	4.7	2	0.7	1	0.4	5	1

Foundational area/associated topic	5-Very high		4-High		3-Moderate		2-Low		1-None		Median	Missing responses
	#	%	#	%	#	%	#	%	#	%		
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	183	65.8	70	25.2	20	7.2	3	1.1	2	0.7	5	2
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	72	28.9	98	39.4	72	28.9	6	2.1	1	0.4	4	31
Basic concepts of organizational life.	68	24.5	127	45.7	73	26.3	9	3.2	1	0.4	4	2
** Analyses of organizational life.	58	20.9	101	36.3	101	36.3	15	5.4	3	1.1	4	2
* Comprehensive study of organizational theory from traditional perspectives.	52	18.7	88	31.7	106	38.1	26	9.4	6	2.2	4	2
* Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	51	18.5	69	25.0	111	40.2	35	12.7	10	3.6	3	4
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	92	35.9	102	39.5	55	21.3	8	3.1	1	0.4	4	22
** Inquiry techniques from sociology.	36	12.9	116	41.6	101	36.2	24	8.6	2	0.7	4	1
** Inquiry techniques from social psychology.	32	11.6	120	43.6	101	36.7	19	6.9	3	1.1	4	5
Evaluation methodology emphasizing the assessment of program outcomes.	92	33.5	123	44.7	53	19.3	6	2.2	1	0.4	4	5
Evaluation methodology emphasizing the assessment of organizational outcomes.	66	24.1	131	47.8	66	24.1	10	3.6	1	0.4	4	6
** Introduction to techniques of policy analysis.	42	15.3	115	42.0	93	33.9	19	6.9	5	1.8	4	6

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses
** Basic qualitative design.	31	11.4	108	39.9	110	40.6	18	6.6	4	1.5	4	9
* Basic quantitative design.	25	9.2	106	39.1	114	42.1	20	7.4	6	2.2	3	9
Informal and formal examination of what is occurring in one's environment.	66	24.2	123	45.1	62	22.7	19	7.0	3	1.1	4	7
V. Basic leadership and management processes and functions.	189	72.4	55	21.1	16	6.1	1	0.4	0	0	5	19
Resource allocation functional skills.	125	45.6	113	41.2	34	12.4	2	0.7	0	0	4	6
Scheduling functional skills.	133	48.4	107	38.9	27	9.8	7	2.5	1	0.4	4	5
Planning functional skills.	135	49.1	107	38.9	26	9.5	6	2.2	1	0.4	4	5
Computer applications functional skills.	115	41.7	108	39.1	39	14.1	8	2.9	6	2.2	4	4
Working with groups process skills.	142	51.4	110	39.9	19	6.9	3	1.1	2	0.7	5	4
Managing conflict process skills.	172	62.3	79	28.6	19	6.9	4	1.4	2	0.7	5	4
Building coalition process skills.	129	46.7	109	39.5	29	10.5	6	2.2	3	1.1	4	4
VI. Policy studies and the politics of education.	77	29.5	104	39.8	71	27.2	8	3.1	1	0.4	4	19
Introduction to the legislative process.	62	22.5	118	42.8	79	28.6	15	5.4	2	0.7	4	4
Introduction to how decisions are negotiated locally.	80	29.0	125	45.3	57	20.7	11	4.0	3	1.1	4	4
Introduction to how decisions are negotiated within state policy guidelines.	65	23.6	123	44.7	68	24.7	14	5.1	5	1.8	4	5

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses
					Importance responses							

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses
** Introduction to how decisions are negotiated in relation to national educational emphasis.	50	18.1	100	36.2	98	35.5	19	6.9	9	3.3	4	4
The influence of community power structures.	113	40.8	108	39.0	50	18.1	4	1.4	2	0.7	4	3
The local electoral process.	54	19.4	115	41.2	86	30.8	17	6.1	7	2.5	4	1
The functioning of boards of education.	123	44.1	116	41.6	36	12.9	3	1.1	1	0.4	4	1
School interaction with community pressures.	121	43.4	118	42.3	36	12.9	2	0.7	2	0.7	4	1
School interaction with community needs.	123	44.1	121	43.4	32	11.5	2	0.7	1	0.4	4	1
Who is best served and why?	101	36.6	113	40.9	50	18.1	9	3.3	3	1.1	4	4
Who is least well served and why?	98	35.6	102	37.1	56	20.4	14	5.1	5	1.8	4	5
How teachers, schools as units, the district and community interact to create a local school organization?	120	43.2	108	38.8	42	15.1	6	2.2	2	0.7	4	2
VII. What is right to do as well as the right way to do it.	115	58.5	78	29.4	26	9.8	3	1.1	3	1.1	5	15
Examination of one's own belief systems.	154	55.2	88	31.5	30	10.8	4	1.4	3	1.1	5	1
Examination of one's reasons for wanting to be an administrator.	156	56.1	73	26.3	42	15.1	2	0.7	5	1.8	5	2
Examination of one's images of the mission of schooling as a social process.	143	51.3	91	32.6	37	13.3	5	1.8	3	1.1	5	1

(table continued)

Foundational area/associated topic	Importance responses										Median	Responses Missing
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
Assessment of the moral implications of administrative decisions in schools.	124	44.4	100	35.8	48	17.2	4	1.4	3	1.1	4	1
Assessment of the ethical implications of administrative decisions in schools.	132	47.3	97	34.8	42	15.1	5	1.8	3	1.1	4	1
Understanding the concept of public trust.	139	49.8	87	31.2	45	16.1	4	1.4	4	1.4	4	1
Realization of how values affect behaviors and outcomes.	151	54.1	92	33.0	29	10.4	4	1.4	3	1.1	5	1

* Less than 51% of elementary school principals perceived the area or topic to be "Of very high importance" or "High importance."
** Fifty-one percent or more but less than 58% of elementary school principals perceived the area or topic to be "Of very high importance" or "High importance."

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traditional perspectives (i.e., only 50.4% of

elementary school principals perceived this topic to

be important).

3. Comprehensive study of organizational theory from

contemporary alternative views (e.g., critical and

feminist theory; only 43.5% of elementary

school principals perceived this topic to be

important).

4. Basic quantitative design (i.e., only 48.3% of

elementary school principals perceived this topic to

be important).

The following two foundational areas of learning were

not perceived by elementary school principals as important

as the other areas.

1. The theoretical and empirical literature that

explains the structure and dynamics of

organizational life in schools and the role of the

individual in organizations.

2. Research and evaluation skills that focus on tools

that will assist the administrator in studying

schools as organizations and becoming a reflective

practitioner.

This determination was based on the fact that the total

percentage of very high importance and high importance

responses (i.e., the total percentage of 5 and 4 responses)

was lower overall for the topics of these two foundational

areas than for the topics of the other areas. For the first foundational area listed, three of the four topics had less than 58% of very high and high importance responses. Five of the eight topics for the second foundational area listed had less than 58% of very high and high importance responses. Two demographic topics and one topic concerned with decision making related to national education emphasis also had less than 58% of very high and high importance responses.

The median responses for all of the foundational areas and associated topics ranged from 3 to 5. There were 19 median responses of 5 (i.e., of very high importance), 46 median responses of 4 (i.e., high importance), and three median responses of 3 (i.e., of moderate importance). The three median responses of 3 were associated with three of the four topics that were not perceived to be important by the elementary school principals.

Research Objective 2

Research objective 2 was to determine if the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to be important by secondary school principals.

Responses from this group regarding the degree of importance for each of the foundational areas of learning and associated topics are shown in Table 17. The number and

percentage of principals responding for each of the five degrees of importance for each area and topic were tabulated. The five degrees were:

5. Of very high importance.

4. High importance.

3. Of moderate importance.

2. Low importance.

1. Of no importance (None).

The median for all of the degrees of importance responses was calculated for each area and topic and the medians are shown in Table 17. The numbers of missing principal responses for each area and topic are shown in the table. An asterisk is shown at the beginning of each area and topic if less than 51% of the secondary school principals perceived the area or topic to be of very high or high importance (i.e., a response of 5 or 4). Two asterisks are shown at the beginning of each area and topic if 51% or more but less than 58% of the secondary school principals perceived the area or topic to be of very high importance or high importance.

Except for six topics, secondary school principals perceived all foundational areas of learning and associated topics to be important. An area or topic was regarded to be important if 51% or greater of the principals perceived it to be of very high or high importance (i.e., a response of 5 or 4).

Table 17

Foundational Area and Associated Topics Importance Responses for Secondary School Principals

Foundational area/associated topic	Importance responses										Median	Responses Missing
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	76	30.9	118	48.0	47	19.1	5	2.0.	0	0	4	82
** Demographic changes relating to race.	55	16.8	132	40.2	118	36.0	19	5.8	4	1.2	4	0
* Demographic changes relating to sex.	32	9.8	106	32.3	151	46.0	34	10.4	5	1.5	3	0
Demographic changes relating to family composition.	124	37.3	140	42.7	55	16.8	60	1.8	3	0.9	4	0
** Demographic changes relating to family income.	51	15.6	121	37.0	128	39.1	21	6.4	6	1.8	4	1
Impact of home and family on teaching.	191	58.2	95	29.0	34	10.4	6	1.8	2	0.6	5	0
Impact of home and family on learning.	199	60.9	101	30.9	23	7.0	3	0.9	1	0.3	5	1
Dealings with students from diverse backgrounds.	141	43.0	138	42.1	44	13.4	5	1.5	0	0	4	0
Multicultural situations to enrich the educational experience.	71	21.6	144	43.9	93	28.4	18	5.5	2	0.6	4	0
Resources available through other social service agencies.	86	26.2	148	45.1	75	22.9	17	5.2	2	0.6	4	0
Social service agency relations to schools.	83	25.3	161	49.1	65	19.8	19	5.8	0	0	4	0
Resources available through other community agencies.	74	22.6	148	45.3	85	26.0	19	5.8	1	0.3	4	1

(table continued)

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Foundational area/associated topic	Importance responses										Median	Response Missings
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
Community agency relations to schools.	72	22.0	149	45.4	95	29.0	9	2.7	3	0.9	4	0
Assessment of the potential impact of administrative decisions upon children.	140	42.7	144	43.9	41	12.5	3	0.9	0	0	4	0
Assessment of the potential impact of administrative decisions upon families.	59	18.3	163	50.5	91	28.2	9	2.8	1	0.3	4	5
Assessment of the potential impact of administrative decisions upon teachers.	160	49.5	140	43.3	21	6.5	2	0.6	0	0	4	5
Assessment of the potential impact of administrative decisions upon the community.	94	29.1	157	48.6	66	20.4	6	1.9	0	0	4	5
II. Core function of the school: teaching and learning.	220	67.1	58	17.7	3	1.5	0	0	0	0	5	45
Thorough understanding of the instructional process at the building level.	215	66.6	95	29.4	13	4.0	0	0	0	0	5	5
Thorough understanding of the learning process at the building level.	212	65.6	94	29.1	17	5.3	0	0	0	0	5	5
Broad knowledge of the research base in teaching.	132	41.0	134	41.6	45	14.0	11	3.4	0	0	4	6
Understanding of the research base in learning.	131	40.7	137	42.5	46	14.3	8	2.5	0	0	4	6
Understanding of factors affecting school change.	176	54.8	122	38.0	20	6.3	3	0.9	0	0	5	7
Understanding of factors affecting school improvement.	194	60.2	113	35.1	14	4.3	1	0.3	0	0	5	6

(table continued)

Foundational area/associated topic	Importance responses										Median	Responses
	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%		
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	186	57.6	106	32.8	29	9.0	2	0.6	0	0	5	5
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	57	20.1	129	45.6	87	30.7	7	2.5	3	1.1	4	45
Basic concepts of organizational life.	64	19.8	153	47.4	94	29.1	9	2.8	3	0.9	4	5
** Analyses of organizational life.	47	14.6	137	42.4	119	36.8	16	5.0	4	1.2	4	5
* Comprehensive study of organizational theory from traditional perspectives.	35	10.9	120	37.3	136	42.2	26	8.1	5	1.6	3	6
* Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	34	10.5	101	31.3	142	44.0	34	10.5	12	3.7	3	5
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	82	28.6	131	45.6	63	22.0	11	3.8	0	0	4	41
** Inquiry techniques from sociology.	33	10.3	133	41.7	129	40.4	19	6.0	5	1.6	4	9
* Inquiry techniques from social psychology.	27	8.5	124	39.1	142	44.8	20	6.3	4	1.3	3	11
Evaluation methodology emphasizing the assessment of program outcomes.	81	25.6	151	47.6	79	24.9	4	1.3	2	0.6	4	11
Evaluation methodology emphasizing the assessment of organizational outcomes.	59	18.7	146	46.3	99	31.4	9	2.9	2	0.6	4	13

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Missing Responses
** Introduction to techniques of policy analysis.	36	11.4	141	44.5	117	36.9	19	6.0	4	1.3	4	11
* Basic qualitative design.	33	10.5	116	37.1	132	42.2	25	8.0	7	2.2	3	15
* Basic quantitative design.	28	9.0	115	37.1	132	42.6	28	9.0	7	2.3	3	18
Informal and formal examination of what is occurring in one's environment.	75	23.7	124	39.2	94	29.7	21	6.6	2	0.6	4	12
V. Basic leadership and management processes and functions.	170	58.4	110	37.8	10	3.4	1	0.3	0	0	5	37
Resource allocation functional skills.	105	33.3	162	51.4	45	14.3	3	1.0	0	0	4	13
Scheduling functional skills.	114	36.0	158	49.8	40	12.6	5	1.6	0	0	4	11
Planning functional skills.	137	43.1	145	45.6	32	10.1	4	1.3	0	0	4	10
Computer applications functional skills.	127	39.9	133	41.8	44	13.8	6	1.9	8	2.5	4	10
Working with groups process skills.	143	45.0	141	44.3	32	10.1	2	0.6	0	0	4	10
Managing conflict process skills.	179	56.3	115	36.2	19	6.0	5	1.6	0	0	5	10
Building coalition process skills.	139	44.0	127	40.2	46	14.6	3	0.9	1	0.3	4	12
VI. Policy studies and the politics of education.	76	26.1	138	47.4	71	24.4	6	2.1	0	0	4	37
Introduction to the legislative process.	63	19.2	146	44.5	90	27.4	19	5.8	1	0.3	4	9
Introduction to how decisions are negotiated locally.	79	24.8	161	50.5	60	18.8	17	5.3	2	0.6	4	9
Introduction to how decisions are negotiated within state policy guidelines.	72	22.6	150	47.0	71	22.3	24	7.5	2	0.6	4	9

(table continued)

Foundational area/associated topic	Importance responses										Median	Mean	Responses missing
	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%			
** Introduction to how decisions are negotiated in relation to national educational emphasis.	46	14.4	121	37.9	107	33.5	41	12.9	4	1.3	4		9
The influence of community power structures.	116	35.6	138	42.3	68	20.9	4	1.2	0	0	4		2
The local electoral process.	66	20.2	108	33.1	116	35.6	31	9.5	5	1.5	4		2
The functioning of boards of education.	165	51.1	111	34.4	39	12.1	7	2.2	1	0.3	5		5
School interaction with community pressures.	129	39.6	146	44.8	45	13.8	6	1.8	0	0	4		2
School interaction with community needs.	143	43.9	135	41.4	44	13.5	4	1.2	0	0	4		2
Who is best served and why?	109	34.1	134	41.9	67	20.9	7	2.2	3	0.9	4		8
Who is least well served and why?	105	32.8	130	40.6	73	22.8	9	2.8	3	0.9	4		8
How teachers, schools as units, the district and community interact to create a local school organization?	126	39.1	134	41.6	56	17.4	5	1.6	1	0.3	4		6
VII. What is right to do as well as the right way to do it.	170	56.3	95	31.5	33	10.9	4	1.3	0	0	5		26
Examination of one's own belief systems.	155	47.5	130	39.9	31	9.5	8	2.5	2	0.6	4		2
Examination of one's reasons for wanting to be an administrator.	152	46.6	113	34.7	49	15.0	9	2.8	3	0.9	4		2
Examination of one's images of the mission of schooling as a social process.	151	46.3	134	41.1	34	10.4	7	2.1	0	0	4		2

Foundational area/associated topic	Importance responses										Median	Responses
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
Assessment of the moral implications of administrative decisions in schools.	151	46.3	129	39.6	41	12.6	4	1.2	1	0.3	4	2
Assessment of the ethical implications of administrative decisions in schools.	154	47.4	127	39.1	37	11.4	5	1.5	2	0.6	4	3
Understanding the concept of public trust.	164	50.3	117	35.9	38	11.7	6	1.8	1	0.3	5	0
Realization of how values affect behaviors and outcomes.	163	50.3	120	37.0	37	11.4	3	0.9	1	0.3	5	4

* Less than 51% of secondary school principals perceived the area or topic to be "Of very high importance" or "High importance".

** Fifty-one percent or more but less than 58% of secondary school principals perceived the area or topic to be "Of very high importance" or "High importance."

The following six topics were not regarded to be important by secondary school principals because less than 51% did not perceive them as of very high or high importance (i.e., a response of 5 or 4).

1. Demographic changes relating to sex (i.e., only 42.1% of secondary school principals perceived this topic to be important).

2. Comprehensive study of organizational theory from traditional perspectives (i.e., only 41.8% of secondary school principals perceived this topic to be important).

3. Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory; only 41.8% of secondary school principals perceived this topic to be important).

4. Inquiry techniques from social psychology ((i.e., only 47.6% of secondary school principals perceived this topic to be important).

5. Basic qualitative design (i.e., only 47.6% of secondary school principals perceived this topic to be important).

6. Basic quantitative design (i.e., only 46.1% of secondary school principals perceived this topic to be important).

The following two foundational areas of learning were

not perceived by secondary school principals as important as
the other areas.

1. The theoretical and empirical literature that
   explains the structure and dynamics of
   organizational life in schools and the role of the
   individual in organizations.

2. Research and evaluation skills that focus on tools
   that will assist the administrator in studying
   schools as organizations and becoming a reflective
   practitioner.

This determination was based on the fact that the total
percentage of very high and high importance responses (i.e.,
the total percentage of 5 and 4 responses) was lower for the
topics of these two foundational areas than for the other
areas. For the first foundational area listed, three of the
four topics had less than 58% of very high and high
importance responses. Five of the eight topics for the
second foundational area listed had less than 56% of very
high and high importance responses. Three demographic
topics and one topic concerned with decision making related
to national education emphasis had less than 58% of very
high and high importance responses.

The median responses for the foundational areas and
associated topics ranged from 3 to 5. There were 14 median
responses of 5 (i.e., of very high importance), 48 median
responses of 4 (i.e., high importance), and six median

responses of 3 (i.e., of moderate importance). The six
median responses of 3 were associated with the six topics
that were not regarded as important by the elementary school
principals.

Research Objective 3

Research objective 3 was to determine if there was a
significant difference between elementary and secondary
school principals' perceptions of the importance of the
seven foundational areas of learning and associated topics,
as initially recommended by the NPBEA for doctoral programs
for preparation of the educational administrator.

Research objective 3 was restated in the null form.

H_o3. There will be no difference between elementary
and secondary school principals' perceptions of the
importance of the seven foundational areas of learning and
associated topics, as recommended by the NPBEA for doctoral
programs for preparation of the educational administrator.

Using a z-test for differences between proportions of
some nominal dichotomous characteristic for two independent
samples, the z-test results were obtained as shown in Table
18. This z-test calculation was performed for each
foundational area and associated topics and the results for
each area and topic are listed in the table. The z-test for
proportion differences examined the sample responses for
elementary and secondary school principals and the
proportionate distribution of "Significantly important"

responses and those "Not significantly important".

Significantly important responses consisted of 5 (i.e., of very high importance) and 4 (i.e., high importance) responses. Not significantly important responses consisted of 3 (i.e., "Of moderate importance"), 2 (i.e., "Low importance"), and 1 (i.e., "Of no importance") responses.

In order to reject the null hypothesis (i.e., at .05 level of significance for a two-tailed test) for each of the foundational areas and associated topics, the calculated z values had to exceed the critical z value (i.e., ± 1.96). The calculated z values in Table 18 failed to equal or exceed the critical z value. Thus, null hypothesis 3 was retained, indicating there was no difference between elementary and secondary school principals' perceptions of the importance of the seven foundational areas and associated topics as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator.

Research Objective 4

Research objective 4 was to determine if the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, were perceived to have been covered in elementary school principals' preparation programs.

Responses from the elementary school principals

Table 18

Importance Response Z-Test Results for the Foundational

Areas and Associated Topics

Foundational area/topic	z
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	0.29
Demographic changes relating to race.	0.00
Demographic changes relating to sex.	-0.02
Demographic changes relating to family composition.	-1.25
Demographic changes relating to family income.	-0.37
Impact of home and family on teaching.	0.76
Impact of home and family on learning.	0.85
Dealings with students from diverse backgrounds.	-0.74
Multicultural situations to enrich the educational experience.	1.73
Resources available through other social service agencies.	1.00
Social service agency relations to schools.	0.23
Resources available through other community agencies.	0.67
Community agency relations to schools.	1.07
Assessment of the potential impact of administrative decisions upon children.	1.47

(table continued)

Foundational area/topic	z
Assessment of the potential impact of administrative decisions upon families.	1.50
Assessment of the potential impact of administrative decisions upon teachers.	0.49
Assessment of the potential impact of administrative decisions upon the community.	0.33
II. Core function of the school: teaching and learning.	-0.17
Thorough understanding of the instructional process at the building level.	0.06
Thorough understanding of the learning process at the building level.	0.34
Broad knowledge of the research base in teaching.	0.90
Understanding of the research base in learning.	0.10
Understanding of factors affecting school change.	-0.46
Understanding of factors affecting school improvement.	-0.55
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	0.25
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	0.64
Basic concepts of organizational life.	0.77
Analyses of organizational life.	0.05
Comprehensive study of organizational theory from traditional perspectives.	0.56

Foundational area/topic	z
Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	0.42
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	0.27
Inquiry techniques from sociology.	0.61
Inquiry techniques from social psychology.	1.88
Evaluation methodology emphasizing the assessment of program outcomes.	1.42
Evaluation methodology emphasizing the assessment of organizational outcomes.	1.78
Introduction to techniques of policy analysis.	0.37
Basic qualitative design.	0.89
Basic quantitative design.	0.53
Informal and formal examination of what is occurring in one's environment.	1.59
V. Basic leadership and management processes and functions.	-1.43
Resource allocation functional skills.	0.73
Scheduling functional skills.	-0.71
Planning functional skills.	-0.26
Computer applications functional skills.	-0.31
Working with groups process skills.	0.82
Managing conflict process skills.	-0.70
Building coalition process skills.	0.69

Foundational area/topic	z
VI. **Policy studies and the politics of education.**	-1.09
Introduction to the legislative process.	-0.08
Introduction to how decisions are negotiated locally.	-0.25
Introduction to how decisions are negotiated within state policy guidelines.	-0.32
Introduction to how decisions are negotiated in relation to national educational emphasis.	0.46
The influence of community power structures.	0.57
The local electoral process.	1.79
The functioning of boards of education.	0.10
School interaction with community pressures.	0.45
School interaction with community needs	0.79
Who is best served and why?	0.46
Who is least well served and why?	-0.19
How teachers, schools as units, the district and community interact to create a local school organization?	0.41
VII. **What is right to do as well as the right way to do it.**	0.07
Examination of one's own belief systems.	-0.26
Examination of one's reasons for wanting to be an administrator.	0.35
Examination of one's images of the mission of schooling as a social process.	-1.22

Foundational area/topic	z
Assessment of the moral implications of administrative decisions in schools.	-1.83
Assessment of the ethical implications of administrative decisions in schools.	-1.48
Understanding the concept of public trust.	-1.72
Realization of how values affect behaviors and outcomes.	-0.07

regarding the degree of coverage for each of the foundational areas and associated topics are shown in Table 19. The number and percentage of principals responding for each of the five degrees of coverage for each area and topic were tabulated. The five degrees were:

5. Very high coverage.

4. High coverage.

3. Moderate coverage.

2. Low coverage.

1. No coverage (None).

The median for all of the degrees of coverage responses was calculated for each area and topic, and the medians are shown in Table 19. The numbers of missing principal responses for each area and topic are shown in the table. An asterisk is shown at the beginning of each area and topic if 51% or more of the elementary school principals perceived the area or topic to have had very high or high coverage

(i.e., a response of 5 or 4) in their preparation programs. Two asterisks are shown at the beginning of each area and topic if 40% or more but less than 51% of the elementary school principals perceived the area or topic to have had very high or high coverage.

With four exceptions, elementary school principals did not perceive the foundational areas and associated topics to have been covered in their preparation programs. An area or topic was regarded to have been covered if 51% or more of the elementary school principals perceived the area or topic to have had very high or high coverage (i.e., a response of 5 or 4) in their preparation program. Elementary school principals perceived the following two foundational areas and two topics to have been covered in their preparation programs since 51% or more of these principals perceived the areas and topics to have had very high or high coverage (i.e., a response of 5 or 4).

1. Core function of the school: teaching and learning (i.e., 60.4% of elementary school principals perceived this foundational area to have been covered).

2. Thorough understanding of the instructional process at the building level (i.e., 54.3% of elementary school principals perceived this topic to have been covered).

3. Thorough understanding of the learning process at

Table 19

Foundational Area and Associated Topics Coverage Responses for Elementary School Principals

Foundational area/associated topic	Coverage responses										Median	Responses Missing
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	13	6.2	40	19.0	89	42.4	59	28.1	9	4.3	3	70
Demographic changes relating to race.	12	4.4	26	9.5	106	38.7	94	34.3	36	13.1	3	6
Demographic changes relating to sex.	9	3.3	16	5.9	112	41.0	88	32.2	48	17.6	3	7
Demographic changes relating to family composition.	18	6.5	43	15.6	105	38.2	85	30.9	24	8.7	3	5
Demographic changes relating to family income.	10	3.7	21	7.7	98	35.9	101	37.0	43	15.8	2	7
Impact of home and family on teaching.	34	12.4	50	18.2	94	34.2	76	27.6	21	7.6	3	5
Impact of home and family on learning.	41	14.9	52	18.8	94	34.1	71	25.7	18	6.5	3	4
Dealings with students from diverse backgrounds.	18	6.5	42	15.1	111	39.9	74	26.6	33	11.9	3	2
Multicultural situations to enrich the educational experience.	20	7.2	32	11.6	87	31.5	95	34.4	42	15.2	3	4
Resources available through other social service agencies.	11	4.0	35	12.7	86	31.2	94	34.1	50	18.1	2	4
Social service agency relations to schools.	10	3.6	38	13.8	76	27.6	98	35.6	53	19.3	2	5
Resources available through other community agencies.	11	4.0	29	10.5	82	29.7	98	35.5	56	20.3	2	4

Foundational area/associated topic	5-Very high		4-High		3-Moderate		2-Low		1-None		Median	Missing Responses
	#	%	#	%	#	%	#	%	#	%		
Community agency relations to schools.	13	4.7	35	12.6	87	31.4	89	32.1	53	19.1	2	3
Assessment of the potential impact of administrative decisions upon children.	47	17.0	59	21.4	102*	37.0	43	15.6	25	9.1	3	4
Assessment of the potential impact of administrative decisions upon families.	14	5.1	49	17.8	79	28.6	90	32.6	44	15.9	3	4
** Assessment of the potential impact of administrative decisions upon teachers.	55	19.9	84	30.4	83	30.1	39	14.1	15	5.4	4	4
Assessment of the potential impact of administrative decisions upon the community.	26	9.5	45	16.4	96	34.9	71	25.8	37	13.5	3	5
*II. Core function of the school: teaching and learning.	56	22.9	92	37.6	77	31.4	17	6.9	3	1.2	4	35
* Thorough understanding of the instructional process at the building level.	57	20.7	93	33.7	95	34.4	27	9.8	4	1.4	4	4
* Thorough understanding of the learning process at the building level.	59	21.5	82	29.8	96	34.9	30	10.9	8	2.9	4	5
** Broad knowledge of the research base in teaching.	45	16.3	81	29.3	92	33.3	45	16.3	13	4.7	3	4
** Understanding of the research base in learning.	39	14.1	78	28.3	95	34.4	50	18.1	14	5.1	3	4
** Understanding of factors affecting school change.	47	17.0	87	31.5	83	30.1	44	15.9	15	5.4	3	4
** Understanding of factors affecting school improvement.	50	18.1	84	30.4	78	28.3	46	16.7	18	6.5	3	4

(table continued)

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	38	13.8	57	20.7	85	30.9	64	23.3	31	11.3	3	5
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	31	12.6	52	21.1	95	38.5	48	19.4	21	8.5	3	33
Basic concepts of organizational life.	35	12.7	70	25.5	111	40.4	46	16.7	13	4.7	3	5
Analyses of organizational life.	30	10.9	60	21.8	109	39.6	55	20.0	21	7.6	3	5
Comprehensive study of organizational theory from traditional perspectives.	38	13.8	55	20.0	107	38.9	48	17.5	27	9.8	3	5
Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	18	6.6	32	11.7	96	35.0	75	27.4	53	19.3	3	6
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	19	7.5	64	25.2	90	35.4	60	23.6	21	8.3	3	26
Inquiry techniques from sociology.	13	4.7	41	14.9	107	38.8	79	28.6	36	13.0	3	4
Inquiry techniques from social psychology.	12	4.4	43	15.8	106	39.0	80	29.4	31	11.4	3	8
Evaluation methodology emphasizing the assessment of program outcomes.	27	9.9	60	22.1	95	34.9	70	25.7	20	7.4	3	8
Evaluation methodology emphasizing the assessment of organizational outcomes.	14	5.2	74	27.3	96	35.4	64	23.6	23	8.5	3	9

Foundational area/associated topic	Importance responses										Median	Responses
	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%		
Introduction to techniques of policy analysis.	10	3.7	45	16.6	87	32.1	81	29.9	48	17.7	3	9
Basic qualitative design.	10	3.7	45	16.7	98	36.4	78	29.0	38	14.1	3	11
Basic quantitative design.	12	4.5	46	17.2	99	36.9	71	26.5	40	14.9	3	12
Informal and formal examination of what is occurring in one's environment.	20	7.4	50	18.5	100	36.9	69	25.5	32	11.8	3	9
• V. Basic leadership and management processes and functions.	57	22.3	85	33.2	82	32.0	28	10.9	4	1.6	4	24
Resource allocation functional skills.	32	11.8	69	25.5	106	39.1	57	21.0	7	2.6	3	9
Scheduling functional skills.	31	11.4	55	20.2	86	31.6	73	26.8	27	9.9	3	8
Planning functional skills.	33	12.1	75	27.6	89	32.7	61	22.4	14	5.1	3	8
Computer applications functional skills.	16	5.9	40	14.7	57	21.0	52	19.1	107	39.3	2	8
Working with groups process skills.	40	14.7	68	24.9	76	27.8	73	26.7	16	5.9	3	7
Managing conflict process skills.	33	12.1	69	25.3	73	26.7	68	24.9	30	11.0	3	7
Building coalition process skills.	24	8.8	55	20.1	85	31.1	70	25.6	39	14.3	3	7
VI. Policy studies and the politics of education.	17	6.6	55	21.4	87	33.9	75	29.2	23	8.9	3	23
Introduction to the legislative process.	18	6.6	58	21.2	76	27.8	77	28.2	44	16.1	3	7
Introduction to how decisions are negotiated locally.	19	7.0	50	18.3	77	28.2	81	29.7	46	16.8	3	7
Introduction to how decisions are negotiated within state policy guidelines.	16	5.9	47	17.3	82	30.1	83	30.5	44	16.2	3	8

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Missing Responses
Introduction to how decisions are negotiated in relation to national educational emphasis.	9	3.3	38	13.9	85	31.1	83	30.4	58	21.2	2	7
The influence of community power structures.	25	9.2	59	21.6	86	31.5	67	24.5	36	13.2	3	7
The local electoral process.	19	6.9	45	16.4	85	30.9	83	30.2	43	15.6	3	5
** The functioning of boards of education.	40	14.5	83	30.1	87	31.5	51	18.5	15	5.4	3	4
School interaction with community pressures.	28	10.1	66	23.9	91	33.0	71	25.7	20	7.2	3	4
School interaction with community needs.	27	9.8	64	23.2	95	34.4	72	26.1	18	6.5	3	4
Who is best served and why?	20	7.3	49	17.9	94	34.4	72	26.4	38	13.9	3	7
Who is least well served and why?	18	6.6	42	15.4	94	34.6	78	28.7	40	14.7	3	8
How teachers, schools as units, the district and community interact to create a local school organization?	31	11.3	59	21.5	96	34.9	64	23.3	25	9.1	3	5
VII. What is right to do as well as the right way to do it.	30	11.5	49	18.8	95	36.5	65	25.0	21	8.1	3	20
Examination of one's own belief systems.	35	12.7	62	22.5	85	30.9	53	19.3	40	14.5	3	5
Examination of one's reasons for wanting to be an administrator.	38	13.9	65	23.7	72	26.3	55	20.1	44	16.1	3	6
Examination of one's images of the mission of schooling as a social process.	42	15.2	53	19.2	84	30.4	60	21.7	37	13.4	3	4

	Importance responses										Median	Responses
Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%		
Assessment of the moral implications of administrative decisions in schools.	29	10.5	47	17.0	96	34.8	60	21.7	44	15.9	3	· 4
Assessment of the ethical implications of administrative decisions in schools.	33	12.0	47	17.1	100	36.4	57	20.7	38	13.8	3	5
Understanding the concept of public trust.	38	13.8	59	21.4	75	27.2	61	22.1	43	15.6	3	4
** Realization of how values affect behaviors and outcomes.	42	15.2	71	25.7	74	26.8	53	19.2	36	13.0	3	4

* Fifty-one percent or more of elementary school principals perceived the area or topic to have had "Very high coverage" or "High coverage".
** Forty percent or more but less than 51% of elementary school principals perceived the area or topic to have had "Very high coverage" or "High coverage."

. the building level (i.e., 51.3% of elementary school
principals perceived this topic to have been
covered).

4. Basic leadership and management processes and
functions (i.e., 55.5% of elementary school
principals perceived this foundational area to have
been covered).

Foundational area II (i.e., Core function of the
school: teaching and learning) was regarded to have been
covered more than the other foundational areas. This
determination was based on the fact that the total
percentage of very high and high coverage responses (i.e.,
the total percentage of 5 and 4 responses) was higher for
the topics of this foundational area than for the topics of
the other foundational areas. For foundational area II, six
of the seven topics had greater than 42% of very high and
high coverage responses. The remaining topic had 34.5% of
these responses. Very few of the topics for the other
foundational areas had greater than 34.5% of very high and
high coverage responses. Only two topics in all other
foundational areas had in excess of 40% of very high and
high coverage responses.

The median responses for the foundational areas and
associated topics ranged from 2 to 4. There were seven
median responses of 2 (i.e., "Low coverage"), 56 median
responses of 3 (i.e., "Moderate coverage"), and five median

responses of 4 (i.e., "High coverage"). Four of the five
median responses of 4 were associated with the two
foundational areas and two topics that were regarded as
having been covered. The remaining median response of 4 was
associated with the topic "Assessment of the potential
impact of administrative decisions upon families". This
topic had a total percentage of 50.4% for very high and high
coverage responses (i.e., the total percentage of 5 and 4
responses) and could, therefore, be regarded as having been
covered in elementary school principal preparation programs.

Research Objective 5

Research objective 5 was to determine if the seven
foundational areas of learning and associated topics, as
initially recommended by the NPBEA for doctoral programs for
preparation of the educational administrator, were perceived
to have been covered in secondary school principals'
preparation programs.

Responses from the secondary school principals
regarding the degree of coverage for each of the
foundational areas and associated topics are shown in Table
20. The number and percentage of principals responding for
each of the five degrees of coverage for each area and topic
were tabulated. The five degrees were:

5. Very high coverage.

4. High coverage.

3. Moderate coverage.

2. Low coverage.

1. No coverage (None).

The median for all of the degrees of coverage responses was calculated for each area and topic, and the medians are shown in Table 19. The numbers of missing principal responses for each area and topic are shown in the table. An asterisk is shown at the beginning of each area and topic if 51% or more of the secondary principals perceived the area or topic to have had very high or high coverage (i.e., a response of 5 or 4) in their preparation programs. Two asterisks are shown at the beginning of each area and topic if 40% or more but less than 51% of the secondary school principals perceived the area or topic to have had very high or high coverage.

With four exceptions, secondary school principals did not perceive the foundational areas and associated topics to have been covered in their preparation programs. An area or topic was regarded to have been covered if 51% or more of the secondary school principals perceived the area or topic to have had very high or high coverage (i.e., a response of 5 or 4) in their preparation program. Secondary school principals perceived the following two foundational areas and two topics to have been covered in their preparation programs since 51% or more of these principals perceived the areas and topics to have had very high or high coverage (i.e., a response of 5 or 4).

Table 20

Foundational Area and Associated Topics Coverage Responses for Secondary School Principals

Foundational area/associated topic	Coverage responses										Median	Responses ranges
	5-Very high		4-High		3-Moderate		2-Low		1-None			
	#	%	#	%	#	%	#	%	#	%		
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	14	5.7	44	18.0	107	43.9	70	28.7	9	3.7	3	84
Demographic changes relating to race.	8	2.5	46	14.2	124	38.2	104	32.0	43	13.2	3	3
Demographic changes relating to sex.	9	2.8	38	11.7	119	36.6	113	34.8	46	14.2	3	3
Demographic changes relating to family composition.	15	4.6	60	18.4	125	38.3	93	28.5	33	10.1	3	2
Demographic changes relating to family income.	8	2.5	42	12.9	123	37.8	97	29.8	55	16.9	3	3
Impact of home and family on teaching.	30	9.2	70	21.5	113	34.7	78	23.9	35	10.7	3	2
Impact of home and family on learning.	37	11.5	76	23.5	101	31.3	79	24.5	30	9.3	3	5
Dealings with students from diverse backgrounds.	20	6.1	56	17.2	122	37.4	90	27.6	38	11.7	3	2
Multicultural situations to enrich the educational experience.	12	3.7	30	9.2	115	35.3	114	35.0	55	16.9	2	2
Resources available through other social service agencies.	10	3.1	46	14.1	112	34.4	94	28.8	64	19.6	3	2
Social service agency relations to schools.	10	3.1	39	12.0	99	30.4	113	34.7	65	19.9	2	2
Resources available through other community agencies.	7	2.2	33	10.2	103	31.7	115	35.4	67	20.6	2	3

(table continued)

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Foundational area/associated topic	5-Very high		4-High		3-Moderate		2-Low		1-None		Median	Missing responses
	#	%	#	%	#	%	#	%	#	%		
Community agency relations to schools.	11	3.4	38	11.7	118	36.2	99	30.4	60	18.4	3	2
Assessment of the potential impact of administrative decisions upon children.	38	11.7	85	26.1	120	36.8	57	17.5	26	8.0	3	2
Assessment of the potential impact of administrative decisions upon families.	11	3.4	53	16.5	112	34.9	94	29.3	51	15.9	3	7
* Assessment of the potential impact of administrative decisions upon teachers.	54	16.9	124	38.8	98	30.6	30	9.4	14	4.4	4	8
Assessment of the potential impact of administrative decisions upon the community.	22	6.9	77	24.0	111	34.6	80	24.9	31	9.7	3	7
*II. Core function of the school: teaching and learning.	74	26.3	110	39.1	74	26.3	23	8.2	0	0	4	47
* Thorough understanding of the instructional process at the building level.	52	16.2	120	37.4	110	34.3	33	10.3	6	1.9	4	7
** Thorough understanding of the learning process at the building level.	47	14.7	113	35.3	103	32.2	53	16.6	4	1.3	3.5	8
** Broad knowledge of the research base in teaching.	47	14.7	89	27.9	116	36.4	59	18.5	8	2.5	3	9
Understanding of the research base in learning.	40	12.5	87	27.2	124	38.8	59	18.4	10	3.1	3	8
** Understanding of factors affecting school change.	45	14.1	94	29.5	118	37.0	51	16.0	11	3.4	3	. 9
** Understanding of factors affecting school improvement.	48	15.0	96	30.0	115	35.9	49	15.3	12	3.8	3	8

Foundational area/associated topic	Importance responses										Median	Responses
	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%		
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	28	8.7	74	23.1	116	36.1	76	23.7	27	8.4	3	7
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	27	9.6	66	23.5	127	45.2	45	16.0	16	5.7	3	47
Basic concepts of organizational life.	29	9.0	97	30.2	123	38.3	61	19.0	11	3.4	3	7
Analyses of organizational life.	25	7.8	71	22.1	140	43.6	69	21.5	16	5.0	3	7
Comprehensive study of organizational theory from traditional perspectives.	31	9.7	80	25.0	129	40.3	59	18.4	21	6.6	3	8
Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	9	2.8	51	15.9	126	39.3	81	25.2	54	16.8	3	7
IV. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	23	8.1	68	23.9	116	40.7	64	22.5	14	4.9	3	43
Inquiry techniques from sociology.	12	3.8	52	16.4	141	44.5	82	25.9	30	9.5	3	11
Inquiry techniques from social psychology.	14	4.4	49	15.6	150	47.6	74	23.5	28	8.9	3	13
Evaluation methodology emphasizing the assessment of program outcomes.	21	6.7	70	22.2	134	42.5	74	23.5	16	5.1	3	13
Evaluation methodology emphasizing the assessment of organizational outcomes.	15	4.8	62	19.8	147	47.0	71	22.7	18	5.8	3	15

	Importance responses										Median	Missings/Responses
Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%		
Introduction to techniques of policy analysis.	11	3.5	52	16.5	119	37.7	91	28.8	43	13.6	3	12
Basic qualitative design.	13	4.2	51	16.3	131	42.0	73	23.4	44	14.1	3	16
Basic quantitative design.	12	3.9	42	13.6	137	44.3	75	24.3	43	13.9	3	19
Informal and formal examination of what is occurring in one's environment.	19	6.1	49	15.6	129	41.1	85	27.1	32	10.2	3	14
* V. Basic leadership and management processes and functions.	47	16.3	118	40.8	87	30.1	34	11.8	3	1.0	4	39
Resource allocation functional skills.	18	5.8	103	33.0	108	34.6	65	20.8	18	5.8	3	16
Scheduling functional skills.	23	7.3	83	26.3	102	32.4	78	24.8	29	9.2	3	13
Planning functional skills.	28	8.9	95	30.1	105	33.2	7	23.7	13	4.1	3	12
Computer applications functional skills.	14	4.4	35	11.1	72	22.8	82	25.9	113	35.8	2	12
Working with groups process skills.	32	10.1	92	29.1	108	34.2	67	21.2	17	5.4	3	12
Managing conflict process skills.	35	11.1	75	23.7	98	31.0	86	27.2	22	7.0	3	12
Building coalition process skills.	25	8.0	55	17.5	101	32.2	104	33.1	29	9.2	3	14
VI. Policy studies and the politics of education.	21	7.2	64	22.1	120	41.4	63	21.7	22	7.6	3	38
Introduction to the legislative process.	19	6.0	68	21.5	105	33.1	79	24.9	46	14.5	3	11
Introduction to how decisions are negotiated locally.	21	6.6	62	19.6	108	34.1	84	26.5	42	13.2	3	11
Introduction to how decisions are negotiated within state policy guidelines.	22	6.9	58	18.3	114	36.0	79	24.9	44	13.9	3	11

Foundational area/associated topic	5-Very high #	%	4-High #	%	3-Moderate #	%	2-Low #	%	1-None #	%	Median	Responses
Introduction to how decisions are negotiated in relation to national educational emphasis.	15	4.7	44	13.9	104	32.8	89	28.1	65	20.5	3	11
The influence of community power structures.	29	9.0	62	19.1	119	36.7	78	24.1	36	11.1	3	4
The local electoral process.	22	6.8	50	15.4	122	37.7	73	22.5	57	17.6	3	4
The functioning of boards of education.	49	15.3	74	23.1	103	32.1	75	23.4	20	6.2	3	7
School interaction with community pressures.	34	10.5	74	22.9	110	34.1	81	25.1	24	7.4	3	5
School interaction with community needs.	38	11.8	76	23.5	121	37.5	69	21.4	19	5.9	3	5
Who is best served and why?	22	6.9	60	18.9	137	43.1	68	21.4	31	9.7	3	10
Who is least well served and why?	21	6.6	48	15.1	139	43.7	73	23.0	37	11.6	3	10
How teachers, schools as units, the district and community interact to create a local school organization?	27	8.4	79	24.7	117	36.6	76	23.8	21	6.6	3	8
VII. What is right to do as well as the right way to do it.	28	9.3	74	24.7	114	38.0	68	22.7	16	5.3	3	28
Examination of one's own belief systems.	37	11.4	79	24.4	106	32.7	68	21.0	34	10.5	3	4
Examination of one's reasons for wanting to be an administrator.	41	12.7	72	22.2	101	31.2	75	23.1	35	10.8	3	4
Examination of one's images of the mission of schooling as a social process.	36	11.1	77	23.8	116	36.4	67	20.7	26	8.0	3	4

Foundational area/associated topic	5-Very high		4-High		3-Moderate		2-Low		1-None		Median	Response rankings
	#	%	#	%	#	%	#	%	#	%		
Assessment of the moral implications of administrative decisions in schools.	30	9.3	75	23.2	111	34.4	65	20.1	42	13.0	3	5
Assessment of the ethical implications of administrative decisions in schools.	32	9.9	80	24.8	114	35.4	66	20.5	30	9.3	3	6
Understanding the concept of public trust.	41	12.7	79	24.4	111	34.3	58	17.9	35	10.8	3	4
Realization of how values affect behaviors and outcomes.	38	11.8	84	26.0	104	32.2	75	23.2	22	6.8	3	5

* Fifty-one percent or more of secondary school principals perceived the area or topic to have had "Very high coverage" or "High coverage".

** Forty percent or more but less than 51% of secondary school principals perceived the area or topic to have had "Very high coverage" or "High coverage."

1. Assessment of the potential impact of administrative
decisions upon teachers (i.e., 55.6% of secondary
school principals perceived this topic to have been
covered).

2. Core function of the school: teaching and learning
(i.e., 65.5% of secondary school principals
perceived this foundational area to have been
covered).

3. Thorough understanding of the instructional process
at the building level (i.e., 53.6% of secondary
school principals perceived this topic to have been
covered).

4. Basic leadership and management processes and
functions (i.e., 57.1% of secondary school
principals perceived this foundational area to have
been covered).

Foundational area II (i.e., Core function of the
school: teaching and learning) was regarded to have been
covered more than the other foundational areas. This
determination was based on the fact that the total
percentage of very high and high coverage responses (i.e.,
the total percentage of 5 and 4 responses) was higher for
the topics of this foundational area than for the topics of
the other foundational areas. For foundational area II, six
of the seven topics had greater than 39% of very high and
high coverage responses. The remaining topic had 31.8% of

these responses. Very few of the topics for the other
foundational areas had greater than 39% of very high and
high coverage responses.

The median responses for the foundational areas and
associated topics ranged from 2 to 4. There were four
median responses of 2 (i.e., low coverage), 59 median
responses of 3 (i.e., moderate coverage), one median
response of 3.5, and four median responses of 4 (i.e., high
coverage). The four median responses of 4 were associated
with the two foundational areas and two topics that were
regarded as having been covered. The median response of 3.5
was associated with the topic "Thorough understanding of the
learning process at the building level". This topic had a
total percentage of 50.0% for very high coverage and high
coverage responses (i.e., the total percentage of 5 and 4
responses) and could, therefore, be regarded as having been
covered in secondary school principal preparation programs.

Research Objective 6

Research objective 6 was to determine if there was a
relationship between the elementary school principals'
perceptions of the importance of the seven foundational
areas of learning and associated topics, as initially
recommended by the NPBEA for doctoral programs for
preparation of the educational administrator, and the
elementary school principals' perceptions of the coverage of

these areas and associated topics in their preparation programs.

Research objective 6 was restated in the null form.

H_o6. There will be no relationship between the elementary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, and the elementary school principals' perceptions of the coverage of these areas and associated topics in their preparation programs.

Goodman and Kruskal's gamma was calculated for each foundational area and associated topic from the elementary school principals' importance and coverage responses. Gamma was used to measure the magnitude of the relationship between the importance and coverage responses for each area and topic. To determine the statistical significance of gamma for each area and topic an associated z-test calculation was performed using the CROSSTABS matrix of importance and coverage responses.

The calculated z- and gamma-results for each foundational area and associated topics are shown in Table 21. An asterisk is shown after the z-result if the z-result exceeded the critical z value of $\pm$ 1.96.

In order to reject the null hypothesis (i.e., at .05 level of significance for a two-tailed test) for each of the

Table 21

Gamma- and Z-Test Results for Elementary School

Principals' Importance and Coverage Responses

Foundational area/topic	gamma	z
I.Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	.2133	0.70
Demographic changes relating to race.	.2841	1.32
Demographic changes relating to sex.	.3499	1.85
Demographic changes relating to family composition.	.2488	1.05
Demographic changes relating to family income.	.3816	2.10*
Impact of home and family on teaching.	.3096	1.36
Impact of home and family on learning.	.2774	1.08
Dealings with students from diverse backgrounds.	.2312	0.89
Multicultural situations to enrich the educational experience.	.2440	1.04
Resources available through other social service agencies.	.1576	0.53
Social service agency relations to schools.	.1913	0.70
Resources available through other community agencies.	.1803	0.65
Community agency relations to schools.	.2614	1.16
Assessment of the potential impact of administrative decisions upon children.	.3235	1.50

(table continued)

Foundational area/topic	gamma	z
Assessment of the potential impact of administrative decisions upon families.	.4531	2.86*
Assessment of the potential impact of administrative decisions upon teachers.	.4246	2.31*
Assessment of the potential impact of administrative decisions upon the community.	.4456	2.77*
II. Core function of the school: teaching and learning.	.4028	1.48
Thorough understanding of the instructional process at the building level.	.2940	1.06
Thorough understanding of the learning process at the building level.	.2737	0.95
Broad knowledge of the research base in teaching.	.2288	0.90
Understanding of the research base in learning.	.1954	0.71
Understanding of factors affecting school change.	.2642	1.06
Understanding of factors affecting school improvement.	.2662	1.00
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	.1721	0.53
III. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	.3917	2.14*
Basic concepts of organizational life.	.4658	2.97*
Analyses of organizational life.	.4557	2.94*

(table continued)

Foundational area/topic	gamma	z
Comprehensive study of organizational theory from traditional perspectives.	.4520	2.99*
Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	.3776	2.19*
IV.Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	.1798	0.62
Inquiry techniques from sociology.	.3398	1.76
Inquiry techniques from social psychology.	.3224	1.57
Evaluation methodology emphasizing the assessment of program outcomes.	.1446	0.46
Evaluation methodology emphasizing the assessment of organizational outcomes.	.2447	1.02
Introduction to techniques of policy analysis.	.2377	1.00
Basic qualitative design.	.3052	1.45
Basic quantitative design.	.3553	1.86
Informal and formal examination of what is occurring in one's environment.	.3543	1.89
V.Basic leadership and management processes and functions.	.4508	2.14*
Resource allocation functional skills.	.3550	1.76
Scheduling functional skills.	.2233	0.86
Planning functional skills.	.3786	1.98*
Computer applications functional skills.	-.0254	-0.03

Foundational area/topic	gamma	z
Working with groups process skills.	.2554	1.04
Managing conflict process skills.	.1239	0.33
Building coalition process skills.	.1911	0.68
VI.Policy studies and the politics of education.	.2463	1.02
Introduction to the legislative process.	.3879	2.24*
Introduction to how decisions are negotiated locally.	.3919	2.24*
Introduction to how decisions are negotiated within state policy guidelines.	.2949	1.41
Introduction to how decisions are negotiated in relation to national educational emphasis.	.2556	1.14
The influence of community power structures.	.3362	1.72
The local electoral process.	.5359	4.02*
The functioning of boards of education.	.3981	2.22*
School interaction with community pressures.	.2056	0.77
School interaction with community needs.	.2913	1.30
Who is best served and why?	.2575	1.13
Who is least well served and why?	.2664	1.21
How teachers, schools as units, the district and community interact to create a local school organization?	.3896	2.17*
VII.What is right to do as well as the right way to do it.	.1995	0.67
Examination of one's own belief systems.	.2502	1.03

(table continued)

Foundational area/topic	gamma	z
Examination of one's reasons for wanting to be an administrator.	.3006	1.40
Examination of one's images of the mission of schooling as a social process.	.3416	1.79
Assessment of the moral implications of administrative decisions in schools.	.2772	1.26
Assessment of the ethical implications of administrative decisions in schools.	.3339	1.68
Understanding the concept of public trust.	.3927	2.24*
Realization of how values affect behaviors and outcomes.	.3944	2.17*

* Relationship significant at the .05 level.

foundational areas and associated topics, the calculated z values had to exceed the critical z value (i.e., $\pm$ 1.96). The majority of the calculated z values in Table 21 failed to exceed the critical z value. Thus, in those instances null hypothesis 6 was retained, indicating that for these areas and topics there was no relationship between the elementary school principals' perceptions of the importance and coverage of these areas and topics in their preparation programs.

The following two foundational areas and 16 topics had calculated z values that exceeded the critical z value. Thus, for these areas of learning and topics null hypothesis

6 was rejected, indicating that there was a relationship between the elementary school principals' perceptions of the importance and coverage of these areas and topics in their preparation programs. A more detailed analysis revealed that the strength of the perceptions of importance tended to be greater than the corresponding strength of the perceptions of coverage.

1. Demographic changes relating to family income ($z = 2.10$ for this topic).

2. Assessment of the potential impact of administrative decisions upon families ($z = 2.86$ for this topic).

3. Assessment of the potential impact of administrative decisions upon teachers ($z = 2.31$ for this topic).

4. Assessment of the potential impact of administrative decisions upon the community ($z = 2.77$ for this topic).

5. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations ($z = 2.14$ for this foundational area).

6. Basic concepts of organizational life ($z = 2.97$ for this topic).

7. Analyses of organizational life ($z = 2.94$ for this topic).

8. Comprehensive study of organizational theory from

traditional perspectives ($z = 2.99$ for this topic).

9. Comprehensive study of organizational theory from contemporary alternative views ($z = 2.19$ for this topic).

10. Basic leadership and management processes and functions ($z = 2.14$ for this foundational area).

11. Planning functional skills ($z = 1.98$ for this topic).

12. Introduction to the legislative process ($z = 2.24$ for this topic).

13. Introduction to how decisions are negotiated locally ($z = 2.24$ for this topic).

14. The local electoral process ($z = 4.02$ for this topic). This high value for z indicated very similar distributions of importance and coverage responses to support the relationship between the perceived importance and the coverage of this topic.

15. The functioning of boards of education ($z = 2.22$ for this topic).

16. How teachers, schools as units, the districts and community interact to create a local school organization? ($z = 2.17$ for this topic).

17. Understanding the concept of public trust ($z = 2.24$ for this topic).

18. Realization of how values affect behaviors and

outcomes (z = 2.17 for this topic).

Research Objective 7

Research objective 7 was to determine if there was a relationship between the secondary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, and the secondary school principals' perceptions of the coverage of these areas and associated topics in their preparation programs.

Research objective 7 was restated in the null form.

$H_0$7. There will be no relationship between the secondary school principals' perceptions of the importance of the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA for doctoral programs for preparation of the educational administrator, and the secondary school principals' perceptions of the coverage of these areas and associated topics in their preparation programs.

Goodman and Kruskal's gamma was calculated for each foundational area and associated topic from the secondary school principals' importance and coverage responses. Gamma was used to measure the magnitude of the relationship between the importance and coverage responses for each area and topic. To determine the statistical significance of

gamma for each area and topic an associated z-test calculation was performed using the CROSSTABS matrix of importance and coverage responses.

The calculated z- and gamma-results for each foundational area and associated topics are shown in Table 22. An asterisk is shown after the z-result if the z-result exceeded the critical z value of $\pm$ 1.96.

In order to reject the null hypothesis (i.e., at .05 level of significance for a two-tailed test) for each of the foundational areas and associated topics, the calculated z values had to exceed the critical z value (i.e., $\pm$ 1.96). The majority of the calculated z values in Table 22 failed to exceed the critical z value. Thus, in those instances null hypothesis 7 was retained, indicating that for these areas and topics there was no relationship between the secondary school principals' perceptions of the importance and coverage of these areas and topics in their preparation programs.

The following 14 topics had calculated z values that exceeded the critical z value. Thus, for these topics null hypothesis 7 was rejected, indicating that there was a relationship between the secondary school principals' perceptions of the importance and coverage of these topics in their preparation programs. A more detailed analysis revealed that the strength of the perceptions of importance tended to be greater than the corresponding strength of the

Table 22

Gamma- and Z-Test Results for Secondary School

Principals' Importance and Coverage Responses

Foundational area/topic	gamma	z
I. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	.2086	0.71
Demographic changes relating to race.	.2514	1.16
Demographic changes relating to sex.	.4230	2.72*
Demographic changes relating to family composition.	.0957	0.26
Demographic changes relating to family income.	.3384	1.89
Impact of home and family on teaching.	.2273	0.93
Impact of home and family on learning.	.1262	0.37
Dealings with students from diverse backgrounds.	.0917	0.24
Multicultural situations to enrich the educational experience.	.1326	0.44
Resources available through other social service agencies.	.0994	0.29
Social service agency relations to schools.	.1729	0.65
Resources available through other community agencies.	.1887	0.74
Community agency relations to schools.	.1834	0.71
Assessment of the potential impact of administrative decisions upon children.	.3244	1.69

(table continued)

Foundational area/topic	gamma	z
Assessment of the potential impact of administrative decisions upon families.	.3668	2.08*
Assessment of the potential impact of administrative decisions upon teachers.	.4448	2.70*
Assessment of the potential impact of administrative decisions upon the community.	.4583	3.08*
II.Core function of the school: teaching and learning.	.3437	1.28
Thorough understanding of the instructional process at the building level.	.3089	1.32
Thorough understanding of the learning process at the building level.	.1949	0.65
Broad knowledge of the research base in teaching.	.2529	1.15
Understanding of the research base in learning.	.1261	0.39
Understanding of factors affecting school change.	.2178	0.84
Understanding of factors affecting school improvement.	.1399	0.41
The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.	-.0197	-0.02
III.The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.	.3420	1.75
Basic concepts of organizational life.	.3266	1.73
Analyses of organizational life.	.3322	1.78

(table continued)

Foundational area/topic	gamma	z
Comprehensive study of organizational theory from traditional perspectives.	.3550	2.03*
Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).	.2903	1.48
IV.Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.	.3043	1.47
Inquiry techniques from sociology.	.4069	2.46*
Inquiry techniques from social psychology.	.4994	3.44*
Evaluation methodology emphasizing the assessment of program outcomes.	.1798	0.67
Evaluation methodology emphasizing the assessment of organizational outcomes.	.1498	0.50
Introduction to techniques of policy analysis.	.3030	1.55
Basic qualitative design.	.4304	2.80*
Basic quantitative design.	.4496	2.96*
Informal and formal examination of what is occurring in one's environment.	.3141	1.68
V.Basic leadership and management processes and functions.	.3703	1.77
Resource allocation functional skills.	.3389	1.74
Scheduling functional skills.	.1437	0.47
Planning functional skills.	.2909	1.37
Computer applications functional skills.	-.0140	-0.01

Foundational area/topic	gamma	z
Working with groups process skills.	.2725	1.24
Managing conflict process skills.	.0902	0.22
Building coalition process skills.	.1664	0.59
VI. Policy studies and the politics of education.	.2624	1.16
Introduction to the legislative process.	.2764	1.37
Introduction to how decisions are negotiated locally.	.2942	1.48
Introduction to how decisions are negotiated within state policy guidelines.	.3127	1.66
Introduction to how decisions are negotiated in relation to national educational emphasis.	.3521	2.07*
The influence of community power structures.	.3185	1.70
The local electoral process.	.4611	3.35*
The functioning of boards of education.	.3596	2.01*
School interaction with community pressures.	.2865	1.40
School interaction with community needs.	.2989	1.48
Who is best served and why?	.3739	2.17*
Who is least well served and why?	.2285	0.99
How teachers, schools as units, the district and community interact to create a local school organization?	.1992	0.80
VII. What is right to do as well as the right way to do it.	.1631	0.53
Examination of one's own belief systems.	.2554	1.16

Foundational area/topic	gamma	z
Examination of one's reasons for wanting to be an administrator.	.2558	1.21
Examination of one's images of the mission of schooling as a social process.	.2164	0.89
Assessment of the moral implications of administrative decisions in schools.	.2341	1.01
Assessment of the ethical implications of administrative decisions in schools.	.2651	1.22
Understanding the concept of public trust.	.3546	1.97*
Realization of how values affect behaviors and outcomes.	.2962	1.45

* Relationship significant at the .05 level.

perceptions of coverage.

1. Demographic changes relating to sex (z = 2.72).

2. Assessment of the potential impact of administrative decisions upon families (z = 2.08).

3. Assessment of the potential impact of administrative decisions upon teachers (z = 2.70).

4. Assessment of the potential impact of administrative decisions upon the community (z = 3.08).

5. Comprehensive study of organizational theory from traditional perspectives (z = 2.03).

6. Inquiry techniques from sociology (z = 2.46).

7. Inquiry techniques from social psychology (z =

3.44). This high value for z indicated very similar distributions of importance and coverage responses to support the relationship between the perceived importance and the coverage of this topic.

8. Basic qualitative design (z = 2.80).

9. Basic quantitative design (z = 2.96).

10. Introduction to how decisions are negotiated in relation to national educational emphasis (z = 2.07).

11. The local electoral process (z = 3.35).

12. The functioning of boards of education (z = 2.01).

13. Who is best served and why? (z = 2.17).

14. Understanding the concept of public trust (z = 1.97).

A total of two areas and 23 topics had a relationship between the perceived importance and coverage of them. Of this total, only seven topics had a relationship for both types of principals.

Summary

The responses to the survey process were analyzed both from the perspective of the number of responses and the contents of the responses. The demographic data items (i.e., sex, age, years of principal experience, year completed principal preservice preparation program, and the number of teachers in the principals' schools) for secondary school principals and elementary school principals in the

current study were very similar except for the number of teachers in their respective schools. Because of a response rate that was slightly lower than was desired and a need to determine if non-respondent bias existed, the demographic data item results of a national study of principals, conducted by the National Center for Educational Information (NCEI), were compared to the corresponding demographic data items in the current study. The two sets of results were comparable, indicating that the non-respondents in the current study were demographically the same as the respondents. Non-respondent bias was regarded, therefore, not to exist and not to be a factor that could adversely affect the interpretations of the results of the current study.

The analysis of the data for research objectives 1 and 2 was completed by determining if 51% or more of the principals perceived the foundational areas of learning and associated topics to be "Of very high importance" or "High importance". Elementary school principals perceived all the foundational areas and all but four of the associated topics to be important. Secondary school principals perceived all the foundational areas and all but six of the associated topics to be important. Both groups of principals perceived the same 12 topics to be significantly less important than the other topics.

The analysis of the data for research objective 3 was

accomplished by using the z-test for differences between proportions to test null hypothesis 3. The two groups of principal importance responses were examined on the basis of whether the response was regarded as "Significantly important" (i.e., responses of very high and high importance) or "Not significantly important" (i.e., responses of moderate, low, and no importance). No statistically significant difference was observed between elementary and secondary school principals' perceptions of the importance of the foundational areas of learning and associated topics. Null hypothesis 3, therefore, was retained.

The analysis of the data for research objectives 4 and 5 was completed by determining if 51% or more of the principals perceived the areas of learning and associated topics to have had "Very high coverage" or "High coverage". Except for two foundational areas and two topics, elementary school principals did not perceive the foundational areas and associated topics to have been covered in their preparation programs. Secondary school principals did not perceive the foundational areas of learning and associated topics, except for two foundational areas and two topics, to have been covered in their preparation programs. Both groups of principals perceived the same two foundational areas and one topic to have been covered. Both groups of principals also perceived 5 additional topics to have been

covered more than the remaining topics.

The analysis of the data for research objectives 6 and
7 was accomplished by using Goodman and Kruskal's gamma
measure of association. An associated z-test was used to
test the null hypotheses for these research objectives.
Except for two foundational areas and 16 topics, no
statistically significant relationship was observed between
elementary school principals' perceptions of the importance
and coverage of the areas and topics in their preparation
programs. Null hypothesis 6, therefore, was retained for
all but two of the foundational areas of learning and all
but 16 of the associated topics. Except for 14 topics, no
statistically significant relationship was observed between
secondary school principals' perceptions of the importance
and coverage of the areas and topics in their preparation
programs. Null hypothesis 7, therefore, was retained for
all of the foundational areas and all but 14 of the
associated topics.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of the study was to determine selected principals' perceptions of the importance of the NPBEA's initially recommended seven foundational areas of learning and associated topics to be included in doctoral programs for preservice preparation of principals. A secondary purpose of the study was to determine the amount of coverage of the foundational areas and associated topics in the educational administrator preparation programs of the selected principals. A related purpose was to discover if there was any relationship between the perceived importance and coverage of the areas of learning and associated topics.

Two groups of elementary and secondary school principals were surveyed over a 14 week period using a questionnaire that contained five demographic data items and the areas of learning and associated topics with columns for importance and coverage responses. Random samples of elementary and secondary school principal addresses were obtained from Market Data Retrieval.

Responses were received from 43% and 51% of the elementary and secondary school principals respectively. The responses were keyed onto computer media and statistical calculations were performed using SPSS/PC+ software.

Additional statistical calculations were performed using CCALC software.

The results were tabulated and analyzed and where appropriate null hypotheses were tested. Findings and conclusions for the study were developed from the compiled results and associated analyses. The study concluded with recommendations for the future.

Review of the principals' demographic data for the current study and for the National Center for Educational Information's national study of principals indicated that the two sets of demographic data were comparable. The non-respondents of the current study were thus comparable to the respondents. This indicated non-respondent bias did not exist and could not adversely affect the interpretations of the results of the study.

The demographic data for both secondary school and elementary school principals were very similar except for the number of teachers in the two types of principals' schools. Secondary school principals had on average more teachers in their schools than elementary school principals did (i.e., 50.2 teachers in secondary schools as opposed to 31.8 teachers in elementary schools). Secondary school principals were predominantly male (i.e., 87% male and 13% female). Although the percentage of female principals increased for elementary school principals there were again significantly more male principals (i.e., 68%) than female

principals (i.e., 32%). The average age of secondary
school principals was 46.9 years and 47.0 years for
elementary school principals. The average years of
principal experience for both groups was close with 9.5
years for secondary school principals and 10.7 years for
elementary school principals. Similarly, the average
completion years for the principals' preparation programs
were virtually the same, 1978 for secondary school
principals and 1977 for elementary school principals.

Regarding the primary purpose of the study, elementary
and secondary school principals in general perceived the
seven foundational areas of learning and associated topics,
as initially recommended by the NPBEA, to be important.
Both groups of principals, however, did not perceive the
following topics as important:

1. Demographic changes relating to sex.

2. Comprehensive study of organizational theory from
   traditional perspectives.

3. Comprehensive study of organizational theory from
   contemporary alternative views (e.g., critical and
   feminist theory).

4. Basic quantitative design.

Furthermore, secondary school principals did not
perceive the following additional two topics, that were
related to the topics immediately above, to be important.

1. Inquiry techniques from social psychology.

2. Basic qualitative design.

The same 12 topics were perceived by both groups of principals as significantly less important that the other topics. In addition to the six topics listed above, three topics concerned with organization life and with research and evaluation skills were not perceived to be as important as the other topics. Two demographic topics and one decision making topic were also perceived as less important than the remaining topics. There was no statistically significant difference between elementary and secondary school principals' perceptions of the importance of the foundational areas and associated topics.

Referencing the second purpose of the study, elementary and secondary school principals in general did not perceive the seven foundational areas of learning and associated topics, as initially recommended by the NPBEA, as having been covered in their preparation programs. Both groups of principals, however, did perceive the following two foundational areas and one topic to have been covered.

1. Core function of the school: teaching and learning (i.e., a foundational area).

2. Thorough understanding of the instructional process at the building level (i.e., a topic).

3. Basic leadership and management processes and functions (i.e., a foundational area).

Furthermore, the following two topics were perceived to have been covered by one group of principals and by at least 50% but not 51% of the other group.

1. Thorough understanding of the learning processes at the building level (i.e., 51.3% of elementary school principals and 50.0% of secondary school principals).

2. Assessment of the potential impact of administrative decisions upon teachers (i.e., 50.4% of elementary school principals and 55.6% of secondary school principals).

All of the topics in foundational area II (i.e., Core function of the school: teaching and learning) were perceived by both groups of principals as having been covered more than the other topics. Elementary school principals perceived an additional two topics as having been covered more than the remaining topics. These topics are:

1. The functioning of boards of education.

2. Realization of how values affect behavior and outcomes.

Regarding the related purpose of the study, except for two foundational areas of learning and 23 topics, no statistically significant relationships were observed between the perceptions of the importance and coverage of the foundational areas of learning and associated topics for both groups of principals. Two foundational areas and 16

topics had a statistically significant relationship between the elementary school principals' perceptions of the importance and coverage of these areas and topics. Similarly, there was a statistically significant relationship between the secondary school principals' perceptions of the importance and coverage of 14 topics. Only seven topics were determined to have this significant relationship between importance and coverage for both groups of principals. Generally, the principals perceived the areas and topics to be important, but a corresponding high degree of coverage for the areas and topics in the principals' preparation programs had not been perceived.

Conclusions

As a result of this study and the associated data the following conclusions are drawn:

1. Non-respondent bias did not exist and, therefore, the results of the study can be generalized to apply to U.S. public elementary school and secondary school principals nationwide.

2. The NPBEA correctly identified a large number of topics that are perceived by elementary school and secondary school principals to be important and that should be included in principal preparation programs.

3. Except for the demographic, organizational theory, and research topics that were perceived to be less important than the other topics, the NPBEA's initially recommended

seven foundational areas of learning and associated topics should be incorporated into a core curriculum for educational administrator preparation programs for both elementary school and secondary school principals.

4. Additional, more detailed investigations should be completed to determine the reasons why principals perceive the demographic topics and the standard principal preparation program topics concerned with organizational theory and research to be of lower importance than the other NPBEA topics. The results of such investigations would provide improved information to evaluate how these topics should be approached in principal preparation programs.

5. The preparation programs of both elementary school and secondary school principals are not relevant and are inadequate in many instances because the programs do not cover to the required degree the NPBEA's foundational areas of learning and associated topics.

6. The preparation programs of elementary school principals and secondary school principals have many similarities based on the principals' perceptions of the coverage and importance of the foundational areas of learning and associated topics as initially recommended by the NPBEA.

Recommendations

Based upon the findings of this study, the following recommendations are made:

1. Encourage the educational administration professoriat to develop new, responsive core preparation programs for principals using the foundational areas and associated topics that are perceived to be important by practicing principals.

2. Encourage the NPBEA to support and/or conduct studies in the future to continue the improvement and practicality of preparation programs for principals.

3. In related future studies compile core curriculum components that principals perceive to be important and should be included but that are not part of any proposed core curriculum.

4. Investigate the need for supplementary, curricular topics to address possible unique educational administration needs of specific types of principals.

5. Practicing school principals and formal research methodology should be integral components of future investigations into the development of principal preparation programs.

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APPENDICES

APPENDIX A

Principal Preparation Program Form

Importance *(What you think is important)* 5. Of very high importance. 4. High importance. 3. Of moderate importance. 2. Low importance. 1. Of no importance (None).	Coverage *(Level of coverage in your program)* 5. Very high coverage. 4. High coverage. 3. Moderate coverage. 2. Low coverage. 1. No coverage (None).

DEMOGRAPHIC DATA

1. Your school's number of teachers (write number) _____

2. Your sex (check one) _____ male (1)　　_____ female (2).

3. Your age (write nearest whole number of years) _____

4. Your total years of principal experience (write nearest whole number) _____

5. The year you completed your preservice principal preparation program _____

I. FOUNDATIONAL AREA

		VERY HIGH	HIGH	MODERATE	LOW	NONE
6. Societal and cultural factors that influence education so that administrators emerge with an understanding of the environment in which they will function.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

TOPICS:

7. Demographic changes relating to race.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
8. Demographic changes relating to sex.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
9. Demographic changes relating to family composition.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
10. Demographic changes relating to family income.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
11. Impact of home and family on teaching.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
12. Impact of home and family on learning.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
13. Dealings with students from diverse backgrounds.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
14. Multicultural situations to enrich the educational experience.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
15. Resources available through other social service agencies.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
16. Social service agency relations to schools.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
17. Resources available through other community agencies.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
18. Community agency relations to schools.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
19. Assessment of the potential impact of administrative decisions upon children.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

		V E R Y H I G H	H I G H	M O D E R A T E	L O W	N O N E

20. Assessment of the potential impact of administrative decisions upon families.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

21. Assessment of the potential impact of administrative decisions upon teachers.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

22. Assessment of the potential impact of administrative decisions upon the community.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

II. FOUNDATIONAL AREA

23. Core function of the school: teaching and learning.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

TOPICS:

24. Thorough understanding of the instructional process at the building level.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

25. Thorough understanding of the learning process at the building level.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

26. Broad knowledge of the research base in teaching.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

27. Understanding of the research base in learning.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

28. Understanding of factors affecting school change.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

29. Understanding of factors affecting school improvement.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

30. The ability to translate this research knowledge into a vision of instructional excellence behind which the school can rally.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

III. FOUNDATIONAL AREA

31. The theoretical and empirical literature that explains the structure and dynamics of organizational life in schools and the role of the individual in organizations.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

TOPICS:

32. Basic concepts of organizational life.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

33. Analyses of organizational life.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

34. Comprehensive study of organizational theory from traditional perspectives.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

35. Comprehensive study of organizational theory from contemporary alternative views (e.g., critical and feminist theory).

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

IV. FOUNDATIONAL AREA

36. Research and evaluation skills that focus on tools that will assist the administrator in studying schools as organizations and becoming a reflective practitioner.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

TOPICS:

37. Inquiry techniques from sociology.

	VERY HIGH	HIGH	MODERATE	LOW	NONE
IMPORTANCE	5	4	3	2	1
COVERAGE	5	4	3	2	1

		VERY HIGH	HIGH	MODERATE	LOW	NONE
38. Inquiry techniques from social psychology.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
39. Evaluation methodology emphasizing the assessment of program outcomes.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
40. Evaluation methodology emphasizing the assessment of organizational outcomes.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
41. Introduction to techniques of policy analysis.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
42. Basic qualitative design	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
43. Basic quantitative design.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
44. Informal and formal examination of what is occurring in one's environment.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

V. FOUNDATIONAL AREA

45. Basic leadership and management processes and functions.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

TOPICS:

46. Resource allocation functional skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
47. Scheduling functional skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
48. Planning functional skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
49. Computer applications functional skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
50. Working with groups process skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
51. Managing conflict process skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
52. Building coalition process skills.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

VI. FOUNDATIONAL AREA

53. Policy studies and the politics of education.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

TOPICS:

54. Introduction to the legislative process.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
55. Introduction to how decisions are negotiated locally.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
56. Introduction to how decisions are negotiated within state policy guidelines.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
57. Introduction to how decisions are negotiated in relation to national educational emphasis.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

		VERY HIGH	HIGH	MODERATE	LOW	NONE
58. The influence of community power structures.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
59. The local electoral process.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
60. The functioning of boards of education.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
61. School interaction with community pressures.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
62. School interaction with community needs.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
63. Who is best served and why?	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
64. Who is least well served and why?	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
65. How teachers, schools as units, the district and community interact to create a local school organization?	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

VII. FOUNDATIONAL AREA

		VERY HIGH	HIGH	MODERATE	LOW	NONE
66. What is right to do as well as the right way to do it.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

TOPICS:

		VERY HIGH	HIGH	MODERATE	LOW	NONE
67. Examination of one's own belief systems.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
68. Examination of one's reasons for wanting to be an administrator.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
69. Examination of one's images of the mission of schooling as a social process.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
70. Assessment of the moral implications of administrative decisions in schools.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
71. Assessment of the ethical implications of administrative decisions in schools.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
72. Understanding the concept of public trust.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1
73. Realization of how values affect behaviors and outcomes.	IMPORTANCE	5	4	3	2	1
	COVERAGE	5	4	3	2	1

Thank you for your time and assistance.

APPENDIX B

Principal Preparation Program Form

Instructions

Importance

Please indicate how important you believe the following core foundational area and topic items are toward educating a successful principal. Rate each item on the questionnaire by placing a circle around the appropriate number. The level of importance associated with each number is as follows:

5. Very high importance
4. High importance
3. Of moderate importance
2. Low importance
1. Of no importance (None).

Coverage

Also, please indicate how well the core foundational area and topic items were covered in your educational administrator preparation program. (i.e., the administrator preparation program you completed at the university prior to accepting your initial principalship). Rate each item by placing a circle around the appropriate number. The degree of coverage associated with each number is as follows:

5. Very high coverage
4. High coverage
3. Moderate coverage
2. Low coverage
1. No coverage (None).

If you have any comments concerning the program core requirements please use the reverse side of this page and return it with the completed form.

APPENDIX   C

December 7, 1989

Dear Principal,

Your assistance is needed to review documentation to be used in a nationwide survey of members of the NASSP and NAESP. The survey is being conducted as part of an important doctoral research project sponsored by the Department of Education Leadership and Policy Analysis at East Tennessee State University.

The principals associated with ETSU's Danforth program have been specially selected to assist in this pilot study for the project. Due to the limited number of principals selected your response is crucial to the pilot study.

Please read the proposed cover letter to be attached to the survey form, complete the survey form, and then provide your comments concerning the letter and the form through the completion of the survey opinionnaire. The time you take to read and complete the survey form is desired so please plan to record the start and end times accordingly.

The completed form and opinionnaire should be returned in the self-addressed stamped envelope provided by December 20, 1989.

Dr. Burkett sends his appreciation for your time and attention to this request. On behalf of Tony Hussey, the doctoral candidate researcher for the project, I would also like to thank you for your assistance in this matter.

Sincerely,

Carolyn M. Brown

APPENDIX   D

Principal Preparation Program Form
Opinionnaire

1. School type. *(Check a or b or specify grade levels taught.)*

   _____ a. Elementary School

   _____ b. Secondary School

   Other. *(Specify grade levels taught)* _____

2. Time to complete the form *(Specify the approximate number of minutes taken)* _____

3. Comments concerning the effectiveness of the cover letter (e.g., in your opinion would the cover letter stimulate the study's principals to complete and return the form, if not, why not, and do you have another suggestion to stimulate a response.).

   _____

   _____

   _____

   _____

   _____

4. Comments concerning the survey form.

   Understandibility _____

   _____

   _____

   _____

   _____

   Ease of use _____

   _____

   _____

   _____

   _____

   Format and layout _____

   _____

   _____

   _____

   _____

   Other comments _____

   _____

   _____

   _____

   _____

   Please provide on the other side of this opinionnaire sheet any other comments you may have concerning the cover letter, the survey form, and the survey process in general.

   Thank you for your time and attention.

APPENDIX   E

WALTERS STATE
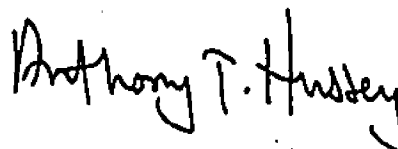Community College

OFFICE OF ADMINISTRATIVE SERVICES

October 3, 1990

Dear Principal,

You are one of a small representative number of principals nationwide who has been specially selected to evaluate the importance and prior coverage of curriculum elements for the pre-service preparation of leaders of the nation's elementary and secondary schools. The National Policy Board for Educational Administration (NPBEA), whose membership represents the NAESP, NASSP, NSBA, CCSSO, ASBO, ASCD, AASA, AACTE, UCEA, and the NCPEA, developed for discussion purposes curriculum elements that included seven foundational areas of learning and associated topics.

The survey is designed to obtain the perceptions of principals in the education profession of these elements and at the same time ensure anonymity of individual principals. Your response is crucial to the validity and reliability of this doctoral research study.

Your assistance and cooperation in returning the completed document in the enclosed postage paid envelope are deeply appreciated. Thank you in advance for your valuable help.

Sincerely,

Anthony T. Hussey

gc

APPENDIX F

WALTERS STATE
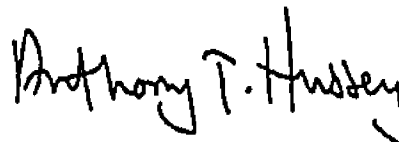Community College

October 31, 1990

Dear Principal,

Recently I wrote to you asking for your assistance in evaluating the importance and prior coverage of curriculum elements for the pre-service preparation of leaders of the nation's elementary and secondary schools. The National Policy Board for Educational Administration (NPBEA), whose membership represents the NAESP, NASSP, NSBA, CCSSO, ASBO, ASCD, AASA, AACTE, UCEA, and the NCPEA, developed for discussion purposes curriculum elements that included seven foundational areas of learning and associated topics.

As you know, this survey is designed to obtain the perceptions of principals regarding these curriculum elements while ensuring the anonymity of individual principals. As you are one of only a small representative number of principals nationwide who has been specially selected to participate in this evaluation process, your response is crucial to the validity and reliability of this doctoral research study.

Your assistance and cooperation in returning the completed document in the enclosed postage paid envelope are deeply appreciated. Thank you in advance for your valuable help.

Sincerely,

Anthony T. Hussey

gc

APPENDIX G

WALTERSSTATE
Community College

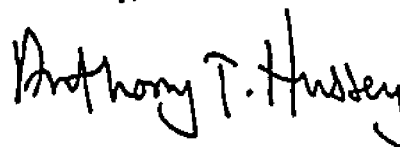OFFICE OF ADMINISTRATIVE SERVICES

November 30, 1990

Dear Principal,

As I have not yet received a response to my earlier letters regarding my research project, I am writing again desperately asking for your help. More replies are necessary before I can statistically infer that the responses of the small sample of principals in the survey are representative of the nation's population of public school principals.

As you know, this research project is designed to obtain the perceptions of principals regarding the importance and prior coverage of curriculum elements for the pre-service preparation of leaders of the nation's elementary and secondary schools. The National Policy Board for Educational Administration developed, for discussion purposes, the curriculum elements that are contained in the attached questionnaire.

If you have already responded, I thank you for your valuable help. If you have not yet responded, your assistance and cooperation in returning the completed questionnaire in the enclosed postage paid envelope would be deeply appreciated.

Sincerely,

Anthony T. Hussey

gc

VITA

ANTHONY T. HUSSEY

Personal Data: Date of Birth: July 25, 1944
Place of Birth: Peterborough, England
Marital Status: Married

Education: Deacons Grammar School, Peterborough, England.
Peterborough Technical College, Peterborough, England; Ordinary National Certificate in Mechanical Engineering, 1963.
Peterborough Technical College, Peterborough, England; Higher National Certificate in Mechanical Engineering, 1966.
Leicester Polytechnic, Leicester, England; Diploma in Management Studies, 1972.
East Tennessee State University, Johnson City, Tennessee; Educational Administration, M.A., 1986.
East Tennessee State University, Johnson City, Tennessee; Educational Administration, Ed.D., 1991.

Professional Experience: Co-op Education/Engineering Program, A.E.I. Hotpoint; Peterborough, England, 1960-1965.
Senior Computer Programmer, A.E.I. Hotpoint; Peterborough, England, 1965-1967.
Senior Computer Programmer, Gillette Industries; London, England, 1967-1968.
Chief Computer Programmer, Ambrose Wilson; Wellingborough, England, 1968-1969.
Senior Systems Analyst, Centre-File; London, England, 1969-1970.
Deputy Software Director/Consultant, P. W. Computer Services; Northampton, England, 1970-1973.
Manufacturing Systems Planner, Sperry Univac; Bristol, Tennessee, 1973-1974.
MIS Project Leader, University of Tennessee; Knoxville, Tennessee, 1974-1978.
Director of Computer Services/Area Supervisor Computer Science (1978-1981),
Director of Administrative Services (1981-1985),
Dean of Administrative Services; Walters State Community College; Morristown, Tennessee, 1985-Present.