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PRINCIPALS AS PERCEIVED BY SCHOOL ADMINISTRATORS IN SABAH,
MALAYSIA

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THE NECESSARY JOB COMPETENCIES OF SECONDARY
SCHOOL PRINCIPALS AS PERCEIVED BY
SCHOOL ADMINISTRATORS IN
SABAH, MALAYSIA

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Charles Saimin Gaban

June 1982


THE NECESSARY JOB COMPETENCIES OF SECONDARY
SCHOOL PRINCIPALS AS PERCEIVED BY
SCHOOL ADMINISTRATORS IN
SABAH, MALAYSIA

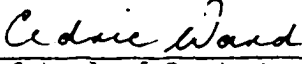
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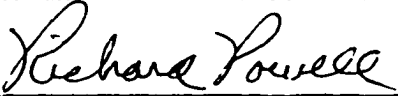
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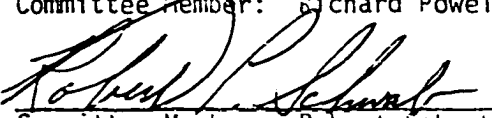
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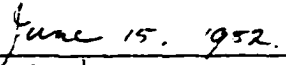
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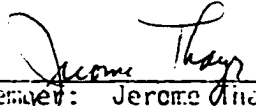

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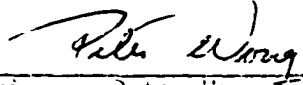

Dean, School of Graduate Studies


Committee Member: Richard Powell


Committee Member: Robert Schwab


Date approved


Committee Member: Jerome Thayer


External Examiner: Peter Wong

ABSTRACT

THE NECESSARY JOB COMPETENCIES OF SECONDARY
SCHOOL PRINCIPALS AS PERCEIVED BY
SCHOOL ADMINISTRATORS IN
SABAH, MALAYSIA

by

Charles S. Gaban

Chairman: Edward A. Streeter

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Graduate Studies

Title: THE NECESSARY JOB COMPETENCIES OF SECONDARY SCHOOL
PRINCIPALS AS PERCEIVED BY SCHOOL ADMINISTRATORS
IN SABAH, MALAYSIA

Name of researcher: Charles S. Gaban

Name and degree of faculty advisor: Edward A. Streeter, Ed.D.

Date completed: June 1982

Purpose

This study sought to determine the necessary competencies for secondary-school principalship functions as perceived by educational administrators in Sabah. A secondary purpose was to identify the most feasible time for acquiring the competencies.

Method

The subjects for this study were three groups of administrators: principals, inspectors, and central office personnel. All the 159 secondary-school principals, inspectors, and central office personnel identified in the study were included.

A questionnaire was utilized to gather the data. Of the 159 respondents, 116 (72 percent) returned the questionnaires. A four-point Likert-type scale was used to indicate the essentiality of each competency statement. Two non-parametric statistical tests (Chi-square and Kendall's concordance) were utilized in the analysis of the data.

Results

The respondent groups did not differ significantly in their perceptions on the essentiality of 41 of the forty-three competencies included in this study. All these competencies were considered important skills although some were perceived as more essential than others.

In the analysis of the procedure for acquiring the competencies, significant differences were noted among the perceptions of the groups on nine of the competencies. Analysis of the responses in which there was agreement among the perceptions of the respondents indicated that the groups saw more than one feasible procedure for acquiring the competencies. The total population saw that five of the competencies could be developed through pre-service course work, twenty-seven through in-service programs, and twenty-eight through experience on the job.

Recommendations

The following recommendations are offered as a result of the conclusions drawn from this study:

1. The personnel of the Department of Education who plan for pre-service and in-service training programs for principals in Sabah

should consider the results of this study to arrive at meaningful and relevant programs for principals.

2. In planning for in-service programs for principals, communication between the inspectors, principals, and central office personnel should be improved.

3. The Department of Education should provide the principals with more opportunities to do advanced course work in educational administration.

4. Institutions that provide courses in educational administration should re-evaluate their course offerings so that they are relevant to the actual work the principals perform in the schools.

TABLE OF CONTENTS

LIST OF TABLES	iv
ACKNOWLEDGEMENTS	vii
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	3
The Purpose of the Study	3
Sub-purposes	3
Significance of This Study	4
Delimitations	4
Assumptions	5
Hypotheses	5
Definition of Terms	5
Organization of the Study	6
II. REVIEW OF RELATED LITERATURE	8
Competency Movement	8
Administrative Competencies	11
Professional Preparation of Principals	23
Educational System in Sabah	26
Historical background	26
The structure of educational system	28
The administration of education	30
Summary	31
III. METHODOLOGY	33
Subjects of the Study	33
Instrumentation	34
Collection of Data	35
Analysis of Data	36
IV. PRESENTATION OF FINDINGS	38
Analysis of Competency Statements	40
Policy development	40
Business affairs: budget, accounting, purchasing	43

Community services and community relations	46
Pupil personnel services: guidance and counseling services	49
Student activities--including music and sports	52
Pupil control: discipline, attendance	55
Building-level organization and control of school plant	57
Auxiliary services: cafeteria, health, and safety	60
Staff personnel: assignment, working conditions, certification and classification	62
Staff improvement: evaluation, in-service training, and involvement in policy formation	66
Program evaluation and planning, curriculum development, and instruction	68
Research and development projects, investigation and testing of new techniques, innovations and change	71
Ranking of the Twelve Administrative Task Areas	74
Summary of the Essentiality of the Competencies and the Procedure for Acquiring Them	78
Research Hypotheses	80
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	 84
Summary	84
Conclusions	93
Recommendations	94
 APPENDICES	 97
A. Names and Addresses of Panel of Judges	97
B. Competency Statements	98
C. The Questionnaire	101
D. Covering and Follow-up Letters to Respondents	106
E. Tables Showing Responses to Competency Statements	109
 BIBLIOGRAPHY	 152
 VITA	 157

LIST OF TABLES

1. Student Enrollment	29
2. Rate of Return of Questionnaires	36
3. Responses to Administrative Task Area: Policy Development	41
4. Responses to Administrative Task Area: Business Affairs	44
5. Responses to Administrative Task Area: Community Services and Community Relations	47
6. Responses to Administrative Task Area: Pupil Personnel Services	50
7. Responses to Administrative Task Area: Student Activities	53
8. Responses to Administrative Task Area: Pupil Control	56
9. Responses to Administrative Task Area: Building Level Organization and Control of School Plant	58
10. Responses to Administrative Task Area: Auxiliary Services	61
11. Responses to Administrative Task Area: Staff Personnel	63
12. Responses to Administrative Task Area: Staff Improvement	67
13. Responses to Administrative Task Area: Program Evaluation and Planning, Curriculum Development, and Instruction	70
14. Responses to Administrative Task Area: Research and Development Projects, Investigation and Testing of New Techniques, Innovations and Change	72

15.	Ranking Scores of the Twelve Administrative Task Areas by Principals, Inspectors, and Central Office Personnel	75
16.	Ranking of the Twelve Administrative Task Areas by Principals	76
17.	Ranking of the Twelve Administrative Task Areas by Inspectors	76
18.	Ranking of the Twelve Administrative Task Areas by Central Office Personnel	77
19.	Combined Ranking of Administrative Task Areas by Principals, Inspectors, and Central Office Personnel	79
20.	Summary of the Perceptions of the Principals, Inspectors, and Central Office Personnel on Procedures in Which They Differed Significantly	81
21.	Responses to Competency 1	109
22.	Responses to Competency 2	110
23.	Responses to Competency 3	111
24.	Responses to Competency 4	112
25.	Responses to Competency 5	113
26.	Responses to Competency 6	114
27.	Responses to Competency 7	115
28.	Responses to Competency 8	116
29.	Responses to Competency 9	117
30.	Responses to Competency 10	118
31.	Responses to Competency 11	119
32.	Responses to Competency 12	120
33.	Responses to Competency 13	121
34.	Responses to Competency 14	122
35.	Responses to Competency 15	123
36.	Responses to Competency 16	124

37.	Responses to Competency 17	125
38.	Responses to Competency 18	126
39.	Responses to Competency 19	127
40.	Responses to Competency 20	128
41.	Responses to Competency 21	129
42.	Responses to Competency 22	130
43.	Responses to Competency 23	131
44.	Responses to Competency 24	132
45.	Responses to Competency 25	133
46.	Responses to Competency 26	134
47.	Responses to Competency 27	135
48.	Responses to Competency 28	136
49.	Responses to Competency 29	137
50.	Responses to Competency 30	138
51.	Responses to Competency 31	139
52.	Responses to Competency 32	140
53.	Responses to Competency 33	141
54.	Responses to Competency 34	142
55.	Responses to Competency 35	143
56.	Responses to Competency 36	144
57.	Responses to Competency 37	145
58.	Responses to Competency 38	146
59.	Responses to Competency 39	147
60.	Responses to Competency 40	148
61.	Responses to Competency 41	149
62.	Responses to Competency 42	150
63.	Responses to Competency 43	151

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CHAPTER I

INTRODUCTION

The competency of school administrators is of critical concern and interest in the school system. This is due to the belief that the competence of the administrator of a school has a strong influence on the effectiveness of its instructional program. According to Trump (1972) the principal does more to influence the quality of the school program than any other person. The accomplishments of teachers and superintendents are greatly enhanced or restricted by the actions of the principals.

The movement toward increased accountability and new approaches to instruction are stressing the importance of skill competency. The National Association of Secondary School Principals says, "The principal is a curriculum analyst, executive, interpreter, manager, mediator, ombudsman, scholar, strategist, and teacher of teachers" (Weldy, 1979, p. 195). This focus is not new. Katz (1955) categorized the skills needed by administrators as conceptual, human, and technical skills, listed in hierarchical order with conceptual skills being related to top-level management. Human relations skills were associated with the middle-level management, while technical skills were associated with the lower level.

Austin (1974) asserts that the recognition of the change in leadership roles of the principals has caused a revolution of college training programs, certification standards, and practices. One such practice is a movement toward training and certification programs based upon the demonstration of the competency to perform the job effectively.

In discussing the use of competency specifications for professional development, Harris, McIntyre, Littleton, and Long (1979) assert:

Although we do not take the position that all training activities must be shaped in the competency mold, well-designed lists of needed competencies could very well provide the framework for planning many such activities.
(p. 124)

Castetter (1981) notes that despite significant criticism of the competency-based movement in teacher education, competency lists have made a contribution to the personnel function in the development of improved position guides, and in the improvement of the recruitment, selection, and induction process.

Interest in competency-based teacher education has also been expressed by educational leaders in Malaysia and the surrounding countries. The main purpose of the seminar held in Thailand in 1978 by the Asian Programme of Educational Innovation for Development (APEID) was to discuss alternative approaches in the preparation of educational personnel and the application of new techniques. The discussion included the need for selecting appropriate competencies and setting them in a priority order for training programs (UNESCO, 1979).

Statement of the Problem

Sabah is one of the fourteen states in the Federation of Malaysia. According to the statistical data in the Department of Education (1977), a large number of secondary schools, vocational and teacher-training colleges in Sabah need trained and qualified personnel. Taha (1979) confirmed this in his research concerning teacher education in Sabah. The report of Malaysia to the APEID seminar held in the Philippines on September 1980 indicated that the Ministry of Education of Malaysia was putting forth effort to uplift the professional competence of teachers through both pre-service and in-service education programs (UNESCO, 1980). A well-designed list of competencies were needed for the planning of such activities. As far as can be determined, no such research has undertaken to identify the competencies needed by school principals in Sabah.

The Purpose of the Study

The purpose of this study was to determine the competencies necessary for administrative functions of secondary schools as perceived by the central office personnel, school inspectors, and secondary school principals in Sabah.

Sub-purposes

In order to accomplish an adequate treatment of the problem, the following sub-purposes were identified:

1. To investigate studies undertaken in the area of administrative competencies and attempt to do a similar investigation in Sabah.

2. To determine when the respondents perceive the most feasible time for developing these competencies--during pre-service, through in-service, or experience on the job.

3. To determine how the respondent groups differ in their perceptions of the importance of the competencies and the procedure by which they are to be acquired.

Significance of This Study

In Sabah there is an increasing awareness among educational personnel of the importance of in-service education as a means of professional growth for teachers and administrators. In-service education programs are organized and conducted in various forms. The findings of this investigation should be of value to the school inspectors and supervisors in planning for pre-service and in-service programs. The findings could also be used in supporting new directions for pre-service and in-service training for principals. Institutions that prepare individuals for principalship responsibilities could utilize the findings to determine if their programs are adequately addressing the areas the respondents perceive as being important.

Delimitations

The population of this study was delimited to the school inspectors, secondary-school principals, and central office administrative personnel employed in the Department of Education of Sabah in 1981.

No attempt was made to include all conceivable minor competencies for secondary-school principalship.

Assumptions

It was assumed in this study that the administrative personnel of the Department of Education, school inspectors, and principals were the best qualified persons available to identify the competencies for the performance of the duties of secondary-school principals in Sabah.

Hypotheses

Since the identification of the competencies was based on the perceptions of the central office administrative personnel, school inspectors, and principals the following research hypotheses were postulated:

1. There is no significant difference between the perceptions of the central office administrative personnel, school inspectors, and principals on the importance of competencies needed for secondary-school principalship.

2. There is no significant difference between the perceptions of the central office administrative personnel, school inspectors, and principals on the procedures for acquiring these competencies.

Definition of Terms

APEID: The acronym APEID refers to the Asian Programme of Educational Innovation for Development. Its members include Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Japan, Republic of Korea, Lao People's Democratic Republic, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Singapore, Sri Lanka, Thailand, and Socialist Republic of Vietnam. Its aim is to stimulate and encourage educational innovations linked to the problems of national development in the Asian region.

Central office administrative personnel: Administrative personnel at the central office includes the Director of Education, Deputy Director of Education, Assistant Directors of Education, Regional Education Officers, and Departmental Officers.

Competency: The capacity to perform administrative tasks at a satisfactory level of performance that satisfies the requirements of a specified position, such as the secondary-school principalship, is the meaning for competency.

School inspectors: Educational personnel who are members of the School Inspectorate Board of Sabah are the school inspectors. Their main functions are to visit schools and report on all aspects of the school administration and management to the state Director of Education and to the Federal Chief Inspector of schools. They also advise school principals and teachers on how to implement educational policies.

Secondary schools: For the purpose of this study, the term secondary schools refers to both the junior and senior high schools in Sabah.

Organization of the Study

The study is organized into five chapters:

Chapter I presents the background of the study, the problem, the purpose, sub-purposes, and significance of the study, the limitations, the assumptions, the hypotheses, and the definition of terms.

Chapter II consists of a review of the literature which includes the educational system of Sabah, the competency-movement,

the administrative competencies, and the professional preparation of principals.

Chapter III presents an explanation of the methods employed in conducting the survey. The presentation includes the subjects, instrumentation, and procedures followed in collecting and analyzing the data.

Chapter IV reports the findings and interprets the results while chapter V contains a summary of the findings of the study, pertinent conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of four sections: (1) a survey of the competency-based movement in teacher preparation programs, (2) a survey of related literature on administrative competencies, (3) a summary of the professional preparation of principals, and (4) a review of literatures on the educational system of Sabah. The review of the literatures on the history, structure, and administration of education in Sabah was undertaken to provide an understanding of the educational system.

Competency Movement

The competency-based movement in teacher preparation programs appears to be widespread in the United States. Its origin and extent are described in this section.

Rosener and Kay (1974) claimed that the competency-based education movement had its origin in the late sixties. However, opinions vary regarding what brought forth this movement. Elam (1971) suggested that the social conditions of the sixties probably contributed to the birth of the competency-based movement. He noted that the traditional teacher preparatory programs were being criticized for their inability to prepare teachers to work with minority children.

Schneider (1973) identified the following as the beginning of the competency movement: (1) the continual and conscientious introspection of the education community, (2) the press for accountability, (3) the increased focusing of political action on fiscal issues, (4) the management organizational movement, (5) the press for personalization/individualization of education departments to develop more effective certification processes and standards, (7) the investment of federal funds in competency-based education development efforts, (8) the readiness of educational R and D, and (9) the increase in alternative educational systems with resulting need for dependable measures of comparison.

Houston (1974) believed the movement evolved from the influence of two factors: the press for accountability and the need for more personalization. With increasing budgets and restricted funds, society pressed educators to relate systems input (dollars, personnel, building, resources) to systems output (increased student achievement related to goals of the society). He also said that the same cultural press (accountability) had caused the development of management by objectives (MBO), and planning, programming, and budgeting systems (PPBS).

Rosner and Kay (1974) contended that the concept was spurred on by increasing demands for accountability, relevance, and cost effective schooling, while Borich (1977) suggested that the origin of the movement may have been more "political than substantive".

The actual extent to which competency-based education was being implemented probably cannot be known, but Westbrook and

Sandefur (1975) concluded that institutions were continuing to move toward some competency-based teacher educational model. At the federal level, the National Council on Education Profession Development (1976) recommended the continuance of the study of competency-based education.

The competency-based education movement had also gained interest in Malaysia. Nong (1977) conducted a study to determine whether the concept of performance-based teacher education (PBTE) had a potential application to the Malaysian teacher preparation programs. His study showed that some elements of teacher education in Malaysia were performance-based oriented. He recommended that a PBTE-type program starting at a modest size and growing as the need required should be introduced in Malaysia.

While originating in professional education as a movement to prepare teachers, competency-based education had also spread to many other fields: i.e., dentistry, social work, and business (Houston & Warner, 1977).

Although the competency movement had not permeated school administration preparation programs to the extent that it had in teacher preparation programs, there were a number of projects such as Project R.O.M.E. and studies involved in a systematic identification of competencies required for school administrators.

In response to the demand for accountability, Project R.O.M.E. (Results Oriented Management in Education) was implemented in Georgia for the purpose of identifying competencies needed by principals. This project was started at Thomas County during the spring of 1973

as part of an on-going Management Objective Program. Project R.O.M.E. was involved in the identification and development, and professional verification and validation of competencies and performance indicators for building-level administrators in the state of Georgia. One aspect of this project was the utilization of the identified competencies in the development and implementation of a field-based training program model for school principals at Valdosta, Georgia, known as Field Oriented Competency Utilization Systems (FOCUS). A report of this program indicated that principals who had participated in the field-oriented program perceived themselves as more competent at the termination of the FOCUS program than at its inception. Teachers who worked directly with the principals on school problems reported the principals more frequently and more effectively performed indicators of competency (Ellett, 1976).

Metzer (1976) presented a paper on a practical, research-based program for the evaluation of administrative performance. According to him, a definition of administrative competence and a reliable measuring instrument for assessing levels of attainment were necessary elements of a competency-based program. Basic to the success of any competency-based curriculum was the identification of the required competencies for a particular position. Summaries of administrative competencies reviewed in this study appear below.

Administrative Competencies

Among the early studies in the area of administrative competencies was one conducted by the Southern States Cooperative Program in Educational Administration in 1951 (SSCPEA, 1955). This project

was funded by the W. K. Kellogg Foundation. The major purpose of the study was to obtain some consensus on the competencies needed by educational administrators. The group identified the following eight areas as the functional duties of educational administrators:

(1) instructional and curriculum development, (2) pupil personnel, (3) community-school leadership, (4) staff personnel, (5) school plant, (6) organization structure, (7) school finance and business management, and (8) transportation.

Woodward (1954) conducted a study to determine the competencies needed by school principals, superintendents, and supervisors in the state of Virginia. He found that the competencies needed by the three groups of administrators were similar. His primary conclusion was that the major portion of the pre-service training programs for prospective school administrators should give major emphasis to the development of competencies in ten task areas: (1) function and scope of public education, (2) communication, (3) educational foundations, (4) human relations, (5) community relations, (6) curriculum, (7) instruction and guidance activities, (8) supervisory service, (9) evaluation and research, and (10) related educational agencies.

Lawrence (1958) developed a source book with the assistance of secondary school principals, supervisors, and university professors of educational administration. The source book was intended for use in programming individual learning plans for administrative interns and included six areas of a principal's responsibilities: (1) budget, (2) teacher evaluation, (3) community relations, (4) administrative procedures, (5) scheduling, and (6) comprehensive planning.

A comprehensive study jointly conducted by the Research Foundation and the Department of Education at Oklahoma State University dealt with role expectations of principals as perceived by teachers, principals, and superintendents. In general, the study revealed similarities among the respondents in their role expectations for principals in the areas of (1) budget preparation, (2) community relations, and (3) teacher observation and evaluation (Sweitzer, 1963).

In a study of the priorities of the competencies needed in educational administration undertaken in 1966, Treblas found that superintendents of public schools and college professors agreed that preparation programs in educational administration should stress the importance of: (1) the development of specific understandings and skills related to subject matter areas and managerial tasks, (2) development of general knowledge and skills related to the administration of the total school programs, and (3) development of human relations skills.

Alberto (1970) conducted a similar study on the priorities of competencies in educational administration. His study revealed that among the top competencies considered as very important were skills in planning, organizing, and evaluating the total school program. Such competencies were to be developed during pre-service training programs for educational administrators. Ranked as the next very important competencies were the development of tact and the ability to work with other people.

Martin (1972) reported that members of university departments of educational administration generally agree that the administrative

competency areas needing to be improved through in-service training programs for principals were: teacher evaluation, negotiations, concepts of labor relations in the public school setting, instructional role of the principal, team teaching, individualized instruction, educational systems and systems analysis, leadership skills, development and up-dating of staff, group dynamics, computer technology, clinical supervision, management problems and skills, due process, communication skills, the changing role of principals, and the metropolitan school principal.

The primary purpose of a study conducted by Cook and Van Otten (1972) under the sponsorship of the Kettering Foundation was to determine the basic competencies needed by principals as perceived by superintendents, secondary-school principals, and secondary-school teachers. They identified the following areas of competencies:

- (1) districtwide policy development and board of education staff work,
- (2) business affairs--budget, accounting, and purchasing,
- (3) community services and community relations,
- (4) pupil personnel--guidance and counseling services,
- (5) student activities, including sports,
- (6) pupil control--discipline and attendance,
- (7) building-level organization and control of school plant,
- (8) auxiliary services--cafeteria, transportation, health, and safety,
- (9) staff personnel--assignment, working conditions, certification, and classification,
- (10) staff improvement--evaluation, in-service training, involvement in policy formulation,
- (11) program evaluation and planning, curriculum development, instruction, and
- (12) research and development project--investigation and testing of new techniques, innovation, and change.

McCleary and McIntyre (1972) developed a competency-based curriculum model to assist those who were involved in the preparation of programs for administrators. This model attempted to classify competencies to be mastered by the learner in terms of whether they were primarily technical, conceptual, or human in nature. They suggested that competencies in each of these areas should be mastered at some specified level of proficiency, familiarity, understanding, and application. Their assumptions were:

1. Learning is effective when the things to be learned are clearly specified--the learner understands what is to be accomplished, the prerequisite knowledge and skills are known and the learner possesses them, and the level of performance of what is to be learned is understood by the learner and teacher.

2. Teaching is effective when content (technical skills, conceptual understanding, and human factors) is identified and inter-related, when the methods of instruction are appropriate to the nature of what is to be learned and to the level of achievement desired.

Using the McCleary and McIntyre model, instructional methodologies could be tailored to fit the competencies to be acquired by the learner. Factors that should be considered are whether the competencies or skills to be acquired were technical, human, or conceptual; and whether the level of proficiency to be acquired were familiarity, understanding, or application.

Dederick (1973) reported that the demand for competency-based programs to prepare educators was growing. To develop a program for the preparation of school administration he recommended that the

following competencies be included: (1) initiating and responding to change, (2) decision making, (3) support for instructional and learning, (4) human relations and morale, (5) evaluating school processes and products, and (6) responding to problem situations.

Utilizing the perceptions of secondary-school principals in Indiana, McDavid (1973) found the following competencies to be valuable for beginning principals: (1) understanding of teaching/learning process, (2) ability to build and maintain student morale, (3) ability to build and maintain staff morale, (4) ability to effectively communicate with parents and community, (5) comprehension of general school-finance problems, (6) decision-making skills, and (7) curriculum and instruction.

In his study of the components of administrative competencies, Wilbur (1973) found that important competencies which principals perform were concerned with: (1) organizing and budgeting time commitments, (2) selecting, supervising and evaluating staff members, (3) utilizing others by delegating authority to individuals or groups, and (4) relieving the fears and doubts of those served or relieving conflict tensions between groups. Important competencies which principals coordinate were concerned with: (1) planning and establishing instructional goals and curriculum, (2) managing change in the school's operation by increasing student, staff, and community participation in decision making, (3) interpreting the school's program to the community, (4) adapting the school's program to a changing society while protecting the rights of all students, staff and parents in their dealings with the school, and (5) evaluating the curriculum and assessing the programs designed to help students and teachers reach their potential.

Weihnacht (1974) studied the competencies of high-school principals in the major urban areas of Florida. His data were collected through personal interviews with fifteen high-school principals. He found that all of the principals were concerned about their dealings with people--identified as human relations, communications and school-community relations, and dealing with people from different racial and cultural backgrounds. They also emphasized the importance of staffing, student relationships, and curriculum and instruction as functions of the principals.

From the perceptions of superintendents, principals, teachers, and college professors in the state of Texas, Austin (1973) identified eight general competency areas for secondary school principals. They were: (1) organization and administration, (2) curriculum design and improvement, (3) the instructional process, (4) business and financial management, (5) student management, (6) personnel management, (7) facilities, equipment, and supplies, and (8) communication.

Burgess and his associates (1975) investigated the leadership and management requirements of principalship functions for the use of those who are involved in the preparation of principals through pre-service and in-service programs. They concluded that principals need competencies in eight components of the administrative processes; planning, organization, coordinating, communicating, evaluating, controlling, changing, and stimulating.

Bhandahari (1976) asserted that the following competencies were necessary for principalship functions:

1. Ensuring that the available resources, both human and material are adequate for the task ahead.

2. Deploying the academic and non-academic staff, delegating duties and responsibilities, and supervising their work.
3. Planning and organizing for the learning-teaching process including the co-curricula activities.
4. Establishing daily routine procedures.
5. Establishing and maintaining pupil discipline and providing guidance services.
6. Managing school funds and maintaining accounts.
7. Attending to routine office correspondence.
8. Maintaining human relationship within the school.
9. Establishing school-community relationship.
10. Executing governmental policies and directives.
(p. 17)

Conley (1976) conducted a study to determine the competencies needed by beginning school principals in Northern Illinois. He utilized elementary-school principals, middle or junior high-school principals, high-school principals, and superintendents as his respondents. His instrument was developed from the research of McCleary in Utah, project R.O.M.E. in Georgia, and Cook and Van Otten in Colorado and Utah. Twenty-four of the twenty-seven competency statements he used were identified as needed by the beginning school principals at either the understanding or application levels of proficiency. Internship, pre-service, and workshop were indicated as effective procedures for developing many of the competencies.

McIntyre developed a set of thirty-two instructional leadership competency statements. Zechman (1977) utilized these statements to identify which instructional leadership competencies were expected of the secondary-school principal in the school districts of

Pennsylvania. In prioritizing the thirty-two competency statements, the respondents (superintendents, principals, and teachers) chose the following as most critical: (1) assisting in the recruitment and selection of personnel for instructional responsibilities, (2) defining goals and objectives, (3) collecting, organizing, analyzing, and interpreting data concerning the performance of teachers, (4) assigning or re-assigning instructional staff to optimize conditions for learning, (5) relating needs of students to school-system goals and legal requirements, (6) recommending staff members for re-employment, promotion, or dismissal, (7) articulating goals and objectives for sub-units within the school, (8) establishing communications with the school constituency for the purpose of assessing needs and setting broad instructional goals, (9) communicating to the professional staff the feelings and desires of the school constituency and (10) allocating time and space to various instructional purposes.

Burnham (1978) used superintendents, school-board presidents, and high-school principals as subjects in his study to determine the importance of the functions of high-school principals in the areas of curriculum and instructional leadership, personnel guidance, school-community relations, administrative responsibility, evaluation responsibility, and professional improvement. The three groups ranked evaluation responsibility and personnel guidance as first and second, respectively. The ranking of the remaining four categories differed among the three groups, but the groups' combined responses ranked them as follows: administrative responsibility, professional improvement, curriculum and instructional leadership, and school-community relations.

Lyons (1978) utilized the competency-based curriculum model that was prepared by McCleary and McIntyre in 1972 to determine the competencies needed by beginning secondary school principals in North Carolina. He used both superintendents and principals as his respondents. The respondents were requested to indicate on a four-point, Likert-type scale (1) the essentiality of forty-three competencies for beginning principals, and (2) the preferred time each of the competencies should be acquired--pre-service course work, internship, or through experience on the job. The respondents indicated that all forty-three competencies listed in the questionnaire were important skills for beginning school principals, although some were more essential than others. They suggested that thirty-five of the forty-three competencies listed should be acquired at the application level of proficiency, eight at the understanding level, and one at the familiarity level.

The second research question in Lyons' study pertained to the procedure for acquiring the needed competencies. The respondents reported that thirty-one of the competencies should be acquired through experience in the position, three during the internship, and ten during the pre-service course work.

Grant (1978) conducted a study to ascertain and analyze the relationships that existed among perceptions of senior high-school principals, their teachers, and their superintendents regarding the importance of certain key areas of instructional responsibility of the principals, and the degree of competency with which the principals performed their responsibilities. Grant's referent groups were

randomly chosen from a population located within one hundred miles of Corpus Christi, Texas. The instrument used to determine the perceptions was derived from a list of thirty-two competency statements developed by McIntyre. The competency statements were divided into eight areas of key responsibility of high-school principals. They were: (1) goal setting, (2) staffing, (3) allocating time and space, (4) allocating materials and equipment, (5) non-instructional services, (6) community relations, (7) in-service training, and (8) program evaluation. The thirty-two statements were listed on two survey instruments. The respondents were requested to make value judgments on a weighted scale for each of the two instruments. To estimate the significance of differences, two-way analysis of variance procedures were used. The results of Grant's study indicated that there was a high correlation between the perceptions of the teachers on the priority of the eight areas of responsibilities and their evaluation of the performance of the principals. The principals were perceived as performing best in those areas considered most important by the teachers and performing lowest in those areas considered least important. The areas ranked in the top four for both priority and performance by all three groups were: (1) staffing, (2) community relations, (3) time and space, and (4) goal setting.

The UNESCO Report (1979) of the Regional Seminar held in Thailand centered on the alternative approaches in the preparation of educational personnel for education in Asia and Oceania. The problems discussed centered around the strategies used by teacher education institutions on the one hand and by schools on the other

to implement the broad curriculum goals set up by the Ministry of Education. Affiliations were required to ensure that teacher education institutions do not remain isolated from the real situation of the schools and the communities served. It was recognized that in order for the educational system to contribute to rural development, educational personnel needed to be trained in the competency of interpersonal relationships with the community and its members and in competencies related to work as a change agent within the tolerance limits of the political, social, and cultural environment of the population.

Hansen (1980) asserted that instructional leadership should include the ability to identify the in-service needs of teachers. Geering (1980) utilized central office staff, principals, and teachers in the Independent School District 196, Rosemount, Minnesota, as his respondents. He identified three competency areas that should be included in an in-service education program for principals of the district: school-community relations, student counseling and guidance, and research and development techniques.

One of the most critical challenges facing society today is the need to strengthen the ethical standards of the youth. Violent crime and juvenile delinquency have been ascending. The role of the schools in this area is becoming crucial. Cannon (1981) suggested that schools should strengthen and expand programs encouraging broad student participation, particularly by those who generally hang back, thereby providing more students with a sense of personal success. His suggestions imply that principals must possess competency in this ethical area.

Trump (1981) wrote a paper indicating that the principal should be competent in the area of instructional leadership. In addition to maintaining the operation of the school building, he/she should foster and exercise his/her role as an instructional leader.

Professional Preparation of Principals

From his review of literature focused on the effectiveness of senior high-school principals, Hemphill (1965) found no single set of qualities of leadership that could be identified with successful principals. He noted, however, that successful principals overwhelmingly support internship as the most effective way to improve competencies required for administrative functions.

According to Farquhar and Martin (1972), the predominant tendency in the program contents for administrative preparation since the mid-fifties has been away from techniques-oriented subjects based upon practical experience to a theory-based approach drawn from social disciplines such as sociology, social psychology, economics, political science, and anthropology. The school administrator has come to be viewed as an applied social scientist whose decision-making and problem-solving behavior can be more intelligently informed by theoretical insights than by procedural "cookbooks".

Rasmussen and Hughes (1972) suggested the use of simulation to acquire competencies. According to them the use of simulation techniques could aid students of educational administration to "operationalize theory." The simulation activities could take place during the formal university courses or at seminars during the internship period.

Using public secondary-school principals as his respondents McDavid (1973) found that the most valuable background or administrative experience for a person preparing to become a secondary-school principal was to be an intern as an assistant principal or dean.

McCabe and Compton (1974) noted that informal modes of learning administrative roles and competencies were more important than formal modes. According to them there were four informal methods that emphasized the development of skills: Modeling superordinates, performing administrative-like duties, becoming certified, and learning on the job.

Cunningham (1974) stated that the preparation of principals required three important components: (1) knowledge/theory, (2) experience, and (3) a disciplined knowledge of self. The omission of any of the components could render the person ineffective.

Slate (1975) recommended that students should undergo an internship experience after the completion of the course work in educational leadership. Recognizing that certain competencies could be acquired on the job, he recommended an on-going training program for school administrators. The program should include visiting other school systems to observe grouping practices, teaching methods, and pupil-reporting techniques.

In a 1977 paper, Reed made several comments based on his review of related literature and observations. Among the observations were: (1) principals were critical of the lack of field orientation in most training programs and (2) internships were considered to be the most useful training for principals.

Walters (1979) utilized sixty-five principals from school districts in Pennsylvania and New York to rate a list of thirty-nine administrative competencies. The respondents rated the importance of each competency statement, stated the time when the competencies were acquired, and indicated the degree to which their own preparation programs had helped in acquiring the competency. Walter's study indicated that all but five competencies were acquired primarily on the job. The five competencies cited as being acquired primarily before entry were tasks in the area of curriculum and instruction. Most principals reported that their own academic preparation programs had been of some assistance in acquiring the competencies.

According to Chaffee and Sloan (1980), an effective program preparing school administrators should include: (1) knowing what, (2) knowing how, and (3) having the opportunity to develop skills that practicing professional were required to perform. Competency development opportunities could be in the form of field experience, internships, simulation, and role playing.

Arizona State University conducted a two-year study to determine the school-community competencies for principals (Paddock, 1981). The project had two major objectives: (1) to identify school-community competencies and (2) to generate ideas about how competencies might be acquired. The study found twelve competencies rated as top in importance. The principals indicated that six of the twelve competencies should be acquired on the job. These were: (1) role or responsibility clarification, (2) generating staff support, (3) serve as liaison,

(4) needs assessment supervision, (5) staff recruitment/selection, and (6) facility use planning/supervision. Those acquired through in-service were: (1) program evaluation, (2) policy and goal implementation, and (3) needs assessment supervision. Conflict management and curriculum planning/supervision ought to be acquired through pre-service training.

Educational System in Sabah

Historical background

The historical background of the educational system in Sabah is similar to that of other former colonial states in Malaysia. Two distinct factors have contributed to the development of the present educational systems: the English educational system during the colonial periods and the system of education in Malaya after the formation of Malaysia (Wong & Ee, 1971).

During the colonial period the Christian missionaries took the lead in establishing schools, usually wherever a large church congregation was organized. By the start of the twentieth century, English-language mission schools had been established in nine towns of Sabah (Vreeland et al., 1977).

The annual report (1977) of the Department of Education of Sabah indicated that the first government school was established in 1915 at Jesselton (now Kota Kinabalu). The main objective of the school was to train the sons of native chiefs for government positions.

Even from the turn of the twentieth century, the government has recognized the roles played by the various church organizations

in the development of education in Sabah. Some financial aid was given to schools operated by these agencies. By 1917 there were twenty-three mission schools receiving partial government aid (Department of Education of Sabah, 1977).

On July 15, 1946, Sabah became a British Crown Colony. It was then called the British North Borneo. The first Director of Education was appointed, and a five-year educational development plan was drawn to cover the period 1947-1952. Very little information is available regarding the educational policy of the department of education during this period. However, the 1977 annual report of the Department of Education gives the following information about the colonial plan:

Within the framework of this plan, provision was made for a new education policy which aimed to work towards 6 years of primary education for all and the elimination of illiteracy. Health education and agriculture were to be stressed in particular. . . . Much importance was placed on the need to increase secondary education and provide a source of trained teachers for the colony's schools.
(p. 5)

With the formation of Malaysia on September 16, 1963, the Sabah Education Department became part of the Federal Ministry of Education. From this date the Director of Education became directly responsible to the Ministry of Education in Kuala Lumpur, the nation's capital. Since then there has been a rapid move to integrate the Sabah educational system with that of West Malaysia. The Department of Education of Sabah (1977) further states that the educational policy is:

- a. To provide a free place in school for every child of primary school age.

- b. To extend facilities for secondary education especially in rural areas.
- c. To improve the quality of education in primary and secondary schools.
- d. To develop technical and vocational training.
- e. To extend facilities for teacher-training in order to cope with the rapid expansion envisaged in the primary and secondary enrollments.
- f. To introduce Bahasa Malaysia as the main medium of instruction. (p. 6)

The Malaysia Act of 1963 made a provision for Sabah to continue using English as the official language for a period of ten years (Milne & Ratnan, 1974).

On December 1969, the Sabah Government announced that as of January 1970, primary schools in Sabah using English as the medium of instruction were to switch to Bahasa Malaysia (Sabah Times, 1970). The English language, however, would remain as a compulsory subject in the curriculum.

The demand for education in Sabah has increased over the years (see table 1). To meet this challenge the basic educational objectives cited earlier were reiterated in the Fourth Malaysia Plan-- including: (1) to strengthen the unity of the people within the nation through the educational system and (2) to improve the quality of teaching and learning environment in the area of science and technology (Department of Education, 1980). The Fourth Malaysia Plan covers the period from 1981 to 1985 (Sabah State Government, 1980).

The structure of educational system

The basic structure of the educational system in Malaysia is presented in figure 1. A majority of the children begin their formal

TABLE 1
STUDENT ENROLLMENT

Year	Primary School Enrollment	Secondary School Enrollment
1960	46,957	3,806
1970	110,607	30,603
1980	141,292	63,085

education of primary school at the age of six. The primary education continues through six grades. Students desiring further education after primary school can seek entrance to lower secondary schools. The lower secondary education consists of three years, forms 1 through 3, at the end of which students take an examination to qualify for a Lower Certificate of Education. Students who pass the examination can continue their general academic education in two years of upper secondary school, forms 4 and 5. Among those who qualify for the Lower Certificate, a small number may take an option to enter into a combined program of general academic and technical training in agriculture and commerce (Vreeland et al., 1977).

In form 5, students take the Malaysian Certificate Examinations. Some of the students who pass the examination enter a one-to three-year program in a college offering technical education or teacher training. A small proportion go on to pre-university training in form 6, a two-year academic program consisting of lower form 6

and upper form 6. The upper form 6 students are eligible to sit for the Higher School Certificate examinations, and those who can pass are eligible to enter university (Vreeland et al., 1977).

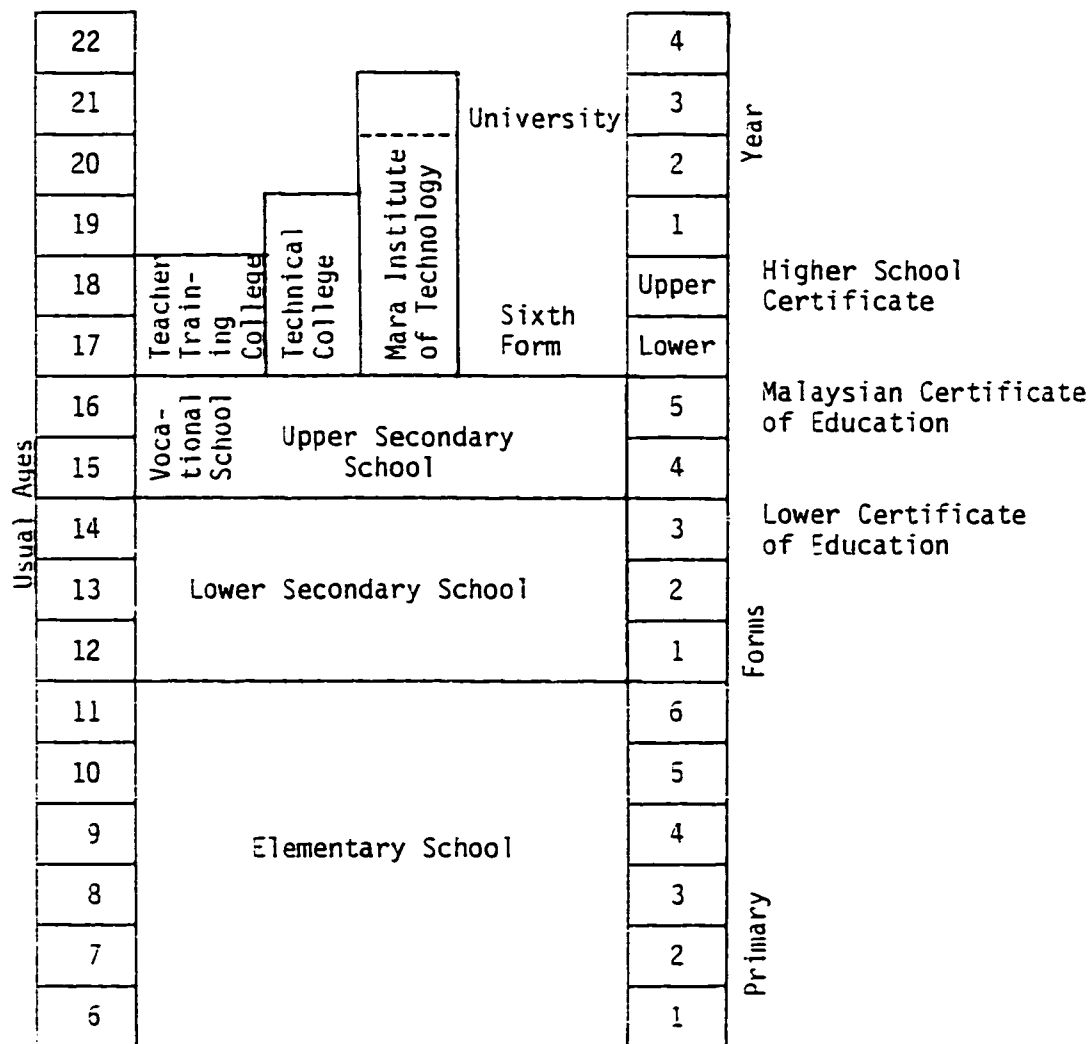


Figure 1: Basic structure of the educational structure in Malaysia

The administration of education

The overall responsibility for the administration of schools in Malaysia lies with the Ministry of Education. As mentioned above,

at the time of the Federation of Malaysia in 1963 the Sabah Education Department became part of the Federal Ministry of Education. Henceforth, the Director of Education of Sabah is directly responsible to the Federal Ministry of Education in Kuala Lumpur, the nation's capital (Department of Education of Sabah, 1977).

The department is administered by a central office and a regional office staff. According to the organizational chart prepared by Jamali Kassen (1981), there are six educational regions in Sabah. Each of these regions is under an education officer with a staff of school supervisors for language, science, and mathematics (Department of Education of Sabah, 1977).

The responsibility of reporting on all aspects of school administration and management to and from the Director of Education and the Malaysian Chief Inspector lies with the Regional Chief Inspector. The inspectorial group also advises principals on how to implement educational policies (Department of Education, 1977).

Summary

The review of the literature indicated that competency-based movements were growing in the training of school administrators. The literature further indicated that basic to the success of any competency-based program was the identification of the competencies required for a particular position.

Generally, the literature reviewed indicated that increasing attention had been focused on the characteristics or competencies of principals. Some competencies were described in functional terms and others in behavioral terms. For example, some articles listed

competencies as job function--planning, preparing budgets, and evaluating personnel. Other articles presented a principal's competencies in terms of personal skills such as ability to lead, to communicate, or to delegate. In this study an attempt was undertaken to investigate principals' competencies in terms of personal skills.

A common thread found in the literature was the recognition that competencies needed for principalship must be identified for establishing the pre-service and in-service training needs of principals, and for developing a program for students in educational administration.

Methods used in the professional preparation of school principals had taken the forms of internship, simulation, problem solving, and visitation. There appeared, however, a growing consensus that internship and in-service training were more effective than pre-service course work taken in preparing principals for their job.

A review of the history of education in Sabah revealed that there were two factors that had influenced the development of its educational system--the English educational system and the system of education in Malaya (West Malaysia). The administration of education is a centralized type with the director of education as the head. The educational work is expanding and the administration is becoming more complicated. Such growth demands more competencies on the part of the principals.

The review of the literature provided sufficient information for developing the instrument utilized in conducting this research. Chapter III presents the detailed procedure.

CHAPTER III

METHODOLOGY

As has been stated, the purpose of this study was to determine the competencies needed for principalship functions in Sabah. The description of the subjects, instrument, procedure, and analysis of the data are described in this chapter.

Subjects of the Study

Commenting on the determination of competency, McCleary and McIntyre (1972) pointed out that the "identification of competencies must include the participation of practising school administrators if they are to be relevant and properly analyzed into their component parts" (p. 56).

It was assumed in this study that the administrative staff of the Department of Education, school inspectors, and principals are the best qualified persons available to identify the competencies for the performance of the duties of secondary-school principals in Sabah. They constitute the practising school administrators advocated by McCleary and McIntyre.

The annual statistical report of the Department of Education of Sabah provided the necessary information regarding the subjects for this study. The statistics indicated that the Department of Education had twenty-three school inspectors, eighty-eight secondary-school

principals, and forty-eight central office administrative personnel in 1981. For this study the total population of each of the above categories was used.

Instrumentation

The instrument utilized to generate the data was a modified questionnaire based on the research by Cook and Van Otten, 1972. They designed the instrument for the purpose of identifying some of the prime competencies required to perform the tasks of secondary school principalship in the states of Utah and Colorado. The competency statements were carefully developed by a panel of professors, graduate students, superintendents, and secondary-school principals. Subsequent researchers have used this questionnaire. Conley (1976) and Lyon (1979) modified and utilized the questionnaire to generate the data for their research.

A panel of eight judges was chosen to participate in the validation of the competency statements. The judges are Sabah educators who were studying in the United States in 1981. Their names are listed in appendix A. Prior to coming to the United States two of them had served as education officers, two as supervisors, three as principals, and one as a lecturer in a teacher's college. The survey questionnaire was mailed to each panel member for validation. They were requested to evaluate each competency statement in terms of its relevancy for inclusion in the survey instrument. A space was provided at the end of each category of competencies for the panel members to suggest additional items to be included on the final instrument (see appendix B).

The majority of the responses of the judges indicated that each of the competency statements was relevant.

In the final draft of the instrument the competency statements were rated on a four-point Likert-type scale on the basis of their essentiality for principalship functions in Sabah. A column based on Conley's research was added to determine the perceptions of the respondents regarding the most appropriate time for developing the competencies (see appendix C).

For further refinement and clarity of words, the instrument was pilot-tested utilizing ten Sabah teachers and principals who were studying in the United States in 1981. No significant difficulty was encountered by the respondents in completing the questionnaire.

Collection of Data

The respondents for this study included the principals, school inspectors, and central office personnel in Sabah. Questionnaires were mailed directly to the principals, school inspectors, and regional officers on November 25, 1981. Questionnaires for the central office administrative personnel were mailed to Mr. Herbert Gaban, a departmental education officer who assisted in distributing them personally to the respondents. The respondents all work in the same building. A cover letter (see appendix D) and a self-addressed envelope were enclosed with the instrument. All respondents were instructed to return the questionnaire to Mr. Gaban who, in turn, forwarded them to the researcher.

Approximately six weeks after the initial mailing, a follow-up letter was sent to respondents who had not turned in their

questionnaires. These procedures resulted in a return of 116 questionnaires, or 72 percent (see table 2).

TABLE 2
RATE OF RETURN OF QUESTIONNAIRES

Position of Respondents	Number Mailed	Number Returned	Percentage of Return
Central office	48	37	77
Inspectors	23	18	78
Principals	38	61	68
Totals	159	116	72

Analysis of Data

The first step in the analytical procedure was the tabulation of the data into simple frequency distributions by category. This was used for determining the means for all of the competency statements, and as a basis for determining the mode score of the procedure for acquiring them.

The Chi-square analysis was used to determine if there were a significant difference between the way the three respondent groups rated the competencies and the procedures for acquiring them. A four-point Likert-type scale was used to indicate the degree to which the respondents perceived the importance of each competency statement. The values assigned on the scale were: 4 = very important; 3 = moderately important; 2 = fairly important; 1 = not important. Significance

for the rejection of the null hypotheses in this study was set at the .05 level of probability.

Kendall's concordance method was utilized to determine the degree of correlation between the ranking of the respondent groups on the administrative task areas on the basis of their importance.

This chapter describes the procedures used in collecting and analyzing the data. The tabulation and detailed analysis of the data are reported in chapter IV.

CHAPTER IV

PRESENTATION OF FINDINGS

While this study was primarily to determine the necessary competencies required for secondary school principalship in Sabah, the treatment of this problem included the investigation of three sub-purposes:

1. To investigate studies undertaken in the area of administrative competencies, and attempt to do a similar investigation in Sabah.
2. To determine when the respondents perceive the most feasible time for developing these competencies; during the pre-service, in-service, or through experience on the job.
3. To determine how the respondent groups differ in their perceptions of the importance of the competencies, and the procedure by which they are to be acquired.

The findings relevant to these research questions are presented in this chapter. The responses of the principals, inspectors, and central office personnel were tabulated into simple frequency distributions for descriptive purposes. The responses to all the competency statements are presented in appendix E. The raw data shown in each table indicate how the respondents answered each competency statement.

Chi-square analysis was used in this study to investigate whether the respondent groups differed significantly in the proportions

of responses they assigned to indicate the importance of each competency statement and the procedure for acquiring it.

In the computation of the chi-square, the observed frequencies on the ratings "not important" and "fairly important" pertaining to the essentiality of the competencies were combined. This was done to ensure that at least eighty percent of the cells had expected frequencies of equal to five or more. Runyon and Haber (1975) suggested that when the degree of freedom is greater than one then the expected frequency in eighty percent of the cells should equal or exceed five. The same method was taken with the observed frequencies relating to the procedure for acquiring the competencies. In the computation of the chi-square of the essentiality of competencies, four degrees of freedom indicate that two cells were combined. In the computation of the chi-square on the procedure for acquiring the competencies, two degrees of freedom indicate that two cells were combined.

To guide in the interpretation of the weighted mean score for each competency statement and the distribution of responses on the procedure for acquiring the competency, the following arbitrary rules were set up: A mean score between 3.50 and 4.00 was considered as very important; 2.50 to 3.49 as moderately important; and 1.50 to 2.49 as fairly important. The procedure that had the highest percentage of frequencies was considered as the most appropriate means for acquiring the competency. However, due to the nature of the distribution of the observed frequencies, the procedures which had frequency percentage that were within twenty percent from the highest were also considered as appropriate means for acquiring the competency.

In the presentation of the results of this study, the analysis of the data on the essentiality of the competencies, the procedure for acquiring them, and the differences and similarities of the perceptions of the respondents were presented simultaneously.

Analysis of Competency Statements

The research questionnaire comprised twelve administrative task areas and the competency statements were subsumed under each of these areas. The twelve administrative task areas are:

1. Policy development
2. Business affairs: budget, accounting, purchasing
3. Community services and community relations
4. Pupil personnel services: guidance, counseling services
5. Student activities, including sports and music
6. Pupil control: discipline and attendance
7. Building-level organization and control, and school plant
8. Auxiliary services: cafeteria, health, and safety
9. Staff personnel: assignment, working conditions, certification, and classification
10. Staff improvement: evaluation, in-service training, involvement in policy development
11. Program evaluation and planning, curriculum development, instruction
12. Research and development projects, investigation and testing of new techniques, innovations and change.

Policy development

The first administrative task area dealt with policy development with three competencies subsumed under it. The data in table 3

TABLE 3

RESPONSES TO ADMINISTRATIVE TASK AREA
POLICY DEVELOPMENT

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
1	Principals	Very important	2.192 df = 4	In-service Experience	6.012 df = 4
	Inspectors	Very important		In-service	
	Office personnel	Moderately important		In-service Experience	
2	Principals	Moderately important	2.160 df = 4	In-service Experience	1.939 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	
3	Principals	Moderately important	3.411 df = 4	In-service Experience	0.096 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	

indicate the perceptions of the principals, inspectors, and central office administrative personnel regarding the competencies related to policy development.

Competency 1 (work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination,

and interpretation and enforcement of educational policies) was perceived by the principals and school inspectors as very important. Although the central office personnel perceived this competency as only moderately important, the differences were not significant. With a mean score of 3.51 the groups as a whole perceived this competency as very important. The mean score for every competency is found in the tables in appendix E. The inspectors perceived that this competency could be acquired through in-service programs, but the principals and central office personnel considered both in-service and experience on the job as necessary procedures. The difference, however, was not significant. As a whole, in-service programs and experience on the job were perceived as the most appropriate means.

Competency 2 (consult with Department of Education personnel on educational and organization matters) received a mean score of 3.25 from all the respondents which indicates that the groups perceived this competency as moderately important. The inspectors viewed experience on the job as the best means for acquiring this competency, while the principals and central office personnel perceived both in-service and experience on the job as the best means. As indicated by the chi-square value, the differences between the perceptions of the groups on the essentiality and procedure for acquiring this competency were not significant. As a whole, in-service and experience on the job were perceived as the most feasible means for acquiring the competency.

Competency 3 (serve as liaison between the school, the district, and the state) was perceived by all three groups as moderately

important with a mean score of 2.93. The inspectors perceived experience on the job as the ideal means for acquiring this competency while the principals and central office personnel perceived both in-service and experience on the job as necessary. The differences were shown to be not significant. As a whole the respondents perceived in-service programs and experience on the job as the ideal means for developing this competency.

Summary

Two of the competencies (2 and 3) related to policy development were perceived by the respondents as moderately important, and competency 1 was perceived as very important. In-service programs and experience on the job were considered as the best means for developing all the three competencies.

Business affairs: budgeting, accounting purchasing

The competency statements in the area of business affairs were listed as competency 4, 5, and 6. The data presented in table 4 indicate the perceptions of the principals, inspectors, and central office personnel concerning the competencies related to business affairs.

Competency 4 (organize, supervise, and manage the business affairs of the school) was perceived by the inspectors and central office personnel as moderately important. Although the principals perceived it to be very important, the differences in their perceptions were shown to be not significant. The perceptions of the respondents as a whole leaned toward very important with a mean score of 3.50. The perceptions of the three groups differed significantly on

TABLE 4

RESPONSES TO ADMINISTRATIVE TASK AREA
BUSINESS AFFAIRS

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
4	Principals	Very important	2.513 df = 4	Pre-service In-service	22.473* df = 4
	Inspectors	Moderately important		Pre-service	
	Office personnel	Moderately important		In-service	
5	Principals	Moderately important	7.895 df = 4	In-service	4.956 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	
6	Principals	Moderately important	2.558 df = 4	In-service Experience	2.751 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	

*significant at 0.05 level

the procedure for acquiring this competency. The chi-square of 22.473 reflects this significance. The principals perceived both in-service and pre-service programs as the ideal means for developing this competency, while the inspectors perceived pre-service alone as sufficient.

The central office personnel perceived in-service programs as the best means for acquiring the competency.

Competency 5 (make resources available to the staff: supplies, money, equipment, etc.) received a mean score of 3.02 indicating that the groups perceived this competency as moderately important. The principals perceived in-service programs as the best procedure for acquiring this competency, but the inspectors believed that the principals could acquire this competency through experience on the job. Office personnel on the other hand considered both in-service and experience on the job as necessary procedures. These differences, however, were not significant. As a whole the respondents perceived both in-service and experience on the job as the best means.

Competency 6 (utilize resources and money to provide for the educational program in his/her school) was perceived by all the groups as moderately important with a mean score of 3.35. The principals and central office personnel perceived in-service programs and experience on the job as the most feasible means for developing this competency, while the majority of the inspectors considered experience on the job as sufficient. As reflected by the chi-square value, these differences were shown to be not significant. As a whole the perceptions of all the groups leaned toward in-service and experience on the job as the best means.

Summary

Competencies 5 and 6 of the competencies related to business affairs were perceived by all the respondents as moderately important and could be acquired through in-service programs and experience on

the job. Competency 4 was perceived as very important, but the groups differed significantly on the procedure for acquiring this competency.

Community services and community relations

The four competencies in the area of community services and community relations are listed as competency 7, 8, 9, and 10. The data presented in table 5 indicate how the principals, inspectors, and central office personnel perceived the essentiality of the competencies related to community services and community relations, and the procedures for acquiring them.

Competency 7 (establish a public relations program with the community--parents, teachers, and students) was perceived by the principals and inspectors as very important, and the central office personnel as moderately important. The chi-square value indicates that the differences of the perceptions of the three groups were not significant. Their perceptions as a whole leaned toward moderately important rating. The respondent groups perceived in-service programs and experience on the job as the best means for developing this competency. There was no significant difference shown among the three respondent groups in their perceptions concerning the procedure for acquiring it.

Competency 8 (communicate with school patrons) which received a mean score of 2.62 was considered by all the respondent groups as moderately important. Respondents also felt that the acquisition of this competency could best be gained through experience on the job. No significant differences were indicated in the perceptions of the

TABLE 5

RESPONSES TO ADMINISTRATIVE TASK AREA:
COMMUNITY SERVICES AND
COMMUNITY RELATIONS

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
7	Principals	Very important	4.747 df = 4	In-service Experience	2.468 df = 4
	Inspectors	Very important		In-service Experience	
	Office personnel	Moderately important		In-service Experience	
3	Principals	Moderately important	0.580 df = 4	Experience	2.468 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		Experience	
9	Principals	Moderately important	2.835 df = 4	Experience	5.981 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	
10	Principals	Moderately important	6.469 df = 4	Experience	1.192 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	

groups regarding the essentiality of this competency and the procedure for acquiring it.

Competency 9 (mediate disputes among parents, teachers, staff, and students) received a mean score of 3.25 indicating that the three groups considered it as moderately important. No significant differences were shown among the groups in their perceptions regarding the essentiality of this competency and the procedure for acquiring it. As a whole the three groups perceived experience on one job as the best means for acquiring this competency, even though the principals saw that in-service programs could also be effective.

Competency 10 (identify the community forces which affect the operation of the school and the implementation of those forces) received a mean score of 3.15 which indicates that this competency was also considered as moderately important. The perceptions of the groups did not differ significantly on the essentiality of the competency and the procedure for acquiring it. As with the competencies within the task area, the respondents as a whole indicated that this competency could best be acquired through experience on the job, even though the central office personnel perceived that this competency could also be developed through in-service programs.

Summary

All four competencies related to community services and community relations were perceived as moderately important and could be acquired through experience on the job. For competency 7, an in-service program was also seen as an effective means.

Pupil personnel services: guidance
and counseling services

The competencies in the area of pupil personnel services are listed as competency 11, 12, 13, 14, and 15. The data in table 6 show the perceptions of the principals, inspectors, and central office personnel concerning pupil personnel services.

Competency 11 (utilize counseling techniques and provide a guidance program for students), with a mean score of 3.34, was considered by the three respondent groups as moderately important. The preferred procedure for acquiring it was through pre-service and in-service programs. Although the principals and inspectors perceived in-service programs as the most effective means for acquiring the competency, the perceptions of the groups as a whole leaned more toward the utilization of both means--pre-service and in-service.

Competency 12 (encourage students to participate in developing and implementing student programs), which received a mean score of 3.31, was seen by all three groups as moderately important. Although the groups did not differ significantly in their perceptions of the essentiality of this competency, they did differ significantly regarding the procedure for acquiring it. This was reflected in the chi-square value of 13.13. Each group held different opinions regarding the acquisition of this competency. While the inspectors preferred its acquisition through experience on the job, the principals and central office administrative personnel felt that the most feasible means should be through in-service programs. The principals perceived that this competency should also be developed through experience on the job.

TABLE 6

RESPONSES TO ADMINISTRATIVE TASK AREA:
PUPIL PERSONNEL SERVICES

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
11	Principals	Moderately important	5.872 df = 4	In-service	1.465 df = 4
	Inspectors	Moderately important		In-service	
	Office personnel	Moderately important		Pre-service In-service	
12	Principals	Moderately important	2.026 df = 4	In-service Experience	13.131* df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service	
13	Principals	Moderately important	5.400 df = 4	In-service Experience	5.913 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		Experience	
14	Principals	Moderately important	7.585 df = 4	Experience	4.111 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		Experience	

*significant at 0.05 level

TABLE 6--Continued

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
15	Principals	Moderately important	4.846 df = 4	Experience	1.341 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		Experience	

Competency 13 (establish methods for reporting pupil programs) received a mean score of 3.16. It was considered as moderately important by all the respondent groups. Although each of the groups felt that the appropriate procedure for acquiring the competency was through experience on the job, the principals perceived that in-service programs could also be effective. As a whole the perceptions of the groups leaned more toward the utilization of both in-service and experience on the job as the best means for developing this competency.

Competency 14 (advocate, speak for, the students when appropriate), with a mean score of 1.79, was perceived as moderately important by all the respondent groups, and they felt that the acquisition of this competency was through experience on the job. No significant difference was shown among the groups in their perceptions of the essentiality and procedure for acquiring this competency.

Competency 15 (communicate with students concerning all aspects of their school life) received a mean score of 3.21 and was

viewed as moderately important by the three groups. As with the other competencies in this task area, the respondents felt that this competency could be acquired through experience on the job. Their perceptions on the essentiality of this competency and the procedure for acquiring it did not differ significantly.

Summary

All the competencies related to pupil personnel services were perceived as moderately important. Experience on the job was considered the best means for acquiring competency 13, 14, and 15, and in-service and pre-service course work for competency 11. The groups differed significantly in their perceptions on the procedure for acquiring competency 12.

Student activities--including music and sports

The competencies related to student activities are listed as competency 16, 17, 18, and 19. The perceptions of the principals, inspectors, and central office personnel on these competencies are presented in table 7.

Competency 16 (organize, coordinate, and administer the total activities program) was perceived by the three respondent groups as moderately important with a mean score of 3.21. There was no significant difference in their perceptions of the essentiality of this competency. The groups, however, differed significantly in their perceptions regarding the procedure for acquiring this competency. This was reflected by the chi-square value of 11.04. The central office personnel considered the acquisition of this competency through

TABLE 7

RESPONSES TO ADMINISTRATIVE TASK AREA:
STUDENT ACTIVITIES

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
16	Principals	Moderately important	6.382 df = 4	Pre-service In-service	11.038* df = 4
	Inspectors	Moderately important		Pre-service	
	Office personnel	Moderately important		In-service	
17	Principals	Moderately important	5.747 df = 4	Pre-service In-service	11.849* df = 4
	Inspectors	Moderately important		Pre-service In-service Experience	
	Office Personnel	Moderately important		In-service	
18	Principals	Moderately important	20.684* df = 4	In-service	0.600 df = 2
	Inspectors	Moderately important		Experience	
	Office personnel	Fairly important		In-service Experience	
19	Principals	Moderately important	4.496 df = 4	Experience	4.484 df = 2
	Inspectors	Moderately important		Experience	
	Office Personnel	Moderately important		Experience	

*Significant at 0.05 level

in-service programs, while the school inspectors viewed its acquisition through pre-service course work. As for the principals, they indicated that both in-service and pre-service programs were effective means for acquiring this competency.

Competency 17 (evaluate the student activities program) received a mean score of 3.07 and was perceived by the three groups as moderately important. Although no significant differences were indicated in their perceptions of the essentiality of this competency, their perceptions on the procedure for acquiring it did differ significantly with a chi-square value of 11.84. While the central office personnel felt that in-service programs would be the most feasible means for acquiring this competency, the principals saw that both pre-service and in-service were effective means. As for the inspectors, they perceived that all three procedures (pre-service, in-service, and experience on the job) could be effective.

Competency 18 (maintain participation standards for student activity program) was perceived by the principals and inspectors as moderately important, while the central office personnel saw it as fairly important. The differences in their perceptions were shown to be quite significant as reflected by the chi-square value of 20.684. In the procedure for acquiring the competency, the principals and central office personnel saw in-service programs and experience on the job as the feasible means for acquiring it. The inspectors saw only experience on the job as the best means. As a whole the respondent groups perceived both in-service and experience on the job as the most feasible means for acquiring this competency.

Competency 19 (maintain a program of spectator control at all school activities), with a mean score of 2.76, was perceived by all the respondent groups as moderately important and should be acquired through experience on the job. The perceptions of the three groups on the essentiality of this competency and the procedure for acquiring it did not differ significantly.

Summary

The perceptions of the groups differed significantly on the essentiality of competency 18, and on the procedure for acquiring competency 16 and 17. The rest of the competencies were perceived as moderately important. Experience on the job was considered as the best means for acquiring competencies 18 and 19.

Pupil control: discipline, attendance

The competencies related to pupil control are listed as competency 21 and 22. Table 8 indicates the perceptions of the principals, inspectors, and central office personnel on these competencies.

Competency 20 (establish attendance accounting procedures) was perceived by all the groups as moderately important with a mean score of 3.39. In the procedure for acquiring this competency, the principals and inspectors saw in-service and experience on the job as the best means for developing this competency. The central office personnel saw only in-service as the best means. As a whole the respondents considered only in-service as the best means. The groups did not differ significantly in their perceptions on the essentiality of this competency and the procedure for acquiring it.

TABLE 3

RESPONSES TO ADMINISTRATIVE TASK AREA
PUPIL CONTROL

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
20	Principals	Moderately important	6.965 df = 4	In-service Experience	1.258 df = 2
	Inspectors	Moderately important		Pre-service Experience	
	Office personnel	Moderately important		In-service	
21	Principals	Very important	4.568 df = 4	Experience	14.047* df = 4
	Inspectors	Moderately important		Pre-service Experience	
	Office personnel	Very important		Pre-service In-service Experience	

*Significant at 0.05 level

Competency 21 (establish student control and disciplinary procedures with the assistance of parents, teachers, and students) received a mean score of 3.55 from all three groups. This indicates that the perceptions of the respondents as a whole leaned more toward very important. Although the groups did not differ significantly in their perceptions regarding the essentiality of this competency, they did show significant difference in their perceptions on the procedure for acquiring it, with a chi-square value of 14.047. These differences were indicated as follows: The principals perceived experience

on the job as the best procedure for acquiring the competency; the inspectors saw pre-service and experience on the job as the best means; and the central office personnel saw that all three procedures (pre-service, in-service, and experience) could be effective.

Summary

In the area of pupil control, the respondents perceived competency 20 as moderately important and competency 21 as very important. They differed in their opinions regarding the procedure for acquiring competency 21, but agreed that competency 20 could be acquired through in-service programs.

Building-level organization and control of school plant

The competencies related to building-level organization and control of school plant are listed as competency 22, 23, 24, and 25. The data in table 9 show the perceptions of the principals, inspectors, and central office personnel on the competencies related to this task area.

Competency 22 (organize and manage a school program which implements the school philosophy) received a mean score of 3.26. All three groups considered this competency as moderately important. No significant difference was shown in their perceptions regarding the essentiality of this competency. In the procedure for acquiring this competency, the inspectors perceived that pre-service and in-service programs could be the best means, while the principals and central office personnel saw that all three methods (pre-service, in-service, and experience on the job) could be effective means. The differences

in their perceptions, however, were shown to be not significant. As a whole, the respondents saw all three methods as effective means for acquiring the competency.

Competency 23 (schedule the school academic program) received a mean score of 3.41. Even though this competency was perceived by

TABLE 9
RESPONSES TO ADMINISTRATIVE TASK AREA
BUILDING LEVEL ORGANIZATION
AND CONTROL OF SCHOOL PLANT

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
22	Principals	Moderately important	8.810 df = 4	Pre-service In-service Experience	3.697 df = 4
	Inspectors	Moderately important		Pre-service Experience	
	Office personnel	Moderately important		Pre-service In-service Experience	
23	Principals	Very important	8.501 df = 4	In-service	10.420* df = 4
	Inspectors	Very important		Pre-service In-service	
	Office Personnel	Moderately important		In-service	
24	Principals	Moderately important	9.974* df = 4	In-service Experience	1.193 df = 4
	Inspectors	Very important		In-service Experience	
	Office personnel	Moderately important		In-service Experience	

TABLE 9--Continued

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
25	Principals	Moderately important	5.725 df = 4	In-service Experience	6.630 df = 4
	Inspectors	Very important		Pre-service In-service Experience	
	Office personnel	Moderately important		In-service Experience	

*significant at 0.05 level

the principals and inspectors as very important, and by the central office as moderately important, the differences were shown to be not significant. The mean score indicates that their perceptions as a whole leaned more toward moderately important. In the procedure for acquiring this competency, the groups differed significantly in their perceptions. The chi-square value of 10.420 reflects this perception. The principals and central office personnel perceived the acquisition of this competency to be through in-service programs, while the inspectors felt that it should be acquired through pre-service and in-service programs.

Competency 24 (manage the school plant and facilities) was perceived by the principals and central office personnel as moderately important while the inspectors perceived it as very important. The chi-square of 9.974 indicates that their perceptions on the essentiality of this competency differed significantly. In the procedure for acquiring this competency, their perceptions did not differ

significantly. In-service and experience on the job were perceived by all the respondents as the best procedures.

Competency 25 (operate the school within the framework of the law) was perceived by the inspectors as very important, and by the principals and central office personnel as moderately important. Although they appeared to differ in their opinions regarding the essentiality of this competency, the difference was shown to be not significant. The mean score of 3.57 indicates that the respondents as a whole perceived this competency as very important. In the procedure for acquiring this competency, the respondents as a whole saw that in-service and experience on the job were the best means. Even though the inspectors felt that pre-service course work could also be effective, the difference did not appear to be significant.

Summary

The perceptions of the groups differed significantly on the essentiality of competency 24, and on the procedure for acquiring competency 23. Competency 25 was considered very important, and competencies 22 and 23 moderately important. In-service and experience on the job were perceived as the best procedures for acquiring competencies 22, 24, and 25. Pre-service was also considered an effective means for acquiring competency 22.

Auxiliary services: cafeteria, health, and safety

Competencies under the task area of auxiliary services are listed as competency 26 and 27. The data in table 10 indicate the

TABLE 10

RESPONSES TO ADMINISTRATIVE TASK AREA
AUXILIARY SERVICES

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
26	Principals	Moderately important	3.946 df = 4	In-service Experience	7.606 df = 4
	Inspectors	Moderately important		Pre-service In-service Experience	
	Office personnel	Moderately important		In-service	
27	Principals	Moderately important	9.488 df = 4	In-service Experience	2.569 df = 4
	Inspectors	Fairly important		Experience	
	Office personnel	Moderately important		In-service Experience	

*significant at 0.05 level

perceptions of the principals, inspectors, and central office personnel concerning the competencies related to auxiliary services.

Competency 26 (organize and manage auxiliary services: cafeteria, health, and safety) received a mean score of 2.88 indicating that the respondents as a whole considered it as moderately important. In the procedure for acquiring this competency, the central office personnel perceived that in-service was the best procedure, while the principals perceived that in-service and experience on the job could both be effective means. The inspectors saw that all three procedures

(pre-service, in-service, and experience) could be effective means. The chi-square value, however, indicates that these differences were not significant. The respondents as a whole perceived in-service and experience on the job as the best means.

Competency 27 (evaluate auxiliary services) was perceived by the inspectors as fairly important, and by the principals and office personnel as moderately important. These differences were not significant. With a mean score of 2.63 from all the respondents, this competency was considered moderately important, and the procedure for acquiring it was through in-service programs and experience on the job. Even though the inspectors felt that experience on the job alone could be effective, this difference was not significant.

Summary

All the competencies related to auxiliary services were perceived by the respondents as moderately important and should be acquired through in-service programs and experience on the job.

Staff personnel: assignment, working conditions, certification and classification

The competencies in the area of staff personnel are listed as competency 28, 29, 30, 31, and 32. The data presented in table 11 show the perceptions of the principals, inspectors, and the central office personnel on the competencies pertaining to this task area.

Competency 28 (develop and improve the staff by attracting and retaining competent personnel) was perceived by the principals and office personnel as moderately important, and by the inspectors

TABLE 11

RESPONSES TO ADMINISTRATIVE TASK AREA
STAFF PERSONNEL

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
28	Principals	Moderately important	0.225 df = 4	In-service Experience	12.188* df = 4
	Inspectors	Very important		Pre-service Experience	
	Office personnel	Moderately important		Experience	
29	Principals	Very important	1.134 df = 4	In-service Experience	5.868 df = 4
	Inspectors	Very important		Pre-service In-service Experience	
	Office personnel	Very important		Pre-service In-service Experience	
30	Principals	Moderately important	1.107 df = 4	In-service Experience	7.890 df = 4
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	
31	Principals	Moderately important	2.573 df = 4	In-service Experience	6.792 df = 4
	Inspectors	Very important		Experience	
	Office personnel	Moderately important		Experience	

TABLE 11--Continued

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
32	Principals	Very important	2.930	Experience	6.105
	Inspectors	Moderately important		Pre-service In-service Experience	
	Office personnel	Very important		Experience	

*significant at 0.05 level

as very important. The difference in their perceptions was not significant. The mean score of 3.48 for this competency indicates that it was perceived by all the groups as moderately important. The perceptions of the groups differed significantly on the procedure for acquiring this competency. Although each group saw that experience on the job was an effective means for developing this competency, the principals and inspectors saw that in-service and pre-service, respectively, could also be effective.

Competency 29 (organize, coordinate, and supervise staff assignments) had a mean score of 3.53 indicating that the three groups perceived it as a very important competency, and that it should be acquired through in-service and experience on the job. There were no significant differences in the perceptions of the three groups as to the essentiality of this competency and the procedure for acquiring it, even though the inspectors and central office personnel saw that pre-service could also be an effective means.

Competency 30 (assist, advise, counsel, and provide guidance to the staff in their personal and school problems) was perceived by all the respondents as moderately important with a mean score of 3.41. No significant differences was shown among the groups in their perceptions on the essentiality of this competency. The respondents as a whole saw in-service and experience on the job as the most feasible means for acquiring this competency. Although the inspectors saw only experience on the job as an appropriate means, the difference was not significant.

Competency 31 (identify the needs and interests of the entire school staff) was perceived by the principals and central office personnel as moderately important, and by the inspectors as very important. The differences in their perceptions were not significant. As a whole the respondents perceived this competency as moderately important with a mean score of 3.47 and should be acquired through experience on the job. Although the principals saw also in-service as an effective means for developing this competency, this difference was not significant.

Competency 32 (foster and maintain staff morale) received a mean score of 3.55 from all the respondents indicating that they perceived this competency as very important. The perceptions of the groups on the essentiality of this competency did not differ significantly even though the inspectors saw it as moderately important. The groups saw experience on the job as the best means for acquiring this competency. Although the inspectors saw that pre-service and in-service could also be effective means, this difference was not significant.

Summary

Two of the competencies related to staff personnel were considered as very important and the rest as moderately important. Experience on the job was perceived as the best means for acquiring the various competencies except for competency 28 where the opinions of the groups differed significantly. In-service was also considered effective for competencies 29 and 30.

Staff improvement: evaluation, in-service training, and involvement in policy formation

The competencies in the area of staff improvement are listed as competency 33, 34, 35, and 36. The data presented in table 12 indicate the perceptions of the principals, inspectors, and central office personnel relating to staff improvement.

Competency 33 (evaluate school personnel) had a mean score of 3.24. It was perceived by all the groups as moderately important and should be acquired through pre-service and in-service programs. Their perceptions on the essentiality of this competency and the procedure for acquiring it did not differ significantly.

Competency 34 (keep teachers abreast on current educational improvements) received a mean score of 3.29. The three respondent groups considered the essentiality of this competency as moderately important, and that it should be acquired through in-service programs. The perceptions of the groups did not differ significantly on the essentiality and the procedure for acquiring this competency.

Competency 35 (encourage teachers to practice creative and innovative techniques) received a mean score of 3.38 from all the

TABLE 12

RESPONSES TO ADMINISTRATIVE TASK AREA
STAFF IMPROVEMENT

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
33	Principals	Moderately important	3.274 df = 4	In-service	8.631 df = 4
	Inspectors	Moderately important		Pre-service In-service Experience	
	Office personnel	Moderately important		Pre-service In-service	
34	Principals	Moderately important	4.526 df = 4	In-service	2.790 df = 4
	Inspectors	Moderately important		In-service	
	Office personnel	Moderately important		In-service	
35	Principals	Moderately important	7.915 df = 4	In-service	6.094 df = 4
	Inspectors	Very important		In-service Experience	
	Office personnel	Moderately important		In-service	
36	Principals	Moderately important	1.978 df = 4	In-service	4.718 df = 4
	Inspectors	Very important		In-service Experience	
	Office personnel	Moderately important		In-service	

respondents. Although the inspectors perceived it as very important, the respondents as a whole saw it as moderately important. The difference in their perceptions was not significant. The perceived procedure for acquiring this competency was in-service programs. The inspectors saw that experience on the job could also be effective, but this difference was not significant.

Competency 36 (involve the school staff in the development and re-evaluation of educational goals and objectives) was perceived by the principals and office personnel as moderately important, and by the inspectors as very important. The difference in their perceptions was not significant. With a mean score of 3.34, this competency was considered by all the respondents as moderately important and could be acquired through in-service programs. The perceptions of the groups on the procedure for acquiring this competency did not differ significantly even though the inspectors saw that experience on the job could also be an effective means.

Summary

All four competencies related to staff improvement were perceived as moderately important and should be acquired through in-service programs, except for competency 33. Pre-service and in-service were considered as the best procedures for acquiring competency 33.

Program evaluation and planning, curriculum development, instruction

The competencies related to program evaluation and planning are listed as competency 37, 38, 39, and 40. The data presented in table 13 show the perceptions of the principals, inspectors and

central office personnel on the competencies relating to this task area.

Competency 37 (plan and evaluate the instructional and curricular programs with the assistance of parents, teachers, and students) was perceived by all the respondents as moderately important with a mean score of 3.32. Although they did not differ in their perceptions regarding the essentiality of this competency, they differed significantly in their perceptions concerning the procedure for acquiring it. The chi-square value of 12.109 indicates this. The principals and central office personnel felt that the acquisition of this competency should be through in-service programs, while the inspectors indicated that it should be acquired through pre-service course work. The principals also saw that in addition to in-service programs, this competency could also be developed through experience on the job.

Competency 38 (assess program needs involving teachers and students) was considered by all the respondents as moderately important with a mean score of 3.01. They were of the opinion that this competency could be acquired through in-service programs and experience on the job. The groups did not differ significantly in their perceptions concerning the essentiality of this competency and the procedure for acquiring it, even though the inspectors saw only experience on the job as the best procedure.

Competency 39 (provide curricular and instructional leadership) received a mean score of 3.37 indicating that the respondent groups perceived it as moderately important. The perceptions of the groups did not differ significantly on the essentiality of this competency. Although the inspectors saw only pre-service and in-service

TABLE 13

RESPONSES TO ADMINISTRATIVE TASK AREA
PROGRAM EVALUATION AND PLANNING,
CURRICULUM DEVELOPMENT,
AND INSTRUCTION

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
37	Principals	Moderately important	3.280 df = 4	In-service Experience	12.109* df = 4
	Inspectors	Moderately important		Pre-service	
	Office personnel	Moderately important		In-service	
38	Principals	Moderately important	6.977 df = 4	In-service Experience	6.287 df = 4
	Inspectors	Moderately important		Experience	
	Office personnel	Moderately important		In-service Experience	
39	Principals	Moderately important	4.325 df = 4	Pre-service In-service Experience	2.697 df = 4
	Inspectors	Very important		Pre-service In-service	
	Office personnel	Moderately important		Pre-service In-service Experience	
40	Principals	Moderately important	3.412 df = 4	In-service Experience	6.277 df = 4
	Inspectors	Moderately important		Pre-service In-service Experience	
	Office personnel	Moderately important		In-service	

* significant at 0.05 level

programs as the best procedures for acquiring this competency, the groups as a whole saw all three procedures as effective. No significant differences were shown among the groups in their perceptions of the procedure for acquiring this competency.

Competency 40 (supervise and coordinate education programs and experiences) was perceived by all the respondent groups as moderately important with a mean score of 3.28. The perceptions of the groups did not differ significantly on the essentiality and on the procedure for acquiring this competency. As a whole the respondents saw in-service and experience on the job as the best means for acquiring this competency.

Summary

All four competencies related to program evaluation and planning, curriculum development, and instruction were perceived as moderately important. The groups differed significantly in their perceptions on the procedure for acquiring competency 37, but agreed that in-service and experience on the job could be effective means for the rest of the competencies. They also agreed that pre-service could also be an effective means for acquiring competency 39.

Research and development projects, investigation and testing of new techniques, innovations and change

The competencies related to the task area of research and development are listed as competency 41, 42, and 43. The data presented in table 14 indicate the perceptions of the principals, inspectors, and central office personnel on the competencies pertaining to this task area.

TABLE 14

RESPONSES TO ADMINISTRATIVE TASK AREA
RESEARCH AND DEVELOPMENT PROJECTS,
INVESTIGATION AND TESTING OF NEW
TECHNIQUES, INNOVATIONS AND
CHANGE

Competency	Respondents	Essentiality	χ^2	Procedure	χ^2
41	Principals	Moderately important	5.297 df = 4	In-service	10.349* df = 4
	Inspectors	Moderately important		Pre-service	
	Office personnel	Moderately important		In-service Experience	
42	Principals	Moderately important	6.057 df = 4	In-service Experience	0.717 df = 4
	Inspectors	Very important		In-service Experience	
	Office personnel	Moderately important		In-service Experience	
43	Principals	Moderately important	3.501 df = 4	In-service Experience	4.075 df = 4
	Inspectors	Moderately important		In-service Experience	
	Office personnel	Moderately important		In-service Experience	

*significant at 0.05 level

Competency 41 (employ professional research techniques and findings in the solution of educational problems), which received a mean score of 2.78, was perceived by the three groups as moderately

important. The perceptions of the groups on the essentiality of this competency did not differ significantly, but they did differ significantly on the procedure for acquiring it. The principals indicated that the procedure for acquiring this competency should be through in-service programs, while the inspectors saw that it should be through pre-service course work. The central office administrative personnel saw that this competency should be acquired through both in-service and experience on the job.

Competency 42 (initiate long-range planning procedure involving teachers and students) received a mean score of 2.97, indicating that the respondent groups as a whole considered this competency as moderately important. The perceptions of the groups did not differ significantly on the essentiality of this competency and the procedure for acquiring it. In-service and experience on the job were perceived as the best procedures for acquiring this competency.

Competency 43 (initiate and encourage professional research) had a mean score of 2.64 from all the respondents. The perceptions of the groups did not differ significantly on the essentiality of this competency and the procedure for acquiring it. The groups as a whole perceived it as moderately important and should be acquired through in-service and experience on the job.

Summary

All the competencies related to research and development projects were considered as moderately important. The groups differed significantly in their perceptions on the procedure for acquiring

competency 41, but agreed that in-service and experience on the job would be the best means for the rest of the competencies.

Ranking of the Twelve Administrative Task Areas

The respondents were also requested to rank the administrative task areas on the basis of their essentiality for secondary-school principalship functions. This was done to determine the magnitude of the competency areas in terms of priority. The ranking score for each task area was computed by dividing the aggregate score each respondent group had assigned to each task area by the total number of respondents in each group. The data presented in table 15 indicate the scores received by each task area.

Using this technique the ranking of the twelve administrative task areas was generated. The data presented in tables 16, 17, and 18 indicate the ranking of the principals, inspectors, and central office personnel, respectively, in descending magnitude.

In order to determine whether the rankings of the three groups had some agreement, the data were subjected to statistical analysis. Kendall's coefficient of concordance was utilized to determine the degree of correlations between the rankings. The formula used was:

$$W = \frac{12S}{m^2(N^3 - N)}$$

where S = sum of squares of rank sums for N items,

m = the number of group rankings,

N = the number of items rated.

TABLE 15
 RANKING SCORES OF THE TWELVE ADMINISTRATIVE TASK AREAS
 BY PRINCIPALS, INSPECTORS, AND
 CENTRAL OFFICE PERSONNEL

Administrative Task Area	Principals' Ranking	Inspectors' Ranking	Central Office Personnel Ranking
1. Policy development	6.05 (6th)	3.83 (2nd)	7.30 (9th)
2. Business affairs: budget, accounting, purchasing	5.84 (4th)	5.29 (4th)	6.22 (3rd)
3. Community services and community relations	6.79 (8th)	7.78 (8th)	7.22 (8th)
4. Pupil personnel: guidance, counseling services	6.41 (7th)	7.83 (9th)	6.54 (7th)
5. Student activities, including sports and music	7.44 (11th)	8.33 (11th)	7.78 (11th)
6. Pupil control: discipline and attendance	5.90 (5th)	7.11 (7th)	5.16 (2nd)
7. Building level organization and control, and school plant	6.85 (9th)	6.94 (6th)	6.32 (4th)
8. Auxilliary services: cafeteria, transportation, health, and safety	8.77 (12th)	8.72 (12th)	7.86 (12th)
9. Staff personnel: assignment, working conditions, certification, and classification	5.39 (3rd)	6.50 (5th)	6.34 (5th)
10. Staff improvement: evaluation, in-service training, involvement in policy formation	4.97 (2nd)	4.00 (3rd)	6.38 (6th)
11. Program evaluation and planning, curriculum development, instruction	4.64 (1st)	3.78 (1st)	4.84 (1st)
12. Research and development projects, investigation and testing of new techniques, innovations and change	7.13 (10th)	8.11 (10th)	7.43 (10th)

TABLE 16

RANKING OF THE TWELVE ADMINISTRATIVE
TASK AREAS BY PRINCIPALS

-
1. Program evaluation and planning, curriculum development, and instruction
 2. Staff improvement: evaluation, in-service training, involvement in policy development
 3. Staff personnel: assignment working conditions, certification, and classification
 4. Business affairs: budget, accounting, purchasing
 5. Pupil control: discipline and attendance
 6. Policy development
 7. Pupil personnel services: guidance and counseling services
 8. Community services and community relations
 9. Building level organization and control, and school plant
 10. Research and development projects, investigation and testing of new techniques, innovations and change
 11. Student activities, including sports and music
 12. Auxiliary services: cafeteria, health, and safety
-

TABLE 17

RANKING OF THE TWELVE ADMINISTRATIVE
TASK AREAS BY INSPECTORS

-
1. Program evaluation and planning, curriculum development, and instruction
 2. Policy development
 3. Staff improvement: evaluation, in-service training, involvement in policy formation
 4. Business affairs: budget, accounting, purchasing
 5. Staff personnel: assignment, working conditions, certification, and classification
 6. Building level organization and control, and school plant
 7. Pupil control: discipline and attendance
 8. Community services and community relations
 9. Pupil personnel services: guidance and counseling services
 10. Research and development projects, investigation and testing of new techniques, innovations and change
 11. Student activities, including sports and music
 12. Auxiliary services: cafeteria, health, and safety
-

TABLE 18

RANKING OF THE TWELVE ADMINISTRATIVE TASK AREAS
BY CENTRAL OFFICE PERSONNEL

-
-
1. Program evaluation and planning, curriculum development, and instruction
 2. Pupil control: discipline and attendance
 3. Business affairs: budget, accounting, purchasing
 4. Building level organization and control, and school plant
 5. Staff personnel: assignment, working conditions, certification, and classification
 6. Staff improvement: evaluation, in-service training, involvement in policy formation
 7. Pupil personnel services: guidance, counseling services
 8. Community services and community relations
 9. Policy development
 10. Research and development projects, investigation and testing of new techniques, innovations and change
 11. Student activities, including sports and music
 12. Auxiliary services: cafeteria, health, and safety
-

Using this formula the correlation coefficient between the rankings of the principals, inspectors, and central office personnel was found to be 0.893.

Since N is greater than 7, the chi-square test was utilized to test the significance of the coefficient of concordance W . The formula that was used is $\chi^2 = m(N - 1)W$. Using this formula the chi-square was calculated to be 29.47 which is significant at the 0.05 level of confidence. This indicates that with a coefficient correlation of 0.893, there is a significant agreement between the rankings of the principals, inspectors, and central office personnel on the administrative task areas.

Although as a whole there was a high correlation of agreement in the rankings of the three groups, it was observed that there were

noticeable differences in their rankings of some of the task areas. Administrative task area 1 (policy development) was ranked sixth by the principals, second by the inspectors, and ninth by the central office personnel. Administrative task area 6 (pupil control: discipline and attendance) was ranked seventh by the principals and inspectors, while the central office personnel ranked it third. Administrative task area 7 (building level organization and control, and school plant) was ranked by the principals and inspectors as sixth, while the central office personnel ranked it fourth. The principals and inspectors ranked administrative task area 10 (staff improvement: evaluation, in-service training, involvement in policy formation) as third, while the central office personnel ranked it sixth.

The data presented in table 19 indicate the rankings of the three groups combined. The groups perceived administrative task area 11 (program evaluation and planning, curriculum development, and instruction) as top in importance, and administrative task area 3 (auxiliary services: cafeteria, health, and safety) as the least.

Summary of the Essentiality of the
Competencies and the Procedure
for Acquiring Them

The data that have been presented in the various tables demonstrated that the principals, inspectors, and central office personnel did not differ significantly in their perceptions of the essentiality of the forty-three competencies except for competency 18 and 24. When the perceptions of the three groups were combined, six of the forty-one competencies in which they agreed were considered as very important (competencies 1, 4, 21, 25, 29, and 32), and thirty-five

TABLE 19

COMBINED RANKING OF ADMINISTRATIVE TASK
AREAS BY PRINCIPALS, INSPECTORS, AND
CENTRAL OFFICE PERSONNEL

-
-
1. Program evaluation and planning, curriculum development, and instruction
 2. Business affairs: budget, accounting, purchasing
 3. Staff improvement: evaluation, in-service training, involvement in policy formation
 4. Pupil control: discipline and attendance
 5. Building level organization and control, and school plant
 6. Policy development
 7. Staff personnel: assignment, working conditions, certification, and classification
 8. Community services and community relations
 9. Pupil personnel services: guidance and counseling services
 10. Research and development projects, investigation and testing of new techniques, innovations and change
 11. Student activities, including sports and music
 12. Auxiliary services: cafeteria, health, and safety
-

were considered as moderately important (competencies 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 26, 27, 28, 30, 31, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43). No competencies were identified by the respondents as fairly important or as not needed.

The administrative task areas in which the various competencies were subsumed were ranked according to their essentiality. Analysis of the ranking showed that there was a significant agreement among the rankings of the principals, inspectors, and central office personnel. The prioritization of the administrative task areas was therefore based on the combined rankings of the three groups.

The data was also analyzed to determine the perceptions of the respondents on the procedures for acquiring the competencies. The perceptions of the three groups differed significantly on the

procedure for acquiring nine of the competencies: 4, 12, 16, 17, 21, 23, 28, 37, and 41 (see table 20). In the analysis of the rest of the competencies in which there was agreement in their perceptions, it was noted that the groups perceived more than one procedure for developing some of the competencies. In some cases, all three procedures were considered by the groups as effective means. The competencies that the groups perceived could be developed through pre-service were 11, 20, 22, 33, 39. A majority of the competencies were perceived to be acquired through in-service and experience on the job. Competencies that could be acquired through in-service programs were 1, 2, 3, 5, 6, 7, 11, 13, 18, 20, 22, 24, 25, 26, 27, 29, 30, 33, 34, 35, 36, 37, 38, 39, 40, 42, and 43, and those that could be acquired through experience on the job were 1, 2, 3, 5, 6, 7, 8, 9, 10, 13, 14, 15, 18, 19, 22, 24, 25, 26, 27, 29, 30, 32, 36, 37, 38, 42, and 43.

Research Hypotheses

Based on the purpose of this study two hypotheses were formulated to guide in the pursuit of this research. The research hypotheses were:

1. There is no significant difference between the perceptions of the central office personnel, inspectors, and principals on the essentiality of the competencies needed for secondary school principals in Sabah.

2. There is no significant difference between the perceptions of the central office personnel, inspectors, and principals on the procedure for acquiring these competencies.

TABLE 20

SUMMARY OF THE PERCEPTIONS OF THE PRINCIPALS,
INSPECTORS, AND CENTRAL OFFICE PERSONNEL
ON PROCEDURES IN WHICH THEY
DIFFERED SIGNIFICANTLY

Competency	Respondent Groups	Perceived Procedures		
4	Principals	Pre-service	In-service	Experience
	Inspectors	Pre-service		
	Office personnel	In-service		
12	Principals		In-service	Experience
	Inspectors			Experience
	Office personnel	In-service		
16	Principals	Pre-service	In-service	
	Inspectors	Pre-service		
	Office personnel	In-service		
21	Principals			Experience
	Inspectors	Pre-service		Experience
	Office personnel	Pre-service	In-service	Experience
23	Principals		In-service	
	Inspectors	Pre-service	In-service	
	Office personnel		In-service	

TABLE 20--Continued

Competency	Respondent Groups	Perceived Procedures
28	Principals	In-service
	Inspectors	Pre-service Experience
	Office personnel	Experience
37	Principals	In-service Experience
	Inspectors	Pre-service
	Office personnel	In-service
41	Principals	In-service
	Inspectors	Pre-service
	Office personnel	In-service Experience

The data presented in tables 21 to 63 in appendix E indicate that the perceptions of the central office personnel, inspectors, and principals differed significantly at the 0.05 level of significance on the essentiality of competencies 18 and 24. This leads to the rejection of hypothesis 1 for competencies 18 (maintain participation standards for student activity programs) and 24 (manage the school plant and facilities). Hypothesis 1 is retained for the rest of the competencies.

In the procedure for acquiring the competencies, the perceptions of the principals, inspectors, and central office personnel differed significantly at the 0.05 level of significance on competencies

4, 12, 16, 17, 21, 23, 28, 37, 41. Hypothesis 2 is rejected in the procedure for acquiring the following competencies:

1. Organize, supervise, and manage the business affairs of the school
12. Encourage students to participate in developing and implementing student programs
16. Organize, coordinate, and administer the total activities program
17. Evaluate the student activities program
21. Establish student control and disciplinary procedures with the assistance of parents, teachers, and students
23. Schedule the school academic program
28. Develop and improve the staff by attracting and retaining competent personnel
37. Plan and evaluate the instructional and curricular programs with the assistance of teachers and students
41. Employ professional research techniques and findings in the solution of educational problems.

This chapter presented the analysis of the data to answer the major and sub-purposes of this research. The summary of the findings, conclusions, and recommendations are presented in chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the basic competencies needed for secondary-school principalship duties in Sabah as perceived by principals, inspectors, and central office personnel. In order to treat the investigation adequately the perceptions of the groups on the procedures for acquiring the competencies were sought for, and the correlation of perceptions among the groups were analyzed. It was expected that the findings of this study would be of value to the school inspectors and departmental officers in planning for in-service programs for principals and to institutions that prepare individuals for principalship responsibilities.

The review of literature conducted as a background for this study revealed that the competency-based program for training school administrators is growing. The literature claimed that basic to the success of any competency-based program was the identification of competencies required for a particular position. In general, the literature revealed that increasing attention had been focused on the competencies of principals. Much attention had been devoted to defining and listing competencies necessary for principalship duties for a particular location. Competencies were listed in general and

in very specific terms. Some articles listed competencies as job functions and others listed them in terms of personal skills.

The literature recognized the competencies needed for principalship duties should be identified for establishing pre-service, internship, or in-service programs. There was a growing consensus that the most productive method for developing the competencies of principals was through internship or in-service programs.

The instrument that was utilized to generate the data for this study had forty-three competency statements in twelve administrative task areas. The questionnaires were mailed to eighty-eight secondary-school principals, twenty-three school inspectors, and forty-eight central office personnel in Sabah. Usable questionnaires were returned by 68 percent of the principals, 78 percent of the inspectors, and 77 percent of the central office personnel. The total response rate was 72 percent.

Descriptive statistical procedures were utilized in analyzing the data which were compiled into simple frequency distributions (number and percentage) by category for each of the forty-three competency statements. The administrative task areas in which the competencies were subsumed were then rank-ordered in descending magnitude from 1 to 12 to show how the respondents perceived the priority of the competencies by area. Chi-square analysis based on the frequency distributions was used to test the hypotheses that there were no significant differences in the proportions of responses the respondents had assigned on the competencies. The 0.05 level of significance was established for rejecting the hypotheses.

When the responses of the principals, inspectors, and central office personnel were analyzed, it was found that there was no significant differences observed among the perceptions of the three groups on the essentiality of forty-one (95 percent) of the competencies. The total responses of the population indicated that six (14 percent) of the competencies were regarded as very important, and thirty-five (79 percent) as moderately important. No competencies were perceived as fairly important or as not important. The following list indicates how the respondents perceived the essentiality of the forty-one competencies in which there was agreement in their perceptions:

1. Competencies perceived as very important--listed according to the original competency numbering.
 1. Work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination, and interpretation and enforcement of educational policies
 4. Organize, supervise, and manage the business affairs of the school
 21. Establish student control and disciplinary procedures with the assistance of teachers, parents, and students
 25. Operate the school within the framework of the law
 29. Organize, coordinate, and supervise staff assignments
 32. Foster and maintain staff morale
2. Competencies perceived as moderately important--listed according to the original competency numbering.
 2. Consult with the department of education personnel on educational and organizational matters
 3. Serve as liaison between the school, the district, and the state
 5. Make resources (supplies, money, equipment, etc.) available to the staff

6. Utilize resources and money to provide the education program in his/her school
7. Establish a public relations program with the community (parents, teachers, and students)
8. Communicate with school patrons
9. Mediate disputes between parents, teachers, staff, and students
10. Identify the community forces which affect the operation of the school and the implications of those forces
11. Utilize counseling techniques and provide a guidance program for students
12. Encourage students to participate in developing and implementing student programs
13. Establish methods for reporting pupil programs
14. Advocate (speak for) the students when appropriate
15. Communicate with students concerning all aspects of their school life
16. Organize, coordinate, and administer the total activities program
17. Evaluate student activities program
19. Maintain a program of spectator control at all school activities
20. Establish attendance accounting system
22. Organize and manage a school program which implements the school philosophy
23. Schedule the school academic program
26. Organize and manage auxiliary services (cafeteria, health, and safety)
27. Evaluate auxiliary services
28. Develop and improve the staff by attracting and retaining competent personnel
30. Assist, advise, counsel, and provide guidance to the staff in their personal and school problems

31. Identify the needs and interests of the entire school staff
33. Evaluate school personnel
34. Keep teachers abreast about current educational improvements
35. Encourage teachers to practise creative and innovative techniques
36. Involve the school staff in the development and re-evaluation of educational goals and objectives
37. Plan and evaluate the instructional and curricular programs with the assistance of teachers and students
38. Assess program needs involving teachers and students
39. Provide curricular and instructional leadership
40. Supervise and coordinate educational programs and experience
41. Employ professional research techniques and findings in the solution of educational problems
42. Initiate long-range planning procedure involving teachers and students
43. Initiate and encourage professional research

When the competencies, by administrative task areas, were ranked, a significant agreement among the perceptions of the respondent groups was noted. The priorities of the competency areas were ranked as follows in descending magnitude:

1. Staff evaluation and planning, curriculum development, and instruction
2. Business affairs: budget, accounting, purchasing
3. Staff improvement: evaluation, in-service training, involvement in policy formation
4. Pupil control: discipline and attendance
5. Building level organization and control of school plant
6. Policy development
7. Staff personnel: assignment, working conditions, certification, and classification

3. Community services and community relations
9. Pupil personnel services: guidance, counseling services
10. Research and development projects, investigation and testing of new techniques, innovations and change
11. Student activities, including sports and music
12. Auxiliary services: cafeteria, health, and safety

In the section which pertains to the procedure for acquiring the competencies, significant differences were noted in the perceptions of the principals, inspectors, and central office personnel on nine (21 percent) of the competencies--4, 12, 16, 17, 21, 23, 28, 37, and 41. The perceptions of each group on these competencies are summarized in table 20 on pages 81 and 82. Although there was no attempt made to investigate the reasons why the groups differed in their opinions, the differences in their perceptions do infer that the three groups had different expectations as to where the principals ought to find answers to the problems they encounter on the job on these nine competencies.

In the analysis of the remaining competencies in which there was agreement in their perceptions, the groups saw more than one procedure that could be effective for developing the competencies. The total population saw that five (12 percent) of the forty-three competencies could be developed through pre-service course work, twenty-seven (63 percent) through in-service programs, and twenty-eight (65 percent) through experience on the job. The following list indicates how the respondents perceived the acquisition of the competencies which are listed according to the original competency numbering.

1. Competencies that could be acquired through pre-service:
 11. Utilize counseling techniques and provide a guidance program for students
 20. Establish attendance accounting procedures
 22. Organize and manage a school program which implements the school philosophy
 23. Schedule the school academic program
 39. Provide curricular and instructional leadership
2. Competencies that could be acquired through in-service:
 1. Work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination, and interpretation and enforcement of educational policies
 2. Consult with department of education personnel on educational and organizational matters
 3. Serve as liaison between the school, the district, and the state
 5. Make resources (supplies, money, equipment, etc.) available to the staff
 6. Utilize resources and money to provide the educational program in his/her school
 7. Establish a public relations program with the community (parents, teachers, and students)
 11. Utilize counseling techniques and provide a guidance program for students
 13. Establish methods for reporting pupil programs
 18. Maintain participation standards for student activity programs
 20. Evaluate the student activities program
 22. Organize and manage a school program which implements the school philosophy
 24. Manage the school plant and facilities
 25. Operate the school within the framework of the law
 26. Organize and manage auxiliary services (cafeteria, health, and safety)

27. Evaluate auxiliary services
 29. Organize, coordinate, and supervise staff assignments
 30. Assist, advise, counsel, and provide guidance to the staff in their personal and school problems
 33. Evaluate school personnel
 34. Keep teachers abreast about current educational improvements
 35. Encourage teachers to practise creative and innovative techniques
 36. Involve the school staff in the development and re-evaluation of educational goals and objectives
 37. Plan and evaluate the instructional and curricular programs with the assistance of teachers and students
 38. Assess program needs involving teachers and students
 39. Provide curricular and instructional leadership
 40. Supervise and coordinate educational programs and experiences
 42. Employ professional research techniques and findings in the solution of educational problems
 43. Initiate and encourage professional research
3. Competencies that could be acquired through experience on the job:
1. Work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination, and interpretation and enforcement of educational policies
 2. Consult with department of education personnel on educational and organizational matters
 3. Serve as liaison between the school, the district, and the state
 5. Make resources (supplies, money, equipment, etc.) available to the staff
 6. Utilize resources and money to provide the educational program in his/her school
 7. Establish a public relations program with the community (parents, teachers, and students)

3. Communicate with school patrons
9. Mediate disputes between parents, teachers, and students
10. Identify the community forces which affect the operation of the school and the implications of those forces
13. Establish methods for reporting pupil programs
14. Advocate (speak for) the students when appropriate
15. Communicate with students concerning all aspects of their school life
18. Maintain participation standards for student activity programs
19. Maintain a program of spectator control at all school activities
22. Organize and manage a school program which implements the school philosophy
24. Manage the school plant and facilities
25. Operate the school within the framework of the law
26. Organize and manage auxiliary services (cafeteria, health, and safety)
27. Evaluate auxiliary services
29. Organize, coordinate, and supervise staff assignments
30. Assist, advise, counsel, and provide guidance to the staff in their personal and school problems
32. Foster and maintain staff morale
36. Involve the school staff in the development and re-evaluation of educational goals and objectives
37. Plan and evaluate the instructional and curricular programs with the assistance of teachers and students
38. Assess program needs involving teachers and students
39. Provide curricular and instructional leadership
42. Initiate long-range planning procedure
43. Initiate and encourage professional research

Conclusions

The following conclusions are drawn from the results of this study:

1. All forty-three basic competencies included in this study are considered important skills for principalship functions in Sabah, although some competencies were perceived as more essential than others. Those competencies that are considered as very important pertain to: (a) the establishment, coordination, interpretation, and enforcement of educational policies, (b) organization, supervision, and management of business affairs of the school, (c) establishment of student control and disciplinary procedures, (d) organization, coordination, and supervision of staff assignments, (e) operation of the school within the framework of the law, and (f) maintenance of staff morale.

2. The respondent groups perceived in-service programs and experience on the job as the most effective means for developing these competencies. In-service was perceived as a strong preference for developing all the competencies listed in the areas of (a) policy development, (b) auxiliary services, (c) staff improvement, and (d) program evaluation, including the majority of the competencies listed in the areas of (1) business affairs, (2) building level organization and control of school plant, and (3) research and development projects. All the competencies listed in the area of community services and community relations, and a majority of those listed in the areas of (a) pupil personnel services, (b) student activities, and (c) staff personnel were perceived as competencies that could be

developed through experience on the job. It is noted that while the respondents in this study indicated almost equal preference for in-service and experience on the job as the feasible means for developing the competencies, the respondents in Lyons' study (1978) indicated a strong preference for experience on the job.

3. Pre-service course work was not perceived by the groups as a strong preference for developing the competencies. It is also noted that this finding tends to support the conclusion reached by Lyons in his study of competencies needed for beginning principals in North Carolina. The few competencies which the respondents perceived could be acquired through pre-service course work pertain to: (a) the utilization of counseling techniques, (b) establishment of attendance accounting procedures, (c) implementation of the school philosophy through organization and management of school programs, (d) scheduling of the school academic program, and (e) curricular and instructional leadership.

Recommendations

The following recommendations are offered as a result of the conclusions drawn from this study:

1. The data from this study should be utilized by educational personnel who plan for the pre-service and in-service programs for principals in Sabah. This could provide a direction to the planners in their attempts to have relevant training programs for principals.

2. Communication between the inspectors, principals, and central office personnel should be improved particularly in the areas of (a) business affairs, (b) pupil personnel services, (c) student

activities, (d) pupil control, (e) building level organization and control of school plant, (f) staff personnel, (g) program evaluation and planning, and (h) research and development projects. The three groups differed significantly in their perceptions of the procedure for acquiring twenty-one percent of the competencies listed in these areas. It appeared that in some areas the principals expected in-service programs to provide them the answers to the problems they encounter on the job, while the inspectors expected pre-service or experience on the job to provide them the answers. Improvement in the communication could be done through seminars or workshops.

3. The department of education should include in their in-service training programs for principals the following administrative task areas: (a) policy development, (b) auxiliary services, (c) staff improvement, (d) program evaluation and planning, (e) business affairs, (f) building level organization and control of school plant, (g) research and development projects. Most of the competencies listed in these areas were perceived by the respondents to be acquired through in-service. Priority should be given to (a) program evaluation and planning, (b) business affairs, (c) staff improvement, which the respondents ranked as the three top priorities in essentiality.

4. It was noted above that pre-service was not preferred for developing most of the competencies. Although no attempt was made to investigate the reasons why the respondents did not consider pre-service as a feasible means, the following possible reasons are suggested: (a) It is possible that most of the principals were placed into principalship positions without first having taken formal education in the

area of educational administration. They therefore could not appreciate pre-service training. (b) It is also possible that what they had learned through pre-service training were not relevant to the actual duties they perform as principals. With these possible reasons in mind the department of education should provide the principals with more opportunities to do advanced course work in the area of educational administration. Later, a follow-up study could be undertaken to determine whether their perceptions on pre-service remain the same and why they do not prefer this procedure.

5. Institutions that provide courses in educational administration should include the following competency areas in their course offerings: (a) pupil personnel services, (b) pupil control, (c) building level organization and control of school plant, and (d) program evaluation and planning. The few competencies perceived by the respondents to be acquired through pre-service are listed in these areas.

6. A follow-up study could be conducted using the results of this study as the criteria to determine the level of performance of principals and to assess their specific needs for further training.

7. A similar study in different states in Malaysia could also be conducted to determine if the findings are pervasive across the country or if they are peculiar to the area researched.

APPENDICES

APPENDIX A
NAMES AND ADDRESSES OF
PANEL OF JUDGES

NAMES AND ADDRESSES OF PANEL OF JUDGES

1. Mr. Afandi Angkangon
185-3, Evergreen Terrace
Carbondale, Illinois 62901
2. Mr. Abdul Rahman Juman
175-5, Evergreen Terrace
Carbondale, Illinois 62901
3. Mr. Haji Ruhimir Adzin
186-8, Evergreen Terrace
Carbondale, Illinois 62901
4. Mr. Liew Cyn Chung
189-5, Evergreen Terrace
Carbondale, Illinois 62901
5. Mr. Yasin Amit
187-6, Evergreen Terrace
Carbondale, Illinois 62901
6. Mr. Othman Menudin
186-2 Evergreen Terrace
Carbondale, Illinois 62901
7. Mrs. Hasnah bte Datuk Abdul Rahman
708 W. Mill, Ivy Hall #202
Carbondale, Illinois 62901
8. Mr. Edmund Siagian
A-49 Beechwood Apartment
Berrien Springs, Michigan 49103

APPENDIX B
COMPETENCY STATEMENTS

COMPETENCIES STATEMENTS

The following twelve areas of competencies have consistently been identified as highly important by previous studies of secondary school principals. Please indicate your opinion with a check (✓) whether each of the competency statement is relevant or not relevant for the study of competencies needed by secondary school principals in Sabah. Include other suggestions in the spaces provided.

=====		
<u>Policy Development</u>	<u>Relevant</u>	<u>Not Relevant</u>
1. Work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination, and interpretation and enforcement of school policies.	_____	_____
2. Consult with department of education personnel on educational and organizational matters.	_____	_____
3. Serve as liaison between the school, the district, and the state.	_____	_____
4.		
 <u>Business Affairs: Budget, Accounting, Purchasing</u>		
1. Organize, supervise, and manage the business affairs of the school.	_____	_____
2. Make resources (supplies, money, equipment etc.) available to the staff.	_____	_____
3. Utilize resources and money to provide the educational program in his/her school.	_____	_____
4.		
 <u>Community Services and Community Relations</u>		
1. Establish a public relations program with the community (parents, teachers, staff, and students).	_____	_____
2. Communicate with school patrons.	_____	_____
3. Mediate disputes between parents, teachers, staff and students.	_____	_____
4. Identify the community forces which affect the operation of the school and the implications of those forces.	_____	_____
5.		

<u>Pupil Personnel: Guidance, Counseling Services</u>	<u>Relevant</u>	<u>Not Relevant</u>
1. Utilize counseling techniques and provide a guidance program for students.	_____	_____
2. Encourage students to participate in developing and implementing student programs.	_____	_____
3. Establish method for reporting pupil programs.	_____	_____
4. Advocate the students when appropriate.	_____	_____
5. Communicate with students concerning all aspects of their school life.	_____	_____
6.		
<u>Student Activities -- including music and sports</u>		
1. Organize, coordinate, and administer the total activities program.	_____	_____
2. Evaluate the student activities program.	_____	_____
3. Maintain a program of spectator control at all school activities.	_____	_____
4. Maintain participation standards for student activity programs.	_____	_____
5.		
<u>Pupil Control: Discipline, Attendance</u>		
1. Establish attendance accounting procedures.	_____	_____
2. Establish student control and disciplinary procedures with the assistance of parents, teachers, and students.	_____	_____
3.		
<u>Building Level Organization and Control of School Plant</u>		
1. Organize and manage a school program which implements the school philosophy.	_____	_____
2. Schedule the school academic program.	_____	_____
3. Manage the school plant and facilities.	_____	_____
4. Operate the school within the framework of the law.	_____	_____
5.		
<u>Auxiliary Services: Cafeteria, Transportation, Health and Safety</u>		
1. Organize and manage auxiliary services (cafeteria, transportation, health, and safety).	_____	_____
2. Evaluate auxiliary services.	_____	_____
3.		

<u>Staff Personnel: Assignment, Working conditions, Certification, and Classification</u>	<u>Relevant</u>	<u>Not Relevant</u>
1. Develop and improve the staff by attracting and retaining competent personnel.	_____	_____
2. Organize, coordinate, and supervise staff assignments.	_____	_____
3. Assist, advise, counsel, and provide guidance to the staff in their personal and school problems.	_____	_____
4. Identify the needs and interests of the entire school staff.	_____	_____
5. Foster and maintain staff morale.	_____	_____
6.		
 <u>Staff Improvement: Evaluation, In-service Training, Involvement in Policy Formation</u>		
1. Evaluate school personnel.	_____	_____
2. Keep teachers abreast of current educational improvements.	_____	_____
3. Encourage teachers to practise creative and innovative techniques.	_____	_____
4. Involve the school staff in developing educational goals and objectives.	_____	_____
5.		
 <u>Program Evaluation and Planning, Curriculum Development, Instruction</u>		
1. Plan and evaluate the instructional and curricular programs with the assistance of parents, teachers, and students.	_____	_____
2. Assess program needs involving teachers, parents, and students.	_____	_____
3. Provide curricular and instructional leadership.	_____	_____
4. Supervise and coordinate educational programs and experiences.	_____	_____
5.		
 <u>Research and Development Projects, Investigation and Testing of New Techniques, Innovation and Change</u>		
1. Employ professional research techniques and findings in the solution of educational problems.	_____	_____
2. Initiate long-range planning procedures involving parents, teachers, and students.	_____	_____
3. Initiate and encourage professional research.	_____	_____
4.		

APPENDIX C
THE QUESTIONNAIRE

QUESTIONNAIRE ON COMPETENCIES NEEDED BY SECONDARY-SCHOOL PRINCIPALS

The purpose of this questionnaire is to determine the competencies needed for secondary-school principalship in Sabah. It consists of three sections. Each section should be answered following its own instruction.

Section I: Information about the respondents.

1. Position:

_____ Director, Deputy Director, and Assistant Director of Education;
Departmental Secretary/Officer; and Regional Education Officer.

_____ School Inspector

_____ Principal

2. Years of experience: _____ In your current position.

_____ In other educational administrative work.

3. Highest level of educational attainment and other professional training:

_____ SC/MCE; HSC/STP; or equivalent

_____ Bachelor's Degree

_____ Master's/Doctorate Degree

_____ Teacher's Training Certificate

_____ Diploma in Education

Section II: Rating of competencies and the procedure for acquiring them.

This section consists of 43 competencies which are frequently considered necessary for the function of school principals. Column A shows a rating of scale to indicate the importance of each competency for principalship functions in Sabah, and column B shows a rating to indicate when you feel the competency should be acquired; before entering the principalship work (pre-service), during internship or in-service training, or experience on the job. Circle your rating using the following guide.

Column A

4 = Very important

3 = Moderately important

2 = Fairly important

1 = Not important

Column B

1 = Pre-service coursework

2 = In-service training

3 = Experience on the job

Column A: ImportanceColumn B: Procedure

	Not	Fairly	Moderately	Very		Pre-service	In-service	Experience
A secondary-school principal in Sabah should have the ability to:								
<u>Policy Development</u>								
(1)	1	2	3	4	Work with the school board, school inspectors, supervisors, and staff personnel in the establishment, coordination, and interpretation and enforcement of educational policies.	1	2	3
(2)	1	2	3	4	Consult with Department of Education personnel on educational and organizational matters.	1	2	3
(3)	1	2	3	4	Serve as liaison between the school, the district and the state.	1	2	3
<u>Business Affairs: Budget, Accounting, Purchasing</u>								
(4)	1	2	3	4	Organize, supervise, and manage the business affairs of the school.	1	2	3
(5)	1	2	3	4	Make resources (supplies, money, equipment, etc) available to the staff.	1	2	3
(6)	1	2	3	4	Utilize resources and money to provide the educational program in his/her school.	1	2	3
<u>Community Services and Community Relations</u>								
(7)	1	2	3	4	Establish a public relations program with the community (parents, teachers, and students).	1	2	3
(8)	1	2	3	4	Communicate with school patrons.	1	2	3
(9)	1	2	3	4	Mediate disputes between parents, teachers, staff, and students.	1	2	3
(10)	1	2	3	4	Identify the community forces which affect the operation of the school and the implications of those forces.	1	2	3
<u>Pupil Personnel Services: Guidance, Counseling Services</u>								
(11)	1	2	3	4	Utilize counseling techniques and provide a guidance program for students.	1	2	3
(12)	1	2	3	4	Encourage students to participate in developing and implementing student programs.	1	2	3
(13)	1	2	3	4	Establish methods for reporting pupil programs.	1	2	3
(14)	1	2	3	4	Advocate the students when appropriate.	1	2	3
(15)	1	2	3	4	Communicate with the students concerning all aspects of their school life.	1	2	3

	Not	Fairly	Moderately	Very		Pre-service	In-service	Experience
<u>Student Activities -- including Music and Sports</u>								
(16)	1	2	3	4	Organize, coordinate, and administer the total activities program.	1	2	3
(17)	1	2	3	4	Evaluate the student activities program.	1	2	3
(18)	1	2	3	4	Maintain participation standards for student activity programs.	1	2	3
(19)	1	2	3	4	Maintain a program of spectator control at all school activities.	1	2	3
<u>Pupil Control: Discipline, Attendance</u>								
(20)	1	2	3	4	Establish attendance accounting procedures.	1	2	3
(21)	1	2	3	4	Establish student control and disciplinary procedures with the assistance of parents, teachers, and students.	1	2	3
<u>Building level Organization and Control of School Plant</u>								
(22)	1	2	3	4	Organize and manage a school program which implements the school philosophy.	1	2	3
(23)	1	2	3	4	Schedule the school academic program.	1	2	3
(24)	1	2	3	4	Manage the school plant and facilities.	1	2	3
(25)	1	2	3	4	Operate the school within the framework of the law.	1	2	3
<u>Auxiliary Services: Cafeteria, Transportation, Health and Safety</u>								
(26)	1	2	3	4	Organize and manage auxiliary services (cafeteria, health, and safety).	1	2	3
(27)	1	2	3	4	Evaluate auxiliary services.	1	2	3
<u>Staff Personnel: Assignment, Working Conditions, Certification and Classification</u>								
(28)	1	2	3	4	Develop and improve the staff by attracting and retaining competent personnel.	1	2	3
(29)	1	2	3	4	Organize, coordinate, and supervise staff assignments.	1	2	3
(30)	1	2	3	4	Assist, advise, counsel, and provide guidance to the staff in their personal and school problems.	1	2	3
(31)	1	2	3	4	Identify the needs and interests of the entire school staff.	1	2	3
(32)	1	2	3	4	Foster and maintain staff morale.	1	2	3

	Not	Fairly	Moderately	Very		Pre-service	In-service	Experience
<u>Staff Improvement: Evaluation, In-service Training, Involvement in Policy Formation</u>								
(33)	1	2	3	4	Evaluate school personnel.	1	2	3
(34)	1	2	3	4	Keep teachers abreast of current educational improvements.	1	2	3
(35)	1	2	3	4	Encourage teachers to practise creative and innovative techniques.	1	2	3
(36)	1	2	3	4	Involve the school staff in the development and re-evaluation of educational goals and objectives.	1	2	3
<u>Program Evaluation and Planning, Curriculum Development, Instruction</u>								
(37)	1	2	3	4	Plan and evaluate the instructional and curricular programs with the assistance of parents, teachers, and students.	1	2	3
(38)	1	2	3	4	Assess program needs involving teachers, parents, and students.	1	2	3
(39)	1	2	3	4	Provide curricular and instructional leadership.	1	2	3
(40)	1	2	3	4	Supervise and coordinate educational programs and experiences.	1	2	3
<u>Research and Development Projects, Investigation and Testing of New Techniques, Innovations and Change</u>								
(41)	1	2	3	4	Employ professional research techniques and findings in the solution of educational problems.	1	2	3
(42)	1	2	3	4	Initiate long-range planning procedure involving parents, teachers, and students.	1	2	3
(43)	1	2	3	4	Initiate and encourage professional research.	1	2	3
PLEASE ADD OTHER COMPETENCIES YOU FEEL ARE IMPORTANT								
(44)	1	2	3	4	_____	1	2	3

(45)	1	2	3	4	_____	1	2	3

Section III: Ranking of Administrative Task Areas

The following is a list of twelve administrative task areas of secondary school principalship. Please rank them from 1 to 12 in terms of their importance as you perceive them for a principal. The area you feel is most important would be rated 1 and the least important is 12.

<u>Administrative Task Areas</u>	<u>Ranking of Importance</u>
1. Policy development	_____
2. Business affairs: budget, accounting, purchasing	_____
3. Community services and community relations	_____
4. Pupil personnel services: guidance, counseling services	_____
5. Student activities, including sports and music	_____
6. Pupil control: discipline and attendance	_____
7. Building level organization and control, and school plant.	_____
8. Auxillary services: cafeteria, health and safety.	_____
9. Staff personnel: assignment, working conditions, certification, and classification.	_____
10. Staff improvement: evaluation, in-service training, involvement in policy development.	_____
11. Program evaluation and planning, curriculum development, instruction.	_____
12. Research and development projects, investigation and testing of new techniques, innovation and change.	_____

APPENDIX D
COVERING AND FOLLOW-UP LETTERS
TO RESPONDENTS

A-72 Maplewood Apartment
Berrien Springs, MI 49103
October 7, 1981

I am a graduate student of Andrews University taking education majoring in educational administration. At present I am working on my dissertation research which pertains to competencies needed for secondary school principalship duties in Sabah.

Before putting the survey instrument into its final form, the competency statements have to be scrutinized for relevancy validity for use in Sabah. Due to your experience in and familiarity with the educational work in Sabah, you have been selected as one of the panel of judges for the validation of this instrument. Please read through the enclosed questionnaire and indicate your response.

Thank you very much for your cooperation. The effort you are putting into this is greatly appreciated.

Very Sincerely,

Charles Gaban

A-72 Maplewood Apartment
Berrien Springs, MI 49103
U.S.A.
November 20, 1981

Dear Fellow Educator,

A Research Questionnaire to Determine the
Necessary Job Competencies for Secondary
School Principalship in Sabah

I am a graduate student of Andrews University under the sponsorship of Sabah Foundation. At present I am working on my dissertation research which pertains to competencies needed for secondary school principalship in Sabah.

I am sure that you are aware of the current movement of competency-based programs for the preparation of educational leaders. The enclosed questionnaire is an attempt to determine which competencies are necessary for secondary school principals in Sabah. As an educator I am requesting you to evaluate these competencies according to the instruction given.

This research is a partial fulfillment of the requirements of the education course I am pursuing at Andrews University. However, it is expected that the results of this study will be of value to the educational personnel in Sabah who deal with the pre-service and in-service programs for principals.

This study is very necessary for the completion of my course. Thus I am seeking for your cooperation. I appreciate it if this questionnaire could be completed and mailed within three days after you have received it. A self-addressed envelope is enclosed for you to use to return this questionnaire to Mr. Herbert Gaban. I have requested him to receive and to forward them to me.

Thank you for your cooperation in this undertaking.

Very sincerely,

Charles Gaban

cc: Mr. Herbert Gaban, Department of Education, KK

A-72 Maplewood Apartment
Berrien Springs, MI 49103
December 29, 1981

On November 20 you were mailed a copy of a survey instrument designed to collect data on the competencies for secondary school principalship duties in Sabah. My record, however, indicates that I have not received the questionnaire I sent to you.

This research is very important for the completion of the course I am pursuing at Andrews University. It is also necessary that every questionnaire I have sent out is returned to me to increase the validity of this research. Thus I am pleading for your cooperation to participate in this undertaking.

Enclosed is another copy of the questionnaire in case the first one did not reach you. A self-addressed and stamped envelope is provided for your convenience to return it to Mr. Herbert Gaban. I have requested him to receive and to forward them to me.

Thank you for your cooperation.

Very sincerely,

Charles Gaban

cc: Mr. Herbert Gaban, Department of Education, KK

APPENDIX E

TABLES SHOWING RESPONSES
TO COMPETENCY STATEMENTS

TABLE 21
 RESPONSES TO COMPETENCY 1: WORK WITH THE SCHOOL BOARD, SCHOOL INSPECTORS
 SUPERVISORS, AND STAFF PERSONNEL IN THE ESTABLISHMENT, COORDINATION
 AND INTERPRETATION AND ENFORCEMENT OF EDUCATIONAL POLICIES

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	6	10	12	20	41	67	3.51	61 Principals	14	23	27	44	20	33
0	0	1	5	3	17	14	78	3.72	18 Inspectors	3	17	12	67	3	17
1	3	4	11	10	27	22	59	3.43	37 Office personnel	6	16	14	38	17	46
3	3	11	9	25	22	77	66	3.51	116 Total	23	20	53	46	40	34

$\chi^2 = 2.192$ $df = 4$

$\chi^2 = 6.012$ $df = 4$

TABLE 22
 RESPONSES TO COMPETENCY 2: CONSULT WITH DEPARTMENT
 OF EDUCATION PERSONNEL ON EDUCATIONAL AND
 ORGANIZATIONAL MATTERS

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	7	11	30	49	23	38	3.23	61 Principals	2	3	33	54	26	43
0	0	2	11	6	33	10	56	3.44	18 Inspectors	1	6	6	33	11	61
1	3	5	13	16	43	15	41	3.22	37 Office personnel	1	3	18	48	18	48
2	2	14	12	52	45	48	41	3.25	116 Total	4	3	57	49	55	47

$\chi^2 = 2.160$

df = 4

$\chi^2 = 1.939$

df = 2

TABLE 23
 RESPONSES TO COMPETENCY 3: SERVE AS LIAISON BETWEEN
 THE SCHOOL, THE DISTRICT, AND THE STATE

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
5	8	16	26	22	36	18	20	2.87	61 Principals	1	2	25	41	35	57
0	0	1	6	9	50	8	44	3.39	18 Inspectors	0	0	7	39	11	61
3	8	8	22	19	51	7	19	2.81	37 Office personnel	0	0	15	41	22	59
8	7	25	22	50	43	33	28	3.29	116 Total	1	1	47	40	68	59

$\chi^2 = 8.411$

df = 4

$\chi^2 = 0.096$

df = 2

TABLE 24
 RESPONSES TO COMPETENCY 4: ORGANIZE, SUPERVISE, AND MANAGE
 THE BUSINESS AFFAIRS OF THE SCHOOL

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	6	33	14	23	40	66	3.52	61 Principals	26	43	25	41	10	16
1	6	2	11	2	11	13	72	3.39	18 Inspectors	11	61	6	33	1	6
1	3	3	8	11	30	22	59	3.46	37 Office personnel	2	5	23	62	12	32
3	3	11	9	27	23	75	65	3.50	116 Total	39	34	54	47	23	20

$\chi^2 = 2.513$

df = 4

$\chi^2 = 22.47$

df = 4

TABLE 25
 RESPONSES TO COMPETENCY 5: MAKE RESOURCES (SUPPLIES, MONEY,
 EQUIPMENT, ETC.) AVAILABLE TO THE STAFF

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	13	21	23	38	23	38	3.10	61 Principals	0	0	38	68	23	38
0	0	1	6	11	61	6	33	3.28	18 Inspectors	0	0	7	39	11	61
4	11	9	24	16	43	8	22	2.76	37 Office personnel	1	3	15	40	21	57
6	5	23	20	50	43	37	23	3.02	116 Total	1	1	60	52	55	47

$\chi^2 = 7.895$ $df = 4$

$\chi^2 = 4.956$ $df = 2$

TABLE 26
 RESPONSES TO COMPETENCY 6: UTILIZE RESOURCES AND MONLY
 TO PROVIDE THE EDUCATIONAL PROGRAM
 IN HIS/HER SCHOOL

		Essentiality						Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	5	8	25	41	31	51	3.43	61 Principals	2	3	28	46	31	51
0	0	21	1	7	39	9	50	3.39	18 Inspectors	1	6	4	22	13	72
1	3	6	16	14	38	16	43	3.22	37 Office personnel	2	6	16	43	19	51
1	1	13	11	46	40	56	48	3.35	116 Total	5	4	48	41	63	54

$\chi^2 = 2.558$ $df = 4$

$\chi^2 = 2.757$ $df = 2$

TABLE 27

RESPONSES TO COMPETENCY 7: ESTABLISH A PUBLIC RELATIONS PROGRAM
WITH THE COMMUNITY (PARENTS, TEACHERS, AND STUDENTS)

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	6	10	15	25	39	64	3.51	61 Principals	12	20	19	31	30	49
0	0	1	6	7	39	10	56	3.50	18 Inspectors	2	11	7	39	9	50
2	5	6	16	11	30	18	49	3.22	37 Office personnel	4	11	16	43	17	46
3	3	13	11	33	28	67	58	3.41	116 Total	18	16	42	36	56	48

$\chi^2 = 4.747$

df = 4

$\chi^2 = 2.468$

df = 2

TABLE 28
 RESPONSES TO COMPETENCY 8: COMMUNICATE WITH
 THE SCHOOL PATRONS

Not important		Essentiality						Procedure							
		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
		No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
4	7	14	23	30	49	13	21	2.85	61 Principals	7	11	16	26	38	62
0	0	5	28	9	50	4	22	2.56	18 Inspectors	1	6	4	22	13	72
2	2	7	19	21	57	7	19	2.89	37 Office personnel	0	0	13	35	24	65
6	5	26	22	50	43	24	21	2.61	116 Total	8	7	33	28	75	65

$\chi^2 = 0.600$ $df = 2$

$\chi^2 = 0.580$ $df = 4$

TABLE 29
 RESPONSES TO COMPETENCY 9: MEDIATE DISPUTES BETWEEN PARENTS,
 TEACHERS, STAFF, AND STUDENTS

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	23	38	29	47	3.31	61 Principals	4	7	14	23	43	70
0	0	3	17	10	55	5	28	2.94	18 Inspectors	2	11	0	0	16	89
0	0	6	16	13	35	18	49	3.24	37 Office personnel	2	5	14	38	21	57
1	1	17	15	46	39	52	45	3.28	116 Total	8	7	28	24	80	69

$\chi^2 = 2.835$ $df = 4$

$\chi^2 = 5.981$ $df = 2$

TABLE 30

RESPONSES TO COMPETENCY 10: IDENTIFY THE COMMUNITY FORCES
WHICH AFFECT THE OPERATION OF THE SCHOOL
AND THE IMPLICATIONS OF THOSE FORCES

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	23	38	29	47	3.31	61 Principals	4	7	19	31	38	62
1	6	3	16	9	50	5	28	3.00	18 Inspectors	2	11	5	28	11	61
1	3	11	30	14	38	11	30	2.95	37 Office personnel	4	11	14	38	19	51
3	3	22	19	46	40	45	39	3.15	116 Total	10	9	38	33	68	59

$\chi^2 = 6.469$ $df = 4$

$\chi^2 = 1.192$ $df = 2$

TABLE 31
 RESPONSES TO COMPETENCY 11: UTILIZE COUNSELING TECHNIQUES
 AND PROVIDE A GUIDANCE PROGRAM FOR STUDENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	20	33	32	52	3.36	61 Principals	19	31	32	52	10	16
0	0	0	0	10	56	8	44	3.44	18 Inspectors	6	33	10	56	2	11
1	3	3	8	19	48	15	41	3.27	37 Office personnel	13	35	16	43	8	22
2	2	11	9	48	41	55	47	3.34	116 Total	38	33	58	50	20	17

$\chi^2 = 5.872$ $df = 4$

$\chi^2 = 1.466$ $df = 4$

TABLE 32
 RESPONSES TO COMPETENCY 12: ENCOURAGE STUDENTS
 TO PARTICIPATE IN DEVELOPING AND
 IMPLEMENTING STUDENT PROGRAMS

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	6	10	26	43	29	47	3.37	61 Principals	4	7	31	51	26	42
0	0	3	17	6	33	9	50	3.33	18 Inspectors	1	6	2	11	15	83
1	3	5	13	17	46	14	38	3.19	37 Office personnel	0	0	25	68	12	32
1	1	14	12	49	42	52	45	3.31	116 Total	5	4	58	50	53	46

$\chi^2 = 2.026$ $df = 4$

$\chi^2 = 13.131$ $df = 2$

TABLE 33
 RESPONSES TO COMPETENCY 13: ESTABLISH METHODS
 FOR REPORTING PUPIL PROGRAMS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	6	10	36	59	19	31	3.21	61 Principals	6	10	29	47	26	43
0	0	2	11	8	44	8	44	3.33	18 Inspectors	0	0	5	28	13	72
3	8	6	16	17	46	11	30	2.97	37 Office personnel	2	5	13	35	22	60
3	3	14	12	61	53	38	33	3.16	116 Total	8	7	47	41	61	53

$\chi^2 = 5.400$

df = 4

$\chi^2 = 5.913$

df = 2

TABLE 34
 RESPONSES TO COMPETENCY 14: ADVOCATE (SPEAK FOR)
 THE STUDENTS WHEN APPROPRIATE

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	16	26	31	51	12	20	2.87	61 Principals	1	2	11	18	49	80
0	0	7	39	8	44	3	17	2.78	18 Inspectors	1	6	3	16	14	78
3	8	7	19	26	70	1	3	2.59	37 Office personnel	3	8	11	30	23	62
5	4	30	26	65	56	16	14	2.79	116 Total	5	4	25	22	86	74

$\chi^2 = 7.585$ $df = 4$

$\chi^2 = 4.111$ $df = 2$

TABLE 35
 RESPONSES TO COMPETENCY 15: COMMUNICATE WITH STUDENTS
 CONCERNING ALL ASPECTS OF THEIR SCHOOL LIFE

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	7	11	29	48	25	41	3.29	61 Principals	9	15	11	18	41	67
0	0	1	5	12	67	5	28	3.22	18 Inspectors	0	0	4	22	14	78
1	3	7	19	17	46	12	32	3.08	37 Office personnel	2	5	12	33	23	62
1	1	15	13	58	50	42	36	3.21	116 Total	11	9	27	23	78	67

$\chi^2 = 4.846$ $df = 4$

$\chi^2 = 1.341$ $df = 2$

TABLE 36
 RESPONSES TO COMPETENCY 16: ORGANIZE, COORDINATE,
 AND ADMINISTER THE TOTAL ACTIVITIES PROGRAM

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	9	15	27	44	24	39	3.21	61 Principals	22	36	26	43	13	21
1	5	3	17	3	17	11	61	3.33	18 Inspectors	10	56	5	28	3	17
1	3	5	14	19	51	12	32	3.13	37 Office personnel	5	14	20	54	12	32
3	3	17	15	49	42	47	41	3.21	116 Total	37	32	51	44	38	33

$\chi^2 = 6.382$ $df = 4$

$\chi^2 = 11.038$ $df = 4$

TABLE 37
 RESPONSES TO COMPETENCY 17: EVALUATE THE
 STUDENT ACTIVITIES PROGRAM

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%	No.		%	No.	%	No.	%	
2	3	5	8	34	56	20	33	3.13	61 Principals	17	28	28	46	16	26
1	5	1	5	12	67	4	22	3.06	18 Inspectors	5	28	5	28	8	44
1	3	7	19	24	65	5	13	2.89	37 Office personnel	3	8	26	70	8	22
4	2	13	11	70	60	29	25	3.07	116 Total	25	22	59	51	32	28

$\chi^2 = 5.747$ $df = 4$

$\chi^2 = 11.849$ $df = 4$

TABLE 38
 RESPONSES TO COMPETENCY 18: MAINTAIN PARTICIPATION
 STANDARDS FOR STUDENT ACTIVITY PROGRAMS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	10	16	33	54	18	30	3.13	61 Principals	5	8	25	41	31	51
1	5	1	5	14	78	2	11	2.94	18 Inspectors	2	11	5	28	11	61
1	3	19	49	13	35	4	14	2.46	37 Office personnel	1	3	16	43	20	54
2	2	30	25	60	52	24	22	2.91	116 Total	8	7	46	40	62	53

$\chi^2 = 20.684$ $df = 4$

$\chi^2 = 0.600$ $df = 2$

TABLE 39
 RESPONSES TO COMPETENCY 19: MAINTAIN A PROGRAM OF
 SPECTATOR CONTROL AT ALL SCHOOL ACTIVITIES

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	15	25	35	57	9	15	2.83	61 Principals	2	3	12	20	47	77
1	5	3	17	10	56	4	22	2.94	18 Inspectors	1	5	5	28	12	67
4	11	12	32	18	49	3	8	2.54	37 Office personnel	3	8	13	35	21	57
7	6	30	26	63	54	16	14	2.79	116 Total	6	5	30	26	80	69

$\chi^2 = 4.496$ $df = 4$

$\chi^2 = 4.484$ $df = 2$

TABLE 40
 RESPONSES TO COMPETENCY 20: ESTABLISH
 ATTENDANCE ACCOUNTING PROCEDURES

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	15	24	37	61	3.44	61 Principals	16	26	28	46	17	28
0	0	1	6	8	44	9	50	3.39	18 Inspectors	6	33	8	44	4	22
3	8	6	16	6	16	22	59	3.27	37 Office personnel	11	30	19	51	7	19
4	3	15	13	29	25	68	59	3.39	116 Total	33	28	55	47	28	24

$\chi^2 = 6.956$

df = 4

$\chi^2 = 1.258$

df = 2

TABLE 41

RESPONSES TO COMPETENCY 21: ESTABLISH STUDENT CONTROL
AND DISCIPLINARY PROCEDURES WITH THE ASSISTANCE
OF PARENTS, TEACHERS, AND STUDENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	4	7	9	15	46	75	3.62	61 Principals	8	13	18	30	35	57
2	11	3	17	3	17	10	55	3.17	18 Inspectors	9	50	1	6	8	44
1	3	3	8	5	13	28	76	3.62	37 Office personnel	12	32	11	30	14	38
5	4	10	9	17	15	84	72	3.55	116 Total	29	25	39	26	57	49

$\chi^2 = 4.568$ $df = 4$

$\chi^2 = 14.047$ $df = 4$

TABLE 42

RESPONSES TO COMPETENCY 22: ORGANIZE AND MANAGE A SCHOOL PROGRAM WHICH IMPLEMENTS THE SCHOOL PHILOSOPHY

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	1	8	13	20	33	32	52	3.36	61 Principals	22	36	25	41	14	23
0	0	4	22	2	11	12	57	3.44	18 Inspectors	9	50	7	39	2	11
1	3	12	32	10	27	14	38	3.00	37 Office personnel	10	27	16	43	11	20
2	2	24	21	32	28	58	50	3.26	116 Total	41	35	48	41	27	23

$\chi^2 = 8.810$ $df = 4$

$\chi^2 = 3.697$ $df = 4$

TABLE 43
 RESPONSES TO COMPETENCY 23: SCHEDULE THE
 SCHOOL ACADEMIC PROGRAM

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	7	11	15	25	39	64	3.52	61 Principals	8	13	41	67	12	20
1	5	2	11	3	17	12	67	3.55	18 Inspectors	8	45	6	33	4	22
0	0	6	16	17	46	14	38	3.22	37 Office personnel	7	19	25	68	5	13
1	1	15	13	35	30	65	56	3.41	116 Total	23	20	72	62	21	18

$\chi^2 = 8.501$

df = 4

$\chi^2 = 10.420$

df = 4

TABLE 44
 RESPONSES TO COMPETENCY 24: MANAGE THE
 SCHOOL PLANT FACILITIES

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	6	10	28	46	26	42	3.30	61 Principals	7	11	31	51	23	38
0	0	3	17	5	28	10	55	3.67	18 Inspectors	3	17	7	39	8	44
1	3	8	21	21	57	7	19	2.92	37 Office personnel	6	16	18	49	13	35
2	2	17	15	54	47	43	37	3.29	116 Total	16	14	56	48	44	38

$\chi^2 = 9.974$ $df = 4$

$\chi^2 = 1.193$ $df = 4$

TABLE 45
 RESPONSES TO COMPETENCY 25: OPERATE THE SCHOOL
 WITHIN THE FRAMEWORK OF THE LAW

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	4	7	22	36	33	54	3.40	61 Principals	6	10	33	54	22	36
0	0	1	6	4	22	13	72	3.61	18 Inspectors	6	33	6	33	6	33
0	0	8	22	12	32	17	46	3.24	37 Office personnel	6	16	16	43	15	41
2	2	13	11	38	33	68	59	3.57	116 Total	18	16	55	47	43	37

$\chi^2 = 5.725$ $df = 4$

$\chi^2 = 6.630$ $df = 4$

TABLE 46
 RESPONSES TO COMPETENCY 26: ORGANIZE AND MANAGE AUXILIARY SERVICES
 (CAFETERIA, TRANSPORTATION, HEALTH, AND SAFETY)

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	15	25	28	46	16	26	2.95	61 Principals	10	16	25	41	26	43
1	6	8	44	6	33	3	17	2.61	18 Inspectors	6	33	5	28	7	39
0	0	8	24	19	51	8	22	2.92	37 Office personnel	3	8	21	57	13	35
4	3	32	28	53	46	27	23	2.86	116 Total	19	16	51	44	46	40

$\chi^2 = 3.946$ $df = 4$

$\chi^2 = 7.606$ $df = 4$

TABLE 47
 RESPONSES TO COMPETENCY 27: EVALUATE AUXILIARY SERVICES

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	20	33	29	48	10	16	2.77	61 Principals	7	11	24	39	30	49
2	11	11	61	2	11	3	17	2.33	18 Inspectors	3	17	4	22	11	61
1	3	18	48	14	38	4	11	2.51	37 Office personnel	5	14	16	43	16	43
5	4	49	42	45	39	17	15	2.63	116 Total	15	13	44	38	57	49

$\chi^2 = 9.488$ $df = 4$

$\chi^2 = 2.569$ $df = 4$

TABLE 48

RESPONSES TO COMPETENCY 28: DEVELOP AND IMPROVE THE STAFF
BY ATTRACTING AND RETAINING COMPETENT PERSONNEL

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	18	29	34	56	3.39	61 Principals	9	15	28	46	24	39
0	0	2	11	5	28	11	61	3.50	18 Inspectors	7	39	2	11	9	50
1	3	4	11	11	30	21	56	3.40	37 Office personnel	10	27	8	22	19	51
2	2	14	12	34	29	66	57	3.41	116 Total	26	22	38	33	52	45

$\chi^2 = 0.225$ $df = 4$

$\chi^2 = 12.188$ $df = 4$

TABLE 49
RESPONSES TO COMPETENCY 29: ORGANIZE, COORDINATE,
AND SUPERVISE STAFF ASSIGNMENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	5	8	13	21	41	67	3.52	61 Principals	7	11	31	51	23	38
1	5	2	11	3	17	12	67	3.56	18 Inspectors	6	33	5	28	7	39
0	0	3	8	9	24	25	68	3.68	37 Office personnel	8	22	15	40	14	38
3	3	10	9	25	22	78	67	3.53	116 Total	21	18	51	44	44	38

$\chi^2 = 1.134$ $df = 4$

$\chi^2 = 5.868$ $df = 4$

TABLE 50
 RESPONSES TO COMPETENCY 30: ASSIST, ADVISE, COUNSEL,
 AND PROVIDE GUIDANCE TO THE STAFF IN
 THEIR PERSONAL AND SCHOOL PROBLEMS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	18	29	34	56	3.39	61 Principals	5	8	25	41	31	51
1	5	1	5	6	33	10	56	3.38	18 Inspectors	4	22	3	17	11	61
1	3	2	5	13	35	21	57	3.46	37 Office personnel	7	19	17	46	13	35
3	3	11	9	37	32	65	56	3.41	116 Total	16	14	45	39	55	47

$x^2 = 1.107$

df = 4

$x^2 = 7.890$

df = 4

TABLE 51
 RESPONSES TO COMPETENCY 31: IDENTIFY THE NEEDS
 AND INTERESTS OF THE ENTIRE SCHOOL STAFF

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	8	13	13	21	38	62	3.43	61 Principals	8	13	24	39	30	48
0	0	1	6	6	33	11	61	3.55	18 Inspectors	5	28	3	17	10	56
0	0	4	11	11	30	22	59	3.49	37 Office personnel	5	13	8	22	24	65
2	2	13	11	30	26	71	61	3.47	116 Total	18	16	35	30	64	55

$\chi^2 = 2.573$ $df = 4$

$\chi^2 = 6.792$ $df = 4$

TABLE 52
 RESPONSES TO COMPETENCY 32: FOSTER AND
 MAINTAIN STAFF MORALE

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	12	20	40	66	3.50	61 Principals	7	11	11	18	43	70
1	5	1	5	5	28	11	61	3.44	18 Inspectors	4	22	7	39	7	39
0	0	3	8	5	14	29	78	3.70	37 Office personnel	6	16	9	24	22	60
2	2	12	10	22	19	80	69	3.55	116 Total	17	15	27	23	72	62

$\chi^2 = 2.930$

df = 4

$\chi^2 = 6.105$

df = 4

TABLE 53
 RESPONSES TO COMPETENCY 33: EVALUATE SCHOOL PERSONNEL

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
0	0	8	13	33	54	20	33	3.20	61 Principals	15	25	33	54	13	21
0	0	0	0	11	61	7	39	3.39	18 Inspectors	5	28	5	28	8	44
1	3	5	13	18	49	13	35	3.16	37 Office personnel	14	38	18	49	5	13
1	1	13	11	63	54	40	34	3.24	116 Total	34	29	56	48	26	22

$\chi^2 = 3.274$ $df = 4$

$\chi^2 = 8.631$ $df = 4$

TABLE 54
 RESPONSES TO COMPETENCY 34: KEEP TEACHERS ABREAST
 OF CURRENT EDUCATIONAL IMPROVEMENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	8	13	20	33	32	52	2.70	61 Principals	5	8	38	62	18	30
0	0	2	11	6	33	10	56	3.44	18 Inspectors	3	17	10	55	5	28
1	3	6	16	18	49	12	32	3.11	37 Office personnel	7	19	19	51	11	30
2	2	16	14	44	38	54	47	3.29	116 Total	15	13	67	58	34	29

$\chi^2 = 4.526$ $df = 4$

$\chi^2 = 2.790$ $df = 4$

TABLE 55
 RESPONSES TO COMPETENCY 35: ENCOURAGE TEACHERS
 TO PRACTISE CREATIVE AND INNOVATIVE TECHNIQUES

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	7	11	20	33	33	54	3.39	61 Principals	13	21	32	53	16	26
0	0	1	5	3	17	14	78	3.72	18 Inspectors	1	6	8	44	9	50
1	3	5	13	17	46	14	38	3.19	37 Office personnel	4	11	22	59	11	30
2	2	13	11	40	34	61	52	3.38	116 Total	18	16	62	53	36	31

$\chi^2 = 7.915$

df = 4

$\chi^2 = 6.094$

df = 4

TABLE 56

RESPONSES TO COMPETENCY 36: INVOLVE THE SCHOOL STAFF IN
THE DEVELOPMENT AND RE-EVALUATION OF EDUCATIONAL
GOALS AND OBJECTIVES

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	7	11	22	36	30	49	3.31	61 Principals	6	10	35	57	20	33
0	0	1	5	7	39	10	56	3.50	18 Inspectors	1	6	9	50	8	44
1	3	6	16	11	30	19	51	3.30	37 Office personnel	8	22	19	51	10	27
3	3	14	12	40	34	59	51	3.34	116 Total	15	13	53	46	38	33

$\chi^2 = 1.978$

df = 4

$\chi^2 = 4.718$

df = 4

TABLE 57
 RESPONSES TO COMPETENCY 37: PLAN AND EVALUATE THE
 INSTRUCTIONAL AND CURRICULAR PROGRAMS WITH THE
 ASSISTANCE OF TEACHERS, AND STUDENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	10	16	22	36	27	44	3.21	61 Principals	31	21	28	46	20	33
0	0	4	22	10	56	4	22	3.00	18 Inspectors	9	50	5	28	4	22
1	3	7	19	16	43	13	35	3.11	37 Office personnel	4	11	23	62	10	27
3	3	21	18	48	41	44	37	3.15	116 Total	26	22	56	48	34	29

$\chi^2 = 3.280$ $df = 4$

$\chi^2 = 12.109$ $df = 4$

TABLE 58
 RESPONSES TO COMPETENCY 38: ASSESS PROGRAM NEEDS
 INVOLVING TEACHERS, AND STUDENTS

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	15	25	24	39	21	34	3.07	61 Principals	5	8	35	37	21	35
0	0	1	6	13	72	4	22	3.11	18 Inspectors	4	22	5	28	9	50
2	5	8	22	17	46	10	27	2.95	37 Office personnel	6	16	16	43	15	41
3	3	24	21	53	46	35	30	3.01	116 Total	15	13	56	48	45	39

$\chi^2 = 6.977$ $df = 4$

$\chi^2 = 6.287$ $df = 2$

TABLE 59
 RESPONSES TO COMPETENCY 39: PROVIDE CURRICULAR
 AND INSTRUCTIONAL LEADERSHIP

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
1	2	9	15	18	29	33	54	3.36	61 Principals	18	29	23	38	20	33
0	0	0	0	8	44	10	56	3.56	18 Inspectors	8	44	7	39	3	17
1	3	6	16	11	20	19	51	3.30	37 Office personnel	10	27	16	43	11	30
2	2	15	13	37	32	62	53	3.37	116 Total	36	31	46	40	34	29

$\chi^2 = 4.325$ $df = 4$

$\chi^2 = 2.697$ $df = 4$

TABLE 60
 RESPONSES TO COMPETENCY 40: SUPERVISE AND COORDINATE
 EDUCATIONAL PROGRAMS AND EXPERIENCES

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
2	3	8	13	28	46	23	38	3.18	61 Principals	6	10	33	54	22	36
1	5	1	5	5	28	11	61	3.44	18 Inspectors	5	28	6	33	7	39
0	0	5	13	14	38	18	49	3.35	37 Office personnel	4	11	23	62	10	27
3	3	14	12	47	15	52	45	3.28	116 Total	15	13	62	53	39	34

$\chi^2 = 3.412$ $df = 4$

$\chi^2 = 6.277$ $df = 4$

TABLE 61

RESPONSES TO COMPETENCY 41: EMPLOY PROFESSIONAL RESEARCH
TECHNIQUES AND FINDINGS IN THE SOLUTION
OF EDUCATIONAL PROBLEMS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
5	8	14	23	29	48	13	21	2.82	61 Principals	17	28	30	49	14	23
0	0	6	33	6	33	6	33	3.00	18 Inspectors	9	50	5	28	4	22
4	11	11	30	18	49	4	11	2.59	37 Office personnel	8	22	12	32	17	46
9	8	31	27	53	45	23	20	2.78	116 Total	34	29	37	32	35	30

$\chi^2 = 5.297$

df = 4

$\chi^2 = 10.349$

df = 4

TABLE 62
 RESPONSES TO COMPETENCY 42: INITIATE LONG-RANGE PLANNING
 PROCEDURE INVOLVING TEACHERS AND STUDENTS

Essentiality								Procedure							
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
3	5	10	16	28	46	20	33	3.07	61 Principals	8	13	27	44	26	43
0	0	4	22	9	50	5	28	3.56	18 Inspectors	2	11	7	39	9	50
1	3	15	41	12	32	9	24	2.78	37 Office personnel	6	16	14	38	17	46
4	3	29	25	49	42	34	29	2.97	116 Total	16	14	48	41	52	45

$\chi^2 = 6.057$

df = 4

$\chi^2 = 0.717$

df = 4

TABLE 63
 RESPONSES TO COMPETENCY 43: INITIATE AND
 ENCOURAGE PROFESSIONAL RESEARCH

Essentiality									Procedure						
Not important		Fairly important		Moderately important		Very important		Mean		Pre-service		In-service		Experience	
No.	%	No.	%	No.	%	No.	%			No.	%	No.	%	No.	%
5	8	19	31	26	43	11	18	2.70	61 Principals	5	8	25	41	31	51
1	5	4	22	10	56	3	17	2.83	18 Inspectors	3	17	6	33	9	50
6	16	12	32	16	43	3	8	2.59	37 Office personnel	7	19	17	46	13	35
12	10	35	30	52	45	17	15	2.64	116 Total	15	13	58	50	53	46

$\chi^2 = 3.501$ $df = 4$

$\chi^2 = 4.075$ $df = 4$

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VITA

NAME: Charles S. Gaban

DATE OF BIRTH: September 1, 1937

PLACE OF BIRTH: Sabah, Malaysia

EDUCATION:

- 1971 Bachelor of Arts - History
Philippine Union College
Manila, Philippines
- 1973 Master of Arts - Educational Administration
Philippine Union College
Manila, Philippines
- 1981 Master of Business Administration
Andrews University
- 1982 Doctor of Education - Educational Administration
Andrews University

PROFESSIONAL EXPERIENCE:

- 1959-62 Teacher, Sunny Hill School
Sarawak, Malaysia
- 1962-63 Teacher, Sabah Adventist Secondary School
Sabah, Malaysia
- 1966-68 Teacher, Sabah Adventist Secondary School
Sabah, Malaysia
- 1969 Principal, Sabah Adventist Secondary School
Sabah, Malaysia
- 1973-74 Education Superintendent, Sabah Mission
Sabah, Malaysia
- 1975-78 Mission Secretary and Education Superintendent
Sabah Mission, Sabah, Malaysia