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School Principal Profiles: Comparing China and the United States

Tak Cheung Chan
Ruiqing Du

By comparing principal profiles in China and the United States, this study would contribute to a better understanding of school leadership in the two countries. Participating principals included 144 from two states in the United States and 77 from seven provinces of China. A researcher designed Likert-scale questionnaire covered the principals' profiles in seven leadership areas: character, professional knowledge, professional skill, administrative style, administrative duties, personnel management, and student affairs management. This was supplemented by a survey of three open-ended questions on principal's responsibilities, challenges, and fulfillment. The findings of quantitative data were compared with those of qualitative data. Results of data analysis indicated significant differences in four leadership areas: principals' administrative skills, duties, personnel management, and student affairs management. In almost all areas of the profile, Chinese principals were found to be more reserved in their responses.

Because of cultural and political differences between China and the United States, it was assumed that school principals of the two countries would follow different ideologies in assuming leadership in their schools (Lin, K. P., 2005). Chinese principals have been labeled as authoritative figures having supreme control of school administrative affairs while school principals in western societies were perceived as managers performing their daily duties under legal, social, and philosophical constraints (Lo, 2004). Kao's study (2005) further indicated that school administrators in China were basically executors of Central Government policies. However, with increased political, social, cultural, and commercial

exchanges between the two countries since the 1980s (in the last 20 years), people of China and the United States have begun to understand each another better. Frequent visits between educators of the two countries (Ministry of Education, 2002) have resulted in sharing of innovative ideas that work. School leaders of the two countries have come closer in their educational beliefs than ever before.

In his critique of educational reform in China, Li Lanqing (2005), China's former Vice Premier in charge of Education, had the following comments to make:

In raising educational quality, you must set your eyes on all the students, and do all you can to promote their all-round development, raise teaching standards, improve classroom buildings and the learning environment, buy more equipment and facilities, improve teaching methods and approaches, strengthen school leadership and tighten school supervision, and improve the social environment (p. 398)

In reading through the lines, one has no doubt that ideas of improvement like these are similar to those of educational leaders of western countries. As Chinese and U.S. cultures continue to interact, school administrative concepts of the two countries, while maintaining their own unique identities, tend to take advantage of the best of the others to improve their own. The extents of these intercultural stages of awareness, response and adoption in school administrative practices between the two countries are what this paper attempts to explore.

Conceptual Framework

School principals' roles and responsibilities in the United States were well developed and specified in the Educational Leadership Constituent Council (ELCC) Standards. According to these standards, principals should have the knowledge, skills, and dispositions to promote the success of all students by (1) facilitating the development, articulation, implementation, and stewardship of a school vision of learning; (2) promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff; (3) managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment; (4) collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; (5) acting with integrity, fairly, and in an ethical manner; and (6) understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (National Policy Board for Educational Administration, 2002).

In their two reports about Chinese elementary and junior high schools, Luo and Wendel (1999a; 1999b) described the unique roles and responsibilities of Chinese principals at elementary and secondary school levels. Zhang's study (1998) specifically stated that Chinese school leaders hoped to move toward a more democratic leadership while maintaining a substantial aspect of an authoritarian leadership style. Kao (2005) also found that the role of a principal in China was similar to that of a government agent who completely followed the government's directives. In surveying school teachers in China, Pang (2001) suggested that Chinese principals needed to make themselves available to more opportunities for communication, participation, collaboration, and consensus among their colleagues at school.

International comparison of school principals' roles and responsibilities were performed by McAdams (1998) to include England, Germany, Denmark, Japan, and the United States. Results showed that U.S. principals had a more frenetic work day than their international colleagues. In their study of Russia, China, and Ireland, Flanary and Terehoff (2000) claimed that effective principals must deal with challenges arising from global changes in economics, politics, and demography. Basically, substantial differences existed in educational philosophies of the East and the West even though Chinese school administrative practices were influenced by Western theories (Lin, K. P., 2005). In a comparative study between Chinese and British primary schools, Ryan, Duan, and Merry (1998) found major differences in the purposes of education, the styles of management, the loci of control, and the financial management. Another study between Chinese and British secondary schools conducted by Bush, Coleman, and Si (1998) addressed differences in school structure, principal's role, decision-making, and management techniques in curriculum, finance, and admissions.

Three comparative studies that focused mainly on examining school principalship between China and the United States were found. Su, Adams, and Mininberg (2000) surveyed and interviewed Chinese and U.S. urban principals to determine their attitudes, characteristics, and preparation to be principals. They found more differences than similarities between principals of the two countries. A follow-up study was performed by the same researchers (2003) to compare the educational beliefs, the reform initiatives, and the school visions of Chinese and U.S. principals. Results of their study showed sharp differences in reform initiatives and school visions. Jie Lin (2005) studied the perception of Chinese and U.S. principals in urban areas regarding the selection, preparation, and professional development of elementary school principals. Similarities and differences existed in all three areas between Chinese and U.S. principals.

Comparative studies of principalship between China and the United States have so far addressed issues as roles and responsibilities, leadership styles,

management approaches, attitudes, characteristics, beliefs, reform initiatives, school visions, preparation, selection, and professional development. Most of the studies found more differences than similarities. While we continue to monitor the increased educational exchanges of the two countries, narrowing the range of differences between educational administration of the two countries is anticipated.

Purpose

Studies on the comparison of school principalship between China and the United States are scarce and focused only on certain aspects of educational administration. After all, the findings of these studies have not been consistent. There is a need for a more holistic and comprehensive comparison of principalship in these two countries. The purpose of this study was to examine if school principal profiles in China were significantly different from those of the United States. Results of this study would contribute to a better understanding of how schools were administered in China and the United States. The two major research questions were: (1) How are school principal profiles in China compared with those in the United States? (Principal profiles were examined in seven leadership areas: character, professional knowledge, professional skill, administrative style, administrative duties, personnel management, and student affairs management.) (2) Do principals' gender, age, and school level make any difference in their responses to the survey questions on the principal profiles in China and the United States?

Methodology

Design

This study took a descriptive design with the use of survey questionnaires. Quantitative and qualitative data were collected through soliciting responses from current school principals located in China and the United States.

Participants

One hundred and forty four out of 200 (72%) randomly selected school principals in the states of Georgia and South Carolina of the United States participated in this study. Random selection was made by proportion of the number of elementary and secondary schools in each of the states. School principals (77) from seven provinces in China—Guangdong, Zhejiang, Fujian, Shaanxi, Hubei, Henan, and Sichuan—were selected by convenience sampling method to participate in the

study. One of the authors and his colleagues in China assisted in data collection. Random sampling method was first tried in two provinces for data collection but it did not yield enough cases (12 responses out of 200) to continue with the study. Participation in this study was voluntary for both the Chinese and U.S. principals.

Instrumentation

A 30-item Likert-scale questionnaire was designed by the researcher to survey school principals in China and the United States. The questions were derived from current literature of school principalship. It was designed to cover the principals' profiles in seven leadership areas: character, professional knowledge, professional skill, administrative style, administrative duties, personnel management, and student affairs management. The instrument was tested for validity through a panel of 10 school principals who critically reviewed its contents, format, and language. The test and retest reliability coefficient was found to be .885 and internal consistency of the instrument was tested by using Cronbach Alpha Test (Overall Alpha = .854).

In addition, a questionnaire with three open-ended questions was also constructed to solicit principals' perceptions on their major responsibilities, their challenges, and the fulfillment in their positions as school principals.

The instrument, both quantitative and qualitative parts, was first created in English language. It was then translated to Chinese language by the authors. Without seeing the original version, a Chinese scholar with profound English language background was asked to translate the Chinese version back to English language. The original English version was then compared with the translated English version for contents and language differences. While slight variation in the use of language was not significant, the contents of the two versions remained consistent.

Data Analysis

Quantitative data collected from the survey were analyzed in general and by subsets of character, professional knowledge, professional skill, administrative style, administrative duties, personnel management, and student affairs management to determine the extent of the school principals' responses. Data from principal profiles of China and the United States were compared by using Multivariate Analyses with gender, age, and school level as covariates. The impact of gender, age, and school level on school principal profiles was also examined by using One-Way Analysis of Covariance. A parallel comparison of qualitative data collected from the survey was based on answers to the three open-ended questions. Observation was made to consistencies in themes and patterns as prevailed among the principals' responses.

Because more time was required to respond to qualitative questions, only one-third of those responding to quantitative questions continued with the qualitative questions. Many qualitative responses were simple and concise. Therefore, in qualitative data analysis, only the most representative responses were quoted to indicate the general tendencies of responses.

Results

An analysis of the demographic data showed that more male principals in both China (71.6%) and the U.S. (60.4%) than female principals participated in the study. Over half of the principals were between the ages of 41 and 50 (55.6% in China and 57.9% in the U.S.). Approximately half (49.6%) of the U.S. principals were from secondary (middle and high) schools while most (73.9%) of the participating Chinese principals were from secondary schools. (See Table 1)

Quantitative Data Analysis

Results of data analysis indicated that significant differences were detected in principals' profiles between China and the United States. The average mean responses of Chinese principals (29.194) and U.S. principals (30.890) were significantly different ($F = 14.874$; $p < .01$). Of the seven profile areas examined, four areas were found to have significant differences between the

Chinese and the United States principals ($p < .01$). The four areas were administrative skills (Chinese mean = 4.206; U.S. mean = 4.487; $F = 17.020$), administrative duties (Chinese mean = 4.111; U.S. mean = 4.569; $F = 51.774$), personnel management (Chinese mean = 4.052; U.S. mean = 4.363; $F = 9.009$), and student affairs management (Chinese mean = 3.989; U.S. mean = 4.278; $F = 10.036$). No significant difference was found in three profile areas: character (Chinese mean = 4.512; U.S. mean = 4.667; $F = 3.033$), professional knowledge (Chinese mean = 4.122; U.S. mean = 4.096; $F = .411$), and administrative style (Chinese mean = 4.202; U.S. mean = 4.430; $F = 2.848$). (See Tables 2 and 3)

When profiles of male principals were compared with those of female principals in China, no significant difference was found. However, the same comparison yielded significant differences between male and female principals in the United States. Four out of the seven comparisons in profile areas were found to be significant at the .05 level: character ($F = 4.163$), style ($F = 5.772$), duties ($F = 4.668$), and personnel (4.390). The overall total profiles of male principals were significantly different from female principals. In almost all the comparisons in the United States, the profiles depicted more positively in favor of female principals. (See Tables 4 and 5)

In age comparison, no significant difference was detected among various age groups of U.S. principals. Of the seven areas of principal profile in China, only *skills* was found to be significant at the .05 level ($F = 2.739$) in favor of the age group of 31 – 40 year old principals.

Results of the analysis relative to school level indicated that, in the United States, secondary school principal profiles were significantly higher than elementary school principal profiles only in skills ($F = 4.446$) at .05 level. No significant difference was found in any area of the principal profile between elementary and secondary school principals in China.

Qualitative Data Analysis

Analysis of qualitative data indicated that there were significant differences between the principals of China and the United States in their identification of major responsibilities. Principals in the United States focused on academic progress and safety of students as their major responsibilities. As stated by one of the U.S. principals:

The major responsibility of the school principal is to see that the school runs efficiently. The focus has to be on student achievement. The safety of the students, faculty, and staff is also a priority.

Another U.S. principal added:

The major responsibility of a school leader is quite simple: to provide a SAFE, nurturing, and accepting environment in which students can make effective academic, emotional, and social progress.

However, principals' major responsibilities as perceived by Chinese principals were goal setting, personnel issues, public relations, and school culture. A Chinese principal's response was quoted as:

First is to establish long-range goals for the school. Second is to ensure a collaborative work team. Third is to get along with different agencies to build a good working relationship. Fourth is to foster a positive culture to promote learning in school.

The first Chinese principal's viewpoint was supported by another Chinese principal who stated principals' major responsibilities in seven areas:

First, organize the faculty and staff to ensure smooth operation of school. Second, involve faculty and staff in planning for long term goals. Third, establish recognized values as basis for healthy school culture. Fourth, establish a good system of school functions for implementation. Fifth, make major decisions on school business. Sixth, foster a cooperative climate in school. Seventh, raise the school status by focusing on school public relations.

In response to the challenges they were facing, school principals in China and the United States agreed on personnel issues as their common challenges. This was exemplified by the responses of two Chinese principals as follows:

The challenges are how to lead teachers to continue develop their professional skills and to fairly distribute their work and evaluate their performance. Teacher qualifications, teaching philosophies and educational methodologies become major challenges to school principals.

In the same personnel issues, U.S. principals reflected their opinions in the following:

Perhaps, the biggest challenge to a veteran principal is to maintain the high level of faculty enthusiasm and energy needed to be effective. I believe that hiring and retaining excellent teachers is a major challenge. Faculty issues are tremendous: high turnover rates; insufficient training, retaining of good teachers, and certification issues.

At the same time, principals from China and the United States identified challenges that were unique to them. U.S. principals perceived challenges as issues associated with meeting Academic Yearly Progress of students. Some of their responses can be seen in the following quotation:

Academic achievement (gains) in all subgroups (students with disabilities) as pertaining to AYP is the real challenge. No Child Left Behind is imposing unreasonable mandates and expectations.

These laws have the effect of setting up public education for failure. Principals are getting pounded with standardized testing and AYP pressures. Providing quality assurance that boys and girls are receiving excellent instruction that meets their unique needs is a constant requirement for a principal to monitor and facilitate.

On the other hand, Chinese principals perceived their unique challenge as community expectation of school outcome. Some of the complaints expressed by Chinese principals are displayed in the following:

The top challenges of a school principal are pressure from the school community and high expectations from parents. A challenge to principalship is the interruption of the educational process by pressures from different social agencies. Principals cannot perform effectively with high expectations from society and low level of assumed authorities.

In the fulfillment of a school principal's job, school principals in China and the United States shared the same opinion. Most of them highlighted their greatest fulfillment in seeing student achievement, working with professional faculty and staff, and gaining community support. Principals in the United States had the following to say:

The principal can be in a position that establishes the essential leadership needed to move a school forward. I have found in my six years as a principal that the good people of a community are extremely supportive of a positive and effective principal. The fulfillment is spending time with students, seeing them mature and grow academically, socially, emotionally and physically. When a principal knows that a child is better prepared to live in society as a useful, law-abiding and productive citizen because of experiences the child had in school, that principal should take pride in a job well done. It is satisfying to see teachers that you hire really do a good job and become effective educators. Making a school and its faculty sustainable; problem solving; and realizing an increase in student achievement scores are among the most fulfilling items.

Chinese principals were also overjoyed with seeing student achievement, faculty advancement, and increased public support to their schools. Their excitement can be seen in the following paragraphs:

Outstanding achievement of the school is publicly recognized. Teachers and students enjoyed their advancement under positive school culture. The greatest fulfillment is coming from the graduation of a group of socially responsible youngsters acknowledged by the community. Advanced student achievement, improved teacher qualifications, and increased social support are the joy of a school principal.

Discussion

As a result of data analysis, the following observations were made:

First, the significant differences in principals' administrative skills, duties, personnel administration, and student affairs management between China and the United States actually reflected the inherent cultural differences of the two countries. This is particularly true in matters of personnel and student affairs management. It echoes the findings of Lin's study (2005) and Zhang's study (1998).

Second, quantitative data were supported by qualitative data in this study that principals of China and the United States placed their foci on different administrative issues as required by their job responsibilities.

Third, Chinese principals' responses generally indicated their intent to avoid the two extremes of the scale. This was in fact a demonstration of their exercising Confucius's Doctrine of the Mean that lays emphasis on the development of human thoughts and behaviors by going through the path in the middle.

Fourth, it was not surprising to see that, as principals in the United States focused much on student achievement today, their responses to administrative duties and student affairs management did come out to be significantly different than those of the Chinese principals. Their highly positive responses are reflections of their eagerness and excitement to achieve their purpose.

Fifth, results of this study showed that there were similarities and differences in principal profiles between China and the United States. This was contrary to Su, Adams, and Mininberg (2003) who found striking contrasts in views and visions of principals of the two countries. This study actually provides evidence that through mutual understanding school principals of the countries are drawing closer in the principles of school administration.

Sixth, Chinese principals' and U.S. principals' perceptions were close with respect to the professional knowledge needed to be a school principal but their viewpoints differed sharply on the administrative duties they assumed daily. This is probably because principals understood a common knowledge base of school administration they could go by, and, at the same time, they needed to react differently to unique local circumstances as an essential part of their administrative duties.

Seventh, school principals in China and the United States believed in professional ethics in school leadership. They understood that their support from faculty, staff, parents, and students was built on a strong foundation of ethical character. A school principal cannot live without credibility.

Eighth, results of this study also indicated that Chinese principals were more democratic than those in the studies of Zhang (1998), Luo and Wendel (1999), Pang (2001), and Kao (2005). Chinese principals in this study seemed to indicate their willingness and readiness to take a more participatory and collaborative approach in handling daily business of school operation.

Ninth, a limitation of the study is to use random sampling method in U.S. and convenience sampling in China. To begin with, Guangdong Province and Zhejiang Province in China were selected for random sampling to match with Georgia and South Carolina for random sampling. However, for 200 school principals randomly selected for the study, only 12 responses (6%) were received. Therefore, it was decided that the sampling method in China had to be changed to convenience sampling to collect data for the study. Another dilemma is a larger U.S. sample size (144) versus a smaller Chinese sample size (77) which is not ideal. But, the statistical approach employed was Multivariate Analysis which takes into consideration analysis of the variance of multi variables based on group means. Sample size is not a critical issue in this analysis.

Tenth, this study is also limited in the selection of participants from two states in the U.S. and seven provinces in China. These are southeastern regions of the United States and mostly southern provinces of China. As regional differences are considerable, interpretation of findings in this study can only be made with reference to these geographical areas.

Implications

Despite cultural differences, school principals in China and the United States confront similar problems in the daily operation of their schools. School safety, student achievement, personnel problems, budgetary constraints, and curriculum are some of the most common issues in schools of China and the United States. As China opens itself to a greater degree of Western educational ideas, the beliefs across the two countries regarding school administration may become closer. One current example resulting from this study is the sharing of viewpoints by principals of the two countries regarding the professional fulfillment of their principalship.

Conclusion

Differences in the school principal profiles of China and the United States are inevitable despite increasing contacts between the two countries. These differences, though narrowed in recent years, will continue to exist because of basic differences in cultural orientation and developmental needs of the two countries. Principals in China and the United States confront many similar problems in their daily school functions. However, unique political infrastructures of their locations determine how they address these problems to meet the individual demands of their own societies. Educational systems in China and the United States need to aim at promoting programs that foster global citizenship. Globalization, particularly in the promotion of international cooperation, emerges as one of the most imminent educational leadership challenges for the 21st Century.

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Table 1. Demographics of School Principals

		China	United States
Gender:	Male	71.6%	60.4%
	Female	28.4%	39.6%
Age:	21 - 30	1.4%	.7%
	31 - 40	30.6%	11.4%
	41 - 50	55.6%	57.9%
	51 - 60	11.1%	26.4%
	61 -	1.4%	3.6%
School Level:	Elementary	26.1%	50.4%
	Secondary	73.9%	49.6%

Table 2. Multivariate Analyses of Variance – Areas of Profile between Principals of China and the United States

Source	Dependent Variable	Sum of Squares	df	Mean Square	F
Country	Character	.602	1	.602	3.033
	Knowledge	.103	1	.103	.411
	Skills	3.259	1	3.259	17.020 **
	Style	.819	1	.819	2.848
	Duties	6.033	1	6.033	51.774 **
	Personnel	2.417	1	2.417	9.009 **
	Student Affairs	2.354	1	2.354	10.036 **
	Total Average	75.879	1	75.879	14.874 **

** $p < .01$

Table 3. Descriptive Statistics –
Means of Principals' Profiles

Country	Mean	Std. Deviation	Mean Difference (China – U.S.)	N
Character				
China	4.512	.399		67
U.S.	4.667	.471	-.155	115
Knowledge				
China	4.122	.499		67
U.S.	4.096	.497	.026	115
Skills				
China	4.206	.486		67
U.S.	4.487	.404	-.281	115
Style				
China	4.202	.603		67
U.S.	4.430	.517	-.128	115
Duties				
China	4.111	.384		67
U.S.	4.569	.336	-.458	115
Personnel				
China	4.052	.543		67
U.S.	4.363	.510	-.331	115
Student Affairs				
China	3.989	.472		67
U.S.	4.278	.494	-.289	115
Total				
China	29.194	2.677		67
U.S.	30.890	2.034	-1.696	115

Table 4. One Way Analysis of Variance –
Areas of Profile between Male and Female Principals in the United States

		Sum of Squares	df	Mean Square	F
Character					
	Between Groups	.903	1	.903	4.163 *
	Within Groups	29.512	136	.217	
Knowledge					
	Between Groups	.586	1	.586	2.511
	Within Groups	31.992	137	.234	
Skills					
	Between Groups	.188	1	.188	1.152
	Within Groups	22.207	136	.163	
Style					
	Between Groups	1.430	1	1.430	5.772 *
	Within Groups	32.704	132	.248	
Duties					
	Between Groups	.508	1	.508	4.668 *
	Within Groups	14.259	131	.109	
Personnel					
	Between Groups	1.051	1	1.051	4.390 *
	Within Groups	32.074	134	.239	
Student Affairs					
	Between Groups	.155	1	.155	.633
	Within Groups	32.298	132	.245	
Total Average					
	Between Groups	26.605	1	26.605	6.771
	Within Groups	491.159	125	3.929	

* $p < .05$

Table 5. Descriptive Statistics –
Means of Male and Female Principals' Profiles in the United States

Gender	Mean	Std. Deviation	Mean Difference (China – U.S.)	N
Character				
Male	4.587	.498		67
Female	4.753	.410	-.166	115
Knowledge				
Male	4.038	.506		67
Female	4.171	.446	-.133	115
Skills				
Male	4.443	.407		67
female	4.519	.399	-.076	115
Style				
Male	4.364	.536		67
Female	4.576	.432	-.212	115
Duties				
Male	4.502	.340		67
Female	4.628	.314	-.126	115
Personnel				
Male	4.302	.521		67
Female	4.482	.437	-.180	115
Student Affairs				
Male	4.296	.485		67
Female	4.226	.510	.076	115
Total				
Male	30.513	2.164		67
Female	31.457	1.637	-.944	115

PROFILE OF SCHOOL PRINCIPAL

This is a comparative study of school principalship between
China and the United States.

Gender: Male _____ Female _____
Age: 21-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ 61-70 _____
School: Elementary _____ Secondary _____

Part I. Please show the extent to which you agree or disagree with these statements by putting a numeric indication (from 1 to 5) inside the parenthesis of the corresponding statement. The following rating scale is used:

1 = Strongly Disagree 2 = Disagree 3 = No opinion
4 = Agree 5 = Strongly Agree

CHARACTER

1. () A school principal needs to have a strong professional orientation and dedication to efficiently lead a school.
2. () A school principal must be of honorable character to be a role-model to all teachers and students.
3. () A school principal does not need to establish his/her creditability to work with the faculty and staff.

PROFESSIONAL KNOWLEDGE

4. () A school principal needs to have a high level of understanding about government politics to be able to implement the educational policies of the government.
5. () A school principal needs to have good knowledge of educational philosophies to fulfill the responsibility of fostering students' educational development.
6. () A school principal needs to have a good scientific and cultural background in general to that he/she can work with quality improvement of instruction.
7. () A school principal does not need to have knowledge of educational studies, psychology and school administration to lead a school.
8. () A school principal needs to constantly improve himself/herself by learning new leadership principles and skills.

PROFESSIONAL SKILL

9. () A school principal needs to have intellectual judgment to assign his/

her faculty and staff to the corresponding positions compatible with their capabilities.

10. () A school principal does not need to coordinate the efforts of different departments in the school.
11. () A school principal needs to have excellent analytical skills to manage school business.
12. () A school principal needs to exercise his/her leadership by making wise decisions for the school.
13. () A school principal needs to manage his/her time wisely to enhance the work efficiency of the school.

ADMINISTRATIVE STYLE

14. () A school principal needs to encourage democracy in school. This will stimulate enthusiastic participation of the faculty, staff and parents toward decision making in school.
15. () A school principal needs to conduct a self-evaluation of his/her performance.

ADMINISTRATIVE DUTIES

16. () A school principal needs to develop a plan for the school's future development with specific goals and objectives to be followed.
17. () A school principal needs to focus on his/her administrative work. Instructional activities are not the primary concern.
18. () A school principal needs to continuously improve the quality of his/her school to meet the on-coming challenges.
19. () A school principal manages all the school resources to support instructional activities.
20. () A school principal needs to communicate well with his/her superiors to ensure proper implementation of the educational policies.
21. () A school principal needs to develop the instructional program by placing an appropriate balance between the moral, academic, aesthetic, social and physical development of school children.
22. () A school principal needs to develop an educational environment conducive to learning.

PERSONNEL MANAGEMENT

23. () It is not necessary for a school principal to encourage his/her faculty and staff to continue improvement in their areas of expertise.
24. () A school principal needs to closely supervise his/her faculty and staff to ensure the accomplishment of educational goals.

- 25. () A school principal needs to encourage his/her faculty and staff to actively participate in the management of school affairs.
- 26. () A school principal needs to assist in the professional development of his/her faculty and staff by formally and informally evaluating their performance.

STUDENT AFFAIRS MANAGEMENT

- 27. () A school principal needs to develop a counseling program to assist needy students with their academic problems and personal stress.
- 28. () A school principal does not need to maintain good school discipline to ensure a conducive learning environment.
- 29. () A school principal needs to help students understand the purpose of learning so that they can develop a positive attitude toward school work.
- 30. () A school principal needs to work with his/her faculty and staff to provide guidance to students concerning their political thinking orientation.

Part II. Please respond to the following questions about school principalship:

What do you perceive as the major responsibility of a school principal?

What are the major challenges of a school principal today?

What is fulfilling about the work of a school principal?

4. Other comments: